



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

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Eagle Ridge Elementary	District Name: Baldwin	
Principal Name: Shaun Wells	School Year: 2015-2016	
School Mailing Address: 220 North ABC Street Milledgeville, GA 30161		
Telephone: 478-457-2967		
District Title I Director/Coordinator Name: Dr. Sharon Simmons		
District Title I Director/Coordinator Mailing Address:		
Email Address:		
Telephone:		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input checked="" 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: November 23, 2015	Revision Date:	Revision Date:



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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
LaTonia Butts		4 th grade Teacher
Heather Chancellor		Assistant Principal
Rhonda Crane		3 rd grade Teacher
Raycole Farmer		Kindergarten Teacher
Tammy Fietkau		5 th grade Teacher
Angela Hollinshead		1 st grade Teacher
Beverly Meeks		Gifted Teacher
Marianna Morris		2 nd grade Teacher
Shannon Powell		FOCUS Teacher
Keith Pruett		3 rd grade Teacher
Maria Thorne		Media Specialist
Laurie Tyson		Kindergarten Teacher
Cathy Vinson		4 th grade Teacher
Shaun Wells		Principal

SWP/SIP Components

- | |
|---|
| <ol style="list-style-type: none"> 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). |
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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).

Response: There were a variety of sources used to develop the 2015-2016 School-wide plan. These sources include: Power School Data: discipline and attendance. The attendance data reported for the past 4 years have shown a steady increase in the number of students missing 15 days or more of unexcused absences. The average yearly percentage increase from 2012-2015 has been 6.75%. To address the issue of the number of students missing 15 days or more of unexcused absences, the school have implemented the Never Been Absent (N.B.A.) program and the Traveling Trophy program. The N.B.A. program recognizes those students who have perfect attendance for the month and if a student has perfect attendance for 3 consecutive months they will participate in the N.B.A celebration. The Traveling Trophy program recognizes the grade level homeroom with the highest attendance percentage for that month with a trophy. The winning classes will travel with the trophy throughout the building for their designated month. In implementing these two programs we plan to see a decrease in the number of students who miss 15 days or more of unexcused absences. The discipline data reported for the past 4 years shows an inconsistency in the decrease of the number of discipline referrals. From 2012-2014 there were an average of 646 office referrals. In 2015 there were 391 office referrals. The decrease in the number of discipline referrals from 2014-2015 was due to the implementation of positive, behavioral, intervention and supports (PBIS). The school shifted the mindset of being punitive and reactive with students to being supportive and proactive with them.

The academic assessment data that were utilized were: GAA, GKIDS; Scholastic Reading Inventory, DIBELS Reading, and DIBELS Math assessments. The beginning of year DIBELS math scores shows that Eagle Ridge lag behind the district average in all mathematical categories. The following math composite scores is reflective of the percentage of Eagle Ridge's students that scored below and well below grade level compared to the district average; 1st grade 7% above district, 2nd grade 23% above district, 3rd grade 37% above district, 4th grade 2% above district and 5th grade 22% above district. The beginning of year DIBELS reading composite scores shows that Eagle Ridge lag behind the district average in all reading categories. The following reading composite scores is reflective of the percentage of Eagle Ridge's students that scored below and well below grade level compared to the district average; Kindergarten 3% below the district, 1st grade 3% above district, 2nd grade 0% above district, 3rd grade 14% above district, 4th grade 11% above district and 5th grade 13% above district.

Teachers in grades K-5 reviewed and disaggregated the available assessment data to identify the specific areas and specific skills that needed to be targeted to help students improve. Mathematics was determined to be the main area for improvement for the 2015-2016 school year because data indicated that ERE lagged behind both the State average on state and district assessment. Following the comprehensive needs assessment we have identified that incorporating class size reduction, will lead to increase learning and closing the achievement gap between students who are considered at-risk and high academically achieving students. Class size reduction will also allow teachers to provide differentiated



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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).

instruction for at-risk learners in the core content areas of reading, language arts, math, science, and social studies.
At this current time Eagle Ridge Elementary do not have any identified migrant students.

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).

Response: Response:

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard are (list strategies to be used)...

The ways we will address the needs of all students in the school are:

- **Class Size Reduction will reduce the teacher to student ratio. The students will be instructed in smaller settings utilizing research and formative instructional practices.**
- **The EIP program will offer an additional 45 minute segment of reading support to low performing students grades K-5. The students will be instructed in a smaller setting utilizing research based strategies.**
- **The Flexible Learning Program will utilize a rubric to identify low performing students in mathematics. The identified students will receive an additional 45 minute segment of research based mathematic interventions that will support their identified deficits.**
- **The Acceleration Program will offer an additional 45 minute segment of reading and math to high performing students grades K-5.**
- **Check In/Check Out is done with students in grades K-5 with a discipline focus. Check In/Check Out students were identified as At-Risk for discipline concerns.**
- **Communities in School (CIS) Volunteers work directly with At-Risk Students in reading/math for an hour at least once a week. At Risk students receive services based on need and availability of volunteers.**

- 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



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- include strategies for meeting the educational needs of historically underserved populations

Response:

The amount and quality of instructional time has increased to address the needs of all learners in our school through providing the following programs and strategies. Extended Learning Time (ELT) is a 45 minute school-wide designated block of time that is utilized to remediate or accelerate a student in the content of reading or mathematics based off assessment data. The Flexible Learning Program is a 45 minute additional mathematic segment that is offered to low performing math students. Students also participate in the YES Afterschool Program which assists with homework completion and tutorial assistance for participating students. To meet the educational needs of all learners Eagle Ridge will utilize a variety of research based strategies such as Thinking Maps, Math in the Fast Lane strategies, Success Maker and Phonic boxes.

- 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:

All students are assessed a beginning, middle and end of the year assessment utilizing the Scholastic Reading Inventory, DIBELS Math and DIBLES Reading. The assessments will be used to identify students' current level of performance and the areas of deficiencies. At risk students may receive targeted instruction through ELT, Flexible Learning Program or the CIS tutorial program. Frequent assessments will determine if the students' needs are being met and later to determine if the strategies and intervention used are effective. Major school-wide benchmark assessments are done periodically throughout the year; these assessments will also be used to determine and measure growth.



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- 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: Teachers will use assessment data to determine if strategies used for remediation and differentiation need to be revised or discontinued. Teachers of at-risk students will use a variety of learning strategies and modalities of learning to meet the individual needs of the learners.

3. Instruction by highly qualified professional staff

Response:

Eagle Ridge Elementary currently employs 44 full time teachers who are highly qualified. Eagle Ridge Elementary currently employs 13 highly qualified paraprofessionals work.

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:

Teachers, principals and other staff will participate in a variety of professional development activities at Eagle Ridge Elementary in 2015-2016. These professional development training include training to use Formative Instruction Practices, Math in the Fast Lane, Higher Order Thinking, Literacy Block, Scholastic Reading Inventory Training, Positive Behavioral Interventions and Supports training, TKES Familiarization and use of technology in the classroom. The professional development activities listed above will be presented during the grade level common planning time during the school day; all grades have fifty minutes of common planning time that is used for Professional Development activities and team collaborative planning. Teachers also attend workshops that focus on math improvement skills, Student Learning Objectives (SLO) and Inclusion Workshop for special education teachers.

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

Response:

The strategies that will be used to attract high-quality highly qualified teachers to high-need schools is to develop a New Teacher Induction Program, develop and implement recognition programs, to provide ongoing professional learning opportunities.

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



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family literacy services.

Response:

Parents at ERE are kept informed of pertinent information about parent programs and student achievement through a variety of ways. These include: bi monthly newsletter from the principal, Monday Notes from the teachers, Website Updates, PTA Updates, School Bulletin of Important Events, One Call automated mass phone calls, reminder 101. Eagle Ridge is also assisting with community outreach programs throughout the Eagle Ridge Community that will target student and parent academic support through the Eagle Ridge Parent University.

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:

Eagle Ridge and the other local public elementary schools currently work closely with the Baldwin County Board of Education and the local Pre-K schools and daycare providers who offer Pre-K services to coordinate a smooth transition from Pre-K to Kindergarten. Meetings are held with reps from each institute; plans for transition activities and literacy improvement are made. Pre-K teachers shadow kindergarten students during the school year. Kindergarten teachers conduct on site kindergarten readiness screening at the Pre-K schools. A county-wide Pre-K meeting is held at the end of the year at the BOE to introduce Pre-K parents to the elementary administrators who answer questions about their schools. A parent transition meeting is held at each school site. At ERE kindergarten teachers conduct a workshop for perspective kindergarten parents, answer questions and concerns, review the kindergarten curriculum and other expectations, and take parents on a guided tour of the school. A transition visit is also scheduled for the public and private Pre-K school students and their staff to tour the school and visit the kindergarten classrooms. Registration dates for kindergarten enrollment is advertised by the BOE website, at school and through local media, radio and newspaper.

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:

All teachers at Eagle Ridge Elementary are actively involved in student learning. Teachers meet weekly to discuss assessments and data generated from assessments. Some assessments given at ERE are required by the Baldwin Board of Education or by the State and are therefore nonnegotiable; but other assessments given may vary based on teacher input at each grade level. These include additional content benchmark assessments, pre & posttests, and on-line assessments. Teachers have input in diagnostic tests used to identify areas of deficiency for at-risk students. All teachers are encouraged to use formative and summative assessment throughout the lessons.



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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:

All students are assessed to identify those that will be deemed as at-risk prior to the beginning of the use of targeted instruction. Assessments will be used to identify students' current level of performance and the areas of deficiencies. At risk students may receive targeted instruction through the EIP and FLP programs, Check In/Check Out Program or the CIS tutorial program. Frequent assessments will determine if the students' needs are being met and later to determine if the strategies and intervention used are effective. Major school-wide benchmark assessments are done periodically throughout the year; these assessments will also be used to determine and measure growth.



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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:

Local educational agencies that will be involved or that will assist in the implementation of the Title I School-wide Improvement Plan include the following:

- **From the local Board of Education: Curriculum Staff, Test Coordinator, Assistant Superintendent of Student Support and the BOE Title I Director**
- **From Georgia College and State University (GCSU) and Georgia Military School & College: volunteers and mentors to assist with working with at-risk students one-on-one.**
- **GCSU: Give Center which coordinates community service projects for GCSU students in the school**
- **Youth Enrichment Services (YES) Afterschool Program: YES staff works with students daily with homework and other academic activities.**
- **Oconee RESA: The Oconee RESA Staff works with ERE in a variety of ways. These include resources and personnel. They assist with and teach professional development classes. Attend school improvement meetings and assist in revising the school's plan for improvement. They monitor classes of teachers and offer feedback for improvement.**
- **Communities in School (CIS) provides an onsite coordinator who works with the ERE administrators and staff to provide a variety of services for students at ERE. These services include; furnishing uniforms & school supplies, providing tutors & mentors for at-risk students, soliciting volunteers to read to students, providing training for dental hygiene and supporting and assisting with school projects such as the Character Book Parade, Fall Festival, Clean Up Day, International Walk day and Fun Day.**
- **Graduate First Program: ERE has implemented this program and the Focus School Improvement Program.**
- **Flexible Learning Program: The allocated funds from the program will be utilized to assist at risk students in the area of mathematics.**



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

Response:

- A. **The parents of all students will receive a progress report at midterm and a report card at the end of each quarter. When assessments are given, the results are shared immediately with parents in the Student Communication Folder (Monday Folder) which is sent home weekly. If an interpretation of the assessment is needed, it is done in individual parent meeting scheduled by the teachers or interpretations may be done during school-wide parent meetings. At-risk students targeted for improvement through the Focus Program will receive a monthly Progress Report from the Focus teacher. Communication will also be maintained through emails, parent conferences, and phone calls. All teachers will maintain a Parent Conference & Communication Log. Student portfolios with samples of students' work will be maintained on all students at ERE. Parent will be asked to attend at least two mandatory parent meetings during the year. The contents of the Student Portfolio and any other pertinent student**

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

Response:

- A. **Using GKIDS and the SRI (grades K-5), each teacher will administer the reading pretest during the first week of school. The post-test will be given at the end of the year in April. Data from the pretest can be used to determine specific skills areas to target for improvement. Students will receive services during the regular school day. All pretests, posttests and benchmark assessments (except GKIDS) will be taken on-line using SRI assessment programs. All information will be kept confidential. Access to data for teachers and students can only be made by using the confidential codes/passwords assigned. Monthly reports will be generated by the teachers and used for planning and monitoring progress. Copies of the reports will be kept in the teachers' portfolios and submitted to the ERE Dream Team and the FLP Administrative Team. The administrative team will also have direct access to all ERE data. Parents of at-risk students will receive progress reports weekly and parents of Focus Students will receive a monthly progress report which will include any current assessment data and class participation data. Parents of all other students at ERE which also include students served in the Focus Time Math Program will receive mid-quarter progress reports and end of quarter reports in the students' report cards. The timeline for administering the OAS will be determined by the GA DOE and the local BOE elementary curriculum director. Other informal assessment data generated by on-line practice sites which will be done during Extended Learning Time data will be used to individualize and differentiate instruction. All school assessment data and FLP data will be confidential. On-line assessment data will be password protected and other sources of FLP data,**



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including student data, will be housed in the school’s vault and subject to the school’s strict confidential review policy.

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

Response:
Even though teachers will be responsible for disaggregating data generated by the assessments used for students. The assessments themselves are valid; therefore, the data generated by these assessments is also valid. The Student Reading Inventory and DIBELS, which are two sources of data collection and are research based. Both programs are computer based and the validity of each has been proven. The assessments and focused lessons that accompany these programs are correlated to the appropriate grade level curriculum for all students. To further ensure the validity of the assessment data, ERE will use other assessment data that is also from reliable source. For students in grades 3-5 assessed by the Georgia Milestone, these results will be generated from the State and are valid. GKIDS is also a valid state assessment for kindergarten students. Assessments will be done by certified teachers with a monitor in the class to ensure validity of the testing environment. OAS data generated by the GA Online Assessment Program will also be used; this data is valid and correlates to the Georgia Standards of Excellence.

14. Provisions for public reporting of disaggregated data.

Response:
Stakeholders such as business partners, PTA, School Council, CIS and local BOE members will be briefed of the effectiveness of the School-wide Title I Program and other improvement initiatives at Eagle Ridge Elementary at least twice a year: at midterm and at the end of the year. The local newspapers, the Union Recorder and the Baldwin Bulletin, will be asked to profile the program in their newspaper at its beginning and again at the end of the program. The BOE and school webpage will carry updates of the Improvement Projects.

Updates of the program's effectiveness will be given to the superintendent and other community leaders by the principal at the monthly Partner in Education, Partners for Progress, and Baldwin County Chamber Meetings. An annual presentation will be done at the public BOE meeting.

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:
The Eagle Ridge Elementary plan has been developed as a one-year plan for improvement in accordance to section 1117 and this plan will be implemented as such.



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16. 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:

Teacher representing all grade levels participated in developing the 2015-2016 plans. Parent input was also factored in the development of the 2015-2016 plan. Community involvement from the CIS and other organizations were asked to review and give feedback to the Title I Improvement Plan. Portions of the plan that involved student discipline were developed with the input of teachers, students and parents.

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

Response:

The district will have a copy of the Title I Improvement Plan and access to all data from the Title I School Improvement Plan. This plan will be made available to teachers, parents, and other LEA electronically when applicable. It will also be presented to PTA, School Council and Business Stakeholders' Meetings. A copy will be displayed on the school's website, and displayed in the office and in the Eagle Ridge Elementary Parent Resource Room.

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..

Response:

The Title I School-wide Improvement Plan is currently in English only because ERE does not have a population of ELL students. The Plan, however, can and will be translated into the language of the parents if needed. This will be done with the assistance of Lillie Grime who is in charge of ESOL affairs for the Baldwin County School System.

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

Response:

Eagle Ridge is a focus school; the Improvement Plan is subject to the provisions of section 1116 of the ESEA Flexibility Waiver. This section states parents must be informed of the status of the school. ERE parents are informed of the Focus Status of the school and the corrective action plan that ERE will employ to be removed from the Focus List. This section also states that a Focus School must offer supplemental services for students. Eagle Ridge offers supplemental services through the Focus Improvement Plan.