**2015-16**

**3550 Valdosta Hwy**

**Waycross, GA 31503**

**2015-16**

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Title I School-wide Plan Ruskin Elementary School

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**1. Comprehensive Needs Assessment**

Ruskin opened its doors in 1993 and has since been providing quality, engaging instruction to all students. Kindergarten through Fifth grade students currently receive supplemental instruction in reading and/or math. Ruskin Elementary is a School wide Title I School. Various programs have been designed to promote the school’s vision of the individual development of the whole child. Ruskin Elementary was recognized as a Title I Distinguished School in the 2007-08 school year.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Black | Hispanic | White | Multiracial | Asian |
| 2014 - 2015 | 35% | 10.7% | 47% | 7% | 1% |
| 2013-2014 | 35% | 7% | 48% | 7% | 0 |
| 2012-2013 | 35% | 11% | 46% | 8% | 0 |
| 2011-2012 | 36% | 11% | 48% | 6% | 0 |

Enrollment Numbers

|  |  |
| --- | --- |
| Year | Enrollment Numbers |
| 2014 - 2015 | 449 |
| 2013-2014 | 559 |
| 2012-2013 | 542 |
| 2011-2012 | 597 |

Our racial subgroup data at this time is primarily Black, White, and Hispanic. Trend subgroup data shows that while the enrollment numbers have fluctuated, the subgroup percentages have remained fairly consistent.

Numerous stakeholders are involved in the gathering and interpreting of data. These stakeholders include but are not limited to:

|  |  |  |
| --- | --- | --- |
| **STAKEHOLDER** | **ROLE** | **MEETINGS/TOPICS COVERED** |
| **Leadership Team** | Kathy Stevens- Principal  Donna Solomon- Asst. Principal  Lisa Crosby- Counselor  Janna Jones– Instructional Coach  Haley Livingston-Sped. Coordinator  Tonya Dixon– Media Specialist  Lisa Crosby– RTI Coordinator  Tammy Gardner– Gifted Coordinator  Grade Level Chairpersons:  Heather Boggs Halie Black  Danielle Lucas Michelle Guy  Anita Lee Anita Abbott  Latricia Wesley-Math Chairperson  Laura King– ESOL Teacher  Dori Clifton-Parent | **Meets**: Monthly  **Topics Covered**: Student achievement, assessment particularly upcoming changes to high stakes state assessment, student concerns, professional development, SWP Title I Plan, Parent  Compact, PI Plan, assessment, Title I items, SPED/Gifted, operational issues, scheduling, professional development, staff climate/morale, school climate and culture. |
| **School Improvement Team** | Kathy Stevens- Principal  Donna Solomon- Asst. Principal  Lisa Crosby- Counselor  Janna Jones– Instructional Coach  Haley Livingston-Sped. Coordinator  Tonya Dixon– Media Specialist  Lisa Crosby – RTI Coordinator  Tammy Gardner– Gifted Coordinator  Grade Level Chairpersons:  Heather Boggs Halie Black  Danielle Lucas Michelle Guy  Anita Lee Anita Abbott  Latricia Wesley-Math Chairperson  Danny Varnadore-PE Teacher  Laura King– ESOL Teacher  Dori Clifton-Parent | **Meets:** Monthly  **Topics Covered**: Upcoming Family Events, Inventory, Budget and Plan Needs Addressed, SWP Title I Plan, Parent  Compact, PI Plan, Student Needs and Concerns, extensive collaboration on school-wide plan including writing the plan, needs assessment survey results |
| **School Council (SC)** | Kathy Stevens – Principal  Christen Maxwell - Teacher  Lisa Neloms-Parent  Dori Clifton-Parent | **Meets**: Monthly except for December and April  **Topics Covered:** All issues relating to the school and district, academic achievement, SWP Title I Plan, Parent  Compact, PI Plan |
| **Parent Advisory Committee** | Mandie Capps - Parent  Kristie Lee - Parent  Kimberly Lattimore-Parent  Janna Jones-Parent Involvement Coordinator | **Meets**: Quarterly  **Topics Covered**: Parent Compact, PI Plan, Reviewing the school-wide Title I plan including the giving of input and feedback. |

Data is collected, disaggregated, and reported on a consistent basis. At the end of May to the first of June, the School Improvement Plan (SIP) Team, which includes administrators, counselors, department and team leaders, instructional coach, a Special Education coordinator, RtI Coordinator, community representatives, parents, and students, meet to begin looking at data.

The SIP team meets every month. Information presented at each meeting is carried back to the individual grade levels. Issues are brought to the team leaders by teachers and staff and are then shared and discussed at the SIP meetings. These issues include ways to improve Ideas and Conventions in various genres of writing, proficiency in Math for all students, and increasing reading fluency for the SWD subgroup. This process allows for ownership of the decisions made by all teachers and staff. The SIP Team is divided into groups to brainstorm and identify common trends. SMART goals are developed at this time knowing that they may change when the CCRPI report is released. The group takes the information back to their grade level teams and they brainstorms again to see if strategies need to be adjusted. The results are shared with the faculty and parents and targets are identified for improvement. Parents and community stakeholders receive data information during the District wide Parent Involvement Meeting. During the Annual Title I meeting in September, data results are shared with parents and community stakeholders.

Teachers dissect and analyze data in grade level meetings, vertical planning teams, and on Early Release Days. They submit plans for each content area. The data analysis templates are reviewed by the principal and instructional coach and follow-up meetings are held as appropriate. The data from the Student Learning Objectives (SLOs), mid-year assessments, and benchmarks guide instructional decisions and assists in the formation of flexible groups. It is also used to determine which students have met or exceeded the standards and those that need further remediation. The State Longitudinal Data System (SLDS) is used to track how all students are performing on state mandated assessments as well as their attendance trends. Subgroup data is available using SLDS. Classroom teachers use the SLDS to see which areas (i.e. academic and attendance) students are deficient. The teachers and administrators use the SLDS along with other pieces of data to identify students at-risk of failing and/or not passing state mandated tests. The CCRPI is another data source used to identify areas of strength and weakness. Trends are discussed and goals established for the upcoming year. The results are shared with the faculty, parents, and the community. Parents and community stakeholders receive data information during Parent Meetings/Workshops held throughout the year and during the Title I Annual Parent meeting held in September. The results are displayed on the Comprehensive Needs Assessment (Balanced Scorecard). The Comprehensive Needs Assessment (CNA) / Balanced Score Card (BSC) aides in setting goals for school improvement plan. Additionally, each child is provided the opportunity to set individual goals in each academic content area, and these goals are posted in the classrooms.

All stakeholders of the Ware County School System make up the Migrant Comprehensive Needs Assessment Team. Members consisting of PAC officers, PAC parents, teachers, administrators, and community representatives have been surveyed for input data during the FY15 school year for the upcoming FY16 term. The migrant needs assessment process for our schools is truly a widespread effort. For the upcoming 2015-2016 school year, parents were first given the opportunity to complete bilingual CNA survey packets at the January 29th, 2015 PAC meeting. Follow-up surveys were distributed by the migrant SSPs to parents who were not able to attend CNA meeting. The surveys revealed that parents need supplies for their children’s academic needs for the upcoming year, as well as access to technology to assure their children are ready for the challenges presented in school and life. Consequently, backpack kits with school materials will be ordered, along with the continued integration of technology into the migrant curriculum at assigned schools. Parents also indicated the English language barrier continues to be a major hindrance for their children. Many expressed the desire to learn more about how to assist their children with school work, as well as to receive training with computer technology. Homework for many parents, especially reading and math, is still a major obstacle. Parents were also interested in learning how to use Infinite Campus to access their children’s grades and school progress, as well as contact information. Infinite Campus includes a Spanish Language Option, which is helpful to parents. A surprising number of migrant families have internet access through their mobile devices, including migrant students themselves. The “App” for Infinite Campus was shared with the CNA team and several parents were pleased to be able to view their child’s academic progress. For the upcoming 2015-2016 school year, a focus to assist parents with locating free academic “Apps” to help promote language acquisition skills in their homes will be conducted. The K-5 IP for Elementary School Math resulted in 2 PFS students completing the IP successfully along with 20 Non-PFS. The K-5 IP for Elementary Reading yielded 1 PFS student not completing successfully, along with 19 Non-PFS completing successfully.

The following instruments, procedures, or processes are used to obtain the information used to develop the comprehensive school-wide/school improvement plan:

* Historical CRCT data 2012-2014
* Historical 5th Grade Writing Assessment
* State Longitudinal Data System (SLDS)
* Math Matters
* Benchmark tests
* FY15 Georgia Milestone End of Grade data (when it becomes available in October)
* Comprehensive Needs Assessment Survey—completed by parents
* Professional Learning Survey
* Individual Education Plans (IEPs)
* Universal screening (RTI data)
* Standardized testing data
* Parent-Teacher Conferences

**Historical CRCT Data 2012-2014**

**Student Achievement Ruskin—CRCT Trend Data**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade 3** | **Reading** | **ELA** | **Math** | **Science** | **Social Studies** |
| **2012** | 92% | 97% | 83% | 73% | 77% |
| **2013** | 84% | 93% | 74% | 77% | 90% |
| **2014** | 92% | 82% | 92% | 77% | 77% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade 4** | **Reading** | **ELA** | **Math** | **Science** | **Social Studies** |
| **2012** | 89% | 87% | 85% | 75% | 70% |
| **2013** | 92% | 91% | 91% | 92% | 92% |
| **2014** | 96% | 90% | 84% | 87% | 87% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade 5** | **Reading** | **ELA** | **Math** | **Science** | **Social Studies** |
| **2012** | 88% | 94% | 89% | 84% | 81% |
| **2013** | 91% | 91% | 94% | 73% | 87% |
| **2014** | 95% | 97% | 98% | 90% | 87% |

Based on the CCRPI Performance Flags for 2012-2014, the subgroups for Black and White students continue to struggle to meet the standards for the Subgroup and State Performance targets for English Language Arts. The subgroup for Students with Disabilities has met the targets in science for the Subgroup Performance standards; however they have not met the State Performance targets from 2012 to 2014. In math the White subgroup has not met the Subgroup Performance targets from 2012 to 2014. In 2014 the Hispanic subgroup did not meet either the State or Subgroup Performance Targets. A major concern is that in 2014 ALL subgroups failed to meet the State and the Subgroup Performance target for English Language Arts. The trend data for science during 2012 to 2014 shows an increase in the number of students meeting the Performance targets for the state and subgroups.

**Root cause analysis**

Data shows our students have difficulty in the area of English Language Arts. 2014 CCGPS scores in ELA and SRI data have all pointed to this area. Improving proficiency in this area across all grade levels will increase overall proficiency.

Math data shows our students have difficulty in the area of number sense. Data shows a negative trend in this area of performance. Improvement in this area of math instruction will improve overall math performance as well as performance in the specific area of computation.

SLDS--The data analysis showed:

* Reading is strength. 94% of the students passed reading. The black subgroup scored 91% meeting/exceeding on Reading. The Hispanic subgroup scored 95% meeting/exceeding on Reading. The subgroup SWD scored the highest with 91% meeting/exceeding on Reading.
* Math is a strength with 93% of the students passing. The black subgroup scored 90% meeting/exceeding on Math. The Hispanic subgroup scored 85% meeting/exceeding on Math. The subgroup SWD scored the lowest with 91% meeting/exceeding on Math.
* ELA is an area of need. We have a Writing Coach this year that will help teachers and students with the writing process and preparation for the Georgia Milestones Assessment. Ruskin went from 79% meeting/exceeding in SY2013, to 84% meeting/exceeding in SY2014. The areas of greatest concern are short constructed and extended responses.

In analyzing and interpreting the school’s CRCT data over the last three years and the CCRPI report for 2014, the following strengths and weaknesses were identified: (*See Appendix A & B*)

Strengths

* The percentage of 3rd grade students exceeding standards in math increased 21%
* The percentage of 4th grade students exceeding standards in science increased 26%
* The percentage of 5thgrade students exceeding standards in reading increased 1%

Weaknesses

* The percentage of Third Grade students not meeting standards in ELA increased by 15%
* The percentage of Third Grade students not meeting standards in Science is 23 %
* The subgroups are not meeting the performance targets for the state or subgroups.

**Other Academic Data Sources**

Entering this new school year without Georgia Milestone data has caused us to focus on the data that we do have which is formative assessments and benchmark data. The benchmarks were given in the spring of 2015 year well before Georgia Milestones so that teachers could make instructional adjustments and focus on areas of weakness.





The percentages above gave us direction to adjust academic focus before state testing was administered in the late spring. We began after school tutoring to focus on math skills, writing, and reading comprehension. We will enter the year with the same focus until further data is received.

In reviewing the school’s multiple data sources, the following goals have been established:

* Educate all students on their Lexile scores and targets and continue to work to raise these numbers.
* Improve attendance of all students and lower the percentage of students missing 6 or more days.
* Strengthen basic math skills.
* Improve ELA and writing skills across the curriculum.

**School Attendance Data**

As we know, students must be at school in order to succeed. Looking at the trend data for the past three years, we have shown a decrease in the percent of student missing 6 or more days, however that percent is still high.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **0-5 days** | **6 -10 days** | **>10 days** | **Total >6** |
| **2012-13** | 51% | 25% | 25% | 50% |
| **2013-14** | 52% | 19% | 21% | 40% |
| **2014-15** | 53% | 23% | 19% | 47% |

For the upcoming school year, the focus is shifting from the percent of students missing 10 or more days to the percent of students missing 6 or more. (*See Appendix C*)

Strengths

* 53% of students missed less than 6 school days

Weaknesses

* 21% of students missed 10 or more school days
* 57% of Kindergarten students missed 6 or more school days

**School Discipline Data**

Strengths

* The majority of office referrals are isolated to a recurring 5% of the student population
* The majority of office referrals are classified as “minor, non-violent” in nature
* Discipline referrals are decreasing over time

Weaknesses

* Bus referrals

Based on the data from the past two years the discipline referrals at Ruskin have decreased by 40%. With the implementation of PBIS in the fall of 2016, we will disaggregate our discipline data and anticipate that by putting this program in place we shift the climate to a more positive one which in turn will affect every aspect of our school.

**Need for Instructional Coach**

Over the last few years, we have worked diligently to maintain the high achievement level status. During these years, we have focused on in- house weekly training for all teachers. We have used an instructional coach for this process. Not only do we have a large amount of new teachers and want to ensure consistency, but we are implementing Georgia’s new accountability/evaluation system. TKES evaluates teachers on ten standards that should be carried out in order for student achievement to rise. We will use our instructional coach for extensive training on all standards so that our teachers will be well educated on these standards and know all of the components of an effective classroom. Ruskin Elementary also wants to ensure that all of our parents have the tools necessary to help their children achieve. We believe that education for parents is a necessity and want to help them feel more secure as they help their children at home. Our instructional coach will focus attention on building relationships with our parents and helping them learn information and tools necessary to build their confidence as they support their children. We continue to grow in technology but need support and assistance along the way. We will utilize the services of our district technology coach, Lynn Downs, to provide this support for our staff. She will make regular visits and offer training for our staff.

**Parent Needs Assessment/Parent Spring Survey 2015**

The annual parent needs assessment/parent survey was conducted in the spring 2015. Parents were provided the opportunity to complete either a hard copy or an electronic copy of the survey. We had 77 parents complete the survey. The feedback was collected and used to help us plan for the 2015-2016 school year. Furthermore the results were used in the review and revision of the School-wide Plan/School Improvement Plan (SWP/SIP), Parent Involvement Plan (PIP), and Parent/School Compact. The results of the survey were shared with all stakeholders: faculty and staff, parents, and community. An analysis of the data provided the following:

Topics for possible family engagement programs include:

* Reading Strategies
* Test Taking Tips
* Math Skills
* Homework Help

We asked about internet access and found that

* 64% had a home computer
* 48% had a tablet

Over all the results demonstrate that our parents feel the school communicate with the parents on a regular basis. Many parents were pleased with the parent-teacher communication. The methods of communication that most parents prefer are letters, flyers and emails. The survey revealed that Ruskin Elementary has a small percentage of parents participating in school activities. Scheduling meeting in the evening would be most convenient for the parents.

A few parents offered suggestions on ways the school can help parents become involved. Some suggestions were send a calendar with events in advance, provide transportation and be more inviting. Our Hispanic parents suggested having more bilingual meetings.

**Additional Needs**

A continuing need for Ruskin Elementary is updated technology programs. With the GADOE moving to the Georgia Milestones, our school is always looking for technology to meet our needs, and to help prepare our students for online testing. Also, our district provides a District Instructional Technology Coach (ITC) to work with teachers in areas of need. Ruskin Elementary has a school Instructional Coach (IC) to assist teachers in disaggregating and interpreting data, support and promote implementation of school and system initiatives, provide training, collaborate with teachers and staff, provide feedback on instructional strategies, and locating and sharing resources, including technology, to support the school goals. Furthermore, Ruskin has three interventionists who work with students with the greatest need based on analysis of student achievement data.

**Establishing Goals**

Ruskin Elementary SWP/SIP is based on information about all students in the school. Groups of students have been identified who do not achieve at the same level of proficiency as the All Students group. Specifically, these groups include: Black, Students with Disabilities (SWD), and Economically Disadvantaged (ED) students. This plan has been integrated with the (SIP) in an effort to ensure that all students’ needs are addressed. In reviewing the school’s multiple data sources, the following goals have been established. These goals may change after we receive the data for the 2015 Georgia Milestones Assessment.

The school utilizes a variety of strategies and interventions. In reviewing the school’s multiple data sources, the following goals have been established:

|  |  |
| --- | --- |
| **AREA** | **TARGETED GOAL** |
| **Student Achievement** | * 90% of the students will score Proficient or greater on all areas of the Georgia Milestones End of Grade Assessment. * All students in Grades 3-5 will score Proficient on the Georgia Milestones ELA Assessment at the end of SY15/16 with at least 95% participation. * All students in 2nd Grade will increase in the average of Lexile Range with growth of 95 on SRI from fall 2015 administration to the spring 2016 administration with a minimum of 95% participation. * All students in 3rd Grade will increase in the average of Lexile Range with growth of 35 on SRI from Fall 2015 administration to the Spring 2016 administration with a minimum of 95% participation. * All students in 4th Grade will increase in the average of Lexile Range with growth of 30 on SRI from Fall 2015 administration to the Spring 2016 administration with a minimum of 95% participation. * All students in 5th Grade will increase in the average of Lexile Range with growth of 25 on SRI from Fall 2015 administration to the Spring 2016 administration with a minimum of 95% participation. |
| **Attendance** | * Increase Average Daily Attendance * Decrease the percent of students with 6 or more absences from 48% to 40% |
| **Professional Development** | * Implement a Professional Learning plan that focuses on: short constructed response and writing with 100% of the staff attending one or more sessions on the topics * Math teachers will attend PL with the district Math Instructional Coach with 100 % attending the sessions and implementing the strategies presented. |
| **Parent Involvement** | * Increase the parent participant on the annual Title I Parent Survey/Needs Assessment to 60% of the overall student body * Increase parental involvement/family engagement. * At least 50% of Parents/families will attend at least one workshop/program that will help them help their child achieve academically |
| **Behavior** | * Decrease the number of office referrals by 30% in the 2014-15 school year. |

Potential root causes of the weaknesses outlined in the analysis of the various data sources include: socioeconomic status of the families, high mobility rate, poor attendance, lack of parental involvement, lack of transportation to school due to bus suspension, and students moving in from other systems late in the year. It is also important to note that discipline referrals create disruption to classroom instruction impacting student learning.

**2. School-wide Reform Strategies**

**Identifying Student Needs**

The ways in which Ruskin Elementary School will address the needs of all students is based on the school’s vision, mission and beliefs which are aligned to those of the Ware County School System. These are used as a guide to govern decisions made by stakeholders affecting the goals and strategies to ensure continuous improvement in student learning for all Ruskin students. In particular, the strategies focus on the needs of students with the greatest difficulty in demonstrating proficiency on the State’s academic content and student academic achievement standards as identified above. Curriculum decisions are made in large part by the teachers at Ruskin. Teachers use a variety of curricular resources to teach, plan, and implement the standards. They are given a high level of autonomy to decide what resources best suit the needs of their particular students. When teachers feel that their students are not responding to a particular strategy, they make necessary changes to the curriculum so that it best fits their students learning styles and particular needs. At the same time, teachers use a multiple array of assessments to determine if students have mastered the standard/element.

(2a) - Universal Screening is done in the fall, winter, and spring. All students are computer tested by the school’s three intervention specialists to evaluate for areas of strength, weakness, and growth in reading and mathematics. The tests administered include Autoskills math placement, oral reading fluency, and Scholastic Reading Inventory (SRI) assessment. Once the results are compiled, the intervention specialists hold Data Review Team meetings with classroom teachers, administrators, and system specialists to determine the placement of students into RtI tiers (Tiers 2 & 3). These services are prescriptive, which are based on the individual needs of the students and are delivered by the intervention specialists through the use of computer software programs. Progress monitoring is done regularly to evaluate each student’s growth. The Data Review Team meetings are held in the fall, winter, and spring to discuss student progress and make any modifications necessary to meet the current needs of the students.

Ruskin Elementary RtI process includes several key components: (*See Appendix D)*

* A 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms. (At risk students are in Tiers 2 and 3.)
* Evidence-based instruction as the core of classroom pedagogy.
* Evidence-based interventions utilized with increasing levels of intensity based on progress monitoring. (Tiers 2 and 3)
* The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally.
* Data Teams within the school serve as the driving force for instructional decision making in the building.
* Purposeful allocation of instructional resources based on student assessment data.

Ruskin Elementary School will also address the needs of all students by incorporating research based strategies that include:

1. Flexible Grouping – Teacher continuously monitor data to determine target groups for students. These groups are purposely fluid and change regularly based on student needs. Teachers will implement a standards-based classroom structure throughout the school day.
2. Teachers will implement a standards-based classroom structure throughout the school day. They will use the EATS (Essential Question, Activator, Teaching Strategies, Summarizer) instructional framework which includes an opening (explicit instructions aligned to standard/elements/modeling/teacher and students set performance goals and expectations for the work session); work session (teacher facilitates while students work independently to apply learning/ engage in performance tasks); closing (students assess their work using language of standard/summarize main concepts; teachers identifies revisions for future use/ informally assesses student understanding/ clarify misconceptions).
3. Teachers will implement Learning Focused Strategies as their instructional framework with professional learning being provided for teachers who need additional support. Learning Focused Strategies aligns with the EATS instructional frameworks.
4. Teachers will plan collaboratively to integrate cross curricular standards. They will plan integrated lessons and performance tasks that demonstrate the relevance of real world to academics. They also review students’ benchmark tests, STAR Reading and Math tests, SRI (Lexile), and Universal Screening data to make sure students are receiving proper interventions.
5. All students in 1st through 5th have a period for Direct Instruction which allows the teacher to target weak areas to fill in gaps. In Tiers II and III, students work on computer based programs from Auto Skills and Scientific Learning with help from an Intervention Specialist. In Kindergarten and 1st grade, students receive small group interventions with Intervention Specialists.

**Researched-Based Strategies, Programs and Interventions**

(2b) - The instructional strategies used at Ruskin Elementary School are supported by the research-based work of some of America’s leading educators. *A Framework for Understanding Poverty,* authored by Ruby Payne, identifies behaviors of children from impoverished backgrounds as well as targeted interventions for addressing those behaviors. Her work supports the school’s goal of reducing office referrals, narrowing the achievement gap for at risk students, and moving students from proficient to advanced levels*.*

The meta-analysis research of effective classroom strategies identified by Robert Marzano in his book *Classroom Instruction that Works* includes homework and practice, identifying similarities and differences, setting objectives and providing feedback, in addition to many others, is also evident in the daily instruction found at Ruskin. Teachers use research-based instructional strategies to differentiate or extend grade level curriculum to close the achievement gap among subgroups, as well as to move students from proficient to advanced levels. Some of these researched-based strategies that are used to strengthen identified areas of weakness found in various student assessments include:

|  |  |  |
| --- | --- | --- |
| -Small-group instruction  -Setting objectives  -Teacher commentary  -Differentiation  -Thinking Maps  -EATS | -Cooperative learning  -Computer Assisted Instruction (CAI)  -Homework and practice  -Individualized instruction  -“Hands-On” activities | -Co-teaching  -Spiral Review  -Instructional coaching  -Reinforcing effort and providing  recognition |

(2c) – Ruskin Elementary School teachers employ the use of a wide array of programs, materials, interventions in an effort to promote student achievement in all content areas in particular, reading and math. In addition the at-risk students will be provided with interventions:

* Move the at-risk students into afterschool tutoring, flexible groups, and serve them in RtI if the need is there.
* Provide Georgia Milestones (GM) test preparation by using Georgia Coach books, GOFAR, and Study Island.
* Provide GM intensive practice in our “In School” tutoring beginning in January.

The following is a list of programs and interventions used at Ruskin Elementary:

|  |  |  |
| --- | --- | --- |
| PROGRAMS AND INTERVENTIONS | | Effectiveness |
| Study Island | Our Kindergarten and First grade do not use Study island for all of their students. Acceleration and enrichment are offered to K and 1st graders that are ready for this program. Study Island does not have K-2 Science or Social Studies programs. These subjects begin in 3rd grade. | The data shows an increase in the usage of Study Island before Georgia Milestones begins. Data shows that the usage of the Science & Social Studies is not as high as usage for ELA and Math.  The effectiveness of these programs will be compared to the GA Milestones as soon as data is received. Monitor usage every 9 weeks |
| Math Matters | Math Matters is designed on the premise that there are fundamental skills each student needs to know to be successful in math. These skills increase in complexity over time while building upon each other in a spiral fashion. To gauge proficiency on these fundamental skills, students are assessed weekly on a two- or three-minute timed test. This is a weekly timed assessment that monitors students automaticity with basic math facts. | Baseline and benchmark data is collected four times during the school year. All grade levels (k-5th) showed an increase in their scores. The effectiveness of this program shows an increase in fluency, allowing more time for the student to demonstrate mastery on math standards. |
| STAR Math | Used for Universal Screening in grades 1st-5th. Star Math reports give a SGP (Student Growth Percentile). SGP is reported on a 1-99 scale, with lower numbers indication lower relative growth and higher numbers indication higher relative growth. For example, if a student has an SGP of 90, it means the student has shown more growth than 90 percent of academic peers. | Universal screening tool administered 3 times during the school year to show student growth. |
| STAR Reading | Used for Universal Screening in grades 2nd-5th. Star Reading reports give a SGP (Student Growth Percentile). SGP is reported on a 1-99 scale, with lower numbers indication lower relative growth and higher numbers indication higher relative growth. For example, if a student has an SGP of 90, it means the student has shown more growth than 90 percent of academic peers. | Universal screening tool administered 3 times during the school year to show student growth. |
| Scholastic Reading Inventory (SRI) | Used to universal screening to measure Lexile scores and to monitor student growth. 1st administered only in the spring; 2nd-5th grades administered fall, winter, and spring | Universal screening tool administered 3 times during the school year to show student growth. |
| IXL Math | These math skills are aligned with GA standards. Features skills to go along with every lesson. Unlimited problems; word problems, visual representations, interactive activities, and more. | The effectiveness of these programs will be compared to the GA Milestones as soon as data is received. Monitor usage every 9 weeks |
| IXL Language Arts | IXL's language arts skills are aligned to the state standards, providing comprehensive coverage of language arts concepts and applications. With IXL's state standards alignments, you can easily find practice problems specifically tailored to each required standard. IXL automatically tracks student progress and displays proficiency scores in the state standards reports. These reports allow you to quickly evaluate student aptitude and identify trouble spots. Ruskin uses for grades K-5. | The effectiveness of these programs will be compared to the GA Milestones as soon as data is received. Monitor usage every 9 weeks |
| Reading Eggs/Reading Eggxpress | A comprehensive, online supplemental literacy program for pre-K through 2nd grade. Grounded in extensive educational research, Reading Eggs builds on and reinforces the five key reading pillars: phonemic awareness, phonics, fluency, vocabulary and comprehension. | Remediation is offered for those needing extra help. |
| DIBELS | Used for Universal Screening in Kindergarten and First Grade. A benchmark score is used to screen students for RTI in the Fall, Winter, and Spring. Benchmark testing with DIBELS can help determine which students are at risk for later reading difficulties. | Universal screening and progress monitoring |
| Write Score | 3rd-5th Grade. A program that provides sample writing prompts and also scores the writing assessment. A mock writing test is administered and Write Score is used to assist in determining strengths and weaknesses of the students.  Teachers are the able to access lesson plans and writing prompts to remediate or accelerate each student.  Write Score will be used as a Benchmark Test in March. | Current raw score averages are given for each grade level. These scores help teachers determine which students are likely to meet or exceed the short constructed response and the extended response on the GA Milestones. The effectiveness of this program will be compared to the GA Milestones as soon as data is received. |
| BrainPop | An educational web site providing animated movies, quizzes and related materials for standards based instruction. The program is used to reinforce standards and give extra practice to prepare for standardized testing. | The effectiveness will be measured with GA Milestones data. |
| Benchmark assessments | Are used to plan standards-based instruction and flexible grouping activities to prepare students for state-wide exams. Post-tests are given at the end of the first and second nine weeks to monitor student progress towards academic goals and to inform instruction. Teachers compile the data from the benchmark and post-test exams on a data analysis form where they analyze both teacher and student strengths and weaknesses and devise strategies to increase student achievement. | Teachers use the data to drive instruction to prepare for the state assessments.  The effectiveness will be measured with GA Milestones data. |
| Fast ForWord | The Fast ForWord program develops and strengthens memory, attention, processing rate, and sequencing—the cognitive skills essential for reading intervention program success. The strengthening of these skills results in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar, and other skills necessary to learn how to read or to become a better reader. | Program targets struggling students. Will monitor and track progress to ensure that students are reaching their goals of reading on grade level. |
| Triumph Learning Online (Coach Bks) | Used by grades 1st-5th to support learning the Georgia Standards of Excellence.  Ready-made assessments and the Create-a-Test feature track growth and proficiency. | The effectiveness will be measured with GA Milestones data. |
| Accelerated Reading | Used in grades K-5—Lexile levels are determined by their Lexile level and progress in AR on tests and quizzes. Teachers monitor students’ progress and adjust accordingly. Students select books on their reading level, read independently, and take an independent comprehension test on the computer. | Monitor usage. Will monitor and track progress to ensure that students are reaching their goals of reading on grade level. |
| Accelerated Math | Accelerated Math is a daily, progress-monitoring software tool that monitors and manages mathematics skills practice.  Used in grades 4th-5th—Teachers monitor progress toward goals daily. Assignments are adjusted to remediate or enrich. | Monitor usage. Will monitor and track progress to see if a child needs an intervention or is ready to take a test. |
| Acuity | Used in grades K-5—This program helps educators measure student growth and achievement in this new era of more rigorous standards. It provides educators unique and valuable standards-based reports, Acuity makes it easy to enrich classroom instruction, personalize learning, and track students' readiness for college and a career. With this program, educators can instantly create instructional remediation and enrichment plans based on each student's assessment results, ensuring that the right instructional support is assigned at the right time for every student. | New program for 2015-2016 |
| DataLink | 1st-5th grade. Used to score SLO’s, post-tests, and benchmark assessments. This software product is designed to grade large-scale assessments and gives many useful reports for data collection and analysis. Teachers use the reports for data analysis after each assessment. DataLink includes reports on item analysis, student and class proficiency, and non-proficient students. | Progress Monitoring  The effectiveness will be measured with GA Milestones data. |
| GKIDS | Ongoing diagnostic information about kindergarten students’ developing skills in English Language Arts, Math, Science, Social Studies, Personal/Social Development, and Approaches to Learning.  GKIDS should serve as one indicator of first grade readiness. GKIDS will serve both a formative and summative role in assessing kindergarten students. | Assessment is used to determine the progress of kindergarten students. |
| English in a Flash (EIAF) | Software program that assist ELL students to progress from learning English to learning in English; building vocabulary through listening, speaking, reading and writing | Program is used to build English proficiency for our ELL students. We will be running progress reports every 9 weeks to monitor effectiveness. |
| Academy of Reading | An intensive, online intervention program for struggling readers. This dynamic program instructs students in the five critical areas of reading – Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. Ongoing assessment and progress monitoring provide robust data to inform instruction and show students’ reading progress. | Intervention program to decrease gaps in students’ reading abilities. |
| Academy of Math | An intensive, online intervention program for students struggling with math. The program uses systematic instruction that begins with simple concepts and moves to more complex skills. It breaks complex math tasks into manageable pieces. Students learn using a structured and sequential approach, as they acquire skills one by one. | Intervention program to decrease gaps in students’ math abilities. |
| Accelerated Math Fluency (formerly Math Facts in a Flash) | Accelerated math fluency helps students achieve automaticity—the ability to recall math facts instantly, accurately, and effortlessly. | Intervention program to decrease gaps in students’ math abilities; as well accelerate students who are strong in math. |
| SRA Number Worlds | Built on GA State Standards, SRA Number Worlds is a highly-engaging, research-proven math intervention program that helps you bring math-challenged Pre-K–8 students up to grade-level with Real-World Applications. | Remediation to enhance k-1 students number sense. |
| SRA | SRA is an intervention for students reading one or more years below their chronological age. This corrective reading program is designed to help close the achievement gap by addressing deficiencies in both decoding and comprehension. | Intervention program to decrease gaps in students’ reading abilities. |

**Strategy and Program Effectiveness**

(2d) - Multiple diagnostic tools are used to determine the academic needs of students. Universal Screening is implemented in the fall, winter, and spring. All students are computer tested by the school’s three intervention specialists to evaluate for areas of strength, weakness, and growth in reading and mathematics. Students with disabilities are progress monitored on a weekly basis. At-risk students are monitored in the areas of mathematics and reading. Attendance letters are sent home to all students missing 3, 5, 7, and 10 days of school. In addition, attendance meetings are held with students/parents who miss 6 or more days of school. Benchmark exams, given in December and March, are used to monitor student progress towards academic goals, to inform instruction, to plan standards-based instruction and flexible grouping activities which prepare students for state-wide exams. Teachers compile the data from the benchmark exams on a data analysis form where they analyze both teacher and student strengths and weaknesses and devise strategies to increase student achievement. Other classroom assessments, such as unit tests developed by the system and DOE, unit pre-tests, and teacher-created assessments are used to diagnose, monitor and evaluate student performance. The new annual state-wide assessment, the Georgia Milestones Assessment System will be the final analysis of student mastery of the content for the 2015-2016 school year. A 45 day benchmark action plan is developed based on actions/strategies in the School Improvement Plan (SIP). The action plan, along with artifacts showing effectiveness, is turned into the Office of Student Achievement. During the 45 day action plan, the web-based programs/interventions that are utilized by the teachers are reviewed and monitored for student growth.

The effectiveness of instructional programs culminates with the results of the state assessment data. Ruskin uses feedback from testing data, as well as stakeholder surveys, and information gleaned from GDOE to assist in determining that each student has equal access to a quality education, while establishing high standards and accountability for all.

(2e) – No Title I money will be used to fund field trips for students at Ruskin Elementary School.

**3. Highly Qualified Instructional Staff**

Ruskin is proud of its 100% highly qualified staff. Currently, there are 38 certified staff members. Eleven of those hold bachelor’s degrees, 15 hold master’s degrees, 12 hold specialist’s degrees. The staff has 13.5 average years of experience. The certified staff is supported by 9 paraprofessionals.

Each new school year, the district holds a new teacher orientation designed to acclimatize new faculty and staff to the district and schools. Ruskin offers a mentoring program for new teachers to offer support, resources, and advice. Each new teacher is assigned an individual mentor who is a veteran teacher and preferably a teacher of the same content. Experienced teachers who are new to the school are assigned a buddy who assists with duties and procedures at the school.

(3a) –Ruskin Elementary is not a Priority or Focus, however Ruskin is committed to providing the best education possible for all students by assuring that all children have equitable opportunities to receive quality instruction from highly qualified teachers.  The Ware County School District maintains a high standard in their recruitment of teachers and paraprofessionals.  All teachers must be highly qualified or must be able to obtain highly qualified status within one year (unless they are in an alternative preparation program) before being offered a teaching position in Ware County.

All paraprofessionals must be highly qualified before they can be hired.  In addition, Ware County provides assistance to English certified teachers to add ESOL (English as a Second Language) to their certificates and for ESOL teachers to add English certification. Endorsement classes in ESOL, Reading, and Gifted are offered, and are supported through Title II, Part A funds.  Every effort is made by the district and school administration to recruit and hire the most talented, qualified, and motivated teachers available. The strategies we will use to attract highly qualified teachers are:

1. Recruit through TeachGeorgia ([www.**teachgeorgia**.org](http://www.teachgeorgia.org)), the official web site recommended by the Professional Standards Commission.
2. Allow student teachers to train in our school system from various colleges and universities which is a great recruiting tool.
3. Teacher Alternative Preparation Program (TAPP)
4. Other websites, flyers, and job fairs

**4. Professional Development**

Professional learning is provided to all staff to include certified and classified personnel with emphasis on teaching, learning, and assuring that all children attain high standards of performance. Quality, job-embedded professional learning activities are planned and developed based on information indicated on various needs assessments and from information gathered from teachers, administrators, parents, students, and community members in meetings.

The Instructional Coach (IC) will continue to provide professional development for teachers to increase their knowledge of Georgia Milestones Assessment System (GMAS) and the Student Growth Percentile (SGP). In addition the school will address academic achievement, parent engagement, classroom/behavior management (PBIS), and attendance.

Professional learning provided by the school will include topics such as parent engagement, differentiated instruction, and classroom management and will be delivered through the IC, speakers, book studies and peer modeling as well as through off-site training opportunities and workshops. Professional development might also include teachers attending various approved off-site experiences throughout the school year as they are made available. Redelivery of content presented at such experiences is expected and will follow a “train the trainer” model.

Time will be allotted for teachers to acquire, enhance and refine knowledge, skills and commitment necessary to create and support high levels of learning for all students. There will be an ongoing effort to build the school’s professional library to assist teachers with developing strategies to meet the needs of students. Ruskin Elementary School is committed to using the necessary time, money, and other resources to address the root causes of the weaknesses previously identified in the plan. Professional learning will be conducted by IC, RtI Coordinator, other school leaders, RESA Consultants, and District Instructional Technology Coach.

Some additional Professional Development for the 2015-2016 school year will include:

* + Formative Instructional Practices (FIP)
  + Positive Behavioral Interventions and Supports (PBIS)
  + Differentiation/Flexible Grouping
  + Higher-order Thinking Skills (HOTS)
  + Expanding reasoning skills, drawing conclusions, inferring, and analyzing informational text
  + Constructed Response and Extended Response
  + Response to Intervention (RtI)
  + Math Instructional Strategies and Content
  + SLDS

The effectiveness of the professional learning will be measured by TKES, student assessment results, and stakeholder surveys.

**5. Increasing Parent Involvement/Family Engagement**

Ruskin is working hard to improve parent involvement/family engagement at the school. Our instructional coach also serves as our Parent Involvement Coordinator (PIC). In addition, a District Parent Involvement Coordinator (PIC) has been hired to work specifically on increasing parent involvement/family engagement. The school website includes a tab for Title I/Parent Involvement activities and support resources. The school website will continue to be reviewed and updated to make it more parent/family friendly. Parents can access the Parent Involvement Plan, SWP/SIP, and the Parent/Student/School Compact from the school website. The PIC will also send out the information via flyers, email, Blackboard, and newsletters. Teachers use REMIND (a tool by which parents can receive either a text or email from the teacher) to keep parents informed of student assignments, homework, tests, and upcoming events. Information will be sent home to parents who request a paper copy. Ruskin Elementary has a School Council that consists of parents, teachers and staff, and students. New members are added as needed at the beginning of the school year. All Title I information is shared with the group and they provide feedback/suggestions for revising all Title I documents.

Parents are also involved in the developing the school/parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. The school begins reviewing the compact in the spring and meetings are held to revise the compact in preparation for the upcoming year. A final draft is presented to parents at the district parent involvement meeting prior to the new school year.

An Annual Title I Parent Meeting is held in the fall to inform parents about the Title I School-wide Plan for Ruskin. School status and the use of Title I funds, in particular the 1% set aside is shared. Parents will also receive information about academic standards and state mandated testing requirements. Also during the meeting, data results are shared with parents and community stakeholders. They also will be informed about the Parents Right to Know regarding teacher and paraprofessional qualifications. Families will be informed about the various plans that are developed: School-Family Compact, Parent Involvement Plan, and SWP/SIP. Parent involvement/family engagement opportunities will be shared. Multiple and convenient meeting times are offered to ensure increased parent/family participation during this annual meeting.

Parents and community members are surveyed throughout the school year. This is pertinent to planning programs and workshops needed to assist parents in helping their child achieve academic success. The PIC administers the surveys at various intervals throughout the school year at programs/activities. There is an annual Title I Parent survey and needs assessment given in the spring. The completed surveys provide feedback and input from all stakeholders on the SWP/SIP, School Improvement Plan, 1% parent involvement set aside funds, how Title I funds are utilized, and the School-Family Compact. Survey results are used in revising plans, addressing needs and concerns of parents, and making plans for the upcoming year. The system parent survey results are also analyzed and adjustments are made based on those results.

Parents are asked to become involved with the Parent Advisory Committee (PAC)—this committee is open to all parents/families of students at Ruskin Elementary. The Parent Advisory Committee, along with the principal, PIC and teachers will work on providing programs based on needs and concerns of the parents. The Ruskin Elementary Parent Involvement Plan will be updated to meet the needs of parents. It is distributed to parents at all meetings and available for pick up from PIC. The PIC will work on providing programs based on feedback from parent surveys and needs/concerns of parents.

Ruskin Elementary recognizes the importance of parent involvement/family engagement and will facilitate ongoing opportunities to increase the involvement of the school’s parents and families.

* Parents are included in the development and revision of the Parent Involvement Plan (PIP) and the school-parent compact;
* Copies of the School-wide Plan/School Improvement Plan (SWP/SIP), PIP, and Parent Compact and other pertinent information are available in the Family Resource Center, in the media center, as well as on the school’s website;
* Ruskin’s Family Resource Center is equipped with resources for parents to check out as well as to keep
* Monthly workshops will be planned and all parents are invited to attend
* Meetings are scheduled at various times and days
* Information is disseminated using a variety of methods including mail, email, texts, phone, flyers, newsletters, marquee, and the school’s website.

The school’s Parent Involvement Coordinator (PIC) implements and monitors all facets of building parent capacity. The PIC provides training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, is conducted by the PIC during professional learning time. Every person in the school is required to attend the training. The PIC will work with teachers and other support staff who are having difficulty contacting and/or communicating with a parent.

Under the direction of the school’s PIC, meetings, workshops, and sessions on various topics are hosted throughout the school year. Topics include the interpreting assessment scores and report cards, attendance, homework strategies, using online educational resources and technology as well other topics important to parents and that are relevant to student academic achievement. Ruskin invites parents of Head Start and Daffodil students to participate in some of our Parent Involvement programs/workshops. Informing parents of school and parent programs, meetings, and other activities in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand. Interpreters will be available as needed.

**6. School Transitions**

Ruskin Elementary School’s transition programs are designed to facilitate a smooth transition from both Pre-K programs to the elementary school and from elementary school to the middle school for both students and parents. We work collaboratively with the Ware County Middle School and the Pre-school programs to ensure the success of these transitions.

In the Spring, we assist preschool children and their parents in the transition process to Kindergarten by inviting these students/parents to our school for a tour and introductions. We hold tours for Head Start, Daffodil, and State/Privately ran home schools. We give a brief overview of Kindergarten expectations, make introductions, and invite parents to pre-enroll students, have a “hands-on” activity for students, and give parents information to take home about Ruskin Elementary School.

Our 5th grade students visit Ware County Middle School (WCMS) in the Spring. They are able to tour the school and some classrooms. They are shown a video about the school and things to expect. They are encouraged to ask questions about the Middle School experience. Furthermore, they receive information about classes, expectations, and extra-curricular activities available to them. Then in July they can attend a day camp where the students are introduced to the staff, learn about class schedules, extra-curricular activities, and learn how to operate and use lockers between classes.

**7. Assessment**

Data driven instruction is a key component to the success of the students at Ruskin Elementary School. By using a comprehensive assessment system that monitors and evaluates student learning, all students are given the opportunity to reach high levels of achievement. Being data driven moves teachers forward to create lessons that incorporate research based strategies which improve curriculum and instruction. Teachers are an integral part of the decision making process regarding the use of assessments to provide information for improving student achievement. Staff members have the opportunity to participate in the decision making process during department meetings, grade level content meetings, cluster meetings, leadership team meetings, and through a variety of formal and informal conversations. Furthermore, grade level content area teachers collaborate to create common summative and formative assessments. Teachers meet regularly in data teams to review relevant assessment results, identify student strengths and weaknesses, and to make instructional decisions. These decisions include placement in support classes, flexible grouping, differentiated instruction and remediation. Students whose performance indicates a lack of mastery are targeted for remediation.

Measures to include teachers in decisions regarding the use of assessment to provide information on and to improve, the overall performance of individual students and the overall instructional program are practiced daily. Formative and summative assessments are tools used to determine student have mastery of the content. Performance tasks are used to show mastery of standards/elements within multiple content areas. Professional learning is provided to assist teachers in working with different types of formative assessments and how to adjust instruction based on those assessments. Teachers also develop practice exams that mimic the format of state mandated assessments. The content domains for the state mandated assessments are used to identify heavily weighted tested material and in the development of course pacing guides.

The ways that we include teachers in decisions regarding use of academic assessment are:

1. Teachers meet regularly with RtI Team to discuss students in Tiers II, III, and IV. At the end of each year, based on artifacts and teacher/RtI Team recommendations, students are placed in a Tier to begin the next year with programs/strategies to assist the student. At the first of the year, we run our programs and gather more data/evidence to support moving up or down a tier. Every 9 weeks we hold RtI Meetings to discuss student progress for students in Tiers. Our goal is to provide the necessary assistance to fill in gaps that will allow students to successfully move down to Tier I.
2. Teachers develop and use unit pretests to assist in instruction to improve student achievement. The unit pretest data provides information that assists teachers in making adjustment/modifications to their lesson plans/instruction.
3. Teachers meet regularly for collaborative planning. We have been fortunate in that we can provide common planning for each grade level for horizontal planning, and after school planning for vertical planning. Teachers review student work, develop rigorous performance tasks, work on writing across the curriculum, share resources, and work to increase student achievement. Teachers also discuss various types of data to identify areas of strength and weakness. During Department Team meetings each month, teachers share the results from data discussions on identified areas of strength and weakness within that department to help plan vertically.
4. Use 9 week posttests data to assist with instruction. Instructional coach works with teachers on making adjustments/modifications to instruction. The test data identifies students for flexible grouping and differentiation by targeting the standards/elements that they are having difficulty mastering.

**8. Activities for At Risk Students**

(8a) –Ruskin Elementary School provides a variety of interventions to ensure the success of all students. In addition to the data team review process, all teachers are trained in how to effectively use daily formative assessment for timely assistance to students who need remediation or enrichment in the regular classroom. Those students who need more help than what classrooms typically provide are placed in RtI labs, where more intense and individualized instruction is provided at Tier 2. The initials RtI represent Response-to-Intervention. RtI is not a program, and it is not a department. Because it involves academics and behavior, the RtI process impacts all facets of the educational environment from the classroom to the lunchroom to the bus stop and through technology, and may even reach into the home setting. Students, who are having difficulty in classes, not succeeding on the state mandated assessments, are participating in one or more intervention strategies. Students receive academic interventions during the school day, and tutoring is provided after school.

Teachers serve students based on their academic need. Services are offered to all students in the school based on Ware County School District’s Response to Intervention (RtI) Pyramid of Interventions for Academics. The Response to Intervention process includes the following steps:

* Students are identified as at risk based on the collection of multiple data points which include assessment scores, classroom assessments and performance, progress monitoring screeners such as AIMS Web, DIBELS, Academy of Reading and Math, STAR Reading and Math, and SRI, as well as teacher and parent input;
* Once in the RTI process, students are exposed to interventions selected to meet their individual needs and designed to remediate specific weaknesses;
* Data collection is ongoing through monthly progress monitoring to determine if the interventions are effective;
* The school’s RtI Coordinator is instrumental in the RtI process and leads teachers through the ongoing data collection and interpretation of results to ensure that best practices are followed.

(8b) –In order to ensure that students receive the appropriate interventions; teachers are provided professional learning on recognizing student academic weaknesses and at risk behaviors. Teachers receive training in differentiation and flexible grouping. The IC works with teachers on content knowledge and instructional strategies to address the needs of all students. This is accomplished during monthly meetings where teachers are given the time to discuss student performance and to collaborate around best practices. Student grades and assessment data are reviewed and areas of strengths and weaknesses identified. Lesson plans, differentiation and interventions are made based on diagnostic data.

(8c) –Teachers communicate with parents using the Parent Portal, emails, REMIND, and phone calls. Parents can set up teacher-parent conferences on an as needed basis. All Tier 3 parents are invited to RTI meetings. Teachers continuously communicate with students and parents about student progress. Special Education IEP meetings are held at regular intervals. Special education co-teaching occurs in classrooms throughout the school. Progress monitoring takes place on all students. Universal screening occurs three times a year on all students. Data Review Team Meetings occur to analyze this data, as well as progress monitoring data on students in RTI. Students who qualify receive Migrant and ESOL services. Parents are made aware of additional opportunities available at the school for their child.

**9. Coordination and Integration of Services & Programs - Federal, State, Local**

The school’s administration, leadership team and staff will work collaboratively to ensure that all programs and subsequent funding are utilized efficiently in order to maximize student achievement at all grade levels. Title I resources will be used to supplement the attainment of goals listed in the plan. Data drives how money is spent. The CNA/BSC, SIP, and the CCRPI disaggregate student data. Each subgroup’s performance level for the previous year is listed and a goal for the coming year is assigned that correlates with state goals. The SIP outlines how money is spent. Student achievement results are used to measure the effectiveness of money spent. Parent surveys are given to solicit feedback/input on how Title I funds are utilized.

(9a)-- Ruskin Elementary School receives money from various sources. How money is spent is determined by CCRPI Reports data analysis, the needs assessment, and the prioritized needs list that is developed. The results of the needs assessment is scrutinized by teachers, parents, and students. The SIP outlines how money is spent. Student achievement results are used to measure the effectiveness of money spent. Parent surveys are given to determine if Title funds should be spent for particular programs and if the expenditure is a good use of those funds.

Title I, Part A funds:

* 1. Instructional coach; Intervention Specialists; Title Paraprofessionals
  2. Professional Learning
  3. Parent Involvement/Family Engagement
  4. Computer Software (program and site license)
  5. School Improvement planning
  6. Study Island
  7. IXL-Reading/ELA
  8. Reading Eggs/Reading Eggspress

1. Title I, Part C funds:
   1. Migrant Facilitator
   2. Supplies and materials for supporting Migrant population
2. Title II A funds:
   1. Professional development for differentiated instruction
   2. Professional Development for Teacher Effectiveness
3. Title VI-B funds:
   1. Technology
   2. Accelerated Math
   3. STAR Enterprise Math
   4. Math Facts in a Flash
   5. Professional Learning
   6. Instructional Materials
4. State funds:
   1. Instructional Supplies
   2. Professional Development
   3. Parental involvement
   4. Technology
5. Local funds;
   1. Instructional supplies
   2. Technology (hardware, software, licensing, and support)
   3. Professional development
   4. Improvement of instruction

(9b) - During the 2015-16 school year, materials and supplies will be selected and ordered to support the school’s students. Title I also serves children who are identified as Migrant, homeless, or neglected. Tutorial services are provided that help them meet the same challenging level of academic proficiency as that which is expected of all children. Title I funds are used to fund the positions of one instructional coach, three Interventionists, and three Title I Paraprofessionals. The purpose of the instructional coach is to provide professional development and support to teachers for the purpose of implementing standards- and research-based instructional strategies. She works with a district team on unit review and revisions. Teachers having difficulty with unit implementation get assistance and guidance from the IC. Also on staff at Ruskin are three Title I interventionists. They work with students who are at risk and with those who are in Tiers 2 and 3. They provide interventions (computer based, and small group based on need of the student) and progress monitoring reporting. One reading interventionist works with grades K-1 using Sound Partners and using DIBELS for progress monitoring. The reading and math interventionist for grades 2-5 uses Fast ForWord, IXL, and Reading Assistant as intervention tools. She also progress monitors to check intervention effectiveness. Because math is an area of need, math interventionist for grades 3-5 uses IXL, the math lab to address areas of strength and weakness for those students.

We have three Title I paraprofessionals who work with small groups of students under the supervision of a highly-qualified classroom teacher. The paraprofessionals are utilized in various areas within the school. One works with K-1 using Sound Partners and DIBELS for progress monitoring. Another works with grade 2 on Tiers 2 and 3 reading and math interventions. In addition, we have one paraprofessional who works with various teachers based on the needs of the students within the classroom. One percent of the Title I budget is reserved for parental involvement at the school level. Ruskin will use a portion of its allocation of parental involvement funds to purchase Study Island. Based on parent survey feedback solicited during SY2015, parent supported the use of Title I funds to purchase Study Island/Reading Eggs. Title I funds are also used to fund After School Tutoring.

In addition to the various programs listed above, it is important to note that other resources are utilized as a means of increasing student achievement. These include items such as classroom supplies, games/manipulatives/kits for reading and math, laptops, headphones. Finally, monies will be spent to purchase supplies and other materials necessary to build parent capacity. These include offering childcare and transportation as needed.

(9c) – Plan developed in coordination with other federal and state programs as well as local initiatives. N/A to Ruskin Elementary School

**10. Student Assessment Results, Interpretation& Delivery to Parents**

Student assessment data are distributed to parents through a variety of modalities. Parents can access classroom grades and assessment scores using Infinite Campus’s Parent Portal. Ruskin uses the Parent Portal, in addition to the 4 ½ week progress report and 9 week report card, to communicate student progress, grades and assessment results to parents. Additionally, the results of mandated state assessments are shared with parents via mail, parent conferences, and other meetings. Typically, state mandated assessments are administered during the second and third weeks of April. Prior to the test, workshops are conducted for parents on how to best assist in helping their student prepare for success on the assessments. Parents are provided the web address for state, system, and school reports on the GaDOE website at [http://www.gadoe.k12.ga.us](http://www.gadoe.k1.ga.us). Links to review materials are also provided to students and parents.

**11. Collection and Disaggregation of Data**

Prior to the beginning of each school year, the faculty reviews and discusses the College and Career Ready Performance Index (CCRPI). Benchmark assessments are administered in December and March of each school term. The benchmark data determines the focus of remediation efforts and identifies students meeting or exceeding the standards. Annual data from state assessments appear on the BSC and inform goal-setting for school improvement. Benchmark scores may be presented to parents on an individual basis during parent conferences, and scores are reported via parent letters. Students' class assessment scores are available to parents through the online parent portal. Teachers can access student data from SLDS and Infinite Campus. Teachers utilize all pieces of data to complete the data analysis template. The faculty meets to examine the summary data to identify school-wide trends.

Other data reviewed and analyzed include: classroom summative assessments, report card, grades, math, attendance, and discipline. Using this information the staff collaborates to develop a comprehensive instructional program to meet the needs of all students. Teachers can access student data from SLDS and Infinite Campus. The school IC along with the will with work with grades K-2 on math readiness, fluency of facts, and short response questions.

**12. Disaggregated Assessment Results**

The GADOE provides disaggregation of data on assessments for all subgroups, and is considered to be valid and reliable. Data results are sent from the state to the system testing coordinator and to the Office of Student Achievement. The results are then sent to the school principal who reviews the results and any questions or discrepancies are sent to the system testing coordinator to be passed to the state level. The data is shared with the SIP team and each teacher. During Early Release Day, teachers utilize all pieces of data to complete Student At-Risk List and data reflection sheets. Whole faculty meets to examine the summary data to identify common trends and address weak content areas and discuss instructional strategies that will improve student achievement.

**13. Public Reporting of Data**

School data is disseminated to all stakeholders through the GADOE website.

Ruskin Elementary provides parents and other stakeholders with data through the school’s website, during Family/Parent Break-Out Sessions and School Council, and as well as during parent conferences and upon request by individual parents. The Parent Portal provides real time data to parents on their child. Other means of communicating data include Executive Summaries, prepared by the Office of Student Achievement, that are presented to the BOE, and the school’s quarterly newsletter.

**2012 CCRPI Reports--** <http://ccrpi.gadoe.org/2012/ccrpi2012.aspx>

**2013 CCRPI Reports--** <http://ccrpi.gadoe.org/2013/ccrpi2013.aspx>

**2014 CCRPI Reports--** <http://ccrpi.gadoe.org/2014/ccrpi2014.aspx>

Ruskin Elementary provides parents and other stakeholders with data through the school’s website, at the annual meeting, School Council, and Parent Advisory Committee, as well as during parent conferences and upon request by individual parents. The Parent Portal provides real time data to parents on their child. Other means of communicating data include district Board of Education meetings and the school’s newsletter.

**14. Planning**

Each year the SWP is reviewed and revisions made as needed. Administration, staff, parents and other stakeholders are involved in the process. The Title I School-wide Plan is reviewed at the end of the school year. It is developed with input from teachers, students and parents. At the beginning of the school year the plan is reviewed to make changes based on CCRPI expectations, and other school data recorded on the CNA/BSC. The School Improvement Team meets each nine weeks to update the School Improvement Quarterly Action Plan. The plan is presented to the SIP team, faculty, the School Council, Parental Advisory Committee, and other parent/family programs and activities. Feedback and suggestions from all stakeholders is collected and revisions made.

**15. Community Involvement of the Plan/Implementation of the Plan**

Administrators, teachers, parents and the community are integral parts in not only the development but the implementation of the plan. Ruskin Elementary School solicits input from, parents, community, and faculty and staff in the development plan. Additionally, all stakeholders will meet periodically to review the implementation of the plan and will revise the plan as needed. Parent surveys are handed out at all meetings to provide feedback for review and revision. Parents are afforded the opportunity to make comments and suggest modifications to the plan. Components of the Title I School-wide /School Improvement Plan are discussed at each meeting, and parent comments and suggestions are recorded and considered as the plan is revised. In addition, Ruskin Elementary School has a Parent Advisory Committee which meets quarterly. The Parent Advisory Committee also gives input for the plan.

**16. Sharing the Plan**

The approved plan will be shared with all stakeholders in a variety of ways including parent and stakeholder meetings, the school’s website and in the Family Resource Center. Parents and other stakeholders will be encouraged to read the plan as well as to become involved in serving on councils and other committees. Parents and the public can access the Title I School-wide Plan via the school website <http://www.ware.k12.ga.us/schools/ruskin>. Members of the SIP Team, School Council, and the Parent Advisory Committee will be sent an electronic copy of the Title I School-wide Plan. Any parent or community member can request a copy of the plan to be sent to them electronically. (*See Appendix E*)

**17. Translation**

The school-wide plan will be translated as necessary based upon the primary languages of the majority of Ruskin students and families. Funding for the translation will be provided through Title I monies. This plan will be made available to parents in the Family Resource Center. Translations (oral and written) of the School-Parent Compact, SIP, and other documents are provided as needed. Signs informing students of GMAS Test review and/or tutoring opportunities are developed and posted throughout the school. Notifications for parent meetings also posted in other languages as needed. An interpreter can be provided as needed for parent meetings and/or conferences.

**18. School Improvement Provisions**

Ruskin is not a Priority or Focus School. The school will continue to abide by the requirements of the school improvement provisions of Section 1116.

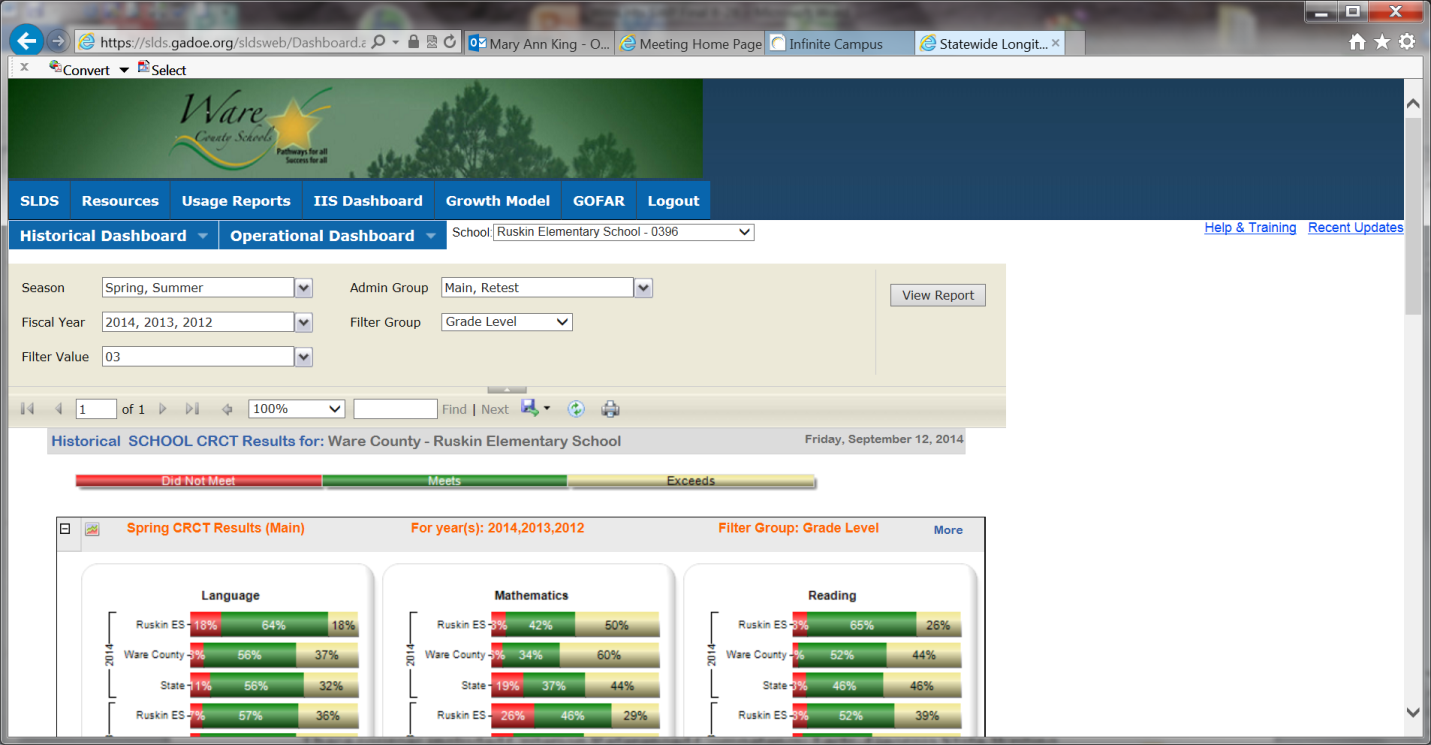
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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE | | | | | | | | | |
| **School Name: Ruskin Elementary** | | | | | | **District Name:Ware** | | | |
| **Principal Name: Kathy Stevens** | | | | | | **School Year: 2015-2016** | | | |
| **School Mailing Address:**  3550 Valdosta Hwy.  Waycross, GA 31503 | | | | | | | | | |
| **Telephone: 912-287-2325** | | | | | | | | | |
| **District Title One Director/Coordinator Name: Sonya Mixon** | | | | | | | | | |
| **District Title One Director/Coordinator Mailing Address:**  Ware County BOE  1301 Bailey Street  Waycross, GA 31501 | | | | | | | | | |
| **Email Address:** [**smixon@ware.k12.ga.us**](mailto:smixon@ware.k12.ga.us) | | | | | | | | | |
| **Telephone: 912-283-8656** | | | | | | | | | |
| **ESEA WAIVER ACCOUNTABILITY STATUS—N/A**  **(**Check all boxes that apply and provide additional information if requested.) | | | | | | | | | |
| **Priority School** | | | | | **Focus School** | | | | |
| **Title I Alert School**  . | | | | | | | | | |
| Subject Alert |  | List Subject(s) | | Sub-Group Alert | | |  | | List Subgroup(s) |
| Graduation Alert |  | List Subgroup(s) | |  | | | | | |
| **Principal’s Signature:** | | | | | | | | **Date:** | |
| **Title I Director’s Signature:** | | | | | | | | **Date:** | |
| **Superintendent’s Signature:** | | | | | | | | **Date:** | |
| **Revision Date: 9/25/15** | | | **Revision Date: 9/25/15** | | | | | **Revision Date: 9/14/15** | |

**Title I Schoolwide/School Improvement Plan**

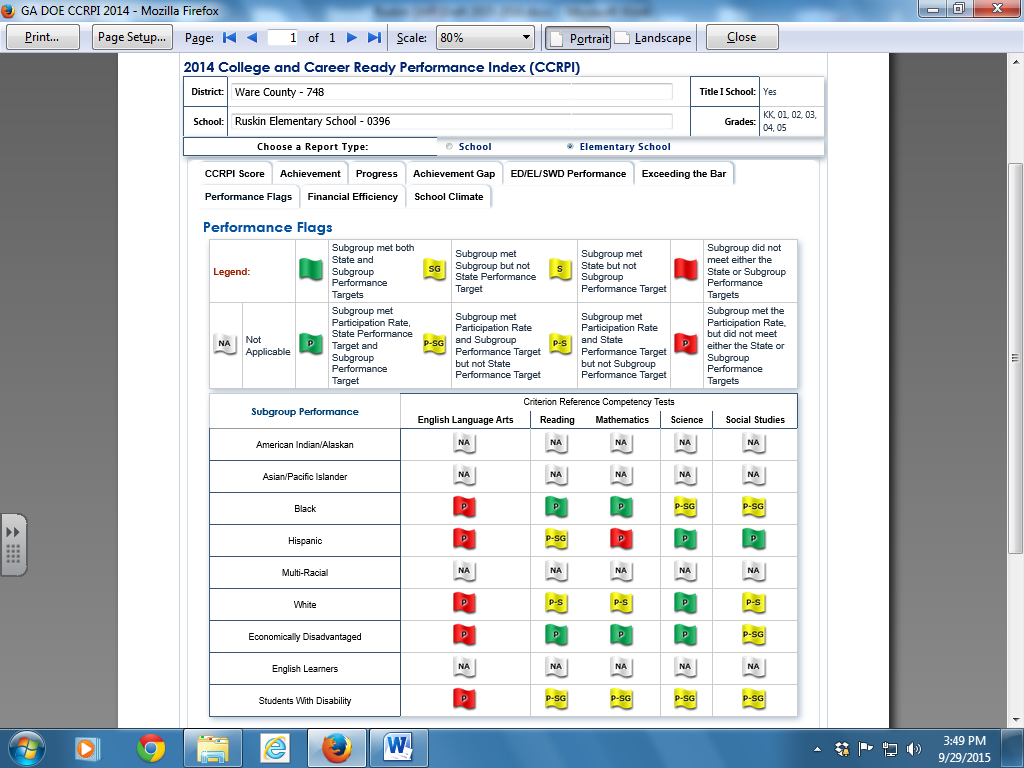
**Planning Committee Members:**

|  |  |  |
| --- | --- | --- |
| **NAME** | **MEMBER’S SIGNATURE** | **POSITION/ROLE** |
| **Kathy Stevens** |  | **Principal** |
| **Janna Jones** |  | **Instructional Coach /PIC** |
| **Tammy Gardner** |  | **Gifted Teacher** |
| **Lisa Crosby** |  | **Counselor** |
| **Haley Livingston** |  | **Special Education Coordinator** |
| **Julie Augustine** |  | **Intervention Specialist** |
| **Linsey Hayman** |  | **Intervention Specialist** |
| **Latricia Wesley** |  | **Math Dept. Chair** |
| **Sandy Tiner** |  | **ELA Dept. Chair** |
| **Anita Abbott** |  | **Science/Social Studies Dept. Chair** |
| **Anita Lee** |  | **4th Grade Chairperson** |
| **Michelle Guy** |  | **3rd Grade Chairperson** |
| **Danielle Lucas** |  | **2nd Grade Chairperson** |
| **Anna Norris** |  | **1st Grade Chairperson** |
| **Heather Boggs** |  | **Kindergarten Grade Chairperson** |
| **Danny Varnadore** |  | **P.E. Teacher** |
| **Kristie Lee** |  | **Parent** |
| **Dori Clifton** |  | **Parent** |
| **Chloe Clifton** |  | **Student** |
| **Mary Ann King** |  | **District PIC** |
| **Sonya Mixon** |  | **Title Programs Coordinator** |

**Appendix A**



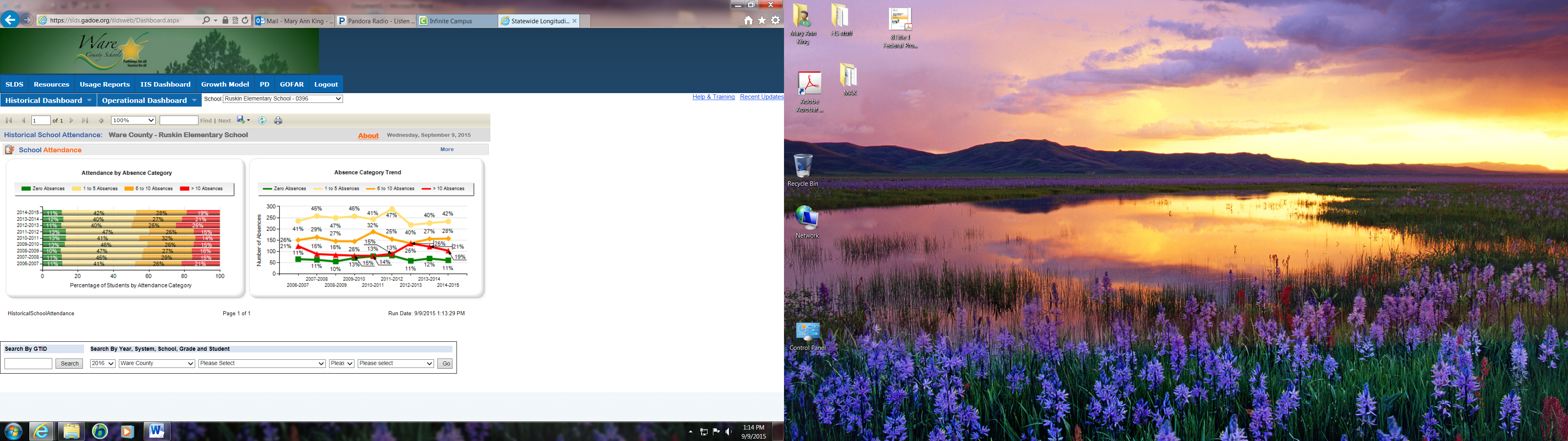
Third Grade Language Arts and Science are below school’s average

 **Appendix B**

**CCRPI English Language Arts Subgroup Performance**

**Appendix C**

**Attendance Data**

Appendix D

**Ware County School System RtI/SST Pyramid of Interventions for Academics**

**Tier 4**

Special

Education

Services

**308 Studentsts**

**5%**

**Tier 3**

**Problem Solving/SST**

SST /RtI Teams meet with parents to review progress and determine on-going interventions. Additional information gathered, including student background, medical history, ect. At Tier 3, Fast ForWord must be used if it has not been previously used.

**5%**

**308 Studentsts**

**Tier 2**

**Standard Protocols**

RtI Teams may use Academy of Math, Academy of Reading, Reading Assistant, Fast ForWord, IXL Math, Number Worlds, and/or other interventions available and depending upon presenting concerns.

Data teams continue to meet and monitor progress.

**615 Students**

**10%**

**615 Students**

**615 Students**

**80%**

**4,920 Students**

**4,920 Students**

**80%**

**80%**

**80%**

**Tier 1**

All students participate in general education learning that includes:

Implementation of the Georgia Standards of Excellence through research-based practices and evidence-based programs;

Use of flexible grouping of differentiation of instruction (multiple means of providing and evaluating instruction);

All students are universally screened in the fall grades PK through 8yh. At risk students are screened in 9th grade. Data review Teams meet to determine student placement in tiers and to recommend interventions. Interventions include Study Island. Reading instruction in grades 1-5 must include phonemic awareness, phonics/decoding, ORF using **Reading Assistant**, vocabulary development, and comprehension.

**4,920 Students**

**80%**

**80%**

**4,920 Students**

**4,920 Students**

**4,920 Students**

**4,920 Students**

**4,920 Students**

**4,920 Students**

Ware County School System

RtI/SST

Pyramid of Interventions for Behavior

**308 Students**

**5%**

**Tier 4**

Special

Education

Services/ Ware

Learning Center

**615**

**Students**

**308 Students**

**5%**

**10%**

**Tier 3**

SST/ RtI Teams meet with parents to review progress and determine on-going interventions. Additional information gathered, including student background, medical history, ect. At Tier 3, FBA and BIP must be completed.

**Tier 2**

Check in/ Check Out (must maintain log)

Individual and Group Counseling

Mentoring Programs

Reflection Rooms

Complete forced Choice Reinforcement Survey and implement Personalized reinforcers.

Consult with student and with parents.

Identify Target Behavior.

Data teams continue to meet and monitor progress.

**Tier 1**

Attendance Celebrations

Caught You Doing Something Good!

The Good Behavior Game

Classroom Management Training – Harry Wong

Events with the Principal

Honor Roll Celebrations

Positive Behavior Support: High 5 A’s and B’s

Relationship Building

**80%**

**4,920**

**Students**

**Appendix E**

