

TITLE I SCHOOLWIDE PROGRAM (SWP)/ SCHOOL IMPROVEMENT PLAN (SIP)

NAME OF SCHOOL/PRINCIPAL: New Holland Knowledge Academy/Pam Wood

NAME OF DISTRICT/SUPERINTENDENT:

Gainesville City School System/ Dr. Wanda Creel, Superintendent

Comprehensive Support School *Targeted Support School* *Schoolwide Title 1 School* *Targeted Assistance Title 1 School*
 Non-Title 1 School *Opportunity School*

SIGNATURES:

Superintendent _____ Date _____

Principal _____ Date _____

Title 1 Director _____ Date _____

(Title 1 Schools only)

REVISION DATE: June 22, 2016

REVISION DATE:

REVISION DATE:

***PLANNING COMMITTEE MEMBERS (SWP 8, 16)**

Name	Position/Role	Signature
Pam Wood	Principal	
Gwenell Brown	Assistant Principal	
Beverly Hamin	Instructional Coach	
Tannia Wood	Counselor	
Key Goforth	EIP Lead	
Tammy Reed	ESOL Lead	
Tammy Miller	Pre-Kindergarten Director	
Amanda Teasley	Kindergarten Grade Teacher and Chair	
Mary Price	First Grade Teacher	
Michelle Masters	Fourth Grade Teacher and Chair	
Amy Buffington	Fifth Grade Teacher and Chair	

Title I only (SWP 10, 15, 19)

The Letter of Intent for Title I Schoolwide was submitted on _____.

Please indicate the programs that are consolidated in this plan: _____

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

1. A comprehensive needs assessment of the entire school was conducted, taking into account achievement of students in relation to state academic content standards, and student academic achievement. The following data was disaggregated and analyzed for patterns that demonstrate areas for needed improvement; teacher effectiveness with differentiation of instruction, student achievement in Language Arts, and student achievement in Math. During the spring each year the district migrant department conducts a comprehensive needs assessment to determine specific needs of migratory students. At the beginning of each school year the teachers of migrant students are contacted for additional input. Our school is assigned a Migrant Student Support Person who collaborates with school staff to ensure the needs of our migrant students are addressed including individual and small group tutorials.

Comprehensive Needs Assessment included data from teacher surveys, parent surveys, benchmark assessment data (SRI, AimsWeb, and Dibels,) SLO's, End of Grade, Teacher KEYS (observations), student attendance, classroom assessment data (formative and summative assessments) and Georgia Milestones.

Our data disaggregation showed that students at New Holland were approximately 50 points below the state benchmarks for Reading and Math. Through year-long observation of student data, we were able to track the progress of students in Reading and Math. Our summative assessment, Georgia Milestones, indicated that 39.9% of students in grades 3-5 were at Developing Learner and Above in Reading. 47.5% of students were at Developing Learning and Above in Math. 38% of 3rd grade students were at the 650 Lexile measure and 48% of 5th graders were at the 850 Lexile level.

Our improvement goal is for All Students in grades 3-5 to be at 70% Developing Learner and Above in both Reading and Math, and for 70% of 3rd graders and 70% of 5th graders to perform at the Lexile of 650 and 850 respectively as measured by Georgia Milestones.

Prioritized Needs	Data Sources	Participants Involved	Communication to Parents and Stakeholders
Reading Comprehension/Lexile	Dibels Reading Inventory Classroom Assessments Georgia Milestone Star Reading	Students Teachers Administrators Parents	Parent Conferences Newsletters Student Progress Reports Student Report Cards Parent Workshops
Math Achievement	Aims Web Classroom Assessments	Students Teachers	Parent Conferences

	State Assessments	Administrators Parents	Newsletter Student Report Cards Parent Workshops
Writing	Classroom Assessments State Assessments	Students Teachers Administrators Parents	Parent Conferences Newsletter Student Report Cards Parent Workshops

2. Schoolwide reform strategies that:

- 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).

All students at New Holland are afforded opportunities to meet proficiency levels and advanced levels of academic achievement. New Holland will address the needs of all students, particularly those of highest academic need, through identification based on prior achievement, teacher observation, and current formative assessments. Students will be provided quality classroom instruction as measured by Teacher Keys, as well as intervention services such as the ESOL program, EIP program, Gifted program, flexible grouping for differentiation within the classroom, as well as one to one intervention by the RTI Coordinator.

- Use Effective methods and instructional strategies that are based on scientifically based research that:
 - o Strengthen the core academic program in the school
 - o 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
 - o Include strategies for meeting the educational needs of historically underserved populations

To strengthen the core academics, increase time for learning, remediate, enrich, or accelerate student achievement for all students, New Holland utilizes only research based strategies during instruction planning and practice.

- Professional Learning Community meetings conducted by a Literacy Coach and by a Math Coach whereby teachers analyze student data and discuss best teaching practices.
- Striving Reader Program is a reading framework developed in conjunction with Georgia DOE to increase student reading achievement
- Differentiated Strategies for Teaching Students to Read is a remedial/enrichment skill specific framework for increasing student reading achievement and is implemented daily. (Walpol)
- Students have access to The Accelerated Reader Program through New Holland Media Center for tracking reading and assessment

- Georgia Performance Common Core Curriculum is implemented at all grades levels and implementation is monitored through PLC meetings with Academic Coaches.
 - Envision Math Program which is the Math program adopted by our system is enriched by GoMath Program.
 - Math Talks is a strategic intervention to increase students' ability to perform mental math.
 - Teacher Keys Effectiveness System whereby teachers are evaluated on performance with specific attention to academic rigor.
- 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

Differentiated Reading Strategies is implemented every day for a 45 minute period where students are flexibly grouped by skill deficit or need for enrichment. At New Holland we follow the Push in Model with support personnel facilitating the groups for every classroom. All students are grouped and receive this intervention. We call this period of the day WIN time, What I Need.

- 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.

Progress monitoring of the differentiated groups for both Reading and Math takes place every 15 days. Students who master a skill as demonstrated through assessment move to the next level of intervention. Students who do not show enough progress during the 15 day cycle repeat the strategy. The assessment is given by the group facilitator whether it is a support member (EIP/ESOL) or the homeroom teacher, and the data is tracked electronically and analyzed for gaps in achievement and decisions are made for subsequent instruction at PLC meetings with RTI Coordinator, Intervention Specialist or Academic Coach.

SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound) (SWP 2, 7, 9, 10)

System Goal – Challenging and Innovative Instruction – Utilize research-based strategies to promote literacy.

New Holland Goal – Increase Language Arts achievement

Georgia School Performance Standard	Student group (All or subgroup) <i>(SWP 9)</i>	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		

Georgia School Performance Standard	Student group (All or subgroup) (SWP 9)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources				
			Artifacts	Evidence						
PL-1	All students	Professional Development for Reading instruction embedded in Professional Learning Community meetings	Agendas	School Leaders Demonstrate: <ul style="list-style-type: none"> • Training opportunities for teachers • Team Meetings Teachers Demonstrate: <ul style="list-style-type: none"> • Fidelity of implementation • Team Meetings • RTI documentation • Data analysis • Level III Competency in TKES Students Demonstrate: <ul style="list-style-type: none"> • Increase in Reading Lexile • Increase in writing skills 	Classroom Observations	Chromebooks - \$18,000				
PL-1		<u>Differentiated Reading Strategies</u> Book Study and implementation	Sign In Sheets				Review of Data Sheets	Intervention Specialist - \$82,000		
I-9		Student Reading Inventory (SRI) for growth monitoring in grades 1-5	PPT						Discussion during PLC Meetings	Accelerated Reader - \$10,000
C-1		Lucy Calkins Writing Implementation	Lessons Plans							
A-4		Writing Benchmark Assessments	Data Collection Sheets							
A-2		Library Resources – Accelerated Reader Program								
I-2		On-line learning opportunities for students								
PL-1		PLC Meetings to analyze data								
I-6		Technology –Chrome Books								
L-6		Academic Intervention Specialist								

SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound) (SWP 2, 7, 9, 10)

System Goal – Challenging and Innovative Instruction – Utilize research-based practices to promote quality mathematics instruction

New Holland Goal – Increase Math Achievement

Georgia School Performance Standard	Student group (All or subgroup) <small>(SWP 9)</small>	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		

Georgia School Performance Standard	Student group (All or subgroup) <i>(SWP 9)</i>	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
L-6 C-1 I-6 I-9 PL-1	All students	Math Coach GO MATH to supplement Envision Technology – Chrome Books Aimsweb Progress Monitoring <u>Number Talks</u>	Agendas Sign In Sheets PPT Lessons Plans Data Collection Sheets	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Training opportunities for teachers • Team Meetings <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Fidelity of implementation • Team Meetings • RTI documentation • Data analysis • Level III Competency in TKES <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Increase in Math achievement 	Classroom Observations Review of Data Sheets Discussion during PLC Meetings	Math Coach - \$90,000 Go Math - \$15,000 Supplies/Manipulatives - \$1,000 <ul style="list-style-type: none"> • Whiteboards • Markers • Cubes Book Study - \$1,500

3. Instruction by highly qualified professional staff

New Holland will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. It is the practice of New Holland to hire only Highly Qualified teachers and paraprofessionals. New Holland currently enjoys a 100% HighQ rate for both teachers and paraprofessionals.

4. In accordance with Section 1119 and subsection (a)(4), high-quality 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.

Professional Learning Community meetings for both Language and Math weekly where book studies of [Number Talks](#) and [Balanced Literacy](#) will be implemented. Weekly PLCs will afford time for discussion and job embedded learning opportunities to enhance best practices and rigor for increasing student achievement aligned with Balanced Literacy Framework and Mental Math.

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

- Professional Development School in partnership with the University of North Georgia
- Job Fair
- Induction Team – mentor program for all new teachers
- Interview Committee screens initially and then by scored rubric
- Teach Georgia
- Web page – Knowledge Academy (Liberal Arts)

Professional Learning Plan to Support School Improvement Plan (SWP 4)

Professional Learning Strategy to support achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
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<p>1. Professional Learning Community</p> <ul style="list-style-type: none"> analyze data discuss student achievement define research based strategies for improvement align curriculum with instruction and assessment <p>Book study: <u>Book Worm, How to Plan Differentiated Reading Instruction for grades k-3, and Differentiated Reading Instruction in Grades 4&5.</u> – Sharon Walpole</p> <p>Ongoing observation and feedback for continued growth within Teacher Keys.</p>	<p>2016-2017 school year</p>	<p>\$1,200</p> <p>\$1,600</p>	<p>Literacy Coach</p> <p>Interventionist</p>	<p>Teacher implementation of Professional Learning will be monitored through on-going discussion of teaching practices, data results, and observations.</p>	<p>ABC Data</p> <ul style="list-style-type: none"> Attendance Behavior Classroom Success
<p>2. Professional Learning Community</p> <ul style="list-style-type: none"> analyze data discuss student achievement define research based strategies for improvement 	<p>2016-2017 school year</p>		<p>Math Coach</p> <p>Interventionist</p>	<p>Teacher implementation of Professional Learning will be monitored through on-going discussion of teaching practices, data results, and observations.</p>	<p>ABC Data</p> <ul style="list-style-type: none"> Attendance Behavior Classroom Success

<ul style="list-style-type: none"> align curriculum with instruction <p>Book Study of <u>Number Talks</u> for research based strategies to implement</p> <p>Teacher training in Go-Math – grades 3-5</p> <p>Ongoing observation and feedback for continued growth within Teacher Keys.</p>		\$1,300			
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Highly Qualified Staff (SWP 3,5)

All courses are taught by highly qualified staff. _____ (Yes or No) If no, explain

Yes, all courses are taught by highly qualified staff.

List efforts to recruit highly qualified teachers to your school.

- Professional Development School in partnership with the University of North Georgia
- Job Fair
- Induction Team – mentor program for all new teachers
- Interview Committee screens initially and then by scored rubric
- Teach Georgia
- Web page – Knowledge Academy (Liberal Arts)

Parent Engagement and Communication

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.
 - Bilingual parent coordinator
 - Community Early Learning – Read and Rise
 - Workshops developed to assist parents with information regarding homework, success at school, report cards, school bullying, school safety, etc.
 - All communication translated into Spanish
 - Newsletters
 - Invitations to all events – Science Night, Literacy Night, Fall Carnival, PTA meetings, etc.
 - Connect Ed – automated communication
 - Teacher Webpages
 - Gainesville City – “Have you Herd”

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.

Pre-k students and parents attend an orientation session in the spring and in the summer with kindergarten teachers, paraprofessionals, administrators, school counselors, nurse, and lunchroom personnel. Information is shared concerning immunization requirements, lunch, kindergarten expectations, school handbook, school agendas, etc. All nine state designated pre-k classes are housed at New Holland with a Program Director. New Holland’s parent coordinator conducts parent orientations as the pre-k students are predominately from the Hispanic community. Rising kindergartners parents participate in a detailed orientation at Parent’s Night in the fall. Students who have participated in special programming such as Challenged Child or the Speech Center, receive special attention and consideration when placed in classrooms.

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
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<p>Parent Workshops</p> <ul style="list-style-type: none"> • Reading Comprehension Strategies • Do you know your child's ABC's? 	<p>September</p> <p>January</p>	<p>Paper for invitations</p> <p>Ink for printing</p> <p>Comprehension CD's</p>	<p>Counselor</p> <p>Parent Coordinator</p>	<p>Parent Survey</p>	<p>Monthly ABC Data</p> <ul style="list-style-type: none"> • Attendance • Behavior • Classroom Success
<p>Curriculum Nights</p> <ul style="list-style-type: none"> • Literacy • Math <p>Get Connected!!</p> <ul style="list-style-type: none"> • <i>Remind 101</i> • <i>Class Dojo</i> 	<p>October</p> <p>February</p>	<p>Paper for invitations</p> <p>Ink for printing</p> <p>Math manipulatives</p> <p>We Both Read</p>	<p>Administration</p>	<p>Parent Survey</p>	<p>ABC Data</p>
<p>Cookies with the Counselor</p> <ul style="list-style-type: none"> • Test Taking Strategies • Transitions to Middle School 	<p>April</p> <p>May</p>	<p>Paper</p>	<p>Counselor</p>	<p>Parent Survey</p>	<p>ABC Data</p>
<p>Parent Conferences</p>	<p>October</p> <p>January</p> <p>May</p>		<p>Classroom Teacher</p>	<p>Parent Survey</p>	<p>ABC Data</p>

STUDENT ASSESSMENT DATA

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.

The method in which NH will include teachers in decisions regarding use of academic assessment is by allowing the teachers during Professional Learning Community Meetings with the Math Coach and/or Intervention Specialist, time to disaggregate classroom assessment or benchmark data. This allows the teachers the flexibility to “prescribe” interventions such as flexible grouping, small grouping, or tutoring for students who are academically below grade level or who are academically above grade level.

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.

Within the Master Schedule is a 45 minute intervention segment of the school day where students are provided remediation or enrichment.

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.

Each year, the Gainesville City School System's Director of Pre-K and Pre-School Special Education Coordinator join efforts with The Ninth District Head Start Program to place identified special needs students in the Gainesville city School System's Pre-K Program where nine classes are housed at New Holland Academy.

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

Assessment data is interpreted by teachers, counselor, and administrators. When assessment data is shared with parents, a notification accompanies the test results informing parents that support is available in English and Spanish. Results are also provided during parent/teacher conferences for individual students.

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

Georgia Milestones data on student achievement is collected and disaggregated by the Department of Education. Aimsweb, Reading Inventory, and DIBELS is collected and reported by Gainesville City's Data Specialist. Both New Holland's Math Coach and Intervention Specialist assist teachers with the collection and disaggregation of classroom data.

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

All statewide assessments are vetted as valid and reliable; data is reviewed by Georgia Department of Education. Aimsweb, Reading Inventory, and DIBELS, assessments utilize a Meta Metric system study to ensure validity and reliability.

14. Provisions for public reporting of disaggregated data.

Public reporting of disaggregated data is provided by Central Office personnel. Public access to school data is available in the following formats: Georgia DOE website, New Holland website, School Governance minutes, Annual Title 1 Meeting, Principal's Newsletter, Parent Workshops, PTA Meetings, and Gainesville City Board Meetings.

DEVELOPMENT OF PLAN

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.
New Holland's SchoolWide Plan will be reviewed and updated as necessary throughout the year.

16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including parents, students (if secondary), teachers, principals, other school staff, and pupil personnel.
All parents and staff are invited and provided the opportunity to supply input into the school improvement plans at the beginning of each school year in August after the School Improvement Team has met and analyzed data.

17. Plan available to the LEA, parents, and the public.
New Holland's School Wide Plan will be submitted to Director of State/Federal Accountability for review and approval. Upon approval, the plan will be made available to all parents.

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.
New Holland's School Wide Plan will be translated into Spanish as our demographic is predominately Spanish speakers.

19. Plan is subject to the school improvement provisions of Section 1116.