



Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Sonny Carte Elementary	District Name: Bibb County	
Principal Name: Latricia Reeves	School Year: FY15/16	
School Mailing Address: 5910 Zebulon Road Macon, GA 31210		
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District Title I Director/Coordinator Name: Dr. Lori Rodgers / Tina May		
District Title I Director/Coordinator Mailing Address: 484 Mulberry Street Macon, GA 31201		
Email Address: latricia.reeves@BCSDk12.net		
Telephone: 478-779-3350		
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"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

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SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Latricia Reeves		Principal
David Akin		Assistant Principal
Kelly Chester		PEC Lead Teacher
Candi Davidson		Teacher
Jenee DeChant		Resource Teacher
Kelly Ennis		Media Specialist
Lori Garret		Teacher
Amanda Marsh		Title I Academic Coach
Lisa Walker		Family Engagement Facilitator
Christi Watson		School Counselor
Dionne Dillard		Parent



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SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Response:

Upon analyzing 2014 CCRPI achievement reports, there was evidence that performance gaps exists among subgroups. Specifically, black students, economically disadvantaged students, and students with disabilities did not meet state performance targets across content areas. Additionally, Post Elementary School Readiness data indicated that only 50.7% of Carter's third grade students achieved a Lexile measure equal to or greater than 650. As a result, achievement data supports the need for reform strategies across content areas (reading/ELA, math, science and social studies) to specifically target, and address the needs of identified subgroups; thereby, improving student achievement for all students.

Based on additional school achievement data, the Five WHYs causal protocol, and stakeholders' needs assessment surveys, Carter's areas in need of improvement were determined. Stakeholder representatives participated in collaboration sessions to brainstorm ideas and solutions, and focus on reform strategies aligned to the school's areas of need. Stakeholders (students, parents, teachers, paraprofessionals, and business/community partners) helped to identify the following areas in need of improvement:

- Increase the number of third grade students achieving a Lexile measure equal to or greater than 650
- Improve students' academic performance to achieve and/or exceed state proficiency targets across content areas (reading/ELA, math, science and social studies)
- Reduce the number of In-School/Out-of-School Suspensions
- Improve communication with stakeholders
- After-school tutoring service
- Common Core Standards in parent-friendly language
- Reduce the number of interruptions during the instructional day
- Adjustments in the master schedule
- Ongoing technology training
- Improve School Climate

As a result of the identified areas in need of improvement, the following Smart Goals were developed:

- Increase the number of third grade students reading on grade level – achieving a Lexile measure equal to or greater than 650 from 51% to 61% by the end of third grade (May 2016).
- Increase the number of scoring at meets or exceeds in mathematics on the Georgia Milestones Assessment from 88% to 91% by May 2016.



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1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

- Provide teachers with continuous professional learning opportunities for a minimum of 90 minutes per week in research-based instructional practices including technology integration across content areas to increase rigor, relevance and relationships to meet the needs of all learners starting in August 2015 thru May 2016.
- Improve Carter’s School Climate Star Rating equal to or greater than 3 from 2 by 2016.
- Implement a fully operable After-school program by September 2015.
- Implement Year-1 “Leader in Me” schoolwide transformational model with fidelity by the end of May 2016.
- Establish 21st century methods to improve communication with stakeholders such as a schoolwide email system and Carter Facebook page. Carter will utilize Google Docs or One Note to provide parents with a yearlong snapshot of calendar events for FY15/16 by the end of August 2015.

It is noteworthy to mention that Carter Elementary does not currently serve migrant children. As of June 2015, there were no migrant children enrolled. However, Bibb County School District has a process for serving this population of students. The local school office personnel assists the parents of children in filling out the proper paperwork, and they notify the district office when these students enroll. The district provides the parents with an interpreter if one is needed. Carter Elementary contacts any needed social service agencies to assist the migrant family with any problems they might be experiencing that would preclude their children from receiving an equal education under the law. Tutorial services are also provided to assist students with their academics. The district determines if ESOL services are required for the children enrolled at Carter Elementary. These services are provided in a timely manner. Every effort is made to ensure migrant children receive the same educational opportunity that any other child receives at Carter Elementary.

2. Schoolwide reform strategies that:

Response:

Carter Elementary School recognizes that on-going professional development is imperative for teachers to be equipped with the knowledge and skills necessary to reach students with varied learning abilities. The professional learning program at Carter is designed to build capacity in our teachers to implement **research-based best practices** in their standard-based classrooms to improve achievement for all students, with emphasis on those most at-risk. The following scientifically research based reform strategies, and assessments are used to improve achievement:

- Math Exemplars
- Differentiated Instruction



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2. Schoolwide reform strategies that:
<ul style="list-style-type: none">• Calendar Math Concepts• RTI Process• Co Teaching Models• Balanced Literacy Strategies• Universal Screeners• Benchmarks• Formative and Summative Assessments• Formative Instructional Practices• Small Group Instruction• DRAs• Feedback• Flexible Grouping• Guided Reading• Technology• Early Intervention Program• Before School Tutoring Program• Title I Intervention Teacher Support• Title I Academic Coach• AIMS Science• Gaming Software – Fist In Math

- Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Response:

Carter Elementary School identifies students at the beginning of the academic school year whom are at risk and experience difficulty demonstrating mastery at proficient or advanced levels of academic achievement on state standards in the following ways:

- Assessment Results (formative and summative)
- Benchmark Assessments
- Midterm Progress Reports
- Report Card Grades
- At Risk Retention Reports
- Teacher Collaboration Meetings
- Observations
- Informal Assessments
- GKIDS
- Universal Screeners (AIMSweb)



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- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

- Weekly Grades/Assessments
- ACCESS Reports
- EIP Reports
- ESGI Reports
- *Georgia Milestones Assessment Data will be analyzed as it becomes available

The data from the assessments and reports listed above are used to identify students who are experiencing difficulty in meeting the standards that will be assessed on the Georgia Milestones Assessment in grades 3rd thru 5th.

The RTI process, through the Pyramid of Interventions, is also used to assist students who are not meeting academic/behavioral standards and/or have deficiencies in reading and math. Through this process goals are set, and prescriptive interventions are tailored to meet the individual needs of students who are experiencing difficulty and are at risk for not meeting state standards.

Carter Elementary will address the needs of students who experience difficulty in a timely manner through implementing the following activities:

- Small Group Instruction
- Extended Learning through tutoring services
- First In Math Program
- Flexible Grouping
- SRA/Number Worlds
- Guided Reading Groups
- Process Phonics
- RTI Process
- Star Reader
- Journeys Diagnostic Resources
- Go MATH Diagnostic Resources
- Reading Eggs
- Intervention Central
- AIMSweb probes
- Maker Stations

Carter offers additional activities and advanced learning opportunities to students who meet and/or exceed expectations on state standardized assessments. Teachers meet on a weekly basis to collaborate, strategize, and plan lessons to accelerate learning for potentially high achievers. These students also have opportunities to participate in competing for top Accelerated Reader



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- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

points, highest First in Math points, Science Fair, Georgia Student Media Festival, Quiz Bowl, Math Team, Math 24 Team, Jr. Beta Club, Spelling Bee, Quick Think-a-Thon Competition, Highest Math and Science Awards, Reader's Cup Competition, etc. Other advanced learning opportunities include a chance for identified fourth graders to receive Gifted Education services through an Advanced Content delivery model.

- Use effective methods and instructional strategies that are based on scientifically based research that:
 - strengthen the core academic program in the school.
 - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
 - include strategies for meeting the educational needs of historically underserved populations

Response:

Carter's master schedule is developed to support rigorous instructional goals, maximize instructional time, and provide optimal learning opportunities for all students. The Master Schedule is designed to accommodate a 90-minute block of instructional time for reading/English language arts and a 90-minute block of instructional time for mathematics. Additionally, throughout the school year, students who are at risk and are experiencing difficulty meeting state standards may receive additional small group instruction, extended learning time, and extra instructional support from the Title I Intervention Teacher and the Title I Academic Coach. Carter will offer an Afterschool program to students beginning August 2015. Students may receive additional academic support during the Afterschool homework segment.

Teachers will be given opportunities to collaborate with colleagues within the Bibb County School District, as well as from surrounding counties and across the Southeast region to learn different ways to strengthen Formative Instructional Practices (FIP) and improve students' academic achievement.

Lastly, the school leadership will continue to monitor and ensure that instructional time is maximized and best practices are employed to provide optimal learning opportunities for all students. Interruptions during the instructional day will be limited, as it is the Sonny Carter Elementary School's goal to provide for students every opportunity to learn.



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- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs; and

Response:

To meet the needs of our exceptional students, we have co-teach classrooms on each grade level, PEC paraprofessionals, Occupational and Physical therapists, and Speech pathologist and two Access classrooms. English Language Learners receive services from an English Language Learner teacher.

ELL students are assessed using the WIDA English Language Development Standards. Students are given the ACCESS for ELLs which is an English Language Proficiency Test.

When students have a disability that interferes with their equal access to instruction, they are placed on a 504 plan. Accommodations for 504 students as defined by the Rehabilitative Act 1973, are determined in a committee meeting comprised of teachers, parents, school counselor, administrators, and the 504 coordinator. Accommodations may include extended time, small group, frequent breaks for testing, emergency procedures and responses for chronic health problems, appropriate responses to mental health issues and accommodations made to classroom instruction, setting, presentation, and scheduling. Plans can be modified whenever the accommodations are not meeting the needs of the child. IEP meetings are held annually to update and as needed for PEC students.

- Address how the school will determine if such needs have been met; and
 - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Response:

Carter teachers use the Response to Intervention (RTI) process to monitor students monitor and determine if students' needs have been met. The RTI Pyramid consists of four tiers. In most cases, students begin the school year on Tier I which consists of standards based classroom teaching and learning. During this time, universal screeners are given to help determine strengths and weakness of students. If there are any significant deficits identified, students are referred to Tier 2. During this time, academic and/or behavior goals are set and research based interventions are provided. After several weeks of data collection cycles, the RTI team determines if the students should be referred to Tier 3 where more intense instruction is provided for several weeks to help promote progress towards students' goals. The RTI committee may include



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necessary support staff such as school psychologists, academic and/or behavior specialists, and therapists. If students do not meet their goal or do not show adequate progress, students are referred for an evaluation to determine if he/she is eligible for services provided by Program for Exceptional Children which is Tier 4 of the RTI Pyramid.

To meet the needs of our exceptional students, we have co-teach classrooms on each grade level, PEC paraprofessionals, Occupational and Physical therapists, and Speech pathologist and two Access classrooms. English Language Learners receive services from an English Language Learner teacher.

ELL students are assessed using the WIDA English Language Development Standards. Students are given the ACCESS for ELLs which is an English Language Proficiency Test.

When students have a disability that interferes with their equal access to instruction, they are placed on a 504 plan. Accommodations for 504 students as defined by the Rehabilitative Act 1973, are determined in a cooperative meeting among teachers, parents and the 504 coordinator. Accommodations include extended time, small group, frequent breaks for testing, emergency procedures and responses for chronic health problems, appropriate responses to mental health issues and accommodations made to classroom instruction, setting, presentation, and scheduling. Plans can be modified whenever the accommodations are not serving the needs of the child. IEP meetings are held annually to update and as needed for PEC students.

Access students will be assessed using the Georgia Alternate Assessment.

3. Instruction by highly qualified professional staff

Response:

Sonny Carter Elementary School is fortunate to have a highly qualified workforce. Highly qualified teachers, as established by the state of Georgia, provide quality instruction to students each day in a supportive and nurturing learning environment.

Highly qualified teachers and paraprofessionals utilize research-based instructional strategies to promote student achievement. Carter School will continue to engage its staff in research-based professional learning opportunities to strengthen pedagogy, enhance teaching and learning processes, and increase teacher effectiveness.

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response:

Carter Elementary School recognizes that on-going professional development is imperative for



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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

teachers to be equipped with the knowledge and skills necessary to reach students with varied learning abilities. The professional learning program at Carter is designed to build capacity in our teachers to implement research-based best practices in their standard-based classrooms, and to improve student achievement for all students, with an emphasis on those most at-risk. Administrators, teachers, and paraprofessionals participate in the following job-embedded professional learning which will be offered during the 2015 – 2016 school year to achieve this goal:

- GA DOE CCGPS Frameworks
- Math Exemplar Collaboration
- Differentiated Instruction
- Calendar Math Concepts
- RTI Training
- Co Teaching Models
- PLC Training
- Balanced Literacy Strategies
- Georgia FIP
- LAW
- AIMS Science
- Go Math
- Journeys
- Standards—based Classrooms
- Quad D Classrooms
- Instructional Rounds
- Leader in Me

Curriculum documents and all lesson plans are aligned with all of the CCGPS and serve as useful guides for teachers to ensure that students know, do, and understand requirements for each subject area for each grade level. Curriculum maps and pacing guides exist and are utilized for core content areas. Teachers participate in job-embedded professional learning centered around research based best practices for effective instructional delivery. Administrators conduct TKES walk-throughs, Instructional Rounds and observations to monitor the work. Administrators, teachers, and instructional support personnel participate in ongoing planning and collaboration within and across grade levels and content areas. They monitor and evaluate implementation of the curriculum through the use of performance data and review of student work. Carter Elementary administrators, teachers, and instructional support personnel align and utilize all available resources to support and enhance standards based curriculum delivery.

Carter Elementary uses its state funds and Title I funds to provide research-based professional



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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

learning, additional common planning time, and to purchase research based resources to improve student achievement.

Carter Elementary School teachers are involved in disaggregating and analyzing achievement data on a regular basis. Data is collected and analyzed during faculty meetings, common planning time, and grade level meetings throughout the school year. As a result of disaggregating and analyzing data, the teachers discuss ways and strategies to meet the individual needs of their students. Teachers collaboratively plan differentiated instruction. They look closely at specific indicators and content area domains to help with targeting, strategizing, and planning effective instruction. Teachers develop aligned assessments and utilize rubrics to monitor students' academic progress and mastery of the Common Core Georgia Performance Standards. Teachers are involved in utilizing and analyzing the following assessments which drive their instruction:

- Standardize Assessments
- Diagnostic Reading Assessments (DRAs)
- Quality Spelling Inventory
- Writing Assessments
- GKIDS
- Georgia Alternative Assessments
- Benchmark Assessments
- Universal Screenings (AIMSweb)
- Classroom Assessments
- Pretest & Post-test
- Formative and Summative Assessments of the CCGPS
- SLOs – Student Learning Objectives

In addition, Carter Elementary School actively engages and involves parents in its commitment to increase student achievement in all subjects. Additionally, we host math/science parent informational meetings, literacy night, and provide parents with materials and workshops aligned with the Common Core Georgia Performance Standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Response:

Carter School has a highly qualified workforce who provides quality instruction to students each day in a supportive and nurturing environment. All teachers are certified in the field in which



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they teach. The qualifications of all prospective employees are closely reviewed by the Human Resources Department to ensure that all state and federal requirements for Highly Qualified personnel are met before a recommendation for employment is made to the LEA (Local Education Agency). All current instructional employees are highly qualified.

The following strategies are used to attract and retain highly qualified teachers:

- New Teacher Luncheon with Principal, Assistant Principal, school leaders and Teacher Support Specialists (TSSs).
- School based Mentor Assignments (TSSs)
- Common Planning Time (Grade level & Cross Grade levels)
- Professional Learning Communities
- Monthly PTO Hospitality Breakfast/Luncheon
- Teacher Of The Year Recognition Program
- Birthday Recognition
- Active PTO Support
- Leadership Opportunities
- Constructive feedback through TKES walkthroughs and evaluations

Additionally, Carter Elementary School attracts teachers through participation in the Annual District-Wide Teacher Recruitment Fair. Carter School has updated its recruiting tools to include web based opportunities for potential candidates to learn more about our school. Potential candidates can contact the school and forward their resumes via the web-based option.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

Response:

The Neglected and Delinquent Residential Facilities in the district are included in the parental involvement correspondence and activities.”

Research indicates that when parents receive frequent and useful communication from the school, their involvement and support increases, their overall assessment of educators improves, and their attitudes toward the school is more positive. Research further validates that parent involvement and support is essential to a student’s success. Carter’s Family Engagement facilitator will organize and coordinate ways to improve communication and increase parental involvement. Carter school invites all parents to attend Title I parent informational meetings to keep them informed and solicit their input and help in developing the school Title I Parent/Student/Teacher Compact. Carter Elementary School actively engages and involves parents and community stakeholders in its commitment to increase student achievement in all subjects. Additionally, we host math/science parent informational meetings, literacy night, and provide parents with materials and workshops aligned with the Common Core Georgia Performance Standards.



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- Parent resources offered:
 - School newsletter and calendar events
 - Parent Resource Center
 - Math/Science Parent Night
 - Literacy Night
 - School website/Teacher Websites
 - Parent Workshops
 - Parent Informational Meetings
- Provide parents reasonable access to staff.
- Teachers will be available before and after school and during planning times throughout the school year. Teachers may be reached by phone, email, or written communication.
- Provide parents opportunities to volunteer and participate in their child’s class and to observe classroom activities.
- Provide each parent timely notice when his/her child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

Provide parents an opportunity to participate in an interest-based needs/skills survey. Communication between the school and parents is consistent, two-way, and meaningful with clear comprehensive evidence of its contribution to short and long-range school improvement plan goals, particular student achievement targets. The school’s PTO organization provides an avenue for parents and staff to align goals and to provide feedback to further enhance Carter’s learning environment and instructional delivery. Parents are members of the Family Engagement Team which oversees the operations of the school and provides its direction in academic, social and community affairs. The School Council makes suggestions to the entire community for changes and implementation to our instructional program.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Response:

Carter Elementary is aware that transitioning from pre-school to elementary and elementary to middle school may be challenging for rising kindergarten and fifth grade students and their parents. In an effort to promote a smooth transition, the following activities are implemented:



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- Carter Elementary School invites neighboring day care centers to bring their rising kindergarten students to the school. They tour the building and visit kindergarten classrooms.
- Carter Elementary teachers, counselors, and school administration meet with rising kindergarten parents to discuss upcoming expectations, curriculum, routines, etc.
- Carter Elementary fifth grade students participate in a "Smooth Move" field trip to Howard Middle School. Students participate in an orientation of the school curriculum and extracurricular opportunities. They tour classes to get a real sense of transitioning to Middle School. Additionally, parents of rising sixth graders are invited to attend an Open House Night at Howard Middle School so they have an opportunity to become acclimated to the school and aware of what the school offers. Carter students are exposed to extracurricular opportunities at Howard Middle throughout the school year by attending a variety of performances. This is one successful way to motivate Carter students towards academic progression.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:

Carter Elementary School coordinates the use of federal, state, and local funds in accordance with all laws and regulations governing these funds. A comprehensive explanation of these funds may be found in our School Improvement Plan Needs Assessment

Carter implements the following programs:

- Free Breakfast & Lunch Program
- Special Education Programs
- Gifted Programs
- Pre-Kindergarten Programs
- Character Education Programs
- Part time School Nurse
- Early Intervention Programs
- Red Ribbon Week and Drug Free Schools Program
- Jr Beta Club
- Physical Education Programs
- Parental Involvement Programs
- School Council
- CHAMPS
- Count Yourself-In Attendance Awareness Month



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- iLEAD Behavior Expectations Plan
- Leader in Me

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response:

The RTI process, through the Pyramid of Interventions, is used to assist students who are not meeting academic/behavioral standards and/or have deficiencies in reading and math. Through this process, interventions are tailored to meet the individual needs of students who are experiencing difficulty and are at risk of not meeting state standards.

Carter Elementary will address the needs of students who experience difficulty in a timely manner through implementing the following activities:

- Small Group Instruction
- Extended day learning through school tutoring services
- Flexible Grouping
- First In Math
- Guided Reading
- Phonics Program
- Specially Designed Instruction

Carter Elementary School identifies students who are at risk and experience difficulty mastering proficient or advanced levels of academic achievement on state standards, in a timely manner, in the following ways:

- Assessment Results (formative and summative)
- Benchmark Assessments
- AIMSweb Assessments
- Weekly grades/assessments
- Midterm Progress Reports
- Report Card Grades
- At Risk Retention Reports
- Teacher Collaboration Meetings
- Observations
- Informal Assessments
- GAA –Georgia Alternative Assessment
- Star Assessment
- DRA –Direct Reading Assessment



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- SLOs –Student Learning Objectives
- GKIDS

The data from these assessments and reports listed above are used to identify students who are at risk for meeting the standards that will be assessed on the Georgia Milestones test.

Carter Elementary School teachers and administrators are able to interpret and effectively articulate assessment results to parents and other stakeholders. Teachers communicate the interpretations of assessment results in parent-teacher conferences, IEP meetings, RTI meetings, test talks with parents, and parent informational meetings. All conferences are documented and include what the school will do to help students, what the parents can do to help, and additional assistance available to the student through community resources.



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10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response:

Teachers meet with parents at the beginning of the school year and provide parents with individual copies of their child's state standardized assessment results. Teachers conference with parents and communicate the interpretations of Benchmark Assessments and state standardized assessments. Additionally, Carter School disseminates midterm progress reports and final grade reports at the end of each nine weeks. These reports contain keys for parents to reference when interpreting behavior and academic performance

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

Response:

The following standardized assessments are administered each school year: Naglieri Nonverbal Ability Test (NNAT2), Stanford Achievement Test (SAT 10) and Georgia Milestones Assessment. Students in Kindergarten are assessed utilizing the Georgia Kindergarten Inventory of Developmental Skills (GKIDS) Assessment. Also, students in grades 1 thru 5 are assessed three times a year utilizing a universal screener (AIMSweb). Benchmark Assessments will be administered at the end of each nine weeks grading period.

Carter Elementary School's test data is collected according to the state guidelines by the system Director of Testing and Instructional Technology. The Georgia State Department of Education disaggregates the data and provides documentation to the school system and then to the individual schools. This data is in turn provided to the media through the system central office. Additionally, this assessment data is uploaded to the Georgia State Department of Education's website, which can be accessed and viewed by the general public. The data is also uploaded to the school's State Longitudinal Data System (Infinite Campus). The state utilizes a growth model measuring tool to determine the school's overall school grade also known as the College and Career Readiness Performance Index (CCRPI) score. This information is also posted on the Georgia State Department of Education website. The state also generates a school report card through the Governor's Office of Student Achievement that further disaggregates student data by race, gender, and subgroups.

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

Response:

Carter School relies on the Georgia Department of Education to select testing instruments that are statistically sound, valid, and reliable.



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

Response:

The Bibb County Public Schools Office of Accountability & Assessment disaggregates data from the State and releases results to the public through local media. Carter will hold an informational meeting each year for parents. The purpose of the meeting is to give parents and local community stakeholders an overview of Carter school’s academic report for the previous school year. Additionally, parents are informed of their rights under the law.

14. Provisions for public reporting of disaggregated data.

Response:

Disaggregated data is reported and released to the public via the district office, PTA meetings, School Council, parent/teacher conferences, school website, and letters.

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

Response:

Carter Elementary Schoolwide Plan was developed based on information and data from the 2014-2015 school year. The school improvement plan is a fluid document. It is updated and adjusted as needed throughout the year. The plan is updated revised and monitored to ensure that the students are receiving the assistance and resources identified in the plan. Carter Elementary School is a School-wide Title 1 Program. The Carter’s School -wide Title I Plan will be reviewed, analyzed, updated and submitted for approval in June 2016

. 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:

Community stakeholders are involved with the schoolwide plan by communicating through surveys. Stakeholders also participate in the following system initiatives:

- School Council
- PTO/ Parent/Teacher Organization
- Title I Parent Surveys
- Title I Annual Review Meetings



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17. Plan available to the LEA, parents, and the public.
<i>Response:</i> The school-wide plan for Carter Elementary School will be located in the district's Title I Department, school office, on the school's webpage, the Title I Parent Resource room and media center. Community partners and stakeholders may review the plan upon their request. The plan will be presented at a parent meeting as well as at a School Council meeting.
18. 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.
<i>Response:</i> 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.
19. Plan is subject to the school improvement provisions of Section 1116.
<i>Response:</i> Carter School adheres to the Title I School Improvement Provisions of section 1116. Carter School will participate in the National Assessment of Educational Progress (NAEP) if asked to do so.