

MIDDLE RIDGE ELEMENTARY

TITLE I

School Wide Program

Initial Plan 2006-2007

Date of Plan Updates: September 2007

October 2008

November 30, 2009

September 15, 2010

Title I School Improvement Leadership Team Members

<u>Name</u>	<u>Position</u>
Jennifer Allen	5 th grade Teacher
Robin Arocho	Instructional Coach
Nancy Condon	Media Specialist
Rebecca Sizemore	3 rd Grade Teacher
Jude Hansen	3 rd Grade Teacher
Maria Howell	4 th Grade Teacher
Gladys Knepper	ESOL Teacher
Chandra Mitchell	Para Professional
Rhonda Battle	1 st Teacher
Alan Satterfield	Principal
Carrie Scott	1 st Grade Teacher
Krysten Crabtree	Special Ed Teacher
Jennifer Shannon	K Teacher
Corey Stegall	Assistant Principal
Leslie Studdard	Pre-K Teacher
Leslie Styles	Counselor
Amy Thomas	Music Teacher
John Thompson	4 th Grade Teacher
Angela Page	2 nd Grade Teacher

Table of Contents

1. Comprehensive Needs Assessment Plan	Page 4
2. School Reform Strategies that are Scientifically Researched Based	Page 6
3. Instructions by Highly Qualified Staff	Page 9
4. Professional Development for Staff to Enable Children Meet Standards	Page 10
5. Strategies to Increase Parental Involvement	Page 11
6. Plans for Assisting Preschool Children to Transition	Page 12
7. Measures to Include Teachers in Decision Making	Page 12
8. Coordination and Integration of Federal, State and Local Services	Page 13
9. Activities to Ensure that Students Experiencing Difficulty	Page 14
10. Description of How Student Assessment is Provided to Parents	Page 15
11. Provisions for the Collection and Disaggregation of Data	Page 15
12. Provisions to Ensure that Disaggregation is Valid and Reliable	Page 16
13. Provisions for Public Reporting of Data	Page 16
14. Plan Developed During One Year Period	Page 16
15. Plan Developed with Involvement of Community	Page 16
16. Plan Available to LEA, Parents and Public	Page 16
17. Plan Translated for Parents in their Primary Language	Page 17
18. Plan Subject to School Improvement Provisions of Section 116	Page 17

Component # 1: Results of Comprehensive Needs Assessment

Description of Community and School Population

Middle Ridge Elementary opened in 1997 with a predominantly white population of 800 students. Currently, Middle Ridge has a population of 569 students. The current population ethnicity reflects 55.8% Black, 27.5 % White, 9.3% Hispanic, 6.3 % Multi-Racial, and .7 % Asian. Approximately 18% of the current population qualifies for Special Education services ranging from Special Needs Pre-Kindergarten to Severe-Profound Intellectual Disabilities Self Contained programs. In 2009-10 of the total population, more than 85% participated in the federal Free and Reduced lunch programs, with more than 50% of the population served free lunch. The only new staff member at Middle Ridge for the 2010-11 school year is a veteran teacher that was transferred from another school in the Newton County School System. This is the fifth year of needs improvement status with AMO not being met in the area of Reading/Language Arts for our students with disabilities.

Our PTO president is a parent, with the other board offices filled by teacher/parents. The attendance at PTO meetings has increased from year to year with the largest numbers of parents attending on our holiday/family nights.

The Leadership Team reviews and analyzes a variety of performance data annually to determine school-wide needs. Data sets reviewed include: Classroom GAPSS Surveys, CRCT, and AYP Report.

Summary of GAPSS Analysis and Needs Assessment Information:

A voluntary GAPSS walk was conducted in October 2008. Newton County provided a GAPSS survey team of administrators and teacher leaders from the local schools as well as representatives from the Georgia Department of Education. Middle Ridge Faculty was commended for its focus on:

- The implementation of Georgia Performance Standards. Standards are posted in classrooms with teachers and students using the language of the standards during instruction.
- The implementation of Learning Focused Schools Strategies instruction as directed by Newton County.
- Regular use of diagnostic assessments for benchmarks and progress monitoring.
- Building relationships with their at-risk students and families within the community through a Community Outreach Program. Teachers and staff visit a local community with many at-risk students. Homework support and extra school instruction are provided.

Student Performance Data

School level staff, including principal, assistant principal, and the School Improvement Committee, analyzes student performance data for overall strengths and weaknesses. The data is disaggregated to show the differences or gaps in ethnic groups, special and regular education students, ELL students, and economically disadvantaged students. AYP reports were analyzed to determine weaknesses and strengths for grade levels. The following conclusions were drawn from the initial AYP report released in August 2010. The scores in the Final AYP report to be released in October will indicate an increase in Meets/Exceeds for all subgroups.

- White and Multiracial subgroups have highest Meets/Exceeds scores for ELA.
- SWD is weakest area in ELA and in Math.
- All subgroups made AYP, except SWD in Math and ELA. SWD made gains in both areas; however did not make AYP

As the data indicates, SWD will be a focus area for ELA and Math. Math will also be a focus area for all subgroups in all grades. The AMO's for Math and ELA increase by 8% and 6% respectively.

By comparing the 2009 Final AYP report and 2010 initial AYP report the following conclusions were made:

- A 7.2% increase was made in the Meets/Exceeds category of Math for All Students.
- An increase in Meets/Exceeds category was made in every subgroup, except Black. (When the Final Report is released that includes re-test the Black subgroup will show a gain.)
- An 2.6% increase was made in the Meets/Exceeds category of Reading/Language Arts for All Students.

The Student Achievement Data (Attachment 1) was analyzed for strengths and weaknesses. In Reading all grade levels made gains from the 2009 to the 2010 testing. The data indicates SWD as the weakest subgroup in all grade levels for Reading. In Reading 3rd grade showed the largest gain with a 15% gain. Language Arts data indicates a gain in Meets/Exceeds for all grades 2 and 3 from 2009 to 2010. The data indicates that 3rd grade had the largest growth with 11% gains. The Language Arts data did indicate that the SWD subgroup was the weakest area. The Math data indicates a gain from 2009 to 2010 in grades 1st – 4th. Third grade had significant growth with an increase of 11%. Grade 4 had a gain of 8%, grade 2 had a gain of 5%, and grade 1 had a gain of 3%. The data did indicate a decrease in the percentage of Meets/Exceeds in the fifth grade by 1%. The data also indicated that the SWD subgroup is the weakest area in Math. The data indicated a significant drop in percentage of Meets/Exceeds from 2nd to 3rd grade across all subject areas. The data indicated only 10% of SWD in 3rd grade gained Meets/Exceeds.

Focus Walk Data

Focus Walks were conducted four times during the 2008-09 school year using the Newton County Focus Walk form. Similar results were noted from both the Focus Walks and the GAPSS Analysis. Strengths were classrooms that were print rich, Learning Focused Schools strategies were utilized, active and engaged students and teachers, evidence of Georgia

Performance Standards being taught, and functional word walls. Weaknesses noted were use of technology in instruction and differentiation of instruction.

Mission Statement

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

Vision Statement

Middle Ridge Elementary Mustangs: Students of strength, intelligence, and determination.

Beliefs

- Meaningful learning experience.
- Using skills daily.
- Student stability through consistent expectations.
- Together we succeed.
- Authority recognized and respected.
- Nurturing environment.
- Guided by community support and parent involvement.
- Safe, disciplined, organized environment.
- SACS Accreditation Standards Report– Addendum

Component # 2: Reform Strategies

The following strategies have been chosen after review of research as strategies that would help meet our goals in Math, Reading and written expression, as well as increase our use of technology which was noted as a growth area from the GAPSS process. The faculty and staff are committed to locating and utilizing results based practices. We are in corrective action year five and know the urgency of our student needs. The following is a list of current reform strategies being implemented at Middle Ridge Elementary. We believe that these combined strategies form a comprehensive approach to school reform that will benefit all our learners.

- Small Reading group instruction, guided by consistent assessment using DIBELS, DRA, and teacher based assessment, such as running records, for a minimum of one hour daily. K-2 includes 30 minutes of direct phonics instruction, as well. All students have monthly Reading goals to meet.
- Elements of Reading Vocabulary will be used for 20 minutes daily in all classrooms.
- Writing Workshop, one hour daily, consists of a focused mini-lesson, whole group, and independent student writing of choice while the teacher works one-on-one with

individual students. The workshop closes with an author's share time for 10 minutes. Writers Workshop will be enhanced using Write Traits.

- 1.5 hours of Math instruction focuses on problem solving and utilizing hands on materials as often as possible. Morning Math from 7:15 until the 8:00 start bell supplements the daily hour of Math instruction. All students have monthly Math goals to meet.
- Technology brought in to supplement Level 1 and at risk students includes the Active Expressions, Active Votes, ALEKS, Read 180 and Otter Creek.
- Special Education teachers are working towards inclusion as frequently as possible with their students. When inclusion is not possible, the same strategies, with modifications which meet the students' needs, are utilized in the special education classrooms.
- A variety of learning modalities are addressed through our teaching strategies which are geared to meet the learning styles of our at risk populations (Special Education, Black, and English Language Learners).
- EIP and Special area staff members are utilized as safety nets before school and at other times during the day working with students at risk.
- Professional Learning occurs on Tuesdays during planning time and Wednesdays after school, based on staff input of needs aimed at supporting our school improvement goals and strategies.
- Our school wide discipline plan is RESPECT. Grade levels teach students the MRE Essential 5, PBIS, Olweus and what respect means and then set up their rewards and consequences to guide students toward daily respectful behavior allowing instructional time to be maximized.
- Curriculum is based on State Performance Standards.
- Writers' Workshop addresses the need for differentiation with students as well as development of vocabulary.
- Classroom libraries need to be grown so that independent sustained Reading occurs effectively and consistently. Research recommends 500 books in each classroom.
- The Gifted Instructor does a pullout model of service, which has grown our identified population of gifted students.
- Technology for learning has been stressed with the use of Video Streaming, Google Earth, LCD Projectors, Activboards, ActivSlates, ActivExpressions, Dual Pen Software, WRConnect.com and other software that staff has been trained to use this year.
- Interventions used are: Dr. Cupp Readers, SRA, Isucceed Math, Kansas City Writing Strategies, Read 180

Surveys at our school indicate that both students and parents believe our discipline needs to be more effective so that behavior does not interfere with learning in the classroom. The Reflection Zone (commonly called opportunity room) personnel is funded for 6 hours daily. This gives administration a resource to keep our students in school, yet not allow them to disrupt regular classroom learning. This also allows the student to remain in school continuing with academic instruction in a more restrictive setting than the normal classroom setting.

Our physical site is supportive of our student population size. GAPSS analysis noted our Physical Plant as Fully Operational and up to date. Our building and grounds are healthy and safe for all occupants. Procedures are effectively followed for the safe operation of our school. According to state regulations, all necessary safety drills are performed. In the 2009-10 school

year installation of Activ Boards was completed for all classrooms, except PreK, Music, Art, and PE. Each teacher has a minimum of one computer in the classroom along with access to a mini computer lab of 10 computers and laptop cart of 15 laptops. We also have a computer lab (30 computer stations), which is a part of our music, art, and physical education rotation. For 2010-2011 a new lap top computer lab to use ALEKS was installed (20 computer stations). This rotation allows all but our pre-kindergarten students to receive instruction in areas of intelligence recognized by Howard Gardner and others to be important in meeting the needs of the whole child.

Research References

Research to meet instructional needs:

Mike Schmoker: Results Now

Robert J. Marzano: Building Academic Vocabulary and Classroom Instruction that Works

Research to meet English Language Arts needs; specifically written expression and vocabulary development:

Lucy Caulkins: The Art of Teaching Writing and the Writing Workshop

Ralph Fletcher: Writing Workshop: The Essential Guide

William E. Nagy: Teaching Vocabulary to Improve Reading Comprehension

Donald Graves: A Fresh Look at Writing

Research to meet Reading Comprehension needs:

Stephen G. Barkley: Quality Teaching in a Culture of Coaching

Gayle H. Gregory and Carolyn Chapman: Differentiated Instructional Strategies; One Size Doesn't Fit All

Irene C. Fountas and Gay Su Pinnell: Guided Reading; Good First Teaching for All Children

ASCD : The Common Sense of Differentiation; Meeting Specific Learner Needs in the Regular Classroom

Research to meet Math needs:

Wendy Miller: STAND OUT MATH

Marilyn Burns: About Teaching Mathematics, a K-8 Collection and 50 Problem Solving Lessons: The Best from 10 years of Math Solutions

Component # 3: Instruction by Highly Qualified Teachers.

Middle Ridge Elementary has 52 certified staff members: two administrators, one counselor, a school psychologist, a music teacher, an art teacher, a physical education teacher, a media specialist, an ELL teacher, a speech and language pathologist, two interrelated resource teachers, five self-contained special education teachers, two special needs Pre-K teachers, five full time Early Intervention Program (EIP)/Title I teachers, a gifted teacher, two regular Pre-K teachers, and 26 regular classroom teachers. Currently, we have two teachers that do not meet highly qualified status according to NCLB regulations. Both teachers have a remediation plan in place and are on pace to becoming highly qualified by the Spring of 2011. Our staff is trained with the Georgia Teacher Evaluation and Observation Instrument. This cements duties and responsibilities in their mind, as well as provides feedback during observations leading to a final evaluation during March. The county directed Focus Walk form is used as a basis for Focus Walks in our building. This gives all staff feedback on our daily progress toward accomplishing our School Improvement Plan.

The Newton County School System monitors the HiQ assignment of all teachers considering student demographic information for each school. It is the intention of the school system to provide students with highly qualified teachers at each site and ensure that there is an equitable distribution of teachers. At the time of hire, each principal completes a remediation plan for teachers who are considered “Not Highly Qualified”. Teachers with a remediation plan are required to provide information relative to their progress toward becoming Highly Qualified. A component of the plan requires the principal and teachers with a remediation plan to meet three times during the course of the school year to monitor teacher progress toward attainment of HiQ status. Teachers are reimbursed using Title II A funds when they pass the appropriate GACE; additionally, teachers who are seeking certification in critical areas and participate in the Georgia TAPP program receive one half of their TAPP tuition throughout the TAPP-until completion of the program; finally, teachers participate in a variety of professional learning activities to assist in attainment of “Highly Qualified” status.

Description of Strategies Used to Ensure the Recruitment and Retention of High Quality, Highly Qualified Teachers/Staff.

The mission of Newton County School System is to provide educational excellence for all students. To accomplish this mission, one of the performance goals stated in the system’s improvement plan is to recruit, employ, and retain highly qualified employees. National research related to teacher retention finds that 20 to 30 percent of teachers leave the profession in the first 5 years. There is additional evidence that the acquisition of skills and knowledge gained with experience enable teachers to become more effective in the classroom setting. With improved effectiveness, student instruction and achievement is positively impacted.

To this end, the Building Excellence and Support for Teachers (BEST) program was designed by Newton County teachers and administrators to address the induction, retention, and professional development of highly qualified teachers. The BEST program provides new to the profession and teachers new to Newton County with support, mentoring, and professional development. This year at Middle Ridge, we are using the BEST program to mentor nine new teachers. Additional support comes from our academic coach in modeling Best Practices in teaching and

instructional strategies. Administration gives feedback via quick classroom walkthroughs, observations with formal written feedback as well as informal notes and email comments. School focus walks provide feedback to all staff, as well as new teachers. Administration has also developed an in-house system to monitor teacher certification and highly qualified status.

To gain parental support for all teachers, Middle Ridge has yearlong WOW themes. This year's WOW theme is Global Learning. New teachers were greeted this year with a production from a group of teacher leaders, and administration. We have continued last year's WOW theme of Global Learning. Each grade level is assigned a continent to explore and connect to students throughout the year.

More parental support is gained through setting clear expectations from administration and reiterated in the staff handbook. Some of these expectations are:

- A school – home compact. The compact outlines mutual responsibilities of parents, teachers, and students for the education of students. The compact can be found in student agendas.
- “Five Star Family” Program implemented by PTO and staff, in which students and their families are rewarded and encouraged to attend PTO school functions.
- Monthly Title 1 parent workshops are held.

Component # 4: Staff Development. Description of High Quality, Ongoing Professional Development Activities for Teachers, Principals, Paraprofessionals, Other Staff, Parents, and Others (Include Use of Results of Annual Professional Development Survey)

Professional learning is ongoing throughout the school year for all staff during Tuesday planning times and Wednesday after school sessions. Training is based on student achievement data, staff survey of needs, research based best practices and state recommendations. Professional Learning was developed based on current research to compliment the needs of our data. Middle Ridge will be served by the Newton County Special Education Instructional Coach and the Newton County Federal Programs Instructional Coach.

During the summer of 2010 all teachers attended a two day training conducted by a Learning Focused Schools trainer focusing on Acquisition Lesson Planning. The Professional Learning focus from the Academic Coach this year will be focused on Writing, Vocabulary, and Reading. Mathematics support will be given from Griffin RESA. Three times during the school year Griffin RESA will conduct in house Professional Learning sessions. The sessions will be two hours per grade level and will focus on Number and Operations.

Staff experts on various content needs are utilized to lead staff development along with administration and outside trainers, when necessary. Elementary Leadership meets monthly with our county level directors to keep informed of current information. Our Griffin Regional Educational Support Association offers training and support by coming to our school as well as offering courses at their site for staff. Title I staff hold monthly meetings for Title I parents to offer support information about literacy, Math, and test taking skills. Our school team, consisting of administration and an instructional coach participated in the Georgia Leadership in

School Improvement Institute (GLISI) beginning February, 2007. In the summer of 2009, a group of teachers spent a weekend visiting the Ron Clark Academy to gain ideas on how to foster parent support and to learn strategies that could be used to encourage student engagement. Our school wide Title I status affords an academic coach for the staff. The coach provides continuous ongoing professional development in the form of model teaching training as well as professional learning throughout the school year. The counselor and media specialist meet with their counterparts at monthly county wide meetings for professional growth and networking. While we have had some training for our paraprofessionals at the school level, more emphasis needs to be given to training this group in strategies for small group instruction in Reading, written expression and Math.

Component # 5: Strategies to Increase Parental and Community Involvement.

Description of Strategies to Increase Parental Involvement (Include Policy, and Parent-School Compact). The following strategies have been used to increase parental involvement and awareness at Middle Ridge:

Middle Ridge Elementary School faculty and staff take seriously its obligation to involve parents and the community in educating students. In light of this, the school has established a parent involvement policy (see Attachment). The policy assures parents that their feedback will be sought on the school's performance and lists specific ways in which parent will be involved. A school-home compact is also used to enlist parents' support in getting students to meet grade level expectations (see copy of compact in Attachment). The compact is reviewed and discussed at initial conferences and meetings at the beginning of the school year. Signed copies of the compact are referenced repeatedly throughout the school year as appropriate. Parent involvement activities that are on-going at Middle Ridge Elementary include:

- PTO nights are held every month. Every other month these meetings are termed family nights in an effort just to get families in the habit of coming to the school for a night activity. The other meetings connect to curriculum in some way to highlight student performance and academics.
- The PTO is sponsoring a 5 Star Family award this year. Parents who meet the stipulations of the 5 Star Family contract will be recognized with their child at the Honor's Day Celebration at the end of the year. We are seeking community support for other awards or prizes to be given to our 5 Star Families. To date, it appears that approximately 50 families may earn the 5 Star Distinctions this school year.
- Teachers are encouraged to invite parents to volunteer in their classrooms. A record of parent visitation to the school is being kept to baseline our parents in the building during this current school year.
- Parents are encouraged to visit their student's class by giving the teacher a 24 hour notice as to when they would like to come in and volunteer or observe.
- Parent workshop, sponsored by the school in cooperation with the district wide Title I Parent Involvement Coordinator, are held regularly.
- Title I meetings are scheduled for parents to receive quarterly updates.

- Annual parent surveys are conducted and the results are used to address identified concerns.
- Communications occur through: student agenda planners, school newsletter, teachers' correspondence, school marquis, and school website.
- Weekly Thursday folders are sent home to provide parents with important information concerning their child's performance.
- PTO Board meetings are held quarterly.
- Parent participation with teachers and business representatives on the School Council meets four times a year.
- An Open House is held at the beginning of the school year to orient parents to grade level expectations.
- Parent conferences are scheduled throughout the school year.
- Parent workshop to review summer strategies to use and the book Summer Counts. Books were for grades 3-5.

Component #6: Transition Assistance Activities for Students (e.g. preschool, middle school, etc.).

We have three Pre-Kindergarten classes at Middle Ridge Elementary, one is regular, one is inclusion and the other is special needs. Our Pre-Kindergarten teachers are included in all professional learning activities as well as attending training geared toward their young learners.

Registration for Pre-Kindergarten is advertised via the school marquis, flyers, newspaper, Covington Cable and school newsletter. Families of children served in the Babies Can't Wait Early Intervention Program participate in transition planning meetings that are coordinated by that agency. Registration at Kindergarten Roundup provides an activity bag with demonstrations for parents on how to use the activities to as they help their child become prepared for Kindergarten in the fall. Our 5th grade students go to their prospective middle school for a visit, shadowing the sixth grade students. Parents are given written information as well as an orientation session at the middle school.

In the month of May all students will participate in a Step Up day. On Step Up day students will spend half a school day in the next grade level. Every student will be placed with a teacher and experience the daily routine of that grade level. This day will provide the students an opportunity to gain an understanding of the expectations for that next grade level. This will also lessen the anxiety level of students being promoted to the next grade level.

Component #7: Measures to Include Teachers in the Decisions Regarding Use of Academic Assessments

Our county curriculum directors require that DIBELS, Mclass Math, STEEP Math Focal Points, the Online Assessment Service (OAS), and state wide writing assessment requirements be followed. At Middle Ridge, administration and teachers have agreed upon also using the Developmental Reading Assessment (DRA) for finding students' reading and comprehension levels. Teachers give formative benchmark assessments three times a year. At the beginning of the year, teams meet with administration to review the benchmark data and determine strategies

which become our school improvement plan at the class, grade and school levels. In January, the same assessments are taken and compared to beginning of the year data to measure gains and look for students who need more intensive intervention and safety nets. At the end of the school year, the data is gathered once again, along with the Georgia CRCT performance reports and 3rd and 5th grade state wide writing assessments. During the Summer Leadership Workshop all CRCT data is disseminated and root cause is done in analyzing the data. The purposes are to assess our student achievement and analyze the effectiveness of strategies used to plan our school improvement goals for the upcoming school year. Once a month grade levels will meet with administration to focus on data that has been collected and how it is been used to drive instruction.

At the beginning of the year faculty is divided up into focus teams. Each team focuses on specific areas of need: Math, Literacy, Science/Social Studies, School Climate, and Student Achievement/Behavior. These focus teams meet monthly to receive professional learning in their content areas, review data relevant to the content areas and develop plans of how weaknesses will be addressed. The teams make recommendations to the Leadership Team.

Component # 8: Description of How Federal, State, and Local Programs are Coordinated and Integrated to Support Student Learning (Include programs supported under NCLB violence prevention programs, nutrition, housing, adult education, Head Start, vocational technical education, and job training)

Early intervention of student learning is supported by the funding of two Pre-Kindergarten programs at Middle Ridge. The students are selected through a lottery process for this program and may or may not be students who continue their education at Middle Ridge after completing Pre-Kindergarten.

Federal funding of special education programs supports the following classes at Middle Ridge Elementary:

- 1 SID/PID classroom
- 1 MOID classroom
- 2 SC-IRR classrooms
- 1 SNPK classrooms
- 1 Inclusive SNPK classroom
- 1 Gifted Teacher
- 13 Paraprofessionals to support the special education program numbers.

One full-time EIP teachers are funded by non special education students scoring at Level 1 on Georgia CRCT. They support these Level 1 students by pushing into as well as pulling students out of classrooms during Language Arts and Math to reduce pupil teacher ratio. During the 2010-2011 school year we are using two EIP teachers to lower class size in the 4th and 5th grade by opening homerooms. One dual certified EIP teacher is used to support Special Education segments.

Two Title I teachers are funded by the 85% free and reduced lunch students. These teachers push into the classrooms to support Language Arts and Math, as well as model of Best Practices for other staff members and lead in professional learning in our school.

Twenty –day monies are used for extended instructional services offered to students at or just above Level 1 performance on the Georgia CRCT.

Students electing to take advantage of supplemental services, as a result of our school being in needs improvement year 3, are provided through our county Title I office. These services are delivered through other providers at their local sites or in our student homes.

K-8 funds are utilized to support the Language Arts and Math needs of our classroom learners through program materials and professional learning opportunities.

School Improvement monies are being utilized in the following ways:

- A new program to teach math facts interactively with our students.
- Books and storage of the books for classroom libraries.
- Leveled readers for the teaching of Reading to students who are not showing gains utilizing the basal reader.
- A computer based program to support reading for students identified in fourth grade as bubble students.
- A supplemental reading program for students in 3, 4, and 5th whose scores indicate they are still reading significantly below level.
- Professional learning of all staff.
- A new vocabulary program, Elements of Reading, to build vocabulary, background knowledge, and support reading comprehension.
- Mentor texts suggested by Ga Frameworks for all classrooms.
- Class sets of novels to support novel studies and standards.
- Site licenses for Thedailycafe.com to support Professional Learning for staff in Literacy.
- Site license and weekly issues of Weekly Readers. The site supports multimedia use in technology and reading comprehension.

Component # 9: Description of Activities Used to Ensure that Students Not Mastering Proficient or Advanced Levels of Academic Achievement Standards are Provided Effective, Timely Assistance

The workshop method of content delivery in Language Arts and Math affords prescriptive, differentiated teaching. After a focused whole group lesson lasting approximately 15 minutes, teachers begin working with students in small skill based groups or one-on-one to assure maximum instruction aimed at achieving academic gains. Students who need more time and practice, as reflected on their Georgia CRCT performance, are offered after school tutoring, supplemental services, and extended instructional services. Parents of these students are invited periodically for informative workshops meant to support their knowledge of what is expected of their children daily and how they can support the learning of their children.

Middle Ridge has 10 ALEKS licenses that offer support in Math to Students with Disabilities and 40 ALEKS licenses that offer support to 4th and 5th grade bubble students.

Middle Ridge has 1 gifted teacher affording support for our Level 3 students (exceeds standards) She collaborates with all teachers for enrichment strategies and provides guidance to teachers on the identification of gifted students. She is using the Pull Out model with the Gifted classes. Each day she has a different grade level for the entire day. Her focus is on the Curriculum Units developed by the Newton County School System gifted teachers. She affords the regular teacher a smaller group of students to work on intervention as she continues on acceleration with the other students. The number of students qualifying for the gifted program at Middle Ridge is now at 45, with over 10 students to be tested.

In an effort to provide additional support to our key subgroups, teachers in support and special areas such as art, music, and physical education are used as interventionists. They give consistent and structured tutoring to support classroom instruction during, before, and after school times. As we address issues of school climate, we believe that classrooms will become more conducive to student learning and achievement.

Parent conferences are held twice a year, once in September and once in February, on a school wide basis. The parent conferences are held to address student achievement, benchmarking, progress monitoring, student behavior and expectations. Parent conferences are also held throughout the year to address needs and concerns as they arise. Workshops are conducted throughout the year for parents that focus on how they can provide support at home. The workshops are designed to focus on Math, Literacy, Science, and School Expectations. During the workshops the parents work through a lesson to provide the parent with an example of what is expected at their child's grade level. Exemplary work is also showcased. School Messenger, our school website, fliers and the school marquee are used to communicate with parents the many opportunities that are provided for them.

Component #10: Using and Publishing Disaggregated Student and School Assessment Data

The Newton County School System requires all schools to administer state-mandated criterion referenced and norm referenced tests consistent with the A Plus Education Act of 2001 and the federal No Child Left Behind Act of 2002. Using information prepared by the Georgia Department of Education, the system's testing coordinator issues instructions for testing and establishes quality assurances that guarantee parents and the public that results are reliable. Our school administers the state developed and validated Criterion Referenced Competency Tests and the nationally normed Iowa Tests of Basic Skills. Copies of individual students' performance on these tests are provided to parents upon receiving results from Riverside Testing Company. Disaggregated reports on the performance of all major student groups are published on the school's website, and are disseminated to local newspapers by the County Office. Our school adheres to all assessment and disaggregation guidelines specified in the System's

Consolidated Federal Application, which is updated at least annually and filed with the Georgia Department of Education. A data room will be developed to centrally locate all data.

Component #11: Provisions for Collection and Disaggregation of Data on Achievement and Assessment Results of Students.

Student needs are formally assessed using results of state-mandated testing with the GKIDS, ITBS, CRCTs, GA Writing Assessments (3rd, 5th grades); Results of these tests come from the state in the fall and late spring of each year. School level staff, including principal, assistant principals, classroom teachers (regular and supplemental –Title I, EIP, Special Education, & Gifted), and members of the Middle Ridge Elementary School Improvement Leadership Committee analyze student performance data for overall strengths and weaknesses. Academic data is disaggregated and examined by student sub groups, gender, subject, and grade levels to make both external and internal comparisons.

Each teacher is involved in data-analysis. The data is used to develop part of the School Improvement Action Plans that address academic needs for each grade level. The administrative staff, with help from classroom teachers, pulls individual test data for each student in developing classroom assignments. Every grade level teacher is required to maintain a data sheet for the students in their homeroom. The data sheets tracks all diagnostic measures, and mock CRCT testing information. Each teacher meets with the Principal monthly to review the data and progress.

In addition to state mandated testing Middle Ridge also uses a number of diagnostic tools mentioned earlier to include: DIBELS, STAR, OAS, STEEP and mClass. These scores are used to help focus instruction for teachers and EIP support.

Component #12: Assessment results are valid and reliable.

All state mandated assessments are considered to be valid and reliable from GaDOE. State rule 160-7-01 Single Statewide Accountability System states “The purpose of the Single Statewide Accountability System includes, but it 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”. Further, the principal and school personnel are provided an opportunity to review preliminary results of AYP Reports that contain assessment results to ensure that they are accurate.

Component #13: Provisions for Publicly Reporting of Disaggregated Data

Disaggregated reports on the performance of all major student groups are published on the school’s website and released to several local newspapers as well as maintained at the school in data notebooks.

Component #14: Period of Development of Title I Plan

Middle Ridges' initial Title I Schoolwide Plan was developed over a one-year period with support from a technical assistance provider who is external to the school and district. The Title I Plan is reviewed and updated annually during the school improvement planning process.

Component #15: Involvement of Stakeholders in Development of Title I Plan

A Title I School Improvement Committee comprised of diverse representation of the school community developed the initial Title I plan. Those involved included: teachers from each program area and grade level, administrators, instructional coach, parent representative, community representative, Georgia Department of Education representative, and central office personnel. Final approval of the plan involved all certified staff. The Local School Council and PTO representatives discussed, reviewed and approved the contents of the plan.

Component #16: Availability of Title I Plan

A copy of the school's Title I Plan is available in the school's media center and the principal's office for review by parents and members of the community. Additional copies are filed with the district's Office of Federal Programs. Any parent or community member desiring a copy of the plan may make a request for a copy through the principal.

Component #17: Translation of Plan

Families whose primary language is other than English may utilize the District level translation services to receive relevant Title I information translated into their primary language. Families who need information translated to Spanish may receive that translation by the ESOL teacher at Middle Ridge Elementary.

Component #18: School Improvement Provisions of Section 1116 of NCLB Act of 2001

The School wide Title I Plan for Middle Ridge Elementary school is subject to the School Improvement Provisions of Section 1116 of NCLB Act of 2001. Each year the Middle Ridge Elementary School Improvement Team, composed of grade level teachers and administrators, meet to develop the school improvement plan. School data is studied for a review of strengths and weaknesses. School wide action plans are developed. Grade level leaders also meet with all teachers to address specific grade level domain concerns that come out of the annual review of data. Action plans are developed to address school-wide weaknesses in the core subjects as reflected by performance on subtest or domains by student subgroups. Each component of the School-wide Title I Plan is reviewed and updated annually in conjunction with the Leadership Team's deliberations on school improvement. The school's comprehensive school improvement plan is the same as the Title I Plan and consists of three major parts: School Profile, School Action Plans, and the 18 Components of a Title I Plan. Currently, the School Improvement Team has developed a Corrective Action Plan that is a part of the comprehensive school improvement plan.

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 %
Free / Reduced Lunch			532	81%	541	79%	494	76%	437	73%	580	68%
Special Education			153	23%	160	23%	158	25%	131	22%	176	21%
ESOL			51	8%	47	6.9%	59	09%	43	07%	0	0%
Gifted Education			46	7%	51	7.5%	30	05%	20	03%	34	4%

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	6.7%	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
Grade 1	86%	92%	79%	73%	79%
Grade 2	91%	87%	83%	68%	78%
Grade 3	85%	70%	59%	77%	71%
Grade 4	73%	78%	70%	69%	77%
Grade 5	79%	82%	67%	85%	63%

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%	77%

Language Arts:	
----------------	--

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

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%)

Science:			
-----------------	--	--	--

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%		--

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%)

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
Did Not Meet Standards	52%	40%	39%	Stage 1: The Emerging Writer	0%	0%
Met Standards	48%	60%	57%	Stage 2: The Developing Writer	0%	3.16%
Exceeds Standards		0%	4%	Stage 3: The Focusing Writer	11.29%	8.42%
				Stage 4: The Experimenting Writer	37.10%	49.47%
				Stage 5: The Engaging Writer	35.48%	31.58%
				Stage 6: The Extending Writer	16.13%	7.37%

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%

TITLE 1 PARENT INVOLVEMENT POLICY

**MIDDLE RIDGE ELEMENTARY SCHOOL
2010-2011**

Middle Ridge Elementary School faculty and staff take seriously its obligation to involve parents and the community in educating students. In light of this, the school has established a parent involvement policy. The policy assures parents that their feedback will be sought on the school's performance and lists specific ways in which parents will be involved. A school-home compact is also used to enlist parents' support in encouraging students to meet grade level expectations. The compact is reviewed and discussed at conferences and meetings at the beginning of the school year. Signed copies of the compact are referenced repeatedly throughout the school year as appropriate. Parent involvement activities that are on-going at Middle Ridge Elementary include:

- PTO nights are held every month. Every other month these meetings are termed "Family Nights" are held in an effort to develop habits with families of attending to the school activities. The other meetings connect to curriculum to highlight student performance and academics.
- The PTO is sponsoring a 5 Star Family award this year. Parents who meet the stipulations of the 5 Star Family contract will be recognized with their child at the Honor's Day Celebration at the end of the year. We are seeking community support for other awards or prizes to be given to our 5 Star Families. To date, it appears that approximately 50 families may earn the 5 Star Distinctions this school year.
- Teachers are encouraged to invite parents to volunteer in their classrooms. A record of parent visitation to the school is being kept to baseline our parents in the building during this current school year.
- Parents are encouraged to visit their student's class by giving the teacher a 24 hour notice as to when they would like and volunteer or observe.
- Parent workshops, sponsored by the school in cooperation with the district wide Title I Parent Involvement Coordinator, are held regularly.
- Title I meetings are scheduled for parents to receive quarterly updates.
- Annual parent surveys are conducted and the results are used to address identified concerns.
- Communications occur through: student agenda planners, school newsletter, teachers' correspondence, school marquis, and school website.
- Weekly Thursday folders are sent home to provide parents with important information concerning their child's performance.
- PTO Board meetings are held quarterly.
- An Open House is held at the beginning of the school year to orient parents of grade level expectations.
- Parent conferences are scheduled throughout the school year.

Middle Ridge Elementary School
HOME/SCHOOL COMPACT (Revised on 4/13/10)

As the **Principal** of Middle Ridge Elementary I agree to:

- Provide the environment which fosters open communication.
- Provide a safe and orderly environment conducive to learning.
- Support the teachers in providing standards based instruction.
- Encourage students, their families and staff to keep this pledge.

Robert A. Satterfield
Principal's signature

August 16, 2010
Date

As the **Classroom Teacher** of Middle Ridge Elementary School I will:

- Be present and prepared for a fresh start each day.
- Establish a community of learners in a standards based classroom environment.
- Exceed high standards of academic performance and social skills for myself, students and parents.
- Communicate consistently through agendas, Thursday Folders, and other means as needed.
- Involve parents in the activities of the classroom as well as the school.

Teachers signature

Date

As the **Parent/Guardian** of Middle Ridge Elementary School I will:

- Have my child present, on time, and dressed in the school uniform ready for daily learning.
- Check the agenda nightly and Thursday folders weekly.
- Attend all conferences, review homework and keep the school notified of current contact information.
- Expect and reinforce best behavior choices for my child.
- Help my child meet his/her monthly academic goals.

Parent/ Guardian's signature

Date

As the **Student** of Middle Ridge Elementary School I will:

- Attend school daily, on time and dressed in school uniform 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.
- Believe that I can learn and do my work at school and at home.
- Meet my monthly academic goals.

Student's signature

Date:

