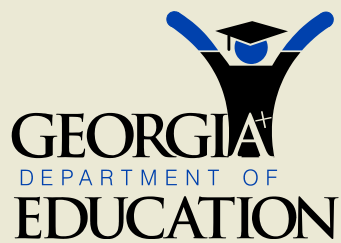


Middle Ridge Elementary School Improvement





SCHOOL IMPROVEMENT PLAN

Cover Page

School Name: Middle Ridge Elementary

School System: Newton County School System

Name of Principal: Alan Satterfield

School Year: 2010-2011

Title I: School-Wide Program: Yes

Targeted Assistance: _____

Needs Improvement Status: Status: NI NI-AYP Year: 0 1 2 3 4 5 6 7

Sanctions Implementing (Select all that apply):

Yes **School Improvement Plan** (School Improvement Plans will be submitted to the LEA per system guidelines. Needs Improvement schools will submit plans to the LEA for approval in October 2007.)

Yes **School Choice**

Yes **Supplemental Services**

Yes **Corrective Action** (The Corrective Action Addendum will be submitted to the LEA along with the School Improvement Plan in October 2007.)

_____ **Restructuring** (LEA approved School Improvement Plans with the Restructuring Addendums will be submitted to the Georgia Department of Education by January 31, 2008.)

Principal's Signature: _____

Date: _____

Title I Director's Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____

Many aspects of our Title I School wide program are reflective of our school specific needs and are in concert with required components of the Newton County School System (NCSS) Comprehensive Local Educational Agency (LEA) Improvement Plan.

Middle Ridge Elementary Comprehensive Improvement Plan

1. Comprehensive Needs Assessment

I. Overview

Overall, student needs are formally assessed using results of state-mandated testing with the GKAP-R, ITBS, CRCTs, GA Writing Assessments (3rd, 5th, 8th & 11th grades), Georgia 8th Grade Technology Literacy Test, EOCTs and GHSGTs. Results of these tests come from the state in the fall and late spring of each year. School level staff, including principals, assistant principals, instructional coaches, classroom teachers (regular and supplemental –Title I, EIP, Special Education, & Gifted), and members of each school’s School Improvement Leadership Committee analyze student performance data for overall strengths and weaknesses. Academic data is disaggregated and examined to make both external and internal comparisons.

1. External Comparison: Data for all students is compared with data for all students at the state, RESA and comparison group levels. The analysis is made to determine how our system ranks when compared to other systems. We especially identify schools and systems of comparable size and demographics that perform better than we do so that we can learn from them. This type of comparison is also of great interest to our Board of Education and our external stakeholders who want to know that what we are doing is effective.
2. Internal Comparison: All data is compared internally to show differences or gaps between major racial/ethnic groups, special and regular education students, English Language Learners (ELL) and non-English Language Learners, and economically disadvantaged and those not economically disadvantaged. Most data are also examined by gender so that we are aware of the performance differences of males and females at all levels and in all subjects. These data are useful in improving our selection of specific instructional programs and practices as well as software. By examining the performance of the various student groups over time, we are able to make decisions about selecting or dropping programs, developing schedules and mapping-out professional learning for the system as a whole.

Following an analysis of student performance data, the results are illustrated in overview data charts that show:

- Scores by subject for each grade by school
- Scores by subject for each grade by system
- Comparison to RESA and state for each subject by system
- Domain performance for each subject by grade by school
- Percentage pass rate by subject for each grade by student subgroups by system
- Rank ordered place in state for each subject by grade by system

This data is compiled into Excel spreadsheets and shared informally with the School Board at the July or August meeting. After that meeting, results are posted on the system website and released to several local newspapers, including the *Newton Citizen* and *Covington News*. Beginning with the 2006-2007 school year, the Central Office and each school will create either data rooms or data walls where data will be shown in large graphs and charts and used to monitor progress on improvement goals. The system's Director of Testing and Assessment receives all testing data from the Georgia Department of Education, sorts it by schools, and forwards it to individual schools for their review and analysis. Once all data sets have been received from the State, the Director of Testing compiles a system-wide data booklet that can be referenced by County Office staff and school staff.

Description of role of technology

In the Newton County School System, the role of technology is centered on assisting the instructional staff in providing a first class education for the students enrolled in the school system. This may be accomplished by:

- providing support for, and alternative methods of, instructional delivery models including technology learning systems such as Orchard and New Century which provide diagnosis and individualized prescriptive solutions, CRCT online test prep, COACH tutorials, GHSGT tutorials, Rosetta Stone, and others;
- providing an online learning supplement for teachers to incorporate into their traditional teaching practices in order to facilitate the teaching of 21st Century Learning Skills;
- providing professional development courses in technology integration to help instruct teachers how to utilize technology to improve student achievement;
- providing short one-day workshops on how to integrate technology in curriculum specific content areas;
- providing onsite instructional technology support by a system-level technology integration expert;
- providing a evening-based Technology Professional Development Program that allows teachers and the community to become more technology proficient;

- helping to facilitate the development of collaborative, cooperative learning environments by increasing the communication between administrators, teachers, and students through the extensive use of email, shared folders, websites, and an Intranet;
- providing assistance in managing the administrative tasks necessary for operating a school system.
- Upgrading where needed the LANs, WAN, and Internet infrastructure to make possible the items listed

These general, and the following specific goals, have been integrated into the LEA Implementation Plan. The goals were developed by a System Technology Team in preparation of the Newton County Three-Year Technology Plan. Each goal contains an evaluation component and multiple implementation strategies which are reviewed annually by a committee of key stakeholders. Annual technology use surveys by teachers and administrators play a major role in evaluating the degree to which technology integration is increasing in the system. At the conclusion of the 2005-2006 school year, approximately 95% of all certified staff members met Georgia State law requiring technology proficiency. A test-out option is currently available through the Newton County Public Library for those teachers who need to satisfy the Technology Proficiency Endorsement for their Teaching Certificate renewal.

General

Beginning in the Fall of 2006, and every year thereafter, a survey will be implemented to assess the teachers' level of computer competency and the teachers' understanding of, and use of, technology integration. Results of the 2006 survey will represent the baseline data. It is a goal that the percentage of teachers' level of computer competency will increase 5% each year and the teachers' understanding and use of technology integration will increase by 10% each year.

Students Needs

In order for the students of the Newton County School System to exist in the world beyond high school, they must be prepared to live and to work in a technological world. The Knowledge Age of the 21st Century will require the students of the school system to be able to find, to analyze, and to evaluate information through the use of digital technology. Today's students need to become life-long learners; and it is incumbent upon the school system to provide its students with the technology literacy necessary to meet that need.

In order to meet the challenges posed by this Knowledge Age, the students of the Newton County School System need the following:

- Access to a modern, multimedia computer—each school needs to have the quantity of modern computers necessary to ensure that the ratio of students-per-computer does not exceed 5.0:1
- Access to the Internet—each school needs to be connected to the Internet via a broadband connection

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- Access to modern instructional software and, as a result, the needed infrastructure to allow for this access
- Ability to collaborate with their peers and adults; and ability to exercise problem-solving skills in creative and innovative ways
- Knowledge to find, to analyze, and to evaluate digital information
- Teachers who are technology proficient and who are able to integrate technology into their lesson plans

III. Non-Academic Data

Input is gathered annually through surveys of teachers/staff, parents, students, and community/business representatives. A more extensive survey is conducted of these same stakeholder groups every five years in preparation for the re-application of accreditation standards by SACS/CASI. All surveys are placed on scantron forms and independently scanned by the office staff of the Associate Superintendent of Instruction. Written comments provided on the surveys are summarized “as-is” and are provided back to each school, along with their scantron results. The surveys are disseminated as follows:

- Surveys of all teachers and staff
- Surveys of all students in grades 3-5 in elementary school
- Surveys of 10% middle and high students with a requirement for diverse representation of student groups and special services
- Surveys of 10% elementary, middle and high parents
- Surveys of community and business members serving on all local school councils.

The surveys contain questions about the academic status of the school and its programs, perceptions of staff support for students and parents, as well as stakeholders’ perceptions of school safety issues. Additional information on drugs and safety is gathered from the administration of the annual DOE Drug Free School survey.

The Georgia School Health Survey II (GSHS II) needs assessment was completed by the system to determine the needs of students relating to safety, drug abuse and violence, all of which are barriers to learning and impact student achievement. Documented areas of need include: bullying, tobacco use, use of inhalants, drop-out decisions, and boredom with school based on the results of the Spring 2006 GSHS II. In response to these documented needs, the following scientifically-research based programs are being implemented.

- The Safe and Drug Free Schools Program provides services to all students in grades Pre-K - 12 through classroom guidance, character education, classroom instruction, Red Ribbon Week and special events.

- Students in 5th and 7th grades participate in the DARE program which has been continued through local funding from law enforcement agencies.
- Students in 6th - 12th grade may be referred to Project Decision. Project Decision is designed as an in-school alternative to out-of-school suspension. Students are referred to Project Decision by administrators for handbook violations.
- Project Impact is a program for juvenile drug abuse offenders who have been adjudicated in juvenile court. This alternative academic and therapeutic setting allows these students to focus on treatment for their substance abuse problem while receiving academic services.
- The Rainbow Lake Program is designed for students in 6th - 8th grade. Rainbow Lake Program is an alternative academic setting that provides services to socially maladjusted students. These services are provided for middle school, regular education students only.
- Students in 6th, 7th and 8th grades receive instruction in the Life Skills Program.
- Students in grade K-5 may receive instruction in the Get Real About Violence Program.
- Students who are enrolled in the Juvenile Drug Court Program are eligible to attend Project Impact.
- These activities will be evaluated through student surveys, Safe and Drug Free Schools (SDFS) survey, pre/post tests, school attendance records and school discipline records. Modifications to existing activities will be based on the results of the evaluations.

All teachers and staff use the Staff development Assessment Instrument to measure our growth in the area of professional learning. Parents in our Title I schools also have the opportunity to have input on the Title I programs in their schools through an annual system-wide meeting scheduled at the beginning of the school year for this purpose, and throughout the year through workshop evaluations.

The Newton County School System uses a needs assessment for Title IIA for Highly Qualified status for teachers from each school. This data is captured from the CPI at www.gapsc.org as well as a local instrument which also is used to identify teacher experience. Teacher continuity data is reviewed at www.gapsc.org for retention. In addition to certification status, professional learning needs and training needs for teachers and paraprofessionals, information will be gathered about teacher placement in classrooms/courses. Newton County plans to assess special education highly qualified status and experience data in comparison to regular teacher HiQ and experience. The needs assessment will gather data about the retention of Highly Qualified teachers and the placement of veteran teachers with struggling students. Class size data will be examined, and funds from Title IIA and Title I will be used to determine how and where to use lower class sizes to be equitable and benefit struggling students. Present class sizes are within state guidelines.

The data gathered from the formal and informal needs assessments will provide information critical for recruitment and retention of personnel so that Newton County School System can assess, address, and sustain equitable student opportunity to quality instruction.

In order to close the achievement gap and raise the level of achievement for struggling students, Newton County School System recognizes that teachers who are experienced and well qualified need to be assisting these students in reaching their targets. Recruiting the most highly qualified and experienced teachers to meet the needs of the diverse population should be and is a priority. Data from this needs assessment will be used to assist stakeholders in reaching conclusions regarding achievement or other related instructional concerns.

All schools in the district develop data-based school improvement plans that are reviewed, monitored, and revised throughout the school year by their diverse school improvement teams. School improvement plans address the academic and social-emotional needs of students based on an analysis of a variety of formal and informal tests. Formal tests include the Georgia Criterion Referenced Competency Tests in grades 1-8; the Georgia Kindergarten Assessment Profile-Revised (GKAP-R); Georgia Writing Assessment in grades 3, 5, 8, and 11; DIBELS assessment in grades K-5 at selected elementary schools; the Iowa Test of Basic Skills (ITBS) in grades 3 and 5; The Georgia 8th Grade Technology Literacy Test, the Georgia High School Graduation Tests (Enhanced) in the core subjects in grades 11 and 12; and End of Course Tests in grades 9-12. Individual student performance reports on these tests are provided to parents of all students and school staff. Building level, disaggregated data summaries are made available to each school. These data are reviewed for all student population groups to determine achievement gaps that may need to be addressed including domain weaknesses in reading/language arts, math, science and social studies. Student and teacher attendance and discipline referrals are also compiled, analyzed and charted for multi-year comparisons. At the high school level, graduation rates are closely monitored. Periodic benchmark assessments (i.e., common assessments) are conducted to determine students' progress in mastering content in the core subjects at each grade level. Results of benchmark assessments are used to refocus instruction based on presenting needs of students.

2. Schoolwide Reform Strategies

2a. Opportunities for all students

These data are reviewed for all student population groups to determine achievement gaps that may need to be addressed including domain weaknesses in reading/language arts, math, science and social studies

2b. Effective means of raising student achievement

Description of high-quality student academic assessments that the LEA and schools will use

1. High-quality student academic assessments – Newton County School System uses a number of high quality academic assessments in addition to those identified by the state to determine students' success. Assessments are used as follows:
 - a. To determine success on standards and progress being made toward meeting standards, and to inform teachers, parents, and students-- state required CRCTs, 8th Grade Technology Literacy

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Test, GHSGTs, EOCTs, Georgia Writing Assessments (3, 5, 8th grades), teacher- made tests, rubrics, and computerized assessments such as Orchard, Accelerated Reader/STAR Assessment, COMPASS Learning, On-line Practice Tests such as CRCTs and Test Prep USA (high schools).

- b. To assist in diagnosis, teaching and learning in the classroom -- SRA Corrective Reading Assessment (Title I and Special Education), DIBELS, grade level rubrics aligned to standards and curriculum and designed to assess students' specific knowledge base, teacher-made tests and rubrics, and computerized assessments such as Orchard, Accelerated Reader/STAR Assessment and COMPASS Learning.
- c. To determine what revisions are needed to projects -- any state required assessment such as CRCTs, GHSGTs, DIBELS; local or commercial tests and rubrics aligned to standards and curriculum and designed to assess students' specific knowledge base, and teacher-made tests and rubrics.
- d. To identify students who have difficulty reading -- state required CRCTs, GHSGTs, EOCTs, Georgia Writing Assessments (3rd, 5th, & 8th); DIBELS, Accelerated Reader/STAR Assessment, SRA Corrective Reading Assessments; standardized and other commercially prepared screening and diagnostic instruments, computerized assessments - stand alone, program integrated, and internet based, classroom-based instructional reading assessments and rubrics.

- 2. Benchmark assessments have been developed in ELA and Math at the school level and are administered three times per year. These common assessments are updated when changes are made in the curriculum, such as GPS E/LA, and at the time of the end-of-the year review conducted by teachers, if indicated. It is anticipated that benchmark assessments will be expanded to all subjects at all grade levels over the next two years.
- 3. The Home Language Survey, which is provided by the Georgia Department of Education, is used for the initial screening of students of other languages. It is included as part of the initial registration of all students, and for students as they enter school during the school year.
- 4. The school district uses the Occupational Survey Form to screen for migrant families and students. At this time we have no migrant families that have been identified. However, should any who complete the Occupational Survey Form respond "yes"

in the relevant sections, the designated system personnel responsible for this program will work closely with Griffin RESA staff to ensure that these families' needs are addressed in a timely manner.

5. How progress is shared with teachers, parents, and students-- Personnel in Newton County School System utilize the following methods/strategies to share results of high-quality academic student assessments:

- Individual student test results
- Parent conferences
- Newsletters
- Website
- Report cards
- System report card
- System website
- Newspapers
- State DOE website
- State DOE report card
- Letters and memos
- Phone calls
- E-mail
- PTO meetings
- Transition orientation meetings

6. How teachers are notified of student progress on assessments --Teachers in Newton County Schools are notified of results of student assessments via:

- Staff meetings
- Professional Learning Opportunities
- Memos
- Team/Grade level/Department meetings
- Email

2c. Effective instructional methods

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- Teachers who are technology proficient and who are able to integrate technology into their lesson plans

2d. (the other c on Appendix A) Targeted Populations

II. The Close-Up: Individual Academic Student Data

Each teacher spends between 6-8 hours of pre-planning involved in data-analysis. Each school's administrative staff, with help from literacy coaches, grade and department chairpersons, and counselors, pulls individual test data for each student, and makes classroom assignments before pre-planning. Computerized scheduling is facilitated by use of School Administration and Student Information (SASI) software at middle and high schools after student data has been analyzed and needs identified.

At the classroom, grade, and supplemental program/departmental levels, data is examined for each student to determine specific strengths and weaknesses. Students who were just above or just below either the pass/fail or the meets/exceeds lines are targeted as "Bubble Students." More in-depth information is kept on the bubble students using a data reporting form. The data from CRCTs, EOCTs, and GHSGTs are plotted on a data reporting form for individual students and groups of students, along with

other information such as Lexile, DIBELS, STAR Assessment/Accelerated Reader (AR), Orchard benchmarks, as well as information on attendance and discipline.

ACADEMIC NEEDS OF SPECIAL POPULATION

Instruction for Newton County's Students with Disabilities focuses on the Georgia Performance Standards (GPS) in accordance with their Individualized Education Program (IEP). Special Education services are provided through consultative, co-teaching, resource or self-contained delivery models. A Special Education Instructional Coach is available to provide support to other teachers in their efforts to differentiate the curriculum for students with disabilities.

The majority of students identified as eligible for special education services have deficits in their academic performance. To achieve mastery of the GPS, these students require specialized instructional techniques, sometimes supported by various types of technology. While all students with disabilities' focus of instruction is on the general curriculum, some students with disabilities' cognitive levels warrant instruction that focuses on a more functional or adaptive approach to accessing the general curriculum. These students typically require the use of adaptive equipment and assistive technology to address their goals and objectives on their IEP. All students with disabilities have direct access to technology for instructional and remedial support, and special education teachers integrate the use of technology in their classrooms.

All students with disabilities participate in statewide assessments. Most students with disabilities take the Georgia Criterion Reference Competency Test (GCRCT) and the remaining students participate in the Georgia Alternate Assessment (GAA). Participation in these assessments is determined by the student's focus of instruction and cognitive level of functioning. Students with disabilities participating in statewide assessments such as the GCRCT and GHSGT have available to them supplemental study materials such as Coach Books and Passing the Georgia High School Graduation Tests by Contemporary Publishing Company. The access to the various applications and the Internet is also essential for this students.

Description of assistance to needs improvement schools

Based on the county's philosophy of continuous improvement, all of the schools in the system are in a mode to correct or prevent student failure. Title I schools are expected to meet or exceed all performance standards that comprise Adequate Yearly Progress (AYP). As such, each school's improvement plan targets the specific benchmarks set by the Georgia Department of Education in the core subjects. Student attendance and test participation rate are also targeted. Any school that fails to achieve AYP for two consecutive years is sanctioned as provided for under the "No Child Left Behind" Act of 2001. The county office provides technical support to

schools that fail to meet performance standards including extensive review and analysis of performance data by a consultant in conjunction with the school's leadership team. Technical assistance may also be requested of RESA and Georgia Department of Education staff, depending upon the area of need. The school's improvement plan is amended to include corrective actions and interventions. School improvement plans of schools in needs improvement, including corrective action and restructuring plans, undergo review by a peer review committee prior to final approval. Peer review committees are comprised of local educators from schools within the district. A rubric is used by committee members to review these plans at a meeting called specifically for this purpose. Representatives of the needs improvement school or schools are present to receive both verbal and written feedback on their plan(s).

During the 2006-2007 school year, two of the county's Title I schools did not meet AYP on their academic performance objectives for two or more consecutive years. As a result, these schools are on the state's 2007 Needs Improvement List and are offering student choice and/ supplemental services. One school, Clements Middle, is implementing a restructuring plan since it is this school's fifth consecutive year not achieving AYP. The other school not meeting AYP is Porterdale Elementary School. Middle Ridge Elementary School met AYP, but will continue to implement its corrective action plan as required under the No Child Left Behind Act. Schools required to offer school choice are identified, and the Superintendent sends a letter to parents informing them of the option to transfer their child to designated schools within the district. The letter was sent out two weeks before the new school year started. A copy of the letter is on file and available upon request.

Newton County School System will continue to comply with the "No Child Left Behind" Act of 2001 and will take all steps necessary to improve educational opportunities for any student population group failing to meet basic proficiency in Reading/Language Arts or Math. System level management and monitoring of the school improvement process in local schools are maintained through:

- Use of a district level school improvement advisory committee that systematically examines district level data and uses the results to engage in continuous program planning and improvement. The committee is comprised of district office staff, teachers, and parents from up to six of the schools.
- Design and use of school improvement planning protocols that are made available to each school. Protocols include a month-by-month calendar of school improvement activities, a checklist of "must do" school improvement activities and guidelines for selecting, training and rotating school improvement team members.

DOE provides training and a school improvement field book to offer guidance for the system and schools. The activities and materials used are based on Robert Marzano's research. All guidance provided to schools is based on scientific research. The Georgia Department of Education also provides on-site leadership facilitators to support schools that are in needs improvement on a weekly or monthly basis as appropriate.

- I. Guidance for revising and developing school improvement plans, corrective plans and restructuring plans includes:
 - Call principals in for a meeting to let them know what this means. Let them know what plans are required.
 - Central office personnel will participate in school level meetings
 - Central office coordinates technical assistance from state (DOE), private agencies and other governmental agencies.
 - Professional learning activities that address the specific reason(s) that the school is on improvement are provided for system and school leadership and school staff. One example of professional learning includes a two-day workshop offered at the Griffin RESA on School Improvement Tools for schools in needs improvement and those that are not.
- II. Process for providing peer reviews of school improvement plans
 - Use established peer review teams to assess and evaluate and provide feedback to the school planning teams. Review teams are comprised of distinguished educators from non-NI schools within the district including principals, assistant principals, and teachers. Review teams are usually facilitated by a consultant who is external to the system.
- III. Process for monitoring the implementation school improvement plan.
 - School level personnel such as literacy coaches, assistant principals and principals monitor the implementation of the school improvement plans by classroom visits, focused walk through, and student surveys. They are assisted by central office personnel such as curriculum, federal programs (Title I, Special Education, etc.), and professional learning personnel, when needed and appropriate.
 - Examples of strategies used to monitor implementation of the improvement plan include:
 - Focus walks
 - Monthly school improvement meetings to review status of the implementation plan;
 - Grade level meetings to review status of goals and interventions;
 - Reports by principals at meetings;
 - Quarterly meeting facilitated by external consultant;
 - Principals' evaluation conference with system leadership;
 - Written surveys;
 - Benchmarks such as Orchard and DIBELS reports, summative data such as CRCT, GHSGT, EOCTs, etc.

17. Description of process to be used to implement public school choice and supplemental education services to NI schools.

Newton County School District conducts the following to implement school choice:

- Maintains a copy of the current AYP report to verify that choice is implemented in all eligible Title I schools;
- Provides guidance to NI schools regarding the implementation of choice through written communication and meetings;
- Completes required actions and documentation for parents: a notification letter is sent to parents, a list of parents requesting choice including student placement is kept on file, a written record of parents inquiry regarding choice is maintained, including the resolution of complaints.

Newton County School System conducts the following to implement supplemental educational services (SES):

- Completes required actions and documentation for parents: a notification letter is sent to parents of eligible children of the availability of supplemental educational services, including a list of approved providers and description of services (including state-wide providers); explanation of procedures to determine students' eligibility; and offer to assist parents in choosing a provider.
- A copy of the parent's request, with disposition of request indicated on form, is kept on file.

Newton County School System obtains and maintains a copy of the following documents: current list of State approved providers, a list of schools offering supplemental educational services and number of eligible students participating at each school, list of students served by each provider, signed agreement/contract between the school district and each provider serving district children, a worksheet showing calculation of per pupil maximum for SES, and a priority list if funds are to serve all eligible students.

3. Instruction By HQ- Staff

3a. Strategies to attract

Description of highly qualified teachers and paraprofessional requirements

Newton County School System sends a notice to parents at the beginning of the school year describing the definition of "highly qualified teacher and paraprofessionals." The correspondence also describes for parents how they can request their child's teachers' qualifications. A number of our special education teachers are in the process of completing the State required examination to satisfy the "highly qualified" provisions of NCLB and IDEA. Parents of any child whose teacher (s) does not meet the highly qualified requirements are notified in writing. For this school year '07-'08, 1169 teachers are highly qualified, and 34 are not. This represents an approximate percentage of 97% of teachers in Newton County who are highly qualified. Of the 3% who have not attained that status as yet, 25 are special education teachers who may lack the test or degree in that field. Recruitment efforts will continue to

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attract and retain highly qualified teachers. Thirteen are enrolled in the TAPP program at Griffin RESA and professional learning is ongoing for each of these teachers as well as the nine who are not special education teachers. Continuing efforts are being made to retain these teachers after they are recruited. The professional learning (TAPP, college courses, etc.) that these teachers need will be paid from state staff development funds and Title IIA funds. TSS mentors are named to support these teachers, and these services are paid from Title IIA funds.

There are 438 paraprofessionals in the elementary and middle schools in Newton County. All paraprofessionals but one are highly qualified, and she is enrolled in college and scheduled to finish this month.

Extensive efforts are being made to ensure that these teachers are distributed among the schools to that the lack of teacher experience is offset by the other teachers who have more experience in the classroom. Recruitment efforts will be continued and increased to locate only highly qualified teachers.

The Newton County School System believes that all students should have equitable opportunities to quality instructional programming with regard to highly qualified teachers and paraprofessionals, experience of teachers, and size of classes. To assure these opportunities, the Newton County Equity Plan will include the following components when the equity needs assessment is completed: Needs Assessment – see Descriptor I for detail; Stakeholder Involvement – see Descriptor 15 and the Description of the process used to develop the CLIP in the prelude to the plan; Teacher Quality – Descriptor 18; Teacher Experience – Descriptor 18; Class Size Equity – Descriptors 1, 5, and 13; Meeting Diverse Student Needs – Descriptors 1, 5, 20, and 21; Retention – Descriptors 1 and 18; Recruitment – Descriptors 1 and 18.

At this point in time, choice options for students are still in process, and teachers are being moved from one school to another to satisfy this requirement. Therefore, Newton County has not finalized the equity assessment for Teacher Experience. Teachers not meeting HIQ qualifications have been distributed among schools so as not to concentrate all of them at the same school. Recruitment efforts will be increased this year to locate only highly qualified teachers.

4. Professional Development for Staff

Description of process used to develop and update the LEA's three-year professional learning plan

One of the purposes of professional development is to assist teachers and paraprofessionals in meeting the "highly qualified" provisions of the No Child Left Behind Act of 2001. The county office designs and organizes courses that allow staff to earn professional learning units (PLUs). Paraprofessionals receive job related training, and administrators participate in leadership

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development sessions at the county level and through Griffin RESA. A major focus of professional development for principals relates to leading school improvement initiatives and monitoring classroom instruction.

Each school offers a variety of professional development for administrators, teachers and paraprofessionals. The primary purpose of all professional development is to build the capacity of staff to provide the types of educational services and interventions necessary to meet diverse student needs and help students meet or exceed Georgia Performance Standards. Professional learning sessions are conducted on-site in several different formats including workshops, grade level and school wide collegial study groups, action research sessions, and reflection groups. No new programs are implemented without a regimen of initial and continuous professional development. A local building level professional development committee is responsible for conducting an annual needs assessment and using the results to recommend and plan professional development opportunities for certified staff. All school-based professional learning activities must relate to the school's school improvement plan and be approved by the appropriate curriculum director. The system plan is developed by a county-wide professional development committee that is comprised of representatives from each school.

21. Description of professional learning program activities and sources

Classroom Management – This class will clarify the role of the teacher by providing a general job description, emphasizing the importance of teamwork, loyalty and confidentiality and stress the importance of understanding the child. The objectives of the course are to provide an overview of child development, clarify the role of the teacher and aid the teacher in organizing the workday.

ELL Endorsement Classes – Linguistics, Cultural Diversity and Methods and Materials. These are the three PSC required classes leading to the ELL Endorsement.

Teaching of Reading – This is a required course for all new middle school teachers. The techniques taught in this course will allow you to teach students from age 5 to 105. Using The Critical Dimension of Reading: (1) Phonemic Awareness, (2) Phonics, (3) Fluency, (4) Vocabulary, (5) Comprehension, (6) Motivation), this class presents a balanced approach to reading instruction. This course meets the requirements for those who need the reading course for teacher certification. This course requires 8 hours of outside work.

Signing to Communicate – For the American Sign Language class, participants will be taught the foundational skills that will enable them to understand the difference between a visual versus auditory language. Specific objectives will be to learn basic introductory ASL principles, sentence structure, Deaf culture and respect for Deaf people and their language by watching instructional videos,

participating actively in class and small groups, and by modeling, the instructor will use some of the methods to accomplish the objectives for the 22 lessons in Level I.

CPR and First Aid – Taught by a certified nurse instructor. The American Red Cross one-year certification is obtained based on successful completion of these courses.

Exceptional Child – This is a course required for all teachers in Georgia on the identification and instruction of children with disabilities.

DIBELS – The techniques taught in this course will allow you to teach students from age 5 to 105. Using The Critical Dimension of Reading: (1) Phonemic Awareness, (2) Phonics, (3) Fluency, (4) Vocabulary, (5) Comprehension, (6) Motivation), this class presents a balanced approach to reading instruction. This course meets the requirements for those who need the reading course for teacher certification. This course requires 8 hours of outside work.

Nature and Needs of the Middle School Learner – This is a PSC-required course for all middle school teachers.

Media 101: Prepping the Media Center Parapro – This course is designed to provide an understanding of the roll of a media paraprofessional and will focus on the following areas: (1) Duties and Responsibilities, (2) Understanding the Collection, (3) Media-Related Equipment, and (4) Automation, Process and Product.

Role of the Parapro – A Newton County School System required course for all new paraprofessionals to help them learn their new job responsibilities. This class is designed to examine the paraprofessional job, actual job duties and expectations on the part of the teacher, as well as that of the paraprofessional. The elements of positive communication and compromise are emphasized to promote an effective para-teacher team.

Project WILD – Project WILD is an environmental education program sponsored by the Georgia Department of Natural Resources. Teachers will receive an activity guide that contains lively, hands-on, diverse and instructionally sound educational activities for all elementary grade levels. This class will help show teachers how to incorporate concepts related to people, wildlife and a healthy environment into all major school subjects and skill areas.

Technology courses – An online supplement course called eLearn is offered to all teachers who are interested in providing online digital content and anytime, anywhere access to their students. Microsoft Word, Microsoft Excel, Microsoft Power Point, Microsoft Access, Microsoft Publisher, Microsoft Outlook, Windows Basic, Windows Intermediate, Windows Advanced, *Internet Safety*, *Google your World*, *Introduction to Computer Repair-Hardware*, Introduction to Computer Repair-Software, InTech, Photoshop, Photostory, Publisher Acrobat, Using Video Streaming in Your Classroom, Visual Learning with Technology, and Student Produced Videos make up a small portion of the technology-related courses offered at the county level. Curriculum-specific content is offered in workshop sessions. Other technology courses are offered at individual schools on an as-needed basis such as ActivBoard training, wireless laptop training, and trainings to support school-specific instructional software.

Title IIA funds are used to hire 5 class size reduction teachers, provide substitutes for teachers when working on Learning Focused Schools and Georgia Performance Standards training and other school improvement initiatives. Funds from Title IIA are also used to purchase Learning Focused Schools materials, recruit highly qualified teachers, reimburse Teachers Support Specialists (TSS) for their work with protégés, and to reimburse special education teachers for taking the Praxis II/GACE leading to HI-Q status.

The supplemental professional development activities provided by Newton County School System conform to the guidelines presented in federal programs such as Title IA, Title IIA and the 12 standards of the National Staff Development Council. The spring FY06 GSHS II Needs Assessment will be used to develop programs and/or services for school personnel and students in the area of SDFSC. In lieu of a spring survey, October 2006 survey data will be used. A teacher assessment will be developed and utilized in FY'07 to determine professional learning needs.

Teachers as Leaders – This program is being offered for one teacher from each school in the district. School administrators have selected a teachers who demonstrates leadership qualities and has the ability to provide professional learning to their respective staff members. Teacher leaders are presented professional learning modules to on topics such as Response to Intervention, Differentiation of Instruction, Standards-Based Instruction and Research-Based Strategies, and Comprehension/Vocabulary Development Across Content Areas.

5. Strategies To Increase Parental Involvement

Description of parent involvement activities

Included is a copy of the System's Title I Parental Involvement Policy. Note: It was updated on August 4, 2006.

Newton County School System
ADMINISTRATIVE POLICY
Title I – POLICY FOR PARENTAL INVOLVMENT

To guarantee student success, a partnership among school and parents is vital. In Newton County School System, we recognize that parents are their child’s primary teachers and their support is critical in our efforts to provide a quality education to all children enrolled in the Title I Program. Newton County School System affirms and assures the rights of parents and children being served in activities funded by Title I to the following opportunities:

- I. Involvement will include, but not be limited to, parental input into the planning, design and implementation of the Comprehensive Local Education Agency (LEA) Improvement Plan. Newton County will continue to do the following:
 - A. Organize ongoing, systematic, informed and timely discussions about the Title I program.
 - B. Make Title I personnel available to parents, including a system level Title I Director, System-wide Parent Involvement Coordinator, and building level Title I Teacher/Parent Involvement Coordinators at selected local schools.
 - C. Provide parents and other stakeholders with information about the Comprehensive LEA Improvement Plan which addresses federal Title I program requirements.
 - D. Provide a forum to promote understanding of Title I parent involvement expectations and activities.
 - E. Provide the coordination, technical assistance and other support necessary to assist in planning and implementing effective parent involvement activities at all Title I schools.
 - F. Provide information in a language format/language for all parents to understand.
 - G. Encourage partnerships among the school, parents and local community.
 - H. Make faculty members aware of the parent involvement provisions of Title I, including offering training on how to involve parents.
 - I. Encourage each school to cooperate with and seek the involvement of parents as members of its local School Council.

- II. Goals of our parental involvement programs and activities include the following:
 - A. Continue a program of assistance to parents equipping them with the tools necessary to work with children at home. This partnership is essential in attaining the instructional objectives outlined in the Comprehensive LEA Improvement Plan.

- B. Encourage parents and teachers to build a partnership between home and school through use of a parental involvement policy statement, school-home compact, and parent-community involvement committee.
 - C. Provide a comprehensive range of opportunities for parents to be informed including: newsletters, website messages, workshops, school meetings, P.T.O, parent-teacher conferences, parenting centers, and direct mail correspondence as appropriate.
 - D. Support administrators' and teachers' understanding of how to involve parents through specific professional development opportunities.
 - E. Report student progress needs/successes in a clear and timely manner to parents.
- III. Assessment of parent participation will occur annually to determine how well participation has achieved the above goals. Means of assessment will include, but will not be limited to the following:
- A. Annual meeting at which program successes and challenges are identified by parents.
 - B. Pre/Post Opinion Surveys.
 - C. Annual Parent and Community Surveys.
 - D. Collection and summary of system-wide data on parent volunteer hours, participation rates at school activities, etc.
1. Our school system developed this policy in conjunction with the system's parent involvement coordinator, Title I teacher, parents from our SWP and TAP elementary and middle schools, and principals. The system Parent Involvement Coordinator along with the Title I staff will ensure that each parent receives a copy of the school's parent involvement policy and a home-school compact at the beginning of the school year. Formal activities are planned with and for parents on an annual basis including the following: Title I Staff Orientation (August), Title I parent Orientation Night (September,) ESOL Title III Parent Orientation Night (September), and monthly topical workshops (October thru March). Achievements of parents and students are recognized during the annual Title I Honors Program (Apr/May) and Title I Parent Recognition Program (Apr/May). Sample topical workshops include the following: Modeling a Reading/Math Lesson, Overview of the No Child Left Behind Act and Adequate Yearly Progress, ESOL Homework Tips, Test Preparation, Writing Strategies, Safety Tips, Anger Management, etc.

Formal activities are planned with and for parents on an annual basis including the following: Title I Staff Orientation (August), Title I Parent Orientation Night (September), ESOL Title III Parent Orientation Night (September), and monthly topical workshops (October through March). Achievements of parents and students are recognized during the annual Title I

Honors Program (May) and Title I Parent Recognition Banquet (May). Sample topical workshops include the following: Modeling a Reading/Math Lesson, Overview of the No Child Left Behind Act and Adequate Yearly Progress, ESOL Homework Tips, Test Preparation, Writing Strategies, Safety Tips, Anger Management, etc. School Wide Title I schools offer Parent Orientation, Parent workshops, Parent nights, and Recognition for all students and their parents.

2. The district requires each school to develop a written school-parent compact and school policy.

Middle Ridge Teacher, Student, Parent Compact

We believe each child can meet the academic standards for success if we all work together pledging to the following:

Teachers and Administration pledge to:

- Be present and prepared for a fresh start each day.
- Deliver instruction utilizing research based best practices.
- Establish high standards of performance and behavior from myself, students and parents.
- Communicate consistently through agendas, Thursday Folders, and other means as needed.

Teacher's Signature: _____ Date: _____

Administration: Karen C. Crowder, Principal

Parent/Guardian pledges to:

- Have my child present, on time, and dressed for learning daily.
- Check the agenda nightly and Wednesday folders weekly.
- Attend all conferences, review homework and clean out the book bag frequently with my child.
- Expect and reinforce best behavior choices for my child.
- Help my child meet his/her monthly academic goals.

Parent/Guardian's Signature: _____ Date: _____

Student pledges to:

- Attend school daily, on time and dressed for learning.
- Take responsibility for my own learning by being an active listener and thinker.
- Follow the school rule of respect and make wise choices.
- Communicate with my teachers, peers and parents respectfully, honestly and accurately.
- Meet my monthly academic goals.

Student's Signature: _____ Date: _____

Comments/suggestions from Parents or Students:

6. Plans For Assisting Preschool Children in Transition

5. Newton County School System and schools have carried out the six requirements to build parents' capacities to be involved in the school. Please see the six requirements listed below. Examples of how our system meets the six requirements are included after each requirement.

- Assisting in understanding the State's content standards, academic achievement standards, assessments, monitoring a child's progress, and working with educators. This is done during annually scheduled meetings that are held at the beginning of the school year and conducted system-wide. Working with Title I teachers at each school, the following has also occurred:

Distributed by grade level the State generated GPS brochures.

Sent out letters to parents informing them of their child's grade level standards.

- Provide materials and training to assist their children.

A number of system wide workshops are planned and conducted annually. Workshops are also conducted at individual schools by the Title I teachers on topics related to identified student needs following the review of student performance data and regular classroom teacher input. All parent workshops are evaluated and the results used to plan future sessions.

- Educating staff in the value and utility of contributions.

The system provides annual staff development/professional learning to teachers on working effectively with parents. All Title I teachers participate at an orientation session at the beginning of the school year where parent involvement issues are discussed.

- Coordinating and integrating parental involvement programs and activities with other programs (e.g., Pre-K; ~~Reading First~~ including other activities that encourage and support parents in increased participation)

Parental Involvement programs for Title I, EIP, Sp Ed, and Pre-K are integrated. Programs plan together, provides services together, and evaluate the program using a common evaluation tool.

Each school has a Parent Involvement Committee. The committee is comprised of parents and school staff. Committees meet on a regular basis to receive feedback and keep parents informed about the school's programs. Parents are also invited to serve on the school improvement leadership team and subcommittees at each school. Surveys are conducted with parents to solicit feedback on the school's programs and to identify needs of families.

All Pre-K through 5 schools have incorporated specific early childhood program transition activities into their school improvement plans. Parents of children coming into Title I schools from local day care programs, Head Start, early intervention programs, etc. receive information on expectations, are provided a tour of the school building, and are invited to participated in face-to-face meetings with school administrators and staff. Schools have established procedures to conduct an orderly transfer of records to accommodate timely transitions. County office staff is available to assist with transition upon request.

- Ensuring that information is sent to the parents in an understandable language.

School system personnel make an effort to write materials that will be sent to parents in a user friendly language. The DOE Transact program provides translated materials for other language families/parents as needed.

- Providing such other reasonable support as requested

The school district maintains parent resources which are available for parents to use and/or check-out in each school's media center.

Parents are involved in multiple areas of the SDFSCP, which may include but are not limited to the CLIP, Red Ribbon Week Activities, Community Service Projects, Advisory Boards, School Councils, and school/community workshops.

7. Measures to Include Teachers in Decisions

Overview

Georgia Department of Education
Kathy Cox, State Superintendent of Schools

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Overall, student needs are formally assessed using results of state-mandated testing with the GKAP-R, ITBS, CRCTs, GA Writing Assessments (3rd, 5th, 8th & 11th grades), Georgia 8th Grade Technology Literacy Test, EOCTs and GHSGTs. Results of these tests come from the state in the fall and late spring of each year. School level staff, including principals, assistant principals, instructional coaches, classroom teachers (regular and supplemental –Title I, EIP, Special Education, & Gifted), and members of each school’s School Improvement Leadership Committee analyze student performance data for overall strengths and weaknesses. Academic data is disaggregated and examined to make both external and internal comparisons.

3. External Comparison: Data for all students is compared with data for all students at the state, RESA and comparison group levels. The analysis is made to determine how our system ranks when compared to other systems. We especially identify schools and systems of comparable size and demographics that perform better than we do so that we can learn from them. This type of comparison is also of great interest to our Board of Education and our external stakeholders who want to know that what we are doing is effective.
4. Internal Comparison: All data is compared internally to show differences or gaps between major racial/ethnic groups, special and regular education students, English Language Learners (ELL) and non-English Language Learners, and economically disadvantaged and those not economically disadvantaged. Most data are also examined by gender so that we are aware of the performance differences of males and females at all levels and in all subjects. These data are useful in improving our selection of specific instructional programs and practices as well as software. By examining the performance of the various student groups over time, we are able to make decisions about selecting or dropping programs, developing schedules and mapping-out professional learning for the system as a whole.

Following an analysis of student performance data, the results are illustrated in overview data charts that show:

- Scores by subject for each grade by school
- Scores by subject for each grade by system
- Comparison to RESA and state for each subject by system
- Domain performance for each subject by grade by school
- Percentage pass rate by subject for each grade by student subgroups by system
- Rank ordered place in state for each subject by grade by system

This data is compiled into Excel spreadsheets and shared informally with the School Board at the July or August meeting. After that meeting, results are posted on the system website and released to several local newspapers, including the *Newton Citizen* and *Covington News*. Beginning with the 2006-2007 school year, the Central Office and each school will create either data rooms

or data walls where data will be shown in large graphs and charts and used to monitor progress on improvement goals. The system's Director of Testing and Assessment receives all testing data from the Georgia Department of Education, sorts it by schools, and forwards it to individual schools for their review and analysis. Once all data sets have been received from the State, the Director of Testing compiles a system-wide data booklet that can be referenced by County Office staff and school staff.

8. Coordination and Integration of Federal, State and local Services and Programs

(TBD)

9. Activities To Ensure That Students Who Experience Difficulty Mastering Standards Shall Be Provided Assistance

9a. Student difficulties identified in timely manner

Description of services provided to homeless children

Newton County School System works with the school counselors in the registration process to identify homeless children. The system coordinates with the social worker, Family and Children Services and other agencies to identify homeless children.

The Director of Student Services is the coordinator for the homeless and is responsible for assessing related needs of homeless children and youth and planning strategies to meet those needs. Case study information is used to identify related needs such as a need for personal school supplies. To identify the educational needs of homeless children Newton County School System uses the CRCT, GHSGTs, and DIBELS. Formative assessments include the following:

- Teacher made and commercial rubrics
- Computer-assisted programs such as Orchard
- AR Reader
- Star Reader
- On Line Assessments (OAS)

Available data and information is used to produce a summary of needs. During the 2005-2006 school year, children who were displaced by Hurricane Katrina were served as homeless. We currently serve 32 homeless students. Services such as extended day tutoring, transportation and supplies will be provided.

Title I funds will be set aside to provide the services described above and any additional services that are needed for homeless children in Title I and non Title schools as well.

To ensure that homeless children are not stigmatized, staff uses the framework for understanding poverty professional learning series.

- It is required for all teachers.
- It is presented in orientation training for new teachers.
- System leadership requires as policy that each school specifically address the issue of not isolating or stigmatizing homeless children.
- Principals and assistant principals provide professional learning on this policy at the beginning of the school year with staff.
- A link has been made on the school system's web page to information, resources, etc., concerning the homeless.
- LEA requires each school to make a statement in their teacher handbook providing guidance/direction to teachers in reference to not isolating or stigmatizing homeless children. Schools are encouraged to access free posters and other information from selected websites.
- Newton County School System has identified the Director of Student Services as the LEA homeless liaison.
- Local Board Policy JBCA (January 4, 1999) addresses the needs of homeless children.
- Our system uses resources from http://www.serve.org/nche/states/state_resources.php to comply with some requirements of the McKinney Vento Act.

Description of assistance to needs improvement schools

Based on the county's philosophy of continuous improvement, all of the schools in the system are in a mode to correct or prevent student failure. Title I schools are expected to meet or exceed all performance standards that comprise Adequate Yearly Progress (AYP). As such, each school's improvement plan targets the specific benchmarks set by the Georgia Department of Education in the core subjects. Student attendance and test participation rate are also targeted. Any school that fails to achieve AYP for two consecutive years is sanctioned as provided for under the "No Child Left Behind" Act of 2001. The county office provides technical support to schools that fail to meet performance standards including extensive review and analysis of performance data by a consultant in conjunction with the school's leadership team. Technical assistance may also be requested of RESA and Georgia Department of Education staff, depending upon the area of need. The school's improvement plan is amended to include corrective actions and interventions. School improvement plans of schools in needs improvement, including corrective action and restructuring plans, undergo review by a peer review committee prior to final approval. Peer review committees are comprised of local educators from schools within the district. A rubric is used by committee members to review these plans at a meeting called specifically for this purpose. Representatives of the needs improvement school or schools are present to receive both verbal and written feedback on their plan(s).

During the 2006-2007 school year, two of the county's Title I schools did not meet AYP on their academic performance objectives for two or more consecutive years. As a result, these schools are on the state's 2007 Needs Improvement List and are offering student choice and/ supplemental services. One school, Clements Middle, is implementing a restructuring plan since it is this school's fifth consecutive year not achieving AYP. The other school not meeting AYP is Porterdale Elementary School. Middle Ridge Elementary School met AYP, but will continue to implement its corrective action plan as required under the No Child Left Behind Act. Schools required to offer school choice are identified, and the Superintendent sends a letter to parents informing them of the option to transfer their child to designated schools within the district. The letter was sent out two weeks before the new school year started. A copy of the letter is on file and available upon request.

Newton County School System will continue to comply with the "No Child Left Behind" Act of 2001 and will take all steps necessary to improve educational opportunities for any student population group failing to meet basic proficiency in Reading/Language Arts or Math. System level management and monitoring of the school improvement process in local schools are maintained through:

- Use of a district level school improvement advisory committee that systematically examines district level data and uses the results to engage in continuous program planning and improvement. The committee is comprised of district office staff, teachers, and parents from up to six of the schools.
- Design and use of school improvement planning protocols that are made available to each school. Protocols include a month-by-month calendar of school improvement activities, a checklist of "must do" school improvement activities and guidelines for selecting, training and rotating school improvement team members.

DOE provides training and a school improvement field book to offer guidance for the system and schools. The activities and materials used are based on Robert Marzano's research. All guidance provided to schools is based on scientific research. The Georgia Department of Education also provides on-site leadership facilitators to support schools that are in needs improvement on a weekly or monthly basis as appropriate.

IV. Guidance for revising and developing school improvement plans, corrective plans and restructuring plans includes:

- Call principals in for a meeting to let them know what this means. Let them know what plans are required.
- Central office personnel will participate in school level meetings
- Central office coordinates technical assistance from state (DOE), private agencies and other governmental agencies.
- Professional learning activities that address the specific reason(s) that the school is on improvement are provided for system and school leadership and school staff. One example of professional learning includes a two-day workshop offered at the Griffin RESA on School Improvement Tools for schools in needs improvement and those that are not.

- V. Process for providing peer reviews of school improvement plans
 - Use established peer review teams to assess and evaluate and provide feedback to the school planning teams. Review teams are comprised of distinguished educators from non-NI schools within the district including principals, assistant principals, and teachers. Review teams are usually facilitated by a consultant who is external to the system.
- VI. Process for monitoring the implementation school improvement plan.
 - School level personnel such as literacy coaches, assistant principals and principals monitor the implementation of the school improvement plans by classroom visits, focused walk through, and student surveys. They are assisted by central office personnel such as curriculum, federal programs (Title I, Special Education, etc.), and professional learning personnel, when needed and appropriate.
 - Examples of strategies used to monitor implementation of the improvement plan include:
 - Focus walks
 - Monthly school improvement meetings to review status of the implementation plan;
 - Grade level meetings to review status of goals and interventions;
 - Reports by principals at meetings;
 - Quarterly meeting facilitated by external consultant;
 - Principals' evaluation conference with system leadership;
 - Written surveys;
 - Benchmarks such as Orchard and DIBELS reports, summative data such as CRCT, GHSGT, EOCTs, etc.

17. Description of process to be used to implement public school choice and supplemental education services to NI schools.

Newton County School District conducts the following to implement school choice:

- Maintains a copy of the current AYP report to verify that choice is implemented in all eligible Title I schools;
- Provides guidance to NI schools regarding the implementation of choice through written communication and meetings;
- Completes required actions and documentation for parents: a notification letter is sent to parents, a list of parents requesting choice including student placement is kept on file, a written record of parents inquiry regarding choice is maintained, including the resolution of complaints.

Newton County School System conducts the following to implement supplemental educational services (SES):

- Completes required actions and documentation for parents: a notification letter is sent to parents of eligible children of the availability of supplemental educational services, including a list of approved providers and description of services (including state-wide providers); explanation of procedures to determine students' eligibility; and offer to assist parents in choosing a provider.
- A copy of the parent's request, with disposition of request indicated on form, is kept on file.

Newton County School System obtains and maintains a copy of the following documents: current list of State approved providers, a list of schools offering supplemental educational services and number of eligible students participating at each school, list of students served by each provider, signed agreement/contract between the school district and each provider serving district children, a worksheet showing calculation of per pupil maximum for SES, and a priority list if funds are to serve all eligible students.

9b. Periodic training for teachers in identification of difficulties and appropriate assistance

Description of how the LEA will provide additional educational assistance to individual students not meeting standards

Administrators and teachers disaggregate data and pinpoint by name all students who are in danger of not meeting standards so that they may receive interventions in a timely manner. Benchmark assessment results and the results of computer-based assessments in reading and math are utilized to assist in identifying these students on an on-going basis. Additional educational assistance is being provided to 325 ELL students, 8,703 economically disadvantaged students, 2,265 students with disabilities, and 44 homeless students who were displaced during Hurricane Katrina. Currently we have no migrant students enrolled. Following is a list of the major strategies used in the system to ensure that the needs of economically disadvantaged and other struggling student groups are met:

- Data review and disaggregation during pre-planning days at the school and curriculum meetings held through the school year.
- Extended day programs are provided for students in grades 1-12, beginning in October and continuing through March.
- Summer school sessions are held for students in grades 3 and 5, 6-8, and 11-12th grades who have failed to pass one or more portions of the CRCT or GHS GT.
- Funds from Title I and state extension support the before-school, after-school, and summer school programs. (deleted the 4-8 Reading Grant money statement)
- High school students may participate in the virtual high school program to earn course credit. A night school program is provided to assist students in recovering course credit. Beginning in the summer of 2007, the Nova NET Credit Recovery

Program was made available in all high schools during the academic day as well as in the Night School Program during after-school hours.

- ELL services are provided through the use of six and one-half elementary teachers/positions, two middle school teachers, and two high school ESOL teachers.
- Each school has a designated special education team leader who is responsible for coordinating work among teachers in the school and between the school and special education department. Monthly special education teacher meetings are held with the Director of Special Education. These meetings provide opportunity to maintain focus on rigorous instruction for students with disabilities, accurate assessment, and to ensure continuity in use of the curriculum system-wide.
- Special education teachers are purposefully integrated into the overall programming for students through participation in professional development sessions on LFS, GPS, differentiated instruction, unit development, technology, backward design, assessment and evaluation, and all curriculum workshops attended by regular education teachers. They are also expected to use the same GPS units as their regular education colleagues.
- The system has developed a plan to increase the education of students within regular classrooms through a progressive increase in the number of co-teaching classrooms found in each school and subject.
- Flexible grouping for reading and math instruction is a common practice in our elementary and middle schools. Two of the elementary schools implemented Reading First grants that provided dedicated, quality instructional time in reading for all student groups including those with disabilities.

New technologies are planned including “interactive white boards” and other video enhancements. Students with disabilities have access to specialized technologies as needed through IDEA, Part VI-B funding. All teachers are provided professional development to enhance their knowledge of how to use technology as an instructional tool.

- Title I and II funds are used to reduce class size in elementary and middle schools.
- As of the 2005-2006 school year, Title I funds are being used to fund instructional coaches at selected elementary and middle school, and to fund an expanded role for three part-time administrators to serve as Building Level Title I Teachers/Parent Coordinators in two elementary and one middle schools. The system also employs a Parent Involvement Coordinator through Title I funds.

9c. Teacher- parent conferences that detail what the school will do to help the student

General description of instructional programs

Georgia Department of Education
Kathy Cox, State Superintendent of Schools

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Newton County School System has 19 schools including 12 elementary, four middle, 3 high schools, one alternative school (Sharp Learning Center), and Rainbow Lake, a program for socially maladjusted regular education students, (grades 6-8). All middle schools have Title I Targeted Assistance Programs (TAP). Of the 12 elementary schools, 10 have School-wide Programs (SWP), and two have no Title I program. No Title I programs exist at the high school level. In addition to Title I programs, a range of supplemental and regular education programs are available to students Pre-Kindergarten through 12th grade. In addition to using the state mandated assessments, schools administer nine-week benchmark assessments in reading and math, as well as pre-post CRCT practice tests. After school sessions, Saturday sessions, and summer sessions are held for students failing reading and or math in grades 3-8, and for high school students not passing the GHSGTs in one or more subjects or in need of credit recovery. Supplemental services are provided through approved service providers for students enrolled at one of our needs improvement schools. Instructional programs that are available at each grade level are described below.

Elementary Program

Newton County elementary schools offer a child-centered curriculum that is well-rounded and developmentally appropriate in all academic areas for students in pre-kindergarten through fifth grade. Students receive instruction in language arts (which includes reading, spelling, writing, grammar, listening, and speaking), mathematics, science/health, social studies, music, art, physical education, and handwriting. Technology is used to support the curriculum and enhance student learning.

The elementary curriculum is designed to help students reach their intellectual, social, and physical potential. Curriculum objectives are based on state and local requirements, thus ensuring that all students receive comprehensive instruction in all areas of study. If students need additional support within the school setting to reach their potential, two programs are available: Title I and the Early Intervention Program (EIP). These programs incorporate a wide range of instructional strategies that are presented to students in small learning groups and lower class size.

Educational services are offered through the Quest program to academically gifted students in kindergarten through fifth grade who meet state eligibility requirements. At the elementary level the program is one of enrichment, utilizing specially trained teachers. Elementary teachers focus on assessing each student's level of individual achievement in reading, math, and writing. This assessment information is used in developing plans for student improvement in these basic areas. Students are involved in a wide assortment of supplemental activities, including the DARE program of drug awareness and decision-making, Junior Beta and 4-H Clubs.

Pre-kindergarten is an adventure of carefully planned experiences designed so every student will encounter feelings of success. The program allows children to build upon their natural talents and abilities to become confident and comfortable in their role as

productive learners. The curriculum follows the guidelines of Bright from the Start: Georgia Department of Early Care and Learning. Every pre-kindergarten class has a full-time paraprofessional who assists the teacher.

The kindergarten curriculum provides a balanced program that addresses the social, emotional, physical, and academic development of each child. Through processes of exploration, discovery, and invention, our kindergarten children develop the concepts, skills, and attitudes necessary for continued success in school. Kindergarten teachers are also assisted by full-time paraprofessionals.

The elementary grades emphasize literacy and mathematics skills development. A two to three hour time block each day is dedicated to the acquisition of language arts skills and on-going progress monitoring of listening, speaking, writing and reading. Student progress in reading is measured using benchmark assessments. A balanced language arts program seeks to combine phonemic awareness, phonics, vocabulary, fluency and comprehension with a literature print-rich learning environment. Textbooks and materials for language arts instruction are many and varied to meet the wide range of student abilities. Students in grades 3 and 5 must pass the Georgia Department of Education state-mandated CRCTs in order to be considered for promotion to the next grade. Instructional extension is offered at the elementary school either in the Saturday program or in the before and after school programs for students needing extra assistance.

- Effective communication with parents is a priority for elementary schools. A variety of methods are used, including PTO programs and meetings, early release days for parent conferences twice yearly, progress reports, school newsletters, and volunteer programs. Progress reports are sent home every nine weeks to notify parents of their child's current academic and social development. Teachers schedule two conferences during the school year to discuss each student's progress with his/her parents. Other conferences are scheduled as necessary.
- Annually the county office seeks to identify migrant, neglected, delinquent, or homeless students who are eligible to receive Title I services. Currently, there are no migrant or neglected children identified for services. Should they be identified, they will be offered a full range of instructional and other supports made available to all students. Project Adventure is one of 12 facilities in the county serving neglected children. The Department of Human Resources reveals 12 licensed child caring institutions. These 12 institutions consist of 12 sites. Project Adventure has been in the county the longest and is located at multiple sites some of which are day programs and others which are residential programs. Currently the county is studying a proposal to start an after school program in our schools.
- Forty-four (44) children displaced by Hurricane Katrina continue to be educated in this school district.
- As referenced in the previous descriptor, SDFS programs/activities are available to all schools for all students including those in alternative school settings, such as Sharp Learning Center, after school programs, or other settings that address high risk youth.

QBE funds will be used to fund the program and staff required by QBE. In addition, local funds will be used to supplement QBE funds to reduce class size, provide paraprofessionals and to provide additional instructional materials. Title II funds will be used to reduce class size and to provide professional learning to teachers.

Title I funds will be used in a supplementary manner to further reduce class size at the elementary level and to provide additional support services including paraprofessionals in the elementary computer labs, a Parent Involvement Coordinator, Parent Liaisons, and Instructional Coaches for selected elementary and middle schools. Schools will use their Title I instructional materials to purchase high-quality, research-based materials that will supplement materials supplied through local and QBE funding.

ESOL students will be served using both pull-out , push-in, and sheltered content models by locally-funded ESOL certified teachers. Programs currently in use include the following: Into English (elementary), High Points (middle school), and Sheltered English (high school). By the end of the 2008 school year, the system will have employed a total of 11.5 ESOL teachers to provide services from the elementary through high school levels.

All students will be provided instruction on drug and safety issues in a manner appropriate to their age and in alignment with the health QCC and/or science GPS for their grade. Required materials and training will be funded through Title IV, local or partnership funds.

Student services are provided through counselors and the school social worker. These programs are supplemental to the required instructional services and are paid for with QBE and local funds.

Project Adventure one of 12 facilities in the county serving neglected children. Socially maladaptive middle school students are served in Rainbow Lake Program, a district-created and funded program aimed at preventing delinquency.

10. Description Of How to Individual Student Assessment Results Will Be Provided To Parents

How progress is shared with teachers, parents, and students-- Personnel in Newton County School System utilize the following methods/strategies to share results of high-quality academic student assessments:

- Individual student test results
- Parent conferences
- Newsletters
- Website

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- Report cards
- System report card
- System website
- Newspapers
- State DOE website
- State DOE report card
- Letters and memos
- Phone calls
- E-mail
- PTO meetings
- Transition orientation meetings

11. Provisions For Collection And Disaggregation of Data On The Achievement and Assessment of Students

1. Internal Comparison: All data is compared internally to show differences or gaps between major racial/ethnic groups, special and regular education students, English Language Learners (ELL) and non-English Language Learners, and economically disadvantaged and those not economically disadvantaged. Most data are also examined by gender so that we are aware of the performance differences of males and females at all levels and in all subjects. These data are useful in improving our selection of specific instructional programs and practices as well as software. By examining the performance of the various student groups over time, we are able to make decisions about selecting or dropping programs, developing schedules and mapping-out professional learning for the system as a whole.

12. Provisions To Ensure That Disaggregated Assessment Results for Each Category Are Valid and Reliable

“The purpose of the Single Statewide Accountability System includes, but is not limited to, providing valid, reliable accountability determinations at the school, LEA, and state levels that can help promote continuous improvement in raising student achievement and closing achievement gaps”.

13. Provisions for Publicly Reporting Of Disaggregated Data

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This data is compiled into Excel spreadsheets and shared informally with the School Board at the July or August meeting. After that meeting, results are posted on the system website and released to several local newspapers, including the *Newton Citizen* and *Covington News*. Beginning with the 2006-2007 school year, the Central Office and each school will create either data rooms or data walls where data will be shown in large graphs and charts and used to monitor progress on improvement goals. The system's Director of Testing and Assessment receives all testing data from the Georgia Department of Education, sorts it by schools, and forwards it to individual schools for their review and analysis. Once all data sets have been received from the State, the Director of Testing compiles a system-wide data booklet that can be referenced by County Office staff and school staff.

14.- 17. Plan developed during one year period; plan developed with involvement of community to be served; plan available to LEA, parents, and public; plan translated to the extend feasible.

At the end of 2007-07 school year teachers analyzed data at hand in relation to strategies used through out the year to assess effectiveness of the strategies. During preplanning and the first four weeks of 2008-09 school year data was again reviewed with all staff, benchmarks were obtained on all students and strategies were revised based on scientific research of best practices. The plan will be made available to our parents in the next scheduled school council meeting, as well as a link to the plan put on our school website, once the plan is approved. Hard copies of the plan will be kept in our front office and media center. Our plan is a working document which is subject to revision throughout the year based on student performance data and research for practices that match student needs.

18. Plan Subject To School Improvement Provisions of Section 1116 of NCLB Act of 2001

The school wide plan for Middle Ridge Elementary school is subject to the School Improvement Provisions of Section 1116 of NCLB Act of 2001

School Year	Initiative or Reform Effort
2010-2011	State Facilitator twice a week; Focus on Math Professional Development with Elizabeth Mendenhall
2009-2010	State Facilitator twice a week; School Wide Discipline plan provided by county
2008-2009	State Facilitator once every two weeks; School Wide Discipline plan provided by county
2007-2008	Continued growth toward Standards Based Classrooms with school wide walk through to focus next steps as well as celebrations.
2006-2007	Move toward Standards Based classrooms using research based strategies in all areas.
2005-2006	Implementation of E/LA GPS Standards. Unpacking GPS standards in Math. Initiated school wide focus on writing through implementation of Writers' Workshop. Initiated use of DIBELS in grades K-3. Introduced Book of the Month to reinforce school wide reading by students. Implemented morning math from 7:15-8:00 start bell.
2004-2005	Expanded use of LFS in conjunction with a prioritized and aligned curriculum. Grade-wide use of curriculum maps was implemented. Saxon math program was supplemented with other resources to fill-in gaps identified in previous year. A supplemental teacher was hired to work with students showing weaknesses in math skills. Initiated vertical team planning to strengthen connectedness across the curriculum. Offered school choice due to sanctions under No Child Left Behind. Unpacked GPS standards (E/LA).
2003-2004	Continued to implement LFS strategies in conjunction with a prioritized and aligned curriculum.
2002-2003	Implemented Accelerated Reader program in K-5. Staff participated in professional development related to Learning Focused Schools (LFS) strategies and In-Tech (technology course). Initiated curriculum alignment and prioritization. Implemented looping in grades 3-4. Maintained a strong focus on parent education and involvement through a variety of activities including: Early Release Day Parent Conferences, Curriculum Night for Parents, and Parent Appreciation Program. Utilized Title I Paraprofessionals to augment instruction in first grade classrooms. Provided students instructional support through the Computer Lab and Media Center. Conducted half-day common planning time to engage in curricular and instructional planning activities.

Student Data:

Year	Total Enrollment	% Black	% White	% Hispanic	% Asian	% American Indian	% Multi-Racial	% Male	% Female
2009-2010									
2008-2009	652	51%	29%	10%	1%	0%	9%	54%	46%
2007-2008	684	56%	29%	7%	7%	0%	6%	56%	44%
2006-2007	653	53%	32%	8.9%	.32%	0%	6.2%	55%	45%
2005-2006	595	46%	36%	09%	0.6%	0%	06%	51%	47%
2004-2005	852	44%	45%	.03%	.002%	.0011%	.05%	52%	46%
2003-2004	809	43%	46%	.03%	.001%	.0049%	.03%	49%	46%
2002-2003	683	42%	53%	3%	0%	1%	2%	49%	48%

Number and Percent of Student Population	09-10 #	09-10 %	08-09 #	08-09 %	07-08 #	07-08 %	06-07 #	06-07 %	05-06 #	05-06 %	04-05 #	04-05 %	03-04 #	03-04 %
Free / Reduced Lunch			532	81%	541	79%	494	76%	437	73%	580	68%	581	72%
Special Education			153	23%	160	23%	158	25%	131	22%	176	21%	137	17%
ESOL			51	8%	47	6.9%	59	09%	43	07%	0	0%	0	0%
Gifted Education			46	7%	51	7.5%	30	05%	20	03%	34	4%	19	3%

Title I	No Title I Program	Targeted-Assistance Title I Program	School wide Title I Program
2009-2010	--	NO	YES
2008-2009	--	NO	Yes
2007-2008	--	NO	Yes
2006-2007	--	YES	In progress
2005-2006	--	YES	Requested
2004-2005	--	YES	--
2003-2004	--	YES	--
2002-2003	--	YES	--

Attendance:		% Absent More Than 15 Days – Grades 3-5										
	All Students	% Black	% White	% Hispanic	% Asian	% Multi-Racial	% Other	% Male	% Female	% SWD	% LEP	% SES
2009-2010	314	6.3%	13.8%			10.5%				10.7%		
2008-2009	348	6.6%	12.7%	2.9%		11.1%				13.6%		
2007-2008	299	67%	30%	3%								
2006-2007	262	1%				3%						
2005-2006	325	6%	5.3%	2.9%		0%				14%	3.4%	7.1%
2004-2005	439	8.8%	7.6%							17%		11%

Mobility* Rate of Students	Number	Percent of Student Population
2008-2009	246	38%
2007-2008	239	35%
2006-2007	289	37%
2005-2006	114	19%
2004-2005	155	18%
2003-2004	134	16%
2002-2003	117	

*For the purpose of this document, mobility rate for students is defined as the percentage of students who enter or leave school between September 1st and the last day of the school year

Example:

- Student begins school on the first day of school and transfers out of the system on Dec. 10. This student would be counted once.
- Student B enters the system on Jan. 5. This student would be counted once.
- Student C enters on Sept. 10 and leaves the system on March 1. The student reenters the system on March 31. This student would be counted once.
- Add all students in ‘mobility status’ and divide by total number of students enrolled on the last day of school. This is your mobility percent.

Faculty/Staff Data:

Attrition Rate* of Teachers	Number	Percent of Teacher Population	Grade or Subject with Greatest Turn-over
2009-2010	4	8%	
2008-2009	16	28%	5th
2007-2008	8	15%	
2006-2007	8	16%	Special Ed.
2005-2006	13	26%	Primary
2004-2005	13	23%	

**Attrition rate is defined as the number of teachers who leave the profession or transfer to another school from the beginning of the school year to the beginning of the next school year, excluding retirement.*

Attrition Rate* of Administrators	Number	Percent of Administrator Staff
2009-2010	0	0
2008-2009	1	50
2007-2008	0	0
2006-2007	1	50
2005-2006	0	0
2004-2005	0 (Principal retired)	0
2003-2004	0	0
2002-2003	0	0

**Attrition Rate of administrators is defined as the percentage of administrators who leave the profession or transfer to another school from the beginning of the school year to the beginning of the next school year, excluding retirement.*

Highly Qualified Teachers

Number of Certified Teachers	Percent of Highly Qualified Teachers Teaching in Field for Entire Day	Number of Core Teachers Teaching Out of Field for One or More Periods During the Day
		2

If you have one or more in column 3, add an explanation of your actions to highly qualify the core teacher(s).

Action plans are in place to have non HiQ teachers become HiQ by end of School Year 2010-2011.

AYP Report:

Previous Year Report: 2009-2010	Mathematics	English Language Arts
Met 95% participation	YES	YES
Met AMO for all students without second look	No	Yes
Met AMO for all students with second look (confidence interval, multiyear average, safe harbor)	No	No
Did Not meet AMO for the following subgroup(s)	SWD	SWD
Met second indicator for all students	Yes	Yes

Current Report: 2008-2009	Mathematics	English Language Arts
Met 95% participation	Yes	Yes
Met AMO for all students without second look	YES	YES
Met AMO for all students with second look (confidence interval, multiyear average, safe harbor)	No	No
Met AMO for all subgroups without second look	No	No
Met AMO for all subgroups with a second look (confidence interval, multiyear average, safe harbor)	YES	YES
Did Not meet AMO for the following subgroup(s)	NO	NO
Met second indicator for all students	Yes	Yes

Student Achievement:

% of All Students Meeting/Exceeding Standard on CRCT

NOTE: () data from WEBSITE (All Student Meet/Exceed data for 2009-2010 is what is indicated on initial score reports from August 2010.)

% Meeting and Exceeding Standards on CRCT in 2009-2010 data is gathered from AYP reports and Dr. Carl Skinner data.

Reading						
Grade Level	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Grade 1	86%	92%	79%	73%	79%	84%
Grade 2	91%	87%	83%	68%	78%	78%
Grade 3	85%	70%	59%	77%	71%	84%
Grade 4	73%	78%	70%	69%	77%	73%
Grade 5	79%	82%	67%	85%	63%	(82%)

Reading:		% Meeting/Exceeding Standard on CRCT in 2009-2010							
		NOTE: () data from WEBSITE							
Grade Level	Lowest Domain	All Students	White	Black	Hisp	Other	SWD	SES	LEP
Grade 1	C	86%	85%	83%	---	--	---		
Grade 2	C	91%	84%	84%		--	45%		
Grade 3	I	85%	89%	77%	--	--	50%		
Grade 4	RSVA	73%	88%	67%	54%	--	46%		--
Grade 5	RSVA	79%	83%	77%	--	--	44%		--

C=comprehension; V= vocabulary; I=information; LC=literacy comprehension R=reading skills

Language Arts:						
Grade Level	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Grade 1	86%	87%	74%	55%	67%	71%
Grade 2	83%	72%	65%	63%	62%	82%
Grade 3	80%	69%	66%	73%	63%	77%
Grade 4	75%	79%	72%	60%	62%	66%
Grade 5	83%	85%	77%	84%	59%	(79%)

Language Arts:									
Grade Level	Lowest Domain	All Students	White	Black	Hisp	Other	SWD	SES	LEP
Grade 1	SC	86%	85%	85%	--	--	--		--
Grade 2	GSC	83%	89%	78%	100%	--	45%		
Grade 3	R	80%	84%	73%	--	--	40%		
Grade 4	R	75%	92%	71%	45%	--	46%		---
Grade 5	GSC	83%	83%	87%	--	--	60%		--

SC =sentence construction R=Research and Writing Process G= Grammar/Phonics

Math:						
Grade Level	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Grade 1	89%	86%	79%	67	90%	81%
Grade 2	80%	75%	77%	56	68%	75%
Grade 3	64%	53%	51%	85	78%	86%
Grade 4	67%	59%	44%	63	62%	57%
Grade 5	67%	68%	67%	83	72%	(73%)

Math:									
Grade Level	Lowest Domain	All Students	White	Black	Hisp	Other	SWD	SES	LEP
Grade 1	M	89%	90%	87%	--	--	--		
Grade 2	DAP	80%	94%	66%	92%	--	45%		
Grade 3	M	64%	73%	53%	--	--	10%		
Grade 4	NO	67%	76%	64%	54%	--	25%		--
Grade 5	M	67%	69%	69%	--	--	40%		--

PRA= patterns relationships algebra, PS=problem solving; G=geometry; M=measurement SP= Statistics/Probability;
 NO= number and operation DAP=data analysis/probability; NS=number sense and numeration

Science:						
Grade Level	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Grade 3	71%	72%	48	54	69%	82%
Grade 4	68%	65%	43	52	88%	77%
Grade 5	63%	71%	39	56	74%	80% (79%)

Science:									
Grade Level	Lowest Domain	All Students	White	Black	Hisp	Other	SWD	SES	LEP
Grade 3	ES	71%	90%	57%	--	--	30%		
Grade 4	LS	68%	92%	57%	36%	--	46%		--
Grade 5	ES	63%	70%	61%	--	--	27%		--

ES=Earth Science; LS= Life Science; PS= Physical Science

Social Studies:						
Grade Level	2009-210	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Grade 3	83%	65%	69%	79	76%	87%
Grade 4	57%	51%	75%	75	85%	75%
Grade 5	45%	41%	72%	72	79%	85%

Social Studies:									
Grade Level	Lowest Domain	All Students	White	Black	Hisp	Other	SWD	SES	LEP
Grade 3	E	83%	94%	75%	--	--	40%		
Grade 4	H	57%	76%	48%	45%	--	33%		--
Grade 5	E	45%	52%	46%	--	--	21%		--

G=geography E=economics H=History

Grade 5 Writing Assessment: Percent of 5th graders in each category

	Spring 2010	Spring 2009	Spring 2008	Categories of Scaled Scores	Spring 2006	Spring 2005	Spring 2004	Spring 2003
Did Not Meet Standards	52%	40%	39%	Stage 1: The Emerging Writer	0%	0%	0%	0%
Met Standards	48%	60%	57%	Stage 2: The Developing Writer	0%	3.16%	3.1%	0%
Exceeds Standards		0%	4%	Stage 3: The Focusing Writer	11.29%	8.42%	8.3%	3.8%
				Stage 4: The Experimenting Writer	37.10%	49.47%	37.5%	50%
				Stage 5: The Engaging Writer	35.48%	31.58%	37.5%	33.8%
				Stage 6: The Extending Writer	16.13%	7.37%	12.5%	11.3%

Perenatge Meet/Excced on CRCT

Math	All	B	W	SWD	Econ Dis
2005	72.20%	62.30%	81.00%	38.20%	63.10%
2006	72.90%	66.10%	80.70%	41.80%	67.10%
2007	77.60%	73.00%	85.10%	46.60%	74.20%
2008	50.50%	49.10%	52.10%	30.90%	47.40%
2009	64.10%	65.40%	63.40%	42.60%	61.20%
2010	71.30%	62.50%	77.00%	45.50%	70.90%
ELA	All	B	W	SWD	Econ Dis
2005	76.90%	69.20%	83.50%	48.70%	69.60%
2006	67.60%	59.30%	76.70%	37.30%	61.20%
2007	75.60%	67.70%	85.10%	49.10%	70.00%
2008	71.40%	71.90%	69.20%	50.70%	68.30%
2009	79.50%	77.90%	81.70%	58.80%	78.10%
2010	82.10%	76.50%	89.30%	59.60%	80.50%

Professional Learning Activities

Professional Learning	Timeline	Participants	Site
Benchmark Data Analysis	2007-2010		on-site
Learning Focus School Strategies	2008-2010	All staff	on-site
Co-Teaching (Power of 2 video)	2006-2007	All staff	on-site
RTI-POI	2007-2008	All staff	on-site
Math C-R-A Instrutional Model	2008-2009	28	on-site
Vertical Team Planning	2008-2009	All staff	on-site
Reading Workshop	2006-2010	All staff	on-site
Writing Workshop	2006-2010	All staff	on-site
Daily 5/CAFÉ reading strategies	2008-2010	All staff	on-site
Sharepoint (B. Sullivan)	2006-2007	All staff	on-site
Team Building	2007-2008	All staff	on-site
Mclass Math/STEEP	2008-2010	All homeroom and support staff	on-site
DIBELS	2007-2008	All homeroom and support staff	on-site
Ron Clark Academy	2009-2010	8	Ron Clark Academy
Harcourt Text Book Training	2007-2008	All homeroom and support staff	Eastside High School Auditorium

Houghton Mifflin Text Book Training	2008-2009	All homeroom and support staff	Eastside High School Auditorium
Social Studies GPS	2008-2009	All homeroom and support staff	on-site
Math Focus Team	2008-2010	17	on-site
Literacy Focus Team	2008-2010	15	on-site
Social Studies/Science Focus Team	2008-2010	17	on-site
Relationships Focus Team	2008-2009	20	on-site
School Climate Focus Team	2009-2010	18	on-site
Student Achievement Focus Team	2009-2010	12	on-site
E-Learn	2008-2009	?	BOE Technology Lab
Technology to Enhance Instruction 2008-2009		All homeroom and support staff	on-site
GAPSS Analysis	2008-2009	All staff	on-site
SRA Training	2009-2010	10	on-site
Activboard Training	2009-2010	All staff	on-site
Read 180	2009-2010	10	on-site
Kansas City Writing Strategies	2008-2010	14	on-site
Co-teaching for Paras (Power of 2 video)	2009-2010	6 Paras	on-site
Co-Teaching (Power of 2 video)	2009-2010	4 SPED	on-site

Building Excellence and Supporting Teachers(BEST Program, Mentor Program)	2009-2010	14	On site and BOE
Isucceed Math Intervention Training	2009-2010	selected teachers	On site and BOE
Math Partner Games	2007-2008	All staff	on-site
Math Workshop and Center Instruction	2009-2010	All homeroom and support staff	on-site

NEWTON COUNTY SCHOOLS – DISTRICT IMPROVEMENT PLAN

MISSION STATEMENT

The mission of the Newton County School System is to provide educational excellence for all students.

BELIEF STATEMENTS

Educational Excellence is the primary goal of the Newton County Schools so that graduates can think critically, solve problems, make good decisions and succeed in the workplace;

Schools should provide a leadership role in the development of a balanced educational experience, socialization, opportunity for personal, physical and mental fitness, and basic living skills;

The curriculum should provide students with knowledge, skills and attitudes for contributing to the betterment of society;

Quality faculties and staffs who model the attitudes and desire to learn are vital to successful schools. Recruiting and retaining a quality staff is a high priority in a quality school system.

Educators should be pro-active regarding change;

A positive school climate providing self-enhancing experiences for students and staff is vital for achievement;

School personnel should have input in decision-making, especially when decisions affect them;

Parents have an obligation to nurture their child's educational development; schools have an obligation to involve parents in the education of their children;

The education of our youth is the responsibility of the entire community; open communication and involvement are critical elements. Input from the community is welcome and desired by the board of education and administration.

Schools are affected by the values of the community and should seek to influence values in a "positive" way;

Newton County Goals 1

Goal
NCLB Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
NCLB Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
NCLB Performance Goal 3: All students will be taught by highly qualified teachers.
NCLB Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Middle Ridge Mission

The mission of the Middle Ridge Elementary School community is to prepare our students for daily success as well as productive life beyond the classroom.

Middle Ridge Vision

Middle Ridge Elementary Mustangs, students of strength, intelligence, and determination!

Middle Ridge Elementary Goals

- 1. All students will perform at or above standards in Reading and English Language Arts.**
- 2. All students will perform at or above standards in Math.**
- 3. All students in third through fifth grade will perform at or above standards in science.**
- 4. All students will make choices to support the learning environment and will have a parent/guardian involved with the school.**



School Improvement Plan 2010-2011

System and School Name: Middle Ridge Elementary School, Newton County School System School Year: 2010-2011

Middle Ridge Elementary Grade Level Measurable Goals for 2010-2011 based on data disaggregation:

Reading

K- 90% of the Kindergarten students will meet the following GKIDS standards: ELAKW1a;

Grade 1 increase students DIBELS meeting grade level benchmark from 88% to 93%.

Grade 2 increase students meeting grade level benchmark in ORF from 58% to 70%.

Grade 3 from 85% meeting/exceeding standards in SY2009 to 90% meeting/exceeding standards in SY2011.

- Students with Disabilities in Grade 3 from 50% meeting/exceeding in SY2009 to 80% meeting/exceeding standards in SY2011.

Grade 4 from 73% meeting/exceeding standards in SY2009 to 80% meeting/exceeding standards in SY2011.

- Students with Disabilities in Grade 4 from 46% meeting/exceeding in SY2009 to 80% meeting/exceeding standards in SY2011.

Grade 5 from 79% meeting/exceeding standards in SY2009 to 85% meeting/exceeding standards in SY2011.

- Students with Disabilities in Grade 5 from 44% meeting/exceeding in SY2009 to 80% meeting/exceeding standards in SY2011.

Specific Academic Areas domains identified as weakest areas:

Comprehension (Grades 1 and 2) Reading for Information (Grade 3) Reading Skills and Vocabulary Acquisition (Grade 4 and 5)

LANGUAGE ARTS

K- 90% of the Kindergarten students will meet the following GKIDS standards: ELAKW1a; ELAKW1b; WLAWK1c.

Grade 1 increase students DIBELS meeting grade level benchmark from 88% to 93%.

Grade 2 increase students meeting grade level benchmark in ORF from 58% to 70%.

Grade 3 from 80% meeting/exceeding standards in SY2009 to 90% meeting/exceeding standards in SY2011.

- Students with Disabilities in Grade 3 from 40% meeting/exceeding in SY2009 to 80% meeting/exceeding standards in SY2011.

Grade 4 from 75% meeting/exceeding standards in SY2009 to 85% meeting/exceeding standards in SY2010.

- Students with Disabilities in Grade 4 from 46% meeting/exceeding in SY2009 to 80% meeting/exceeding standards in SY2011.

Grade 5 from 83% meeting/exceeding standards in SY2009 to 90% meeting/exceeding standards in SY2010.

- Students with Disabilities in Grade 5 from 60% meeting/exceeding in SY2009 to 80% meeting/exceeding standards in SY2011.

Specific Academic Areas domains identified as weakest areas:

Grammar and Sentence Construction (Grades 2 and 5) Sentence Construction (Grade 1) Research and Writing Process (Grade 3 and 4)

Math

K- 90% of the Kindergarten students will meet the following GKIDS standards: MKN1c.

Grade 1 increase students meeting grade level expectations from 23% to 75%.

Grade 2 increase students meeting grade level expectations from 8% to 75%.

Grade 3 from 64% meeting/exceeding standards in SY2009 to 76% meeting/exceeding standards in SY2011.

- Students with Disabilities in Grade 3 from 10% meeting/exceeding in SY2009 to 70% meeting/exceeding standards in SY2011.

Grade 4 from 67% meeting/exceeding standards in SY2009 to 76% meeting/exceeding standards in SY2010.

- Students with Disabilities in Grade 4 from 25% meeting/exceeding in SY2009 to 70% meeting/exceeding standards in SY2011.

Grade 5 from 67% meeting/exceeding standards in SY2009 to 76% meeting/exceeding standards in SY2010.

- Students with Disabilities in Grade 5 from 40% meeting/exceeding in SY2009 to 70% meeting/exceeding standards in SY2011.

Specific Academic Areas domains identified as weakest areas:

Measurement (Grades 1, 3 and 5) Data Analysis and Probability (Grade 2) Number and Operations (Grade 4)

Measurable Goals: Improve student achievement as evidenced by local and state assessments by engaging all students in rigorous and relevant task.						
School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
A1 I2	Identified regular education students (4th and 5th grade) will participate in computer-assisted math instruction for 45 minutes daily	Daily 2010-2011	ALEKS (math) labs		ALEKS data CRCT results	Students can describe how they use the components of the ALEKS program Teachers can describe how the ALEKS reports impact instructional decisions
I2	Students will use listening centers in every classroom for center based instruction to improve reading fluency and comprehension	Daily 2010-2011			Lesson plans CRCT results DIBELS data	Teachers can explain how instruction is implemented in the listening centers. Students can explain their learning targets while using listening centers
I2	Direct instruction using leveled texts will be used to enhance reading comprehension and vocabulary acquisition	2010-2011	Reading A-Z books		Lesson Plans Grouping configurations of students DIBELS data DRA data	Walk throughs Teachers can describe the manner that the resources are used Students can discuss learning goals connected to the resources

Measurable Goals:						
Improve student achievement as evidenced by local and state assessments by engaging all students in rigorous and relevant task.						
School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
A2	Mock CRCT will be administered in grades 3-5 (reading, English language arts, and math) during January, 2011	January, 2011			Schedules Assessments for each grade (Gr. 3-5) Assessment results	Observations Collaborative discussions with teachers regarding instructional and remedial plans
A3	Students counted as “Full Academic Year” will be identified and monitored throughout the school year (attendance, academic achievement, sub-group classification)	Oct. 5, 2010	FAY data sheets AYP projections data		FAY data sheets AYP information board	Administrators and leadership team members will be able to share FAY student information to other appropriate stakeholders (Central office personnel, educational consultants, Title I officials, School Council, teachers)
I2 A3	Identified “at risk” students (gr. 4) will participate in computer assisted and small group literacy instruction	2010-2011	Read 180 program		Student work Lesson plans Diagnostic reports	Students can explain how to work in each of the small group centers Teacher can describe the strengths/weaknesses of students’ literacy learning Walk throughs

Measurable Goals:						
Improve student achievement as evidenced by local and state assessments by engaging all students in rigorous and relevant task.						
School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
I2	Math centers will be incorporated into weekly 4th grade math instruction		Center Stage math centers		Lesson Plans Small group assignments	Walk throughs Teachers can describe how the instruction included in the math centers enhances the math curriculum
A2 I2	Daily math fact review will be scheduled and incorporated into mathematics instruction				Lesson Plans Formative assessment results	Walk throughs
SC1 SC2	Students will receive direct instruction in the PBIS discipline plan	2010-2011	PBIS program	Administrators Teachers	Posters Assembly agendas Instructional plans	Interviews- Students Teachers Administration
SC1 SC2	Teachers will reward observed positive behaviors with Mustang Bucks. Students can use to Mustang Bucks to purchase small incentives.	2010-2011	Mustang Money Tickets Small incentives		Schedules for Mustang Market and Mustang Marvels Classroom orders	Administrators can communicate data collected from discipline reports Teachers can discuss implications from teacher data sheets

Measurable Goals:

Improve student achievement as evidenced by local and state assessments by engaging all students in rigorous and relevant task.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
SC1	Student of the Month program will recognize students who display outstanding character/conduct	2010-2011 Monthly	\$1,000 for incentives, SOM bumper stickers, games		Schedule of dates, games, and administrators to play games	Observation of scheduled event Interviews(or survey) of participating students
SC1	Active participation in parental involvement will be rewarded using the “Five Star Family” program. Five Star Family criteria: Join PTO, attend all student conferences, volunteer, help students meet monthly reading and math goals.	2010-2011	Five Star Families Recognition \$1,000-STAR Family awards and celebration		PTO sign-in sheets Teacher data sheets End of Year discipline reports List of 25 recognized families	Observation of parent involvement events Conferences- Parent/Teacher Administrator/Parent Administrator/Teacher

Measurable Goals:

Improve effective teaching strategies used in all classrooms to enhance the learning of all students as measured by achievement on state and local assessments.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
L1	Administrative team will develop a list of instructional non-negotiable expectations, using best practices strategies	August, 2010-end of year, 2011		Administrators Leadership Team Teachers	Non-negotiables documents Minutes-Leadership Team and Grade Level Team meetings Walk through data	Administrators can describe how the non-negotiable best practices are connected to the system and school's goals Teachers can explain how the strategies are implemented in their classroom settings Walk throughs
I2	Direct instruction of writing traits will be implemented on a weekly basis during writing workshop	Weekly 2010-2011	Write Traits resources		Lesson plans Sample student work	Observations during writing instruction Students can demonstrate how they use writing traits in writing

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
I1	Acquisition lesson planning will be implemented by teachers in reading and math instruction, grades K-5	2010-2011			Lesson plans Agendas-grade level professional learning CRCT results	Administrators can share examples of strong characteristics of acquisition lesson planning Teachers can communicate the process of acquisition lesson planning Teachers can elaborate on how acquisition lesson planning improves student achievement
I2	Direct instruction of vocabulary will be implemented for 20 minutes daily, in grades K-5.	Daily 2010-2011	Elements of Reading/Vocabulary		Lesson plans Student workbooks Displays of word CRCT results for Vocabulary and Comprehension domains	Walk throughs Observation of students' use of enriched vocabulary
A1 A3	Data room will be developed and used to facilitate monthly grade level data meetings in order to analyze school, local and state assessments	Monthly 2010-2011			Schedules Agendas Data charts	Teachers can describe the different types of data represented Teachers can describe how the data is used to plan/revise instruction

PL1	Onsite professional development will occur three times during the school year to focus on the GPS math strands of numbers and operations and measurement	September November February 2010-2011	Griffin RESA consultant		Grade level action plan Schedules Agendas Pre-/Post CRCT math data	Interviews of teachers Walk throughs focusing on implementation of newly learned strategies and activities
I1 L3	Teachers will engage in weekly collaborative planning sessions	2010-2011 Weekly			Schedules Meeting agendas Lesson plans	Observation of implementation of a common curriculum Teachers will be able to explain the collaborative process used in his/her teaching situation
I2 PO4	Continued implementation of technology to include audio enhancements, Activ Votes, IPads, and ITouches.	2010-2011	Activ Votes Audio Enhancements IPads ITouches		Lesson Plans	Walk throughs focusing on implementation of new technology.