

**Westside Elementary School
Title I Plan
2011**

September 2, 2011



Comprehensive Needs Assessment

Student Achievement

The mission of Westside Elementary is to produce high achieving students. The vision of Westside: “We focus on building positive relationships in a caring and nurturing environment in order to create successful Life Long Learners.” We are a diverse community striving to meet the needs of all learners. We identify the learning needs of our students and adjust our instruction to meet the needs of all students. Houston County Literacy Inventories, benchmarks, formative assessments, common assessments, Houston County Instructional Assessments, and CRCT data is examined by administrators and teachers to identify the weaknesses and strengths of individual students to guide the school improvement plan.

Improving student achievement is one of the main goals at Westside Elementary. We strive to meet the academic, social, behavioral and emotional needs of all students. We use student data and best practices to drive our instruction. According to our school data, students perform lower than the state and system in all areas. However, with the use of highly qualified teachers, researched based curriculum and interventions we will work toward improving student achievement for all students. The data below indicates our scores and 2012 targets.

Reading CRCT Scores 2007-2011

	2007	2008	2009	2010	2011	Target
1 st	86%	90%	89%	94%	NA	NA
2 nd	88%	83%	82%	87%	NA	NA
3 rd	78%	75%	88%	81%	82 %	88%
4 th	75%	72%	85%	82%	74 %	88%
5 th	65%	83%	75%	89%	83 %	88%

The number of students meeting and exceeding on the reading portion of the CRCT in 3rd, 4th and 5th grade did not meet 2010 targets. Grade level targets for reading scores are to increase in 2012 to align with the AMO.

Math CRCT Scores 2007-2011

	2007	2008	2009	2010	2011	Target
1 st	82%	89%	90%	75%	NA	NA
2 nd	69%	70%	76%	76%	NA	NA
3 rd	90%	60%	56%	71%	62%	85%
4 th	69%	52%	63%	68%	63%	85%
5 th	73%	69%	81%	81%	72%	85%

The number of students meeting and exceeding on the reading portion of the CRCT in 3rd, 4th and 5th grade did not meet 2010 targets. Grade level targets for reading scores are to increase in 2012 to align with the AMO.

In 2011, Westside Elementary’s third through fifth grade students performed below both state and system standards on the CRCT test for students who meet and exceed in reading and math.

Westside Reading CRCT scores 2011

	Westside	Houston County	Georgia
3 rd	82%	93%	91%
4 th	74%	91%	88%

5 th	83%	94%	91%
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Westside Math CRCT scores 2011

	Westside	Houston County	Georgia
3 rd	62%	88%	81%
4 th	63%	86%	81%
5 th	72%	93%	87%

Fifth grade students have improved their writing scores on the Georgia Fifth Grade Writing Test. Westside students showed the most gains of any school in Houston County on the 2008 Writing Test by increasing the number of students who exceed and meet by 27%. In 2011, Westside 5th grade students had a 13% gain from the 2010 results. Scores were above state percentages but below county results.

5th Grade Writing Scores 2007-2011

	Westside	Houston County	Georgia
2007	45%	76%	70%
2008	72%	85%	77%
2009	74%	86%	78%
2010	73%	86%	73%
2011	86%	91%	79%

During the spring of 2011, Houston County first and second grade students took instructional assessments in the areas of reading and math. Westside’s first and second graders scored 77% in reading. First grade students scored 76% in math and second grader scored 69%. The target goal is set for 88% for reading and 85% for math for 2012.

Westside Elementary has an existing school improvement plan. The school improvement plan addresses past performances of all students, as well as student sub-populations that performed below standard on both the CRCT and the Georgia Writing Assessment. The school improvement plan includes strategies to improve student achievement.

Through the continued use of researched based curriculum, additional support staff, intervention programs and a highly qualified staff, Westside Elementary will increase student achievement for all students. Title I funds support our efforts by funding support staff, interventions, technology, professional learning and instructional supplies.

School Support Staff

The diverse population at Westside Elementary consists of a growing group of students with limited English proficiency. We are allotted a full time certified English Speakers of Other Languages (ESOL) teacher to assist students, teachers and parents. Identified students receive support through the “push in” model in the classroom. The ESOL teacher goes into classrooms to assist ESOL students and classroom teachers with strategies and techniques to learn academic standards as addressed through the Georgia Performance Standards (GPS). Using the World-Class Instructional Design and Assessment (WIDA) standards the ESOL teacher guides students in the mastery of the English language.

The school utilizes an Early Intervention Program (EIP) in both reading and mathematics. EIP is funded through both state and local funds. Our school uses the “pull out” model for EIP. Westside Elementary has the support of one reading and one math EIP teacher. The system reading and math coaches support the EIP teachers. EIP teachers in both reading and math serve students performing below grade level in kindergarten through fifth grades. Classroom teachers conduct the daily mini lesson before students attend their EIP reading and/or math session. EIP teachers reduce the teacher/student ratio while providing EIP services. Both EIP and host teachers collaborate to plan and develop appropriate strategies for meeting students’ needs and coordinate the instructional program for all students with consideration given to the individual needs of EIP students. EIP reading and math teachers conduct informal and formal assessments to determine students’ strengths and weaknesses. Students who scored below 800 on the reading and/or the math portion of the previous CRCT or 1st and 2nd grade Instructional Assessment automatically qualify for EIP services. An instructional paraprofessional assists students during the EIP reading or math session as needed.

An instructional coach assists teachers and provides professional learning sessions with instructional strategies, techniques and practices to reinforce student learning. The instructional coach also teaches additional remediation sessions for students who are struggling with basic reading and math skills.

Students with disabilities are mainstreamed into the regular education classroom. Our two special education teachers plan instruction according to students’ Individual Education Plan (IEP). Special education teachers work with classroom teachers on modifications and strategies to support students with disabilities. Special education teachers use the collaboration model as well as the “pull out” model according to the needs of students. These teachers are trained in and use the workshop model of teaching reading, writing and math. An instructional paraprofessional is used in the kindergarten through fifth grade special education classes as needed.

Gifted students attend Fostering, Originality, Creativity, Unique Ideas Self-Direction (FOCUS) sessions one day a week with a certified gifted teacher. Students are enriched and encouraged to reach their greatest potential. The FOCUS teacher assists classroom teachers with strategies for the gifted students.

Our system literacy and math coaches are vital to our language arts and math programs. They assist teachers by modeling lessons, guiding planning sessions and providing professional learning. The coaches work with teachers on how to teach reading, writing and math strategies. They observe in classrooms, provide feedback on strengthening both the language arts and math programs and keep our school on top of the best language arts and math practices. Literacy coaches have provided training on running records, conferencing, reading and writing strategies and other techniques to improve reading and writing workshops. The system math coach assists teachers with math strategies, demonstrate model lessons and conducts professional learning sessions to improve the math workshop. The math coach is assisting with setting up a standards based math model classroom in third grade.

An Intervention Counselor coordinates with our counselor to provide guidance to students who are struggling emotionally, socially, behaviorally, or academically. Counselors hold small group sessions and meet with students on an individual basis to address student’s needs. Conflict resolution strategies and anti-bullying programs for third, fourth and fifth grades are taught in classroom settings by the school counselors. Our counselors collaborate with local agencies including Hodac, the Phoenix Center, Department of Family and Children’s Services (DEFACS) and foster care.

Interventions

Westside Elementary follows the Georgia Student Achievement Pyramid of Intervention as part of the Response to Intervention (RTI) process, which assists students who are struggling behaviorally and academically. At Tier One we currently are serving 75% of our students. At this tier students are engaged in standards based classrooms. As teachers identify specific student needs, interventions are introduced at the classroom level. Students can then be moved to Tier Two. At Tier Two, 5% of our students receive more individualized interventions and tracking in their classrooms and in EIP reading and/or math sessions. At Tier Three, students are considered part of the Student Support Team (SST) process and not only receive interventions in the classroom, but also receive more assistance from a team of support staff and teachers. The Peer Assisted Learning Strategies, (PALS), have been implemented as reading and math strategies for Tier 3 students.

Wildcat Time, remediation/enrichment time, will be conducted each morning to increase student achievement. Grade levels will review data to determine students' strengths and weaknesses in math and reading areas. Grade levels will plan weekly lessons, assessments and strategy groups to meet student needs. Students will be assessed at the end of the week to determine if students have meet standards. Teachers will plan additional remediation sessions for students who are still struggling. Support staff will utilize this time to instruct Tier 3 student interventions.

Learning Through Sports, Kid's College computer program, is purchased with Title 1 funds. This program is an online tool for practicing math and literacy skills that are aligned with Georgia Performance Standards (GPS). It allows students to work at their ability level on reading and math concepts. This program helps students prepare for the CRCT, while engaging them to learn using interactive sports games. Students are able to assess this program at home as well.

Big Brothers/Big Sisters mentors are paired with students who have social, emotional, behavioral and academic needs. Trained mentors support students on a weekly basis with basic reading or math skills and also serve as role models for our students.

To support different learning modalities teachers use Promethean Boards for the visual learners, small group settings and class discussions for auditory learners, hands-on manipulatives and workstations or centers for kinesthetic learners. All students are provided access to instructional technology to promote learning with the use of the computers in the computer lab and in the classroom.

A Boys II Men program will meet with fourth and fifth grade boys. The participants will attend weekly sessions on character building, peer pressure, making decisions and bullying. The group will also provide positive role models for students.

Curriculum and Instruction

Westside Elementary ensures that the curriculum used for language arts, math, science, social studies and character education is aligned throughout all grade levels. Westside uses the GPS as the instructional foundation and follows Houston County School curriculum maps and pacing guides for each subject. Teachers are required to follow the system curriculum maps and pacing guides. These documents are easily accessible to teachers via the SharePoint portal. They have been designed by a system-wide vertical team to ensure both vertical and horizontal alignment. In addition to the resources provided to all teachers in the Houston County School System, Westside Elementary teachers have weekly grade level meetings with the API, system math and

literacy coach. These meetings are used to discuss concerns, strengths and weaknesses in language arts, math, Science and Social Studies.

At Westside Elementary, we use a researched based comprehensive approach to balanced literacy to teach reading and writing. Through this approach, a workshop model is used in all classrooms to teach reading and writing as well as math. Reading, writing and math workshops consist of daily one-hour blocks for each subject. During these workshops, teachers conduct mini lessons on reading, writing or math strategies, hold strategy groups, conference with students and provide closure of the lesson. An additional 30 minutes for language arts and math instruction provide support time to the workshops each day. The workshop model is proven to meet the needs of all learners. Teachers are able to work with student's individual needs and build on their strengths. They use a common instructional framework that ensures standards are taught explicitly and referenced often.

Westside Elementary also uses the Units of Study by Lucy Calkins for a writing curriculum and the Comprehensive Literacy approach in the Houston County Literacy Instructional Framework (CLIF) as a framework for reading and writing instruction. The Early Intervention Program in both reading and math is used to meet the needs of our struggling learners. For math instruction, Westside has purchased the Van de Walle Professional mathematics series, Teaching Student-Centered mathematics and the Kathy Richardson math kits to reinforce math centers and math instruction.

All teachers have received GPS training in the subject areas for which they are responsible and have begun the training on the Common Core Georgia Performance Standards (CCGPS). The administration ensures that all teachers have the necessary instructional materials that are needed for instruction. Materials and supplies are purchased and provided based on prioritized needs that align with our school goals.

At weekly grade level meetings, each grade level has an opportunity for analyzing data, peer observations, peer collaboration and long range planning. Weekly professional learning sessions are also provide for teachers and staff to grow professionally on Common Core, book studies, and other areas of need as noted in the school improvement plan. Lesson plans are examined to ensure that standards are being taught, pacing guides are followed and best practice are being used in our classrooms. All administrators visit classrooms regularly to observe student learning and best practices.

Students in 3rd, 4th and 5th grades are assessed each spring using the CRCT in the areas of mathematics, reading, language arts, Science and Social Studies; this assessment is aligned with the GPS and is designed to measure how well students acquire the skills and knowledge. Students in 1st and 2nd grade will be assessed with the county Instructional Assessment for reading and math. Data from these assessments is used to diagnose individual student strengths and weaknesses on the GPS.

The Bracken is administered to rising kindergarten students and helps in determining who qualifies for EIP reading/math. It also gives the kindergarten teacher an idea of present level of performance before they enter their classroom. Kindergarten students are evaluated with Georgia Kindergarten Inventory of Developing Skills (GKIDS) which provides ongoing diagnostic information on how kindergarten students are developing in language arts, math, personal/social development, how they approach learning and motor skills. Westside Elementary focuses on integrating technology into all aspects of learning for students and staff. Each classroom is equipped with at least three student computers, one teacher computer, a Promethean Board and projector. The school also has two computer labs to assist in meeting the needs of our students in the technological savvy learning community.

Our network technician ensures that all technological equipment is maintained and operational. This includes our computer labs, Promethean Boards and wireless lab, as well as the software that is installed on the server. Students have access to a variety of instructional software such as Kid's College, Classworks, English Language Learner, CRCT Online, BrainPop, Rosetta Stone (utilized by ESOL for non-English speaking students), math and Science online and United Streaming. Textbook adoptions in each subject area provide software components that are available to students both at school and at home via Internet access. Westside Elementary has standards based classrooms. All certified staff have been trained on GPS and developing standards based classrooms. Teachers, parents and students are aware of the standards and student expectations. Standard based classrooms include large and small group meeting areas, subject word walls, anchor charts, posted standards and book baskets. Student work samples, supporting the standards, are evident. Teachers and students speak the language of the standards. Teachers use informal and formal assessments to guide instruction. Teachers conduct reading and writing conferences with students to discuss strategies and techniques. Strategy groups are held to address student's needs. Teachers use high level questioning skills to increase rigor in the classroom. With the use of differentiated instruction, students are able to work at their instructional level and a style that supports learning. In third grade the system math coach is working toward setting up a math model classroom. Administrators perform standards based walk throughs to document system's non negotiable and elements in standards based classrooms.

Fifth grade will departmentalize during the 2011-2012 school year. Teachers will teach to their strengths in reading, math, Science and Social Studies. Students will also receive support services as needed.

Teachers will attend language arts and math monthly unit collaborative sessions provided by the system. Teachers will discuss upcoming units, teaching strategies and share ideas with peer teachers. They will also have the opportunity to ask questions about upcoming units to presenters.

Data Analysis

Westside Elementary uses a variety of assessments to continually measure and improve students' performances and to guide instruction. Formative assessments include: conferencing, journaling, anecdotal notes, mini assessments, running records, Exam View, and Classworks. Students in kindergarten through fifth grades are evaluated three times a year for reading using the Houston County Literacy Inventory (HCLI); the data acquired from this assessment is used to guide reading instruction and assist in the placement of students in the EIP and Special Education programs.

Each teacher analyzes individual and grade level data obtained from formative and informal assessments to guide instruction. Data notebooks are used by teachers to keep on-going records of class and student progress on various formal and informal assessments. The information obtained from assessments allows teachers to differentiate instruction and provide standards-based enrichment for all students. Differentiated instruction addresses all learning styles of the students and meets their academic needs. Teachers are using the data to drive corrective instruction and to give second chances.

Westside Elementary collects and analyzes data to formulate our School Improvement Plan (SIP). The SIP guides our efforts towards improvement. The process of improving school achievement is ongoing and a variety of strategies are implemented. Data of student performance drives continuous improvement at the school. Formative data is collected throughout the instructional process in the form of conferencing, running records, checklists, diagnostic assessments and anecdotal records. Summative assessments include unit, chapter, district benchmarks and standardized tests.

The school administration and leadership team, Better Seeking Team (BST), examine student data throughout the year to monitor the school improvement plan to ensure the plan is meeting learning goals. School administrators, math coach and literacy coach monitor the implementation of the SIP by meeting with grade levels to examine current data, devise instructional strategies, identify learning goals and adjust curriculum delivery. The Better Seeking Team (BST) meets to identify areas of need and formulate strategies to meet these needs. These strategies include corrective instruction, collaborative teaching, after-school tutoring and other support services to ensure achievement of the plan.

The Classworks universal screener will be given at the beginning of the school year to all first through fifth grade students to assess grade level readiness. Students will take the math and reading screener. Data from the screener will be used to set up interventions and individualized learning plans for students.

Professional Development

Based on the instructional needs of our students and teachers, the staff determines professional training, which will help teachers improve curriculum delivery and thus improve student performance. The process of ensuring that school personnel are provided professional development involves identifying the needs of the teachers and their students and thus provides opportunities to meet those needs through professional development. Emphasis will be on meeting the components of a standards based classroom.

The faculty and staff at Westside continuously attend professional learning through site based or system based opportunities. Sessions are aligned with county and school goals and needs. Differentiated instruction, GPS, standards based classrooms are professional learning workshops that have been taught over the last few years. At the school level, teachers have attended workshops on running records, improving the reading and writing workshop, formative assessments and how to use a data analysis. This year we have professional learning set up for strategies to improve reading and math strategies, differentiated instruction, rigor and questioning skills. The math coach will assist in providing professional learning on effective math strategies, increasing math fluency, using math manipulative and concrete to abstract transitions to reinforce math instruction. The math coach will also lead a book study on the Van de Walle, Student Centered Mathematics and the Kathy Richardson math series. The instructional coach will lead a book study on The Continuum of Literacy Learning by Irene Fountas and Guy Su Pinnall. Teachers will have release days and extended planning sessions to allow time for analyzing data, peer observations, peer collaboration and long range planning. Planning sessions will provide time for individual grade levels to receive training in areas which teachers need support. After professional learning sessions, staff members use the knowledge gained to guide and improve instruction. Follow up discussions are held at grade level meetings or during BST meetings.

Teachers will have opportunities for peer observations at other schools in the county as well as peers in the building. During observations teachers will look at elements of standards based classrooms, the workshop model and the instructional framework. They will also have opportunity to learn new strategies to use in their own classrooms. Workshops, trainings and other professional learning sessions outside the school system can be attended if approved by the system.

Teachers have participated in book studies, which consist of Debbie Miller's, reading for Meaning; Lucy Calkins, Units of Study; Stephanie Harvey's, Strategies at Work; and Kathy Collins, Growing Readers. Teachers read these books and discuss them at grade level meetings. Teachers utilize information learned within these books to improve student learning in their classrooms. Last year teachers and staff also participated in a book/DVD study on Ruby Payne's, A Framework for Understanding Poverty. This year the Better Seeking Team will participate in the Transforming School Culture by Dr. Anthony Muhammad and the Finding Your Leadership Focus by Douglas B Reeves. Teachers will participate in a book study on Van de Walle, Student

Centered Mathematics, Kathy Richardson kits, and the Irene Fountas and Guy Su Pinnall, Continuum for Literacy Learning. Teachers and administrators will attend various conferences to increase teaching strategies and increase student performance.

When a new curriculum is implemented, training is provided to the teachers to help them utilize the curriculum in the classroom. The needs and requests of teachers are met by offering training specifically to provide teachers strategies for classroom management. We utilize the Response to Intervention Pyramid and SST to address academic/behavioral needs of students to promote ongoing success to strengthen and sustain performance.

The school system provides new teachers opportunities to attend training to go over county policies, curriculum and strategies for first year transitions. At the school level, our new teachers are given a certified Teacher Support Specialist (TSS) teacher mentor. The mentor assist the new teachers through the beginning of the school year, answers questions or concerns which they may have and provide support when needed. The mentor meets regularly with the teacher and observes in his/her classroom.

Family and Community Involvement

Westside Elementary faces challenges in the areas of budget allocation for smaller classroom sizes, a need for increased parental involvement and having to meet the basic needs (i.e. food and clothing) of its student population, in addition to meeting the academic needs of students. Through our Parent Involvement Coordinator, Westside is able to address the basic needs of our students. The coordinator serves as a liaison between the school and home. She assists families on an individual basis with clothing and basic needs and helps parents find the correct agency to provide needed services. Workshops and training sessions are scheduled throughout the year to assist parents with personal, family and student issues.

The community becomes aware of school activities, which support student learning through the following ways: school flyers, surveys for Fall-Spring, school's marquee, school messenger system, Channel 17 (Houston County public broadcast channel), Westside Elementary's website, periodic newsletters, and School Council meetings. Westside Elementary parents, along with the community, are always invited to be involved in the school's decisions through participation in School Council, Parent Involvement Committee and National Network of Partnership in Schools Action Team (NNPS). Partners in Education, local churches, civic organizations, sororities and businesses in our area support Westside. Westside is appreciative to its community being involved in the decisions made on a daily basis.

Westside Elementary parents can always gain access to other educational opportunities through our Parent Involvement Coordinator who works with the local technical colleges and career centers to get the latest and up-to-date information on parenting classes, computer classes and other areas our parents may have interest. Westside Elementary makes a concerted effort to assist their parents with services and resources.

Parents at Westside have opportunities to become involved in their child's education. Before school begins, parents and students are invited to attend a meet and greet session with the classroom teachers. Students and parents have the opportunity to meet the teacher and receive beginning of the year information. In August, we host an Open House to inform parents about GPS, Title I information, grade level expectations, classroom and school rules, schedules and the mission of Westside Elementary. Teachers discuss the reading, writing and math workshop with parents and enlighten them on ways to assist their child. Parents will be invited to observe in their child's classroom throughout the year. They will be able to see how students work in the reading and writing workshop. They will also be able to attend a unit reading and writing celebration and a class read-ins.

Kindergarten, first grade and second grade teachers will meet with parents in October to review the 9 weeks record of progress. Teachers will explain the standards-based report card, show grade level objectives and rubrics. All teachers will have 2 conferences a year with parent to discuss student's strengths and weaknesses as well as strategies for parents to use. Teachers and parents communicate daily through the student's agenda and Thursday take home folders. Class assignments, information and notes are written in the agenda to help keep students organized and to inform parents. Parents are invited to attend school dances, the school festival, field day and other school functions with their children.

Parents at Westside Elementary are encouraged to take an active part in their child's life. The school offers many opportunities for parents to get involved. The parent coordinator assists with creating and following through with the Title 1 Parent Involvement Plan. Math and Science Night and Test Talks are available for parents to see how to assist their child academically. Field Day is a day in which parents and students can enjoy fun activities together. Parents are invited weekly to attend Star Student luncheons, monthly birthday celebrations and nine weeks honor roll receptions. Newsletters are sent home to parents to inform parents of current and upcoming events. Parents are also invited to plan, review and improve school programs during School Council meetings. Parents are also invited to attend Thanksgiving and Christmas lunch with the child and go to the classroom for a class read in.

School Context and Organization

Westside Elementary's leadership empowers individual staff members through shared responsibility of decision-making. Staff members have input on school logistics, procedures and behavior plans during weekly grade level meetings and monthly staff meetings. The school's vision, purpose and goals are constantly addressed during grade level meetings, staff meetings and during professional learning activities. A Better Seeking Team (BST) has been assembled which consists of members representing all grade levels and support staff including specials teachers, English for Speakers of Other Languages (ESOL) teacher, EIP teachers, administrators and counselors. Our BST meets monthly and allows the administrators to seek authentic feedback from teachers through non-intimidating methods.

Our administrators have enlisted committees of teachers to review all facets of educational programs from budget allocations to curriculum programming. We have representatives from each grade level on the Better Seeking Team (BST). Staff members contribute to the decision-making process during faculty meetings and grade-level meetings; each grade has a selected grade-level chairperson. Parents, stakeholders and staff members are provided the opportunity to serve on the School Council, and National Network of Partnerships in School team. We have a partnership among the home, school and the community that inspires a positive attitude toward the education of our students. This partnership instills passion for learning and provides all stakeholders with a responsibility to be leaders for change and improvement in the preparation of our students to become productive citizens and lifelong learners.

Parent involvement is crucial to our students' success in school. Parents are always welcome in our classrooms. Our parents volunteer to help with class activities, mentor and tutor students, share their careers during Career Day, chaperone field trips, work in booths and escort children during field day, proctor during standardized tests, assist the media specialist during book fair and help teachers with tasks such as cutting out laminated items, making copies, or reading to groups of students.

Westside practices an open-door policy that welcomes stakeholders to express their expectations and satisfaction. E-mail links to administration and staff allow stakeholders to express their views to which our staff

can respond. School council meetings allow community members, parents and teachers to review, discuss and contribute to the school's goals and expectations.

Westside Elementary School's leadership assures that we are responsive to community expectations and stakeholder satisfaction through avenues such as school surveys, School Council meetings and Partners in Education. School surveys provide stakeholders a means of expressing their level of satisfaction with the education and safety of students and overall satisfaction of the school.

Funding Priorities

Westside Elementary has shown changes over the last few years. The implementation of the GPS standards and the change in curriculum has impacted student achievement. Westside Elementary will strive to master the GPS standards, the new curriculum through professional learning and to reach achievement goals. With use of Title I funds for salaries of our support staff; Parent Involvement Coordinator, Intervention Counselor, we will be able to improve our student support system. Our support staff is vital to the improvement of student achievement at Westside Elementary. An extra fifth grade teacher was added with Title 1 funds to reduce class sizes.

Title I funds have provided learning materials such as manipulatives, writer's notebooks, computers, leveled texts and Promethean boards that assist teachers in the classroom. The funds also allow for interventions that benefit students who are performing below grade level. The Parent Intervention Coordinator uses some Title I funds to support workshop supplies and materials throughout the year.

Westside Elementary will continue to offer professional learning sessions that reinforce instruction and provide new strategies and techniques that will enhance student learning. Administrators and teachers will attend various conferences to enhance teaching strategies and techniques that will improve student performance. The faculty and staff at Westside Elementary are confident that student achievement will improve at Westside. With high expectations, quality teaching and ways to meet the individual needs through student and parent interventions, Westside will show gains in student achievement.

Attainable Goals

The school improvement plan is created by the Westside staff. They analyze school data, define areas of concern and sets specific measurable goals. The staff will use the plan to guide their instruction and improve student achievement. The school improvement plan will be evaluated periodically to assess gains and will be readjusted as needed. The increased percentage of students who meet and exceed on the CRCT and the Fifth Grade Writing Test will determine if students and teachers have met school expectations. School data will determine if Westside Elementary is moving toward meeting standards and establishing standards based classrooms as well as improving student achievement and parent involvement.

After reviewing this self-assessment, we realize that our school is always evolving and our improvement efforts will be ongoing; therefore, we will capitalize on our strengths while we work on our challenges relating to the school and its stakeholders. In doing so, we will continue to provide students and staff with programs that address their needs and collectively devise new and innovative ways to face our challenges.

Schoolwide Reform Strategies

Westside Elementary operates under a standards based classroom model. All certified staff receives ongoing training on Georgia Performance Standards (GPS) and developing standards based classrooms. Teachers,

parents and students are aware of the standards and student expectations. Standards based classrooms include large and small group meeting areas, subject word walls, anchor charts, posted standards and book baskets. Teachers use informal and formal assessments to guide instruction. Teachers conduct reading and Writing conferences with students to discuss strategies and techniques. Small strategy groups target specific learning needs in reading, Writing and math. An instructional framework for the workshop mini lessons is in place to provide direct teaching, active engagement and to assess student needs and strengths.

The school optimizes its use of technology by using programs such as Classworks, Kids College, CRCT Online and Brain Pop to enhance learning. The Promethean boards, located in all of the classrooms, provide teachers with opportunities for high quality, illustrative lessons. Teachers at the school create many of the flip charts generously used throughout the day. The school houses a computer lab for all students reinforce and enrich student skills in reading and math. Students work on the Classworks and Kid's College programs as well as CRCT on-line. These programs are set up using GPS standards and work from a students' instructional level. BrainPOP is used in classrooms as a resource to enhance Science, Social Studies and math skills. It provides learning activities and assessments to address student needs.

Wildcat Time, remediation/enrichment time, will be established to increase student achievement. Grade levels will review data to determine students' strengths and weaknesses in math. With assistance from the EIP math teachers and the system math coach grade levels will plan ways to improve math skills through manipulatives and other resources. They will also work on strategies to improve math fluency during the Wildcat Time.

The teachers use instructional strategies proven to increase student achievement. Teachers remediate post-assessment which allows students a second chance to demonstrate proficiency in a particular subject. Manipulatives are generously utilized in order to follow a concrete to abstract instructional sequence.

System literacy and math coaches assist teachers by modeling lessons, guiding planning sessions and providing professional learning. The coaches work with teachers on how to teach reading, writing and math strategies. They observe in classrooms, provide feedback on strengthening both the language arts and math programs also, they keep our school on top of the best language arts and math practices. The literacy coach provides training on running records, conferencing, reading and writing strategies and other techniques to improve reading and writing workshops. The math coach observes in classrooms, provides assistance as needed, conducts professional learning, meets with grade levels and provides math activities. A math model classroom will be set up in third grade to reinforce standards based classroom elements, the instructional framework and workshop components. This model math class will be a teaching model for other teachers in the school and throughout the system to observe.

Westside Elementary has an existing school improvement plan. The school improvement plan addresses identified needs based on data. The plan has goals for instruction, school environment, parent involvement and professional learning. The administrators and staff set targets for each goal. Stakeholders assist in preparing and implementing the school improvement plan. Goals are addressed and aligned throughout the year.

The Intervention Counselor coordinates with our counselor to provide guidance to students who are struggling emotionally, socially, behaviorally, or academically. Counselors hold small group sessions and meet with students on an individual basis to address student needs. Conflict resolution strategies taught in the classroom include anti-bullying programs for third, fourth and fifth grade students. The counselors collaborate with local services including Hodac, the Phoenix Center, Department of Family and Children's Services (DFACS) and foster care.

Westside Elementary follows the Georgia Student Achievement Pyramid of Intervention as part of the Response to Intervention (RTI) process, which assists students who are struggling behaviorally and academically. All students begin at Tier One. As teachers identify specific student needs, interventions are introduced at the classroom level. If interventions are unsuccessful students can then be moved to Tier Two. At Tier Two, specific students receive more individualized interventions and tracking. At Tier Three, students are considered part of the Student Support Team (SST) process and not only receive interventions in the classroom, but also receive more assistance from a team of support staff and teachers. Many students on Tier Two and SST also receive EIP reading and/or EIP math services. Students who scored below 800 on the reading and/or the math portion of the previous CRCT assessment automatically qualify for EIP services. Another three percent of the school's population is identified and serviced through the EIP augmented model.

To support different learning modalities teachers use Promethean Boards for the visual learners, small group settings and class discussions for auditory learners, hands-on manipulatives and workstations or centers for kinesthetic learners. All students have access to instructional technology to promote learning with the use of the computers in both the computer lab and in the classroom.

Westside Elementary ensures that the curriculum used for language arts, math, Science, Social Studies and character education aligns throughout all grade levels. Westside uses the GPS as the instructional foundation and follows Houston County School curriculum maps and pacing guides for each subject. Teachers follow the system curriculum maps and pacing guides. These documents are easily accessible to teachers via the SharePoint and they ensure both vertical and horizontal alignment. In addition to the resources provided to all teachers in the Houston County School System, Westside Elementary teachers have weekly grade level meetings with the Assistant Principal of Instruction, system math and literacy coach. These meetings are used to discuss concerns, strengths and weaknesses in language arts, math, Science and Social Studies.

Westside Elementary employs a researched based comprehensive approach to balanced literacy to teach reading and writing. A workshop model characterizes this approach used in all classrooms to teach reading and writing as well as math. Reading, writing and math workshops consist of daily one-hour blocks for each subject. During these workshops, teachers conduct mini lessons on reading, Writing, or math strategies. They hold strategy groups, conference with students and provide closure of the lesson. An additional 30 minutes for language arts and math instruction provide support time to the workshops each day. The workshop model is proven to meet the needs of all learners. Teachers are able to work with student's individual needs and build on their strengths.

Westside Elementary also uses the Units of Study by Lucy Calkins for a Writing curriculum and the Comprehensive Literacy approach in the Houston County Literacy Instructional Framework (CLIF) as a framework for instruction.

All teachers have received GPS training in the subject areas for which they are responsible. The administration ensures that all teachers have the necessary instructional materials that are needed for instruction. Materials and supplies are purchased and provided based on prioritized needs that align with our school goals.

In addition to the weekly grade level meetings each grade level has extended planning each month for two and a half hours for analyzing data, professional learning, peer observations, peer collaboration and long range planning. Lesson plans are examined every four weeks to ensure that standards are being taught, pacing guides are followed and best practice are being used in our classrooms. All administrators visit classrooms regularly to observe student learning and best practices. Standards based classroom elements are documented with periodic walkthroughs on the e-Walk program.

Students are assessed in the spring of each year using the CRCT in the areas of mathematics, reading, language arts, science and social studies; this assessment aligns with the GPS and measures how well students acquire skills and knowledge. Data from the assessment enables teachers to better diagnose individual student strengths and weaknesses on the GPS.

The Bracken is administered to rising kindergarten students and helps in determining who qualifies for EIP reading/math. It also gives the kindergarten teacher an idea of present level of performance before they enter their classroom. The Kindergarten Inventory of Developing Skills (GKIDS) provides ongoing diagnostic information on how kindergarten students develop in language arts, math, personal/social development and how they approach learning and motor skills.

Westside Elementary focuses on integrating technology into all aspects of learning for students and staff. Each classroom is equipped with at least two student computers, one teacher computer, a Promethean Board and projector. The school also has a computer lab and classroom computers to assist in meeting the needs of our students in the technological savvy learning community.

Our network technician ensures that all technological equipment is maintained and operational. This includes our computer lab, Promethean Boards and wireless lab, as well as the software that is installed on the server. Students have access to a variety of instructional software such as Fast ForWord, Classworks, CRCT Online, Kid's College, Brain Pop, Rosetta Stone (utilized by ESOL for non-English speaking students), Harcourt math, Harcourt Science and Houghton-Mifflin Social Studies online and United Streaming. Textbook adoptions in each subject area provide software components that are available to students both at school and at home via Internet access.

In addition to regular classroom teachers, the school utilizes an Early Intervention Program (EIP) in both reading and mathematics. The EIP program, funded both locally and through the state, is research based and proven to be the most effective model of delivery. One and one half reading and one and one half math EIP teachers assist classroom teachers. Students performing below grade level in kindergarten through fifth grades receive services from EIP teachers in both reading and math. The augmented model provides an EIP teacher in the classroom with the classroom teacher to reduce the teacher/student ratio while providing EIP services. Both EIP and host teachers collaborate to plan and develop appropriate strategies for meeting students' needs and coordinate the instructional program for all students with consideration given to the individual needs of EIP students.

Students with disabilities are mainstreamed into the regular education classroom. Two special education teachers plan instruction according to each student's Individual Education Plan (IEP). Special education teachers work with classroom teachers on modifications and strategies to support students with disabilities. Special education teachers use the collaborative model as well as the pullout model according to the needs of students. These teachers employ the workshop model of teaching reading, Writing and math.

The county's vision and hearing teachers assist our vision and hearing impaired students. The vision impaired teacher serves students on a daily basis when needed. The hearing impaired teacher comes weekly. They provide strategies and modifications for teachers. The speech teacher provides assistance to student with language and articulation difficulties.

Westside Elementary serves a large population of second language learners. An ESOL (English as a Second Language) serves these students. All students with a first language other than English take a language assessment to determine English proficiency in four domains; reading, speaking, listening and writing. The

ESOL teacher works closely with the host teacher to develop teaching strategies that support language acquisition as well as academic success for all ELL students.

Gifted students attend Fostering Originality, Creativity, Unique Ideas and Self-Direction (FOCUS) session one day a week with a certified gifted teacher. Students are enriched and encouraged to reach their greatest potential. The FOCUS teacher assists classroom teachers with strategies for the gifted students.

Highly Qualified Professional Staff

All teachers and paraprofessional at Westside Elementary are highly qualified. As a unique and diverse community Westside Elementary seeks to hire only the most qualified teachers. At the yearly Houston County Job Fair, Westside Elementary teachers' interview and screen prospective teachers. The principal reviews applications and teacher recommendations to set interviews for open positions at Westside. At the interview, applicants receive an overview of Westside Elementary's climate, students, staff, procedures and expectations as well as take a tour of the campus.

Several teachers at the school are certified as Teacher Support Specialists (TSS). A seasoned TSS teacher works closely with a first year teacher helping to ensure a smooth transition into the school. Our school plays host to student teachers from different colleges around the area including Macon State University and Fort Valley State University. Student teachers who come to our school see effective strategies for working with at-risk students. Newly hired teachers have cited the high presence of technology as a further draw to our school.

Pre-K Transition

Parents are invited to Pre-K orientation and Open House. At the orientation, students and parents get to explore the classroom and ask questions. Pictures of students with their families are taken to display in the room. Parents are given info about Pre-K and are given the opportunity to receive answers to questions they may have. Throughout the year, Pre-K teachers get together with Kindergarten to help students get ready for the transition. Parent and child time (PAC Time) is held once a month to keep our parents involved. Parents are given information on the Georgia Pre-K Program, classroom expectations and school information.

Measures to Include in Decisions Regarding the Use of Academic Assessments

Academic assessments are vital to student achievement and instruction. Planning time is provided for teachers to go through permanent records at the beginning of each year. During All-Star Planning and grade level meetings, teachers have opportunities to discuss assessments, interventions and strategies. The Better Seeking Team allows teachers and administrators opportunities to disaggregate data and discuss school trends, strategies and interventions. Teachers must use data from assessments to plan instruction for all learners. Westside's teachers will collect classroom and individual student data in notebooks. This data will assist teachers in forming strategy groups, planning mini lessons and plans for differentiated instruction. Teachers have been trained on disaggregation of data, corrective instruction, second chances and differentiated instruction. Teachers also meet to discuss math and language arts benchmark results as well. Informal and formal assessments will be used to monitor student progress. Walk-throughs conducted by school administrators ensure that classroom instruction is aligned with GPS standards and that effective teaching strategies are being utilized.

Coordination and Integration of Federal, State and Local Services and Program

Westside Elementary utilizes the following programs in coordination with federal, state and local services:

- ◆ Early Intervention Program (EIP) reading
- ◆ Early Intervention Program (EIP) math
- ◆ FOCUS gifted program
- ◆ Special Education Services
- ◆ ESOL services
- ◆ Classroom Guidance
- ◆ ADVANCE drug and violence education program through Warner Robins Police Department
- ◆ HODAC Inc. drug education program through Houston County
- ◆ HODAC small group counseling sessions
- ◆ Houston County Department of Family and Children Services
- ◆ Professional Learning
- ◆ Fire Prevention Activities through Warner Robins Fire Department
- ◆ National Network of Partnerships in School
- ◆ Phoenix Center
- ◆ Department of Family and Children's Services (DFACS)
- ◆ Big Brothers/Big Sisters
- ◆ Kid's Connection
- ◆ Rainbow House
- ◆ Healthy Schools Program
- ◆ Career Day

Resources from Title 1 Funds

- ◆ Funding of Staff
 - Parent Involvement Coordinator
 - Intervention Counselor
 - Instructional Coach
 - Instructional Paraprofessional
 - Extra 5th grade teacher
- ◆ Instructional Supplies
 - Brain Pop
 - Math manipulatives
 - CRCT Coach Books
 - Concise Curriculum
 - Math, reading, Science and Social Studies materials
 - Kid's College
 - AR Tests
- ◆ Family Involvement
 - Family Resources/Supplies

Activities to Ensure All Students are Provided Effective and Timely Assistance

Teachers will disaggregate data to guide classroom instruction. Students who are struggling will participate in strategy groups that will address their weaknesses. Teachers will use corrective instruction and differentiated instruction as well as provide second chances. Tutoring sessions, peer remediation and mentors will also be utilized. Westside Elementary will continue to use the support of EIP reading and math teachers and an ESOL teacher to assist designated students. AM tutoring sessions will be set up for third, fourth and fifth grade students who are struggling on reading and math. Spring CRCT remediation sessions will be set up for students who do not pass the CRCT. Students who continue to struggle will be progress monitored using our Pyramid of Interventions. Teachers are trained each school year on the Student Support Team process. Request for Assistance Meetings (RAM) are also conducted for all students who are at-risk academically and behaviorally. These meetings involve various school personnel. The intervention counselor conducts classroom observations to assist the classroom teachers with behavior strategies. A school psychologist is also available for interventions as needed. Teachers will conduct parent conferences with parents about student's strengths and weaknesses.

Communication of Assessment Results to Parents

Parents are sent copies of standardized testing results. Benchmark and reading level results are also sent home to parents. Teachers and administrators are available to interpret any results to parents.

Collection and Disaggregation of Data

Test data is collected according to state and county guidelines. The Georgia Department of Education disaggregates data and disseminates it to our local school system.

Provisions to Ensure That Disaggregated Assessment Results are Valid and Reliable

Requirements set forth by the county and state to ensure validity and reliability for assessments results.

Public Reporting of Test Data

Disaggregated data will be reported to the public according to state and county guidelines. The local board of education will report data to the media.

School Wide Plan was Developed During a One Year Period and Developed by Stakeholders

The Title I Steering Committee consisting of Westside Elementary stakeholders developed the school wide plan. Participants met and reviewed the previous plan, disaggregated current school data and developed the new plan that would improve student achievement. The plan was shared with the Better Seeking Team, parents and school staff. Stakeholders provided input, made suggestions and corrections.

Accessibility of Title I Plan

The Title I Plan will be available on the school website. Copies of Westside's plan will also be available in the office, principal's office, the media center and the parent coordinators office and on the office front counter as well as at the system Title I office. English and Spanish copies will be available to parents and other stakeholders upon request. Copies will be available upon request in the school office.

School wide Plan is Translated to the Extent Feasible, into Any Language to Accommodate Parents of Participating Students

The school wide plan will be translated and available to parents or stakeholders upon request.

Plan is Subject to the School Improvement Provisions of Section 1116

Westside Elementary faculty and staff will adhere to the requirements of the School Improvement provisions of Title I Section 1116.