Title I Schoolwide Program Plan

J.D. Dickerson Primary School
2019-2020

Revised 7/15, 7/16, 10/17

1. **Comprehensive Needs Assessment:**
The following outlines the process for completing a comprehensive needs assessment for J.D. DickersonPrimary School. School wide data collected during the 2017-2018 school year was used to assess studentachievement in relation to the state academic content standards for all students and student demographicpopulations. The school improvement plan is developed with the involvement of school staff, leadership team,and school governance.

Data Collection
1. Student post test data (formative assessments – Math only)
2. Classroom data (grades, performance tasks, benchmark data, progress monitoring)
3. Classroom Observations (specific strategies to be observed)
4. State assessment data (GKIDS, WSO, and DIBELS)
5. Parent Surveys, Staff Surveys and Student Surveys
6. Behavior referral data

Examination of Data
1. The leadership team collects and analyzes data and conveys findings to faculty and staffmembers.

2. All faculty and staff are provided the opportunity to develop strategies for the school improvement plan.

3.School improvement plan is written and approved by the leadership team, faculty, and school governance council.

Identification of School Targets and Strategies

1. The school improvement plan contains strategies which target specific needs or areas of improvement for the school.

2. Targets for J.D. Dickerson Primary School

a. English Language Arts (Grades K-1)

b. Mathematics (Grades K-1)

c. Writing Plan (Grades K-1) – revised October 2015

d. Behavior (Grades K-1)

3. Strategies for school targets

a. Daily use of Daily Language Review in all English/Language Arts classes

b. Math teachers will use the six elements of an effective math lesson during instruction, frameworks, small group instruction, Number Talk, and ILearn.

c. Kindergarten & 1st grade teachers will revise units to reflect the states' rigor on instruction with content specific consultants.

d. Continue the use of a system wide writing plan to address weaknesses as indicated by the state writing assessment data

e. Schedule students for remediation in reading and mathematics during instructional Extended Learning time

f. All teachers will implement PBIS (Positive Behavior Intervention Supports)

g. All Reading teachers will differentiate Reading instruction based on data from the DIBELS Next Benchmark data and individual reading assessments with assistance from the Reading Mentor from the Governor's Office of Reading Achievement

Professional Learning

1. Professional learning communities will serve as a vehicle for teacher collaboration during the implementation of strategies in classroom and beyond.

a. Content development in core academic areas (rigor, power standards, differentiation) with consultants.

b. Co-teaching feedback and instruction during PLCs with consultant.

2. State approved Positive Behavior Intervention Support (PBIS) strategies.

a. PB IS leadership team at system and state level.

b. Continue implementation of program throughout classes, schools and system with fidelity.

c. Use of PLCs to gather and analyze data to address trends, concerns and referrals.

3. Analyzing student work samples during collaborative time.

4. Vidalia Parent Teacher Collaboration to encourage parent participation in student achievement.

Evaluating Implementation Plan

1. Post data results

2. Walkthroughs and observations of implementation

3. Professional learning community meeting documentation
4. GKIDS results
5. DIBELS Next Benchmark results & ILearn for math assessment
6. Writing results
7. Behavior referral summaries
8. Sign in sheets from training(s)

2. School wide reform strategies:

The following identifies school wide reform strategies that provide opportunities for all children to meet orexceed the state standards while addressing specific needs of those students who at risk for not meeting statestandards. Strategies used include effective methods and instruction that are research based. The strategiesbelow are consistent with the state, system, and school improvement plans. The Leadership Team at J.D.Dickerson Primary School evaluates the implementation of school wide reform strategies to determine if studentneeds are met.

Strategies/Interventions	Evaluation of Impact on Student Learning
Teachers will participate in Professional Learning Communities as avehicle for disseminating research based strategies and to provide aforum for teachers to share work to improve student achievement and best practices.	Posttests, student work ,common assessments, ilearn assessment data, Dibels data
Monitor the implementation of state approved PBIS training: • Review procedures & processes for year 2 implementation • Train new team members • Implement PBIS plan (year 3) Behavior referral summaries, Educator's Handbook	Behavior referral summaries,Educator's Handbook
All subject areas will continue the co-teaching model as one of ourschool improvement initiatives. (Differentiation strategies)	Posttests, student work,classroom assessments, Dibels,I Learn, Co-Teaching Consultant
Effectively utilize technology for instruction in all academic areas.	Posttests, student work,classroom assessments Dibels,I Learn
Teachers will review and revise GSE units to address areas ofstudents' needs based on all available data.	Power standards, pacing guides, ALDs, data from commonassessments.
Math teachers will use the six elements of an effective math lessonduring instruction and will increase the rigor of instruction	Post tests, student work,classroom assessments,
Implement a system wide writing plan to address weaknesses asindicated by the state writing assessment data. Provide training in	Post tests, student work,classroom assessments, statewriting test data

assessing student writing.	
ELL students are provided opportunities to master the grade levelcurriculum by the following strategies: * Provide in-service on strategies to work with ELL studentsand provide ELL teacher to work with students. * Provide ELL support through push-in model during contentinstructional time (certified teacher). * Utilize assistive technology to assist ELL students.	Unit / lesson plan reviews ELL Teacher Schedules
Parents of ELL students are provided support with the followingstrategies: *Make translators available to parents and students as needed. * Provide home-school correspondence in the students' nativelanguage using TRANSACT or free translation sites. * Support and involve limited English speaking parents as apartner in their child's education.	Unit / lesson plan reviews Schedule
Implement the following strategies to improve education opportunities for SWD: (system wide) * SST Process * Develop a system RTI process under RTI Coordinator * Training for SST * SLPs and teachers work together to enhance language skills of students * Employ more Paraprofessionals for Co-Teaching as needed * Behavior teams for behavior management developed at each school. * GADOE PBIS implementation	Anecdotal Data (i.e. FunctionalBehavior Analysis),Discipline Reports,Benchmark Assessment,Review referrals for chronic inappropriate behaviors,Writing test data, GKIDS, and CCRPI reports
Continue, under the leadership of our RTI Coordinator, to implement the Response to Intervention (RTI) in accordance with system policy and to provide continuity K-12.	Observations, benchmark test results, standardized test scores, report cards, CCRPI report, progress reports

Utilize Special Ed Instructional Coach to implement to the CCGPSand developing of appropriate lesson plans for Students withDisabilities in the inclusion setting.	Observations, benchmark testresults, standardized test scores,report cards, CCRPI report,progress reports
Provide the following in compliance with state and federal laws and regulations concerning students with disabilities: * Reports submitted in a timely manner * Data Log consisting of all components * 60 Day Timeline Calendar	FTE reports Timeline logs Special Education SystemProfile
Integrate technology use by expanding the number of : *Upgraded networked stations * Wireless labs, and other newly developed technologicaldevices * New software programs	Lesson Plans, increase inassessment data via programsfor disaggregation to address student needs.
Integrate technology use with instruction by increasing the number ofteachers who are computer literate.	Lesson Plans Increase in assessment data
Utilize computer lab on a weekly & bi-weekly basis to enhance instruction EX: iLearn, and Education City and provide whole group and individual instruction.	Computer lab scheduleIncrease in assessment dataComputer programs (content areas) to increase content mastery.
Students who qualify participate in an enriched academic curriculum through the gifted education program (LEAP)	Post tests, student work, classroom assessments, standardized test data
Implement and monitor a student mentoring program for at-riskstudents in danger of not meeting state standards. Each student willbe assigned to a teacher or community mentor.	Post tests, student work, classroom assessments, ilearn assessment data
Coordinate a transition program for Kindergarteners to successfully adapt to a different school that include: * Guidance from Pre-K director * Pre-K and Head Start visit Kindergarten classrooms *Kindergarten orientation	GKIDS Orientation schedule Visitation schedule Surveys

Offer guidance sessions to classes through the school's counselor.	Schedule of counselor guidancelessons Improvement in studentbehavior with fewer behaviorreferrals

3.Instruction by Highly Qualified Teachers:

J. D. Dickerson Primary School monitors a system wide equity plan that guarantees equity access to thefollowing:

        *highly qualified teachers
        *experienced and successful
        *class size
        *teacher training to meet diverse students
        *mentors for new staff and /or struggling staff

All but one of teachers at J.D. Dickerson Primary School is highly qualified for the 2019-20 school year.

Strategies to attract highly qualified teachers to high-need schools:

Teachers and paraprofessionals are provided the opportunity and resources to become highly qualified in their teaching field. The following interventions will be used:

- Advise teachers on a regular basis regarding coursework and GACE exams need to become highly qualified.
- Monitor placement in teaching assignments
- Continue to use online application process
- Monitor all new hire HiQ status
- Post vacancies on the Teach Georgia Website

4. High-Quality and on-going professional development:

Vidalia City Schools offers high-quality and ongoing professional development for teachers, administrators, andparaprofessionals to enable all children at J.D. Dickerson Primary School to meet achievement standards.Professional learning opportunities will be provided as instructional needs are identified. The following indicates professional learning opportunities for teachers, administrators, and paraprofessionals:

* Professional learning communities
* Literacy Strategies in Reading and Math
* Safe and drug free educational environments
* Georgia Standards of Excellence
* Lexile training
* Effective Classroom Management
* Effective Teaching Practices
*Edivate

* K-1 Writing Strategies
* Standards Based Classrooms
* Balanced Assessment
* Differentiated Instruction
* Co-teaching
* Response to Intervention (RTI)
* Paraprofessional trainings for Special Education
* Data analysis training for diagnostic testing
* State Approved Positive Behavior Intervention Support (PBIS)
* How to conduct effective parent conferences
* Parent Engagement Teacher and Parent Academic Teams
* Parent Resources

5. Parental Involvement:

J.D. Dickerson Primary School offers many opportunities which promote parent involvement at the system andschool level. The following are strategies and/or opportunities which increase parent awareness andinvolvement:
*Provide resources to assist with training parents via a forum or parent meetings on how to increase theacademic growth of their student.
* School led Teacher and Parent Academic Teams
* Share student and school data with parents through conferencing and correspondence.
* Each class sends home a weekly newsletter
* Offer opportunities for parents to meet their child's teachers through an open house.
* PTO general meetings three times yearly
* PTO Executive Board meetings monthly
* School wide celebrations
* School Governance Board meets every nine weeks to make school-wide decisions
* Progress Reports are sent to parents every 4 ½ weeks
* Provide an interpretation and description of individual assessment results via parent letter and parentconferences
* Provide resources to parents during parent/teacher conferences
* Encourage parents to volunteer as much as their schedule allows in their child's class and/or school
* School website, Remind, and Facebook page notifies parents of upcoming events and news from school

6. Preschool Transition:

J.D. Dickerson Primary School has a plan for assisting preschool children in the transition from early childhood programs (Head Start and our local preschool program) to local elementary school programs. JDD offers many opportunities to promote a smooth transition into our Kindergarten program such as:
* Pre-K and Head Start visit Kindergarten classrooms

* Kindergarten orientation
* Kindergarten teachers visit Head Start
* Meet with parents in April and provide registration opportunity
* Principal meets with parents about what to expect in Kindergarten

7. Measures to include teachers in decisions regarding the use of academic assessments:

J.D. Dickerson Primary School offers opportunities that include teachers in the decision making process. The school's Leadership Team meets to analyze student data and then disseminates to grade level team members.Grade level teams analyze data provided by design team representatives and develop strategies and/orinterventions to include in the school improvement plan. The following are examples of how teachers implementdata-driven decisions to improve the overall instructional program:
* Conduct relevant formal and informal data analysis to establish instructional priorities and School improvement activities using DIBELS Next Benchmarking and ILearn for Math and
 Progress Monitoringfor Reading using DIBELS Next data and iLearn for Math
* Revise/maintain sequential curriculum maps
* Refine units in language arts, mathematics, science and social studies
* Monitor & provide interventions for at risk targeted students who are in danger of not meeting statestandards through DIBELS Next Benchmarks and iLearn screeners) while teaching to mastery essentialcontent.
* Provide differentiated instruction for students not mastering assessed standards by grading period
* Implement Response to Intervention (RTI) for all students making referrals to tiers as needed.
* Implement Positive Behavior Intervention Support

8. Coordination integration of federal, state, and local services and programs:

J.D. Dickerson Primary School coordinates with various agencies to provide services for students and teachers.Funding from Title I and other resources will be coordinated to provide the various needs. The following areexamples of services provided for students at the primary school:
* Safe and Drug Free Schools (Title IV)
* Early Intervention Program
* Special Education Program (IDEA)
* Response to Intervention
* School lunch program
* Title I program
* Title II programs
* ELL programs (Title III)
* Title VI programs
* Pre-K program (Bright From the Start)
* Migrant Education
* Educational Rights of Students in Homeless Situations

* DFACS
* Family Connections
* Department of Juvenile Justice
* Local judicial system

9. Assistance for struggling students:

J.D. Dickerson Primary School offers effective, timely assistance for students at risk of not meeting statestandards. Students are identified throughout the year with progress monitoring and at the end of each schoolyear based on their achievement data and class performance. These students are identified during the previousschool year and are placed in intervention programs at the beginning of the following school year in order toprovide effective assistance in a timely manner. Throughout the school, students are continually assessed andidentified if not making progress. The following are examples of programs and/ interventions to promote academic success:
*Reading programs using differentiated reading lessons from the Governor's Office of Academic Achievement based on the work and research of Sharon Walpole and Michael C. McKenna and The Balanced Literacy Approach to Reading and Writing Program.
* Monitor differentiated instruction through coaching and observations bi-monthly
* Language Arts teachers use Daily Language Review with weekly quizzes including weekly Grammar essential skills
* Language Arts teachers use Mountain Language to provide consistent distributed practice of English skills and review skills not mastered
* Continue basic math facts drill and practice in all classes daily (1st grade addition)
* Assess math facts weekly
* Continue to implement the six elements of an effective math lesson.
* Increase rigor of mathematics units
* Provide paraprofessionals to assist with lower performing and special education students in Reading, Language. Arts, and Math
* Use of PBIS program to help with behavior issues
* Implement strategies of working with students in poverty
* Implement and make referrals to tiers as indicated by student performance for Response to Interventionand plot the progress of designated students in accordance with progress monitoring data resultsthrough the use of:
- DIBELS Next
- iLearn
- Check In Check Out
- Small group tutoring using manipulatives
- Small group tutoring of deficient skills identified through DIBELS &iLearn
- 21st Century
- Power-up
 *Provide periodic training for teachers as needed such as Response to Intervention, DifferentiatedReading Instruction, Effective Parent/Teacher Conferencing
*Continue parent conferencing detailing what the school can do to help and what parents can

do to help(for example Back to School Forums, Parent Portal, Parent Institute)
*Academic Parent Teacher Teams, materials for parents to take home to work with their child, Datadiscussions with parents.

10. Student assessment results and interpretation to parents

J.D. Dickerson Primary School provides individual student assessment results and interpretation to parents. All assessment data is provided to parents during parent/teacher conferences, phone conferences, or notes home.Teachers discuss what the scores mean and how parents can help their students improve in the identified weakareas. Teachers also provide resources to help parents. Parents will have access to the parent portal and otherweb-based school/home communications.

Assessment data results (Dibels&ilearn) are given to parents at the end of the school year. Teachers,counselors, or administrators explain assessment results to any parent needing additional assistance.

11. Provisions for the collection and disaggregation of student achievement data

Teachers meet with administration to examine the results of benchmark and progress monitoring data. ThroughProfessional Learning Communities (PLC's) teachers investigate research based strategies to improve weakareas and to share activities and resources. The teachers and administration examine data throughout the yearand adjust instruction to meet student needs.

12. Provisions to ensure assessment results are valid and reliable

Vidalia City School's DIBELS Next data is housed with V-PORT. Data is also available to teachers andadministrators to share with parents through iLearn data in math. State assessment data is provided from the state level.

13. Provisions for public reporting of disaggregated data

Vidalia City Schools provide disaggregated data through local board of education meetings, school web-sites,School Governance Board meetings and radio announcements.

14.& 15. Development of Title I School Improvement Plan

The Title I School Improvement Plan is updated annually with the involvement of Title I Director, principals,teachers, parents, and community members through School Governance Board. The plan is carried out by those identified within the plan.

16. Availability of Title I School Improvement Plan

J.D. Dickerson Primary School's Title I Improvement Plan is available to the LEA, parents, and the public through School Governance Council, School Leadership Team, and the school web site.

17. Foreign language translation of Title I School Improvement Plan

Vidalia City Schools uses free translation websites to translate documents for those parents who speak a different language as their primary language. If more assistance is needed, the system will contract with translators for assistance with uncommon languages in the area.

18. J.D. Dickerson Primary School's Title I School Improvement Plan is subject to the school improvement provisions of Section 1116.