



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

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: Beecher Hills ES			District Name: Atlanta Public Schools		
Principal Name: Crystal M. Jones			School Year: 2015-2016		
School Mailing Address: 2257 Bollingbrook Dr., Atlanta, GA 30311					
Telephone: 404-802-8307					
District Title One Director/Coordinator Name: Kathleen Yarbrough					
District Title One Director/Coordinator Mailing Address: 130 Trinity Avenue Atlanta, Georgia 30303					
Email Address: kyarbrough @atlanta.k12.ga.us					
Telephone: 404-802-2842					
ESEA WAIVER ACCOUNTABILITY STATUS					
(Check all boxes that apply and provide additional information if requested.)					
Priority School <input type="checkbox"/>			Focus School <input type="checkbox"/>		
Title I Alert School <input type="checkbox"/> .					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
Principal's Signature: <i>CM Jones</i>				Date: 09/01/2015	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date: 09/01/2015		Revision Date:		Revision Date:	



Georgia Department of Education Title I Schoolwide/School Improvement Plan

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 Field book 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>.



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

Title I Schoolwide/School Improvement Plan

Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Crystal M. Jones		Principal
Ovura Crosby		Assistant Principal
Shafiqua Hill-Little		Teacher
Brittney Washington		Teacher
Stacy Humphries		Teacher
Mekeya Upshaw		Teacher
Sheri Rennie		Teacher
Diana Lockett		Instructional Coach
Terri Weekes		Parent Liaison
Tiffany Harvey		Parent
Misty Mayo		Parent
Rhonda Leach		External Advisor



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

SWP Components

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

Response:

- A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were Crystal Jones (Principal), Ovura Crosby (Assistant Principal), Diana Lockett (Instructional Coach), teachers Shafiqua Hill-Little, Brittany Washington, Stacy Humphries, Mekeya Upshaw, and Sheri Rennie, Terri Weekes (Parent Liaison), parents Tiffany Harvey and Misty Mayo, and Rhonda Leach (External Advisor). The ways they were involved were the principal, assistant principal, instructional coach, and teachers worked together to develop the plan for giving extra instructional time to those that need it. This group also discussed allocation of resources. The principal, assistant principal and instructional coach worked to analyze the available student data from the previous school year and developed the targeted groups for the current year. The principal, assistant principal, teachers, partners, and parents revised the parental involvement policy, parent-student-teacher compact, discussed teacher recruitment and retention, and discussed allocation of funds for the budget. The principal, assistant principal and instructional coach worked to develop a plan to monitor the implementation of the plan. The principal and assistant principal worked together to draft the narrative of the plan.
- B. We have used the following instruments, procedures, or processes to obtain this information 2014-2015 Computer Adaptive Assessment (CAAS) data, Universal Screener Data and outcomes from a brainstorming and data analysis sessions.
- 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 will be sent 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 the average NCE* score, compared to District average score of 50, for reading and

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



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

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

mathematics on all of the 2014-2015 administrations (fall, winter, spring) of the Computer Adaptive Assessment (CAAS) showed varying levels of growth for the grade levels. The average reading NCE score for kindergarten students was 48 in fall, 58 in spring, and 59 in winter, resulting in an 11 point gain. The average reading NCE score for first grade students was 48 in fall, 48 in spring, and 46 in winter, resulting in a 2 point loss. The average reading NCE score for second grade students was 52 in fall, 48 in spring, and 49 in winter, resulting in a 3 point loss. The average reading NCE score for third grade students was 48 in fall, 54 in spring, and 53 in winter, resulting in a 6 point gain. The average reading NCE score for fourth grade students was 53 in fall and 51 in winter, resulting in a 2 point loss. The average reading NCE score for fifth grade students was 50 in fall and 54 in winter, resulting in a 4 point gain. Fourth and fifth grade students were not assessed on the spring CAAS administration in reading. The average mathematics NCE score for kindergarten students was 48 in fall, 61 in spring, and 66 in winter, resulting in a 12 point gain. The average mathematics NCE score for first grade students was 49 in fall, 46 in spring, and 46 in winter, resulting in a 3 point loss. The average mathematics NCE score for second grade students was 54 in fall, 52 in spring, and 51 in winter, resulting in a 3 point loss. The average mathematics NCE score for third grade students was 50 in fall, 55 in spring, and 59 in winter, resulting in a 9 point gain. The average mathematics NCE score for fourth grade students was 47 in fall and 49 in winter, resulting in a 2 point gain. The average mathematics NCE score for fifth grade students was 52 in fall and 53 in winter, resulting in a 1 point gain. Fourth and fifth grade students were not assessed on the spring CAAS administration in mathematics.

*NCE scores, or Normal Curve Equivalent scores, are a method of reporting test scores created for the US Department of Education. They range from 1-99 with a mean of 50, similar to percentiles. However, unlike percentiles, NCE scores maintain equal interval and can be meaningfully averaged and differenced.

	Reading				Mathematics			
	Fall 2014	Winter 2015	Spring 2015	Growth +/-	Fall 2014	Winter 2015	Spring 2015	Growth +/-
K	48	58	59	+11	48	61	66	+12
1	48	48	46	-2	49	46	46	-3
2	52	48	49	-3	54	52	51	-3
3	48	54	53	+6	50	55	59	+9
4	53	51	Not Assessed	-2	47	49	Not Assessed	+2
5	50	54	Not Assessed	+4	52	53	Not Assessed	+1

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 the Georgia academic content standards [Common Core Georgia Performance Standards (CCGPS) and Georgia Performance Standards (GPS)] including:

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



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

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

- Economically disadvantaged students who make up approximately 80% of school population.
- Students with disabilities who make up approximately 10% of the school population.
- Black students who make up approximately 98% of the school population.
- Students who scored in the Bottom 25% on the CAAS in both reading and mathematics

To meet the needs of all of the subgroups and improve their academic performance, we will implement the Academic Parent-Teacher Teams (APTT) parent engagement model. As a part of APTT homeroom teachers meet with parents as a group 3 times a year (team meetings) and once individually (individual conference) to discuss grade-level foundations skills. Parents are shown the class data for the skill and taught how to locate their child's data. The current target and end-of-year target are shared with parents during the data talk. The parents are then given information about the foundation skill(s), the importance of the skill(s) and how the skill(s) impact students learning. The teachers provide parents with and model of the foundational skill(s). The teachers demonstrate for parents 2 activities that can be done at home to reinforce the foundation skill. The parents and teachers practice the activities together and then the teachers work with the parents to set 60-day SMART goals for their child's improvement on the foundational skill(s). The foundational skills will be selected by each grade team based on the fall and spring AIMSWEB universal screener data. To support the implementation of APTT and meet the needs of all of the subgroups and improve their academic performance, funds from the Parent Involvement section of the Title I budget will be used to purchase parent engagement materials. These materials will provide families with the class and individual student data on foundational skills, including current and end-of-year goals, and take home activities and materials they can complete at home to support their child's development of foundational skills.

To increase the academic performance of the students with disabilities we will be implementing a co-teaching model of instruction. This will ensure that students with disabilities are exposed to as much grade level specific content as possible. It is our goal that all of our students with disabilities spend at least 80% of the instructional day in the general education classroom receiving instruction from the general education teacher and the special education as indicated by each student's IEP.

To meet the needs of the students in the bottom 25% and improve their academic performance, support teachers will work with these students in small groups to provide additional instructional time. During the additional instructional time students will focus on improving their foundational skills, thereby improving their academic performance in the core content areas of reading and mathematics. To gain this additional instructional time students will attend their support sessions 3 days a week for 45 minutes in lieu of Spanish class. The bottom 25% groups for each class will be restructured in January, based on the winter Computer Adaptive Assessment results for each grade-level. Funds from the Instruction section of the Title I budget will be used to purchase

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



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

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

materials Coach and Motivation materials to be used during this additional instructional time.

In addition to the aforementioned strategies, we will purchase two paraprofessionals with funds from the Instruction section of the Title I budget. One paraprofessional will be assigned to kindergarten and one to grades 1-5. The paraprofessionals will reduce the student teacher ratio and work with those students who are most at risk of not meeting standards.

Finally, we will utilize a portion of our Parent Involvement allocation of the Title I budget to fund a full-time Home-School Liaison. The Home-School Liaison will purchase resources and materials in the parent center that will help those parents whose students who are at risk of failing support their children's academic growth at home. The Home-School Liaison will also conduct, plan, schedule, and/or arrange workshops for parents based on school data and parent need. These workshops will also focus on ways parents can work with their children at home to increase their academic performance. The Principal, Home-School Liaison, and a representative will attend Academic Parent-Teacher Team (APTT) professional development on ways to increase parent engagement and give parents additional tools to increase academic achievement of their students.

- F. The data has helped us reach conclusions regarding achievement or other related data.
- The major strengths we found in our program were kindergarten and third grade in both reading and mathematics
 - The major needs we discovered were in first and second grades in reading and mathematics
 - The needs we will address are to work very closely with students falling in the bottom 25% in both reading and mathematics on the CAAS and students falling in tiers 2 & 3 on the pyramid of intervention. We will also address student engagement, inquiry-based teaching, and writing in all content areas.

The specific academic needs of those students that are to be addressed in the school-wide program plan will be met by implementing research based interventions in the classroom for students falling in tiers 2 & 3 on the pyramid of intervention, providing additional instructional time for students scoring in the bottom 25% on the CAAS in both reading and math, utilizing the Special Education co-teaching model, providing reading and mathematics support for first and second grade classes from the reading and mathematics support teachers, and differentiating instruction to meet the needs of all learners. The teachers will utilize the web-based technology resources of Accelerated Reader (AR), Reading A-Z, RAZ Kids, First in Math, and fiction and non-fiction and trade books to provide differentiated assistance to all students. Teachers will also utilize iPads apps to provide individualized instruction for the purpose of differentiation. We increase professional development in the areas of student engagement, using data to make instructional decisions, math strategies, reading instruction, and writing. We will use funds in the Improvement of Instruction section of the Title I budget to fund a full-time Instructional Coach.

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



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

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

The coach will provide on-going professional development targeted to meet the needs of individual teachers and grade levels based on on-going analysis of data.

- The ROOTCAUSE/s that we discovered for each of the needs was a lack of repetition and practice of math facts is a root cause. To address this need we will First in Math. First in Math allows students to repetitively practice math facts at home and school. First in Math will adjust the level to meet the needs of each individual student and provide feedback to students, teachers, and parents about growth. We will encourage student participation by celebrating students who earn the most points in each class and the class who earns the points each will be allowed to display the FIM trophy. Another root cause is a lack of consistent writing instruction school wide and teacher knowledge of teaching effective writing strategies. To combat this we plan to provide teachers with instructional resources and materials that support writing across the curriculum, including Write Math, and provide on-going professional development in the area of writing instruction. In addition we will have a writing lab where students will receive targeted writing instruction. A third root cause we discovered is a lack of consistent on level reading practice. To combat this we will implement Accelerated reader in all classes. Students will be expected to read books of appropriate levels and take weekly comprehension tests on the books they read. We will encourage student participation by celebrating classes who pass the most tests on each grade level and the individual students each month. An additional factor is lack of 100% student engagement and minimal integration of science and social studies with reading and literacy. To address student engagement teachers will use iPads, Promethean Boards, ActivExpression (handheld student response devices), Promethean Tables, and document cameras. We will continue to implement a Science Lab where students will be exposed to engaging science content through literacy, and we will increase experiments in science classes and purchase materials to allow teachers to conduct essential labs weekly. Trade books will be used by teachers to integrate literacy and numeracy with science and social students. Consumable student resources will be purchased that support critical thinking and problem solving in math and reading. Materials and supplies to support the entire instructional program will be purchased and will be used by teachers and students throughout the school day for the purposes of enhancing instruction and meeting the needs of all learners.

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

- 80% of students in kindergarten through fifth grades will achieve one or more levels of growth in Reading and Math from fall to spring as measured by the spring administration of the Computer Adaptive Assessment (CAAS).
- 80% of students with disabilities will achieve one or more levels of growth in Reading and Math from fall to spring as measured by the spring administration of the Computer Adaptive Assessment (CAAS).
- All grades will show positive growth in the average NCE* score, of at least 3 points,

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



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

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.
for reading and mathematics from the fall 2015 to the spring 2016 administrations of the Computer Adaptive Assessment (CAAS). ➤ By May 2016, 75% of students in each grade level will meet the end of year goal on identified grade level essential skills as measured by the spring administration of the AIMS Web universal screener.
*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.
<i>Response:</i> 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 to increase student engagement by using brain based strategies, centers, small group instruction, and technology. We will use the Georgia Pyramid of Intervention to provide tier 1, 2, and 3 interventions through progress monitoring and Response to Intervention (RTI). We will integrate literacy into all other core content areas (i.e. math, science, social students). We will use hands-on, inquiry-based instruction to develop critical thinking and habits of mind skills in students. We will provide two paraprofessionals to reduce the student-teacher ratio which will allow teachers to work directly with struggling students. We will provide differentiated instruction for students based on frequent formative assessments. The teachers will utilize the web-based technology resources of Accelerated Reader (AR), Reading A-Z, First in Math, and fiction and non-fiction trade books to provide differentiated assistance to all students. iPad apps and Promethean ActivTables purchased Title I funds from previous years will be used to provide differentiation and encourage students engagement. Materials and supplies to support the entire instructional program will be purchased with funds in the Instruction section of the Title I budget. These materials and supplies will be used by teachers and students throughout the school day for the purposes of enhancing instruction and meeting the needs of all learners.
2(b). Are based upon effective means of raising student achievement.

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



Georgia Department of Education Title I Schoolwide/School Improvement Plan

Response:

Following are examples of the scientifically-based research supporting our effective methods and instructional practices or strategies.

- Inquiry-based Instruction- Inquiry-based learning provides opportunities for students to engage with a range of different learning experiences and styles, even though disciplines may have preferred learning styles (Healey and Jenkins 2000; Healey et al. 2005).
- Universal Screeners-Using an assessment battery comprising various component skills (Compton et al., 2006; Davis, Lindo, & Compton, 2007; Johnson et al., in press; O'Connor & Jenkins, 1999). When multiple measures are used to classify students as at risk for reading problems, the accuracy of the classification improves significantly. In some studies (e.g., O'Connor & Jenkins, 1999), the sensitivity levels obtained through this process have reached nearly 100%.
- RTI/Pyramid of Intervention- RTI is an evidence-based approach to early intervention for students struggling with learning or behavior in general education and special education settings. Its core principles are that Tier 1 evidence-based instruction is provided with fidelity, student progress is monitored frequently, students' responsiveness to intervention is evaluated, and instruction is adapted as needed (National Association of State Directors of Special Education, 2005; Vaughn & Fuchs, 2003)
- Integration of Literacy into Content Areas- Guthrie and his colleagues (2001) have investigated the effects of integrated reading instruction on reading achievement in the...elementary grades. Using findings from a study of 545 teachers in 33 schools in Maryland, they found that when students had more opportunities to read and teachers integrated literacy instruction in the content areas, the result was increased reading comprehension, conceptual knowledge, problem-solving skills in science, and motivation to read.
- Differentiated Instruction- Differentiation guides the planning and instruction in mixed ability classrooms based on students and their needs, facilitating the construction of knowledge for each and every student based on prior knowledge. Supporters of differentiation believe that it is the only way for effective teaching of all students in mixed ability classrooms (Tomlinson, 1999, 2001; Koutselini, 2006).
- Student Engagement- Student engagement refers to a "student's willingness, need, and desire to participate and be successful in, learning, promoting higher level thinking for understanding. There is a strong relationship between the amount of time students are actively engaged and their achievement (Graden, Thurlow, and Ysseldyke, 1982).

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



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

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

Response:

We will increase the quality and amount of learning time by implementation of the following instructional methods: the effective lesson (according to the Teacher Keys Effectiveness System-TKES, Georgia's Teacher Evaluation System), Transdisciplinary units, inquiry-based teaching, high levels of student engagement and effective questioning, dedicated RTI block, after-school tutorial, and fewer instructional interruptions.

According to TKES an effective lesson begins with a warm up linked to learning. Each lesson must also include a review of the specific student friendly instructional objectives/learning goals. The learning experience planned for the lesson should be aligned to the objective at the appropriate level of complexity. The lesson should include opportunities for students to make connections to the world, texts, and self. The learning experiences for the lesson should be differentiated to address the needs of every student. Varied assessment methods should be used throughout the lesson and students should be informed of their progress. Questioning should go beyond simple recall and students should be required to explain their responses. Finally, the effective lesson should include a closure that reminds the students what was learned and serves as an introduction to the next lesson. Each year teachers will receive training on the components of an effective lesson; as a part of this training teacher will conduct collegial observations.

As a part of the Beecher Hills implementation of the IB PYP each grade team is expected to collaboratively develop concept based units that are transdisciplinary in nature. This allows for teachers to provide the most instruction possible in the time allotted. The teachers will develop their units around a globally significant central idea that will include many opportunities for student led inquiry. The units will also include formative and summative assessments. Teachers will reflect on each unit after implementation to ensure that the learning goals were met. Each grade level will work collaboratively with the IB Coordinator to revise units based on the previous year's reflections. Teachers will also receive on-going professional development on inquiry-based teaching.

Teachers will implement best practices in their lessons such as the integration of technology, the use of manipulatives, differentiated instruction, effective questioning, and flexible small groups to ensure that there is a high level of student engagement thereby increasing the quality of the learning time. Throughout the year site-based professional development will focus on these best practices. To provide support for technology integration 3 iPad carts will be housed in the media center. The carts will contain 30 iPads each. Teachers will be allowed to check-out individual iPads on a daily basis to use for small group or individual instruction. Teachers will also be allowed to check out the entire cart to use with whole group instruction. Additional iPads will be available for teachers to check-out to use to meet individual student needs. The teachers will use these iPads to plan and implement technology-based instruction, keep anecdotal notes, and video lessons and student presentations/projects. Students and teachers will also be able to use the iPads to access and read eBooks that support all of the core content. A Mac Book laptop will be

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



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

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

housed with the iPad cart and will be used to maintain and monitor the iPads as well as be available for teachers to use with students as a part of classroom instruction in the Media Center and classroom. Teachers will also use Promethean boards, document cameras, ActivExpressions (handheld student response devices), and Promethean ActivTables to integrate technology, formatively assess students, and maintain student engagement. To assist with differentiation of instruction teachers will have access to Saxon Phonics kits (K-2), various books and periodicals, differentiated Math Exemplars, Write Math, Motivation Reading, and Motivation Math, which meet the various needs of the students in all classrooms.

Teachers are required to provide 1 hour of after school tutorial on Wednesdays to students who fail to meet standards on bi-weekly assessments. These students will receive instruction based on identified areas of weakness. Reading, ELA, and Math domain specific Coach Clinic books, which will be purchased with funds from Instruction section of the Title I budget, will be utilized in tutorial to target the specific domains reading, ELA, and math.

Students in grades 2-5 who have been identified as not meeting standards on the District Computer Adaptive Assessment (CAAS) in reading and/or math or are considered at-risk in reading and/or math, in May of 2016 will have the opportunity to attend Summer Academy provided by the District. Students will attend Summer Academy for 4.5 hours per day for 20 days and receive instruction in all core content areas.

In addition to the above mentioned methods the Beecher Hills' instructional leaders are committed to ensuring that interruptions to the instructional day are limited. The instructional leaders limit these interruptions by making minimal intercom announcements during the instructional day. Programs are also scheduled closer to the end of the day when possible to allow for the most instruction on those days. There is also an expectation by the instructional leaders that quality instruction takes place from the morning bell until the dismissal bell. The leaders monitor this by requiring each teacher to submit instructional schedules and by conducting random walkthroughs to monitor time on task.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response:

The information outlined in this section provides clear evidence that all students including the targeted population of students at Beecher Hills are monitored in terms of meeting student needs; and a consistent emphasis is put on our continued academic improvement plans as approved under the Educate America Act. For the purposes of this plan the targeted student groups are listed below.

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



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

- Students with Disabilities
- Students at Risk of Failure based on the Data

Beecher Hills addresses the needs of all children through the utilization of The Georgia Student Achievement Pyramid of Interventions. A universal screener is given to all students in the fall, winter, and spring each year in the areas of early literacy (letter naming, letter sound, nonsense word, and phoneme segmentation), early numeracy (oral counting, number identification, missing number, and quantity discrimination), oral reading fluency, reading comprehension, and computation fluency. Grade level teams and instructional leaders will meet after each administration to discuss the progress individual students, classes, and grade levels. These groups will also make instructional decisions based on the data.

Grade level teams will develop common bi-weekly assessments in each core subject area to address the standards covered during each two week period. The teachers will create a list, based on the targeted groups, of students who have failed to meet the standard. The instructional leaders will monitor data to ensure that students in the targeted groups are experiencing instructional growth. The students who fail to meet standards will receive tutorial afterschool and get additional instruction on the standards covered for that two-week period.

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:

None of our Title I monies will be used to fund educational field trips.

*3. Instruction by highly qualified professional staff.

Response:

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. According to the Professional Standards Commission guidelines, 100% of our staff is Highly Qualified (HQ).

In the event that we have a staff member that is not highly qualified we will work to ensure that the staff member becomes HQ within the timeframe allotted by the Professional Standards Commission. We will accomplish this by working closely with that teacher and Human Resources to determine what requirement/course the teacher needs to be HQ. We would then work with that teacher to make sure that they have the time and resources needed to complete the requirement/course.

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



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

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

Response:

The instructional leaders review the resume and certification of all potential new hires to ensure that they are highly qualified according to the state of Georgia. The instructional team also looks for additional areas of certification (science and math) that will support Beecher Hills becoming a Georgia certified Science, Technology, Engineering, and Math (STEM) school.

Teachers are recruited to Beecher Hills by parent, staff and community word of mouth, the APS recruitment fairs, and our informative school website. We also recruit teachers by serving as a professional development school for the placement of interns and pre-service teachers for local colleges and universities such as Georgia State University, Clark Atlanta University, Spelman College, Kennesaw State University, and Mercer University.

When a teacher comes to Beecher Hills for an interview he/she will be greeted by members of the school's Recruitment and Retention Team. This team conducts the interview and provides the candidate with a Beecher Hills Informational Brochure. The team shares with the candidate the positive aspects of working at Beecher Hills (i.e. family atmosphere, supportive parents, the International Baccalaureate curriculum, new teacher support & mentoring, and opportunities for professional development).

***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 professional development activities surrounding phonics, writing, reading, science, math, formative and summative assessments, and the use of data to make instructional decisions. These activities are designed to address the root causes of our identified needs.
- B. We will align professional development with the State's academic content and student academic achievement standards by reviewing student achievement data and ensuring that teachers receive on-going professional development in the areas of weakness identified in our needs assessments. Instructional staff will receive on-going training on the implementation of Common Core Georgia Performance Standards using the Instructional Coach and District personnel and resources. Instructional leaders will review State and District goals to make sure that the objectives of our professional developments are aligned with District and State expectations.
- 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. Each grade-level will have one 135 minute block of common planning time weekly dedicated to professional development. **We will be use 100% of the funds in the**

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



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

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

Improvement of Instruction section of the Title I budget to fund a full-time Instructional Coach. The coach will provide on-going professional development targeted to meet the needs of individual teachers and grade levels based on on-going analysis of data. The coach will also provide model lessons, assist with planning, aid with analysis of student work and data, and conduct training sessions in the areas of student engagement, math (numbers and operations), early literacy, early numeracy, and writing (ideas and style). The writing lab teacher will conduct professional development on the 6+1 Traits of Writing. (See attached PD calendar). The principal, liaison, school representative, and district parent engagement representative will attend on-going professional development sessions with the GADOE parent engagement department on the use and implementation of APTT.

- 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 by having on-going trainings on using the universal screeners and analyzing results, and by having discussions about how to develop standards-based assessments based on Depths of Knowledge Theory (DOK) to develop rigorous assessment items that are valid and reliable. Additionally, teachers will participate in on-line learning modules about formative and summative assessments, assessment for learning, and using Phoenix and Performance Series Computer Adaptive Assessment, purchased by the District, to develop rigorous, performance based assessments aligned to the standards.

After each professional development the teachers complete a reflection form that outlines what they learned, what they still want to know, and how they will incorporate the lessons learned in their daily lessons. During observations the administrators and instructional coach look for evidence of teachers incorporating knowledge from professional developments in their classrooms.

*5. Strategies to increase parental involvement.

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

Response:

- A. 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 inviting parents to planning meetings, allowing parents to serve on the Title I planning team, sharing data and the needs assessment, sharing the Title I Budget with various parent groups and soliciting suggestions on the ways that funds could be utilized. The Title I Plan and Budget will be shared with parents at the annual Title I meeting and posted on the school's website. We will also review the Parental Involvement Policy and grade-level Title I Compact during parent meetings and solicit feedback and input.

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



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

- B. 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 soliciting input from parents at grade-level meetings, on the school website and social media page. We will also send home parental involvement surveys soliciting feedback from parents. We will ensure that all parents have access to the survey by referencing it at grade-level parent meetings, posting a copy on the school website, and having copies available at PTA meetings and in the Parent Center.
- C. 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 sending flyers home with each student, posting information about the meetings on the school social media page and website, sending out calling posts by phones, including information in the PTA newsletter, and putting the meeting information on the school marquee.
- D. We will offer a flexible number of meetings, such as meetings in the morning or evening coordinated by the **Home-School Liaison, which is funded with the Other Support Services (Parental Involvement Allocation) section of the Title I budget**, in conjunction with the instructional leaders, and Instructional Leadership Team. The meetings will cover topics of interest to parents, as indicated on the parental involvement surveys, and the areas of focus for the school.
- 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 holding an Annual Title I meeting to share the plan and budget with parents, discussing the plan and budget in grade-level, PTA, and Local School Council meetings. We will also create a brochure that will be available for all new parents and in the parent center that outlines the curriculum and assessment practices. The curriculum, assessment practices, and performance expectations will be discussed at Principal Tea & Talks.
- 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

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



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

standards by soliciting input from parents and teachers on each grade-level. The compact will be shared at parent meetings and input will be solicited via a feedback form.

- 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 ensuring that resources are available in the parent center. **These resources will be purchased with funds in the Other Services (Parental Involvement Allocation) section of the Title I budget.** Information about the CCGPS and GPS standards, assessments, and achievement expectations will be shared at various meetings throughout the year including meetings specifically planned for this purpose.
- H. We will provide materials and training to help parents to work with their child to improve their child's achievement in reading and mathematics, through the implementation of the Academic Parent-Teacher Teams (APTT) parent engagement model. We will purchase resources and materials with Title funds and schedule team meetings at times and dates that are convenient to parents. We will stagger meeting dates and times to provide an opportunity for parents with students on multiple grade-levels to attend all of the meetings. We will also offer additional trainings to help parents learn to monitor student grades and interpret student test data. We will ensure that the parents are aware of trainings that are offered by the District Parent Center. We will conduct trainings specifically targeting new parents to educate them on ways to be engaged and involved.
- 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 having a workshop that focuses on communication with parents and stressing the importance of parents as partners and the importance of communications.
- 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 ensuring that our Head Start parents have access to the meetings provided by the District Parents center and Head Start. We will have at least 3 meetings a year for the Head Start parents that cover ways they can support their academic success of their children.
- 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

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



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

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 flyers sent home are approved by the instructional leaders and when necessary that the District provided Transact, translation, service is utilized to translate documents. We will also utilize the District translation request form to request translation for school specific documents not found on Transact. Important information will be posted to the school website, which can be translated to many languages. Additionally, when possible, a separate, translated, calling post will be created and sent out to parents that require translation. We will utilize the District provided translators to translate for parents during parent meetings. Posters will be posted in key places notifying parents of the available translation services for the District and how to take advantage of those services.

- 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 utilizing District resources, such as interpreters, American Sign Language interpreters, and Braille readers. We will post posters for parents of District resources and how to utilize them.

***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 and for students entering from private schools including students entering our school throughout the school year.

In the spring, each preschool program in the school attendance zone will be invited to bring their children to spend a day at Beecher Hills on two designated regular school days. During the visitation days the preschool children will tour the building, meet the staff, enjoy kindergarten activities and have lunch with our current kindergarten students. We will also hold Kindergarten Transition meetings for parents of students enrolled in area preschool and Pre-Kindergarten programs. In these meetings, parents will be given information about the school and strategies they can use at home to make sure their children are ready for Kindergarten.

The school's kindergarten teachers will provide the surrounding preschools and daycares with an outline of the kindergarten curriculum to assist them in better preparing their students.

The Beecher Hills Pre-kindergarten teachers and classroom assistants will meet twice a year with our Kindergarten teachers and paraprofessionals to conduct vertical planning meetings in which

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



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

they will discuss the similarities and differences of the curriculum and the essential skills the Pre-Kindergarten students need to be successful in the Kindergarten. The Beecher Hills instructional leaders will work with the Pre-kindergarten teachers and support teachers to schedule time for all Pre-kindergarten children to visit the Media Center and computer lab once a week. This will allow the children to enter the elementary school program familiar with some of the routines, teachers, and classroom locations of the school. It also begins preparing them for the expectations of Kindergarten.

At Beecher Hills Elementary we will work closely with the middle schools to help our fifth grade students in the transition from elementary school to middle school.

In the spring each fifth grade student and parent will be invited to participate in a middle school informational day at the feeder middle school. The middle school principal conducts an open forum in which the middle expectations, schedule, classes, and activities are openly discussed. The children will tour the feeder middle school, meet the staff, and enjoy presentations from middle school students about aspects of middle school life. The instructional leaders will also work with the feeder middle school leaders to distribute information to parents about the feeder middle school summer transition programs that are offered by our feeder schools.

When students transition from a private school or enter our school throughout the year an orientation session is held with parents ensuring they understand the expectations of the school (uniform policy, behavior expectations, parent involvement policy, parent-student-teacher-compact, and assessment and communication expectations). Students are given the universal screeners so that teachers will be aware of the entering student's strengths and weaknesses. Students will be assigned an ambassador to assist them in navigating the building and making new friends.

*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.

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



Georgia Department of Education Title I Schoolwide/School Improvement Plan

Response:

The ways that we include teachers in decisions regarding use of academic assessments are common planning dedicated to the development of assessments, the use of data teams and data protocols, and regular RTI meetings that focus on data.

Each week teachers have 270 minutes of common planning that is used to plan inquiry-based instruction, develop formative and summative assessments, and develop learning experiences for the students. During this time, teachers review students' performance on previous formative assessments and make decisions regarding remediation and acceleration. Teachers develop a list of students that will benefit from extra learning time provided by Wednesday tutorial and outline what skills the tutoring will focus on.

Each grade level functions as a data team. These teams use data protocols to review common bi-weekly assessment data and/or student work. We also implement the protocols learned during Cross Career Learning Communities (CCLCs)/ Critical Friends Groups (CFG) training. A representative from each grade level was trained through our partnership with Georgia State University and the NET-Q Grant. Teams meet once a month and use protocols to review school and grade level data, analyze student work, review District and State assessment data, and make decisions regarding instruction. The Administration/Instructional Lead Team meets weekly to disaggregate and analyze school wide assessment data, discuss the implications of the data, and determine next steps. The team discusses universal screener results, district benchmark assessments, and the results from the state mandated criterion-referenced competency test during the year when appropriate.

Teachers drive the Response to Intervention (RTI)/ Student Support (SS) teams at Beecher Hills. This team is also comprised of a teacher from every grade level (K-5) in addition to the Instructional Coach, Early Intervention Program (EIP) teacher, parents, and any other support teachers and staff members necessary to meet the needs of the students served by the team. The RTI/SS team meets regularly during the school year to analyze student assessment data and progress monitoring results and to make instructional decisions for the students based on the data.

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



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

*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 and using various strategies to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. One such strategy is the funding of two full-time paraprofessionals with funds in the Instruction section of the Title I budget. One paraprofessional will work directly with students in grades 1-5 who are having difficulty mastering standards. The other will work with Kindergarten students are having difficulty mastering standards. The paraprofessionals will be highly qualified and work directly under the supervision of a highly qualified teacher. Another strategy we will use is after school tutoring. Tutoring will occur on Wednesday for one hour for those students in grades K-5 having difficulty mastering standards. This additional tutoring will focus on specific standards that students need to master. An additional strategy we will use to accomplish this is to use state funding to fund six full-time EIP teachers to work with students who are having difficulties. The EIP teachers will be used in self-contained EIP or reduced model EIP classes to ensure that we are providing instruction to our at-risk students in a classroom with a reduced student-teacher ratio. The Instructional Coach and teachers will meet weekly to analyze student work and disaggregate data to make instructional changes to address students who are not meeting standards. Teachers will also utilize centers and small group instruction to target students' individual needs. In addition to the above, we will utilize the Special Education co-teaching Instructional model when appropriate to decrease the student-teacher ratio and provide targeted small group instruction for struggling students. To meet the needs of the students in the bottom 25% and improve their academic performance, support teachers will work with these students in small groups to provide additional instructional time. During the additional instructional time students will focus on improving their foundational skills, thereby improving their academic performance in the core content areas of reading and mathematics. The bottom 25% groups for each class will be restructured in January, based on the winter Computer Adaptive Assessment results for each grade-level.

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

Response:

During the beginning of the school year the Title I funded Instructional Coach will train teachers on the proper use of the universal screeners and how to use the data from the screeners to identify areas of difficulty for students. Teachers will receive refresher trainings before the administration of each universal screener benchmark (fall, winter, spring). Teachers will also receive training on how to choose the proper tools for progress monitoring. The RTI/SST team will receive periodic training from school based staff and the District on managing RTI/SST, research-based intervention strategies, and developing instructional plans. Additionally the RTI/SST team will train each grade level on RTI and the most effective ways of documenting student progress. Teachers will also receive training on using additional student data (to identify

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



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

areas in which students need additional support. The EIP teacher and instructional coach will also receive periodic training from the District on creating individualized intervention plans, intervention strategies, and monitoring student progress.

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

Response:

We will have four parent conferences/team meetings as a part of Academic Parent-Teacher Teams (APTT) parent engagement model. Homeroom teachers meet with parents as a group 3 times a year (team meetings) and once individually (individual conference) to discuss grade-level foundational skills. During the 75 minute team meetings parents are shown the class data for the skill and taught how to locate their child's data. The current target and end-of-year target are shared with parents during the data talk. The parents are then given information about the foundation skill(s), the importance of the skill(s) and how the skill(s) impact students learning. The teachers provide parents with a model of the foundational skill(s). The teachers demonstrate for parents 2 activities that can be done at home to reinforce the foundation skill. The parents and teachers practice the activities together and then the teachers work with the parents to set 60-day SMART goals for their child's improvement on the foundational skill(s). The foundational skills will be selected by each grade team based on the fall and spring AIMSWEB universal screener data. During the individual conference, the teacher and parent will review the 60-day goal set during the team meeting by the parent and discuss the student's progress towards the goal. Additional ways that parents can support students will also be discussed during the individual conferences.

The RTI/SST team will have a beginning of the year meeting with the teacher and parent of each student being served by the team. At this meeting the team will review the instructional plan created during the previous year and will make modifications to plan as needed based on the beginning of the year data. The team will also provide parents with specific strategies to implement at home that will support the instructional plan for the students. The team will continue to meet with parents throughout the year to share progress updates and strategies for support.

Teachers will also meet individually with parents on an as needed basis to share information related to how parents can assist their students at home. The teachers and instructional leaders will also provide information to parents that they can share with outside agencies that support our students (i.e. after school tutoring programs, private tutors, etc.). Meetings will be scheduled throughout the beginning of the year to review the parent-teacher-student compacts. Parents will be asked to review the statements on the compact and commit to support their students through this agreement. The teacher, student and principal will also sign the compact indicating their commitment to the strategies on the compact as well.

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



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

***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.

We will implement the programs listed above using a combination of local, State, and Title I resources. A table outlining each funding source and how the funds will be coordinated to support student achievement goals in the school improvement plan is below in 9(a).

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

Response:

The table below is a listing of Federal, State, and local services and programs and a full explanation of how Beecher Hills is coordinating and integrating those services and programs.

Coordination & Integration of Federal, State, and Local Programs

Federal- Title I
<ol style="list-style-type: none"> 1. Purchase materials/supplies and books other than texts that support core content areas 2. Purchase On-line educational resources that support core content areas 3. Purchase materials/supplies that support parental involvement activities 4. Full-time Home-School liaison 5. Full-time Paraprofessional (2) 6. Full-time Instructional Coach 7. Full-time Parent Liaison
Federal- School Nutrition Program
<ol style="list-style-type: none"> 1. Free breakfast, lunch, and afternoon snack for all students (Community Eligibility Option- USDA Healthy Hunger Free Kids Act) 2. Fresh Fruit and Vegetable Snack Daily (USDA Fresh Fruit & Vegetable Grant) 3. Free Supper on Site program for students who stay after-school (Community Eligibility Option- USDA Healthy Hunger Free Kids Act)
State- Early Intervention Program
<ol style="list-style-type: none"> 1. EIP Models reduced the student/teacher ratio in classrooms and provide individualized instruction to students based on identified needs
State- Student Services
<ol style="list-style-type: none"> 1. Full-time nurse who assists ill students, administers doctor recommended medications, conducts hearing & vision screenings, and monitors compliance immunization requirements 2. Half-time Counselor 3. Itinerant Psychologist
State- General Fund Budget

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



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

<ol style="list-style-type: none">1. Lease copier fees to copy instructional materials for students and information for parents2. Purchase material, supplies, and consumables that support core content areas3. Staff development registration and material, supplies4. Equipment that supports instruction5. Materials and supplies for the support of the arts (visual, music, orchestra, band)6. Materials and supplies for the support of guidance, health, and physical education7. Assessments (Universal Screeners, Criterion-Referenced Tests, Norm-Referenced Tests)8. Response to Intervention9. Professional Development
Local- Cultural Enrichment Project (These trips are not funded with Title I Funds)
<ol style="list-style-type: none">1. Field Trips<ol style="list-style-type: none">a. Botanical Gardensb. Chattahoochee Nature Centerc. Zoo Atlantad. Woodruff Arts Centere. Atlanta History Centerf. Center for Puppetry Arts
Local- School Partners
<ol style="list-style-type: none">1. Uniforms2. School supplies3. Teacher appreciation incentives4. Student incentives5. Books6. Technology Resources

9(b). Description of how resources from Title I and other sources will be used.
<p><i>Response:</i></p> <p>Title I resources will be used to purchase materials and supplies to support the instruction for all students and parental involvement. These materials and supplies will be used to differentiate instruction for at-risk students, and ensure that parents of these students have resources to assist them in improving their child's academic performance. The full-time paraprofessionals will work directly with at-risk student, under the supervision of a highly qualified teacher, to provide additional support and small group differentiated instruction. The Instructional Coach will provide modeling, professional development, and guide collaborative planning that will improve instruction and thus the academic achievement of all students especially those most at risk. The Home-School liaison will work with parents to provide resources and materials that will assist parents in aiding their children to meet or exceed grade-level expectations.</p> <p>State funded EIP and RTI will be used to provide additional instruction for at-risk students and timely interventions. Field trips funded by local dollars will be used to provide all students will hands-on, real-world experiences related to the core content areas of instruction.</p>

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



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

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:

Beecher Hills does not benefit from School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

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

Response:

Parents will be informed of individual assessment results and interpretations in the following ways:

- Assessment results and interpretations for bi-weekly, universal screeners, and intervention and tutoring assessments will be shared with parents during APTT meetings or on an individual basis during parent-teacher conferences
- Individual student reports and interpretation guides will be sent home via the US mail for criterion and norm referenced tests
- Progress reports will be sent to parents every 4.5 weeks and will contain information related to how well each student is performing on the state standards.

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

Response:

This year students will take the Georgia Milestones End-of-Grade Assessment (2014 was the last year for GCRCT & GCRCT-M). The Georgia State Department of Education (GaDOE) will provide results to the school disaggregated for all students, by class, grade level and by all sub-groups within the school. The score reports provided by the GaDOE will also include data related to how each student performed on the domains within the subject areas of the test.

After the score reports have been reviewed by the instructional leaders the results are analyzed and summarized by grade, teacher, and subject and shared with the instructional staff. Each teacher will also be provided with individual class score reports. The teachers will also meet to discuss and analyze the data for each targeted group and grade level. The team will discuss the school's areas of success and the strategies that worked and the areas of weakness and the strategies that need to be adjusted.

Each parent receives an individual student score report prepared by the GaDOE. The score report gives parents their child's score in each subject and a Lexile reading level. Parents can schedule a conference to discuss the results with individual teachers and/or the school's instructional leaders. Parents of students in third and fifth grades are also notified verbally and via the USPS if their student scores do not meet expectations in the areas required for promotion by the GaDOE (reading for 3rd grade and reading and mathematics for 5th grade). These students will

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



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

be given the opportunity to participate in intensive remediation and retake the Georgia Milestones Assessment.
During the opening of the next school year each teacher will be provided Georgia Milestones Assessment score reports for their current students. The grade level teachers will review students' Georgia Milestones Assessment results to determine the academic strengths and weakness of each class and of the grade level. The teachers then have the ability to determine what domain(s) of a particular subject area should receive instructional emphasis. School-wide Universal Screeners are also utilized to identify and address areas of academic need and strength. These assessments are used to provide on-going data and the results are analyzed by teachers and shared with all stakeholders on a regular basis.

The data from the Georgia Milestones Assessment, and District Assessments are tracked each year and available at any time to teachers for their current students via the district's student information system.

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

Response:

The Georgia Milestones is a statewide test and 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. Provisions are made to ensure that disaggregated assessment results for each category are valid and reliable. Each year the GaDOE provides the instructional leaders with a list of tested students who are identified as economically disadvantaged. This list is printed out by the instructional leaders and is compared to the list provided by the District Nutrition department. The GaDOE also provides a list of students who tested for the purpose of determining test participation. This information is compared to the actual attendance data for each day of testing and test day rosters maintained by the school testing coordinator.

13. Provisions for public reporting of disaggregated data.

Response:

The disaggregated test scores and AYP (or state equivalent) status will be reported to the general public on the GaDOE website. The disaggregated test scores and AYP (or state equivalent) status will also be displayed on a bulletin board in the school building, the school website, and Facebook page. Additionally the results will also be published in the local newspaper for viewing by the general public. A copy of this information will be on file in the main office and parent center at the school site.

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 Beecher Hills school wide plan was developed during a one year period in 2011-2012 school year and is revised on an annual basis.

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



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

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

Response:

The following individuals were involved in the development of the plan: Crystal Jones (Principal), Ovura Crosby (Assistant Principal), Diana Luckett (Instructional Coach), teachers Shafiqua Hill-Little, Brittny Washington, Stacy Humphries, Mekeya Upshaw, and Sheri Rennie, Terri Weekes (Parent Liaison), parents Tiffany Harvey and Misty Mayo, and Rhonda Leach (External Advisor).

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

Response:

Upon completion of the Beecher Hills' school wide plan it will be submitted to the appropriate Associate Superintendent for review. Once the plan is approved it will be submitted to the Federal Grants Specialist in the Office of Federal Grants and Program Compliance (OFGPC) for review. After all revisions are made a final copy of the plan will be submitted to appropriate Associate Superintendent and OFGPC Executive Director to file for District records. A summary of the plan will be made available to the parents and the public via a link on the Beecher Hills website. A complete copy of the plan along with the minutes from the planning team, the parent involvement policy, Home-School Compact, and the Title I Budget will also be maintained on file in the parent center and by the Principal. The public will be notified that the school operates a Title I School wide Program by a posting on the school website, Facebook page, through the school informational brochure, and signage in the school building.

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 Beecher Hills, 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:

The Beecher Hills School wide Title I plan is subject to the school improvement provisions of 1116. All schools in the State of Georgia are subject to this school improvement provision.

Title I School wide Planning Team will work collaboratively with the teachers to analyze

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



Georgia Department of Education Title I Schoolwide/School Improvement Plan

assessments to determine the strategies, programs and funding needed to help students meet state standards. The team will meet four times a year to monitor the Title 1 School wide Plan. During the meetings the team will review the current data, compare it projected data and develop next steps. After State and District test scores results are received the team will meet to analyze the data, document achievement gains and losses and plan for ways to increase achievement for the next school year.

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