



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"

Georgia Department of Education  
Title I  
Schoolwide/School Improvement Plan

<b>School Name:</b> Price Educational Center	
<b>School Mailing Address:</b>  304 Pierce Avenue Macon, GA 31204	
<b>LEA Name:</b> Bibb County School District	
<b>LEA Title One Director/Coordinator Name:</b> Dr. Perdeda Dwight, School Improvement Coordinator	
<b>LEA Title One Director/Coordinator Signature:</b>	<b>Date:</b>  August 30, 2013 <b>Revised</b> June 11, 2014
<b>LEA Title One Director/Coordinator Mailing Address:</b> Dr. Perdeda Dwight 484 Mulberry Street Suite 465 Macon, GA 31201	
<b>Email Address:</b> pdwight@bibb.k12.ga.us	
<b>Telephone:</b> (478) 765-8544	
<b>Fax:</b>	



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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### SWP/SIP Template Instructions

#### Notes:

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists all components/elements marked as "Not Met" need additional development.
- Please add your planning committee members on the next page.
- The asterisk (\*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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**Planning Committee Members:**

<b>NAME</b>	<b>POSITION/ROLE</b>
Laura Holder	Methodist Home Director of Education
Cheryl Adams	Price Center Teacher
Dr. Perdeda Dwight	Title I School Improvement Coordinator
Karen Shockley	Consulting Principal
Jennifer Head	Price Teacher
Brandon Tolle	Price Teacher
Dr. Jeff Lawrence	Proxy Parent



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**SIP Components**

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

*Response:*

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan.

The Price staff spends a portion of planning time analyzing data from CRCT, previous report cards, IEPs, and other assessment tools to identify strengths and weaknesses of incoming students

B. We have used the following instruments, procedures, or processes to obtain this information.

We have analyzed data from the CRCT, Success Maker, Accelerated Reader, Star Math, Star Reader, Accelerated Math, Reading Web, AIMSweb, Individual Educational Plans (IEPs), psychological evaluations, and social histories to determine each child's individual social, emotional, and academic needs. . A root cause analysis will be conducted to identify root causes of weaknesses so a plan can be developed to target those causes. Brainstorming sessions will be conducted among the teachers to develop steps to reach SMART goals.

C. We have taken into account the needs of migrant children by (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance . . . ) . . .

There are no migrant students enrolled at Price Center. We would follow the Migrant Education Program (MEP) guidelines through our district Migrant Education Program Liaison if potential MEP students enroll in the center

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, AIMSweb, CRCT, previous report cards, etc.

Price Center examines all incoming academic data on students enrolling at the Center upon entry. We will base our plans on information from students who are not yet achieving to the proficiency levels on state academic standards (Common Core Georgia



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\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Performance standards). Price Center uses data from state and LEA mandated standardized assessments. Data are disaggregated to identify school needs.

Price's 2014 CRCT Scores are as follows:

	Reading	ELA	Math	Science	Social Studies	
Level 1	0	5%	5%	43%	36%	
Level 2	92%	69%	77%	50%	64%	
Level 3	8%	16%	8%	7%	0%	
Met/Exceeded	<b>100%</b>	<b>84%</b>	<b>85%</b>	<b>57%</b>	<b>64%</b>	
SMART GOAL	Level 2 90%	85%	85%	60%	65%	
	Level 3 10%					

We use AIMSweb, progress reports, report card grades, Accelerated Reader, Study Island, Reading A-Z, and Math IXL program reports and other available academic data to track student progress and to guide the instructional program. Data from these sources will be tracked and used to determine corrective action to be implemented based on best practices to improve weak areas.

- E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including
- Economically disadvantaged students . . .
  - Students from Major racial and ethnic groups . . .
  - Students with disabilities . . .
  - Students with limited English proficiency . . .
  - Abused and neglected students

Although Price does not have a population large enough to identify subpopulations of students, we address the needs of all students, particularly those who are not achieving academic success. Most of the population qualifies in more than one of the areas listed above.



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\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- F. The data has helped us reach conclusions regarding achievement or other related data.
- The relative strengths we found in our program were in reading in the areas of decoding skills, phonics, and fluency, as well as math facts, and factual applications. The major needs we discovered were reading - vocabulary and comprehension, and math computation, vocabulary, and concept application.
  - The needs we will address are vocabulary and comprehension. We will also address math weaknesses of fractions, decimals, algebra concepts, computation, and division. We will also address the weaknesses in science and social studies by using Concise Curriculum in 4<sup>th</sup> and 5<sup>th</sup> grade, hands on experiences and increase our focus on informational text .
  - The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . . Common Core Georgia Performance Standards are the basis for instruction for students with and without disabilities in the forms of academics, behavior, and socialization. Our program provides remediation, practice, individual assistance, and enrichment for students at all levels.
  - The ROOTCAUSE/s that we discovered for each of the needs were . . .  
 (How did you get in this situation? What are some causes?) The students served at Price have experienced serious trauma and instability in their lives. By nature of their placement at the Methodist Home, our students have severe emotional issues that prevent them from being successful in a regular public school setting. Many students are academically behind their public school peers because of the interruptions to their education that include mobility, instability, and lack of parental support.
- G. The measurable goals/benchmarks we have established to address the needs are for all students to control behaviors that would allow them to remain in school each day, in order to participate in the instructional program that includes reading, writing, and math based on the Common Core Georgia Performance Standards. Students are expected to become strategic readers, read a variety of genres, use writing as a tool to make sense of what they have read, and develop and retain math skills appropriate for their grade level. All students are expected to earn and maintain an score of 80% or better on Accelerated Reader, Study Island, IXL Math, Accelerated Math, Reading A-Z and an academic routine involving Common Core Georgia Performance Standards in order to be able to attend public school with a high level of success.

\*2. Schoolwide reform strategies that are scientifically researched based.

*Response:*



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**\*2. Schoolwide reform strategies that are scientifically researched based.**

The schoolwide reform strategies being used to address the academic needs of students at Price are based on current, research supported data and best practices. These programs and practices include:

- The use of News2You to provide differentiation for students needs
- The use of Dibels to monitor student progress and to guide instruction for struggling readers
- SRA Corrective Reading Program
- AIMSWeb Universal Screener/Progress Monitoring Probes
- Direct Instruction/Guided Practice
- Differentiation Instruction
- Meaningful feedback for students and teachers
- Marazano's Best Practices

At Price School, teachers are reviewing what a standards based classroom looks like and where we are in the implantation of standards based classrooms. This is done on a continuous basis which includes peer observations and feedback as well as walkthroughs by Price Center and Bibb County administration. Teachers are encouraged to plan collaboratively and lesson plans are submitted to the principal for feedback. Teachers utilize and follow the Common Core GPS frameworks and pacing guides on the GaDOE website. We also use the following resources:

Accelerated Reading, Accelerated Math, Study Island, Reading Web, Reading A-Z, Concise Curriculum for Science and Social Studies, and IXL Math. Teachers use differentiated instruction, small group and individualized instruction, and after hours tutorials. We are integrating technology into daily instruction in the classroom. Students are provided access to technology in the cottages for after hours work and practice. A supplemental instructional teacher is provided to allow for additional academic interventions in identified area of need.

**2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.**

*Response:* The ways in which we will address the needs of all the students at Price, particularly the students who are furthest away from demonstrating proficiency related to the Common Core Georgia Performance standards:

The RTI team meets monthly to discuss at risk students identified through teacher recommendation and universal screenings. Progress monitoring is used to determine next steps. Goals are decided by the RTI team and intervention strategies are planned. Teachers are provided with appropriate progress monitoring tools. Student progress is also monitored with Accelerated Reading progress, Success Maker goals, and the SAM Behavior model which monitors behavior. SRA Corrective Reading will be utilized for struggling readers. The use of Dibels will help diagnose and measure reading difficulties.



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<p>2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.</p>
<p>On Level I: Teachers use past CRCT scores, anecdotal records, AimsWeb data, and Star Reader data, for determining students who need extra support. All students have access to re-teaching subject matter and tutorials. Students can be assigned additional tutorials in the cottage and during the school day. Focused interventions for those students at risk for failure as determined by data named above will be offered daily. Small group remediation as well as acceleration for students working at the proficiency level will be utilized. In each classroom, students’ needs are addressed through differentiation instruction. Students are often pulled for additional instruction on a one to one basis or small groups. The use of assessment data determines student needs and the placement in a remedial or accelerated group. STEM days allow additional remedial/accelerated with the hands on model of instruction will be offered twice monthly.</p> <p>A. All students on level one successfully participate in Accelerated Reader, Reading Web, IXL Math, Accelerated Math, Reading A-Z, Study Island and an academic routine involving Common Core Georgia Performance Standards in order to be able to attend public school with a high level of success. Additional supplies will be purchased to better utilize the capabilities of the Reading A-Z program.</p> <p>The students are placed in PEC at Level 4. These students receive additional support from the classroom teacher and the PEC teacher. The support from the PEC teacher bridges the gap between the student’s disability and the classroom assignments.</p>

<p>2(b). Are based upon effective means of raising student achievement.</p>
<p>B. <i>Response:</i> Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. . (Cite Research to support selected strategies.)</p> <p>The reform strategies used to improve student academic achievement at Price are selected on the recommendation of the GaDOE and LEA approved instructional practices that are aligned to CCGPS. Study Island is a program that has been scientifically designed to improve achievement in reading and math. AIMSweb, Reading Web, IXL Math, and Reading A-Z are all programs soundly based on research. SRA Corrective Reading will be provided for students with reading difficulties.</p> <p>Feedback: Research shows that written and verbal feedback are two of the most powerful instructional strategies that impact student achievement. In the book, Seven Strategies of Assessment for Learning, Chappuis (2009) it is stated that a number of</p>





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studies indicate that simply assigning evaluative grades to practice work can cause issues for both high and low achievers. Teacher comments that emphasize learning goals lead to greater gains than comments emphasizing self-esteem. Using grades as feedback does not communicate clearly what students do or don't understand (pg. 65).

Best Practices: The top ten researched best practices that are proven to be have the greatest correlation with student achievement were a) self reporting grades; b) Piagetian Programs; c) providing formative evaluation; d) micro teaching; e) acceleration; f) classroom behavioral; g) comprehensive intervention for learning disabled students; h) teacher clarity; i) feedback

AIMSWeb Universal Screener: A benchmark and progress monitoring system based on direct, frequent and continuous student assessment, is an excellent tool. Current data from the Clark County School District (July 11, 2011) shows that AIMSWeb was responsible for improving student achievement to more than 200,000 students. After using AIMSWeb for four years, the Helen M. Smith School, a Title I, ethnically diverse school with a growing number of free and reduced lunch population earned a Blue Ribbon National School designation from the U.S. Dept. of Education. Teachers credit a large part of their success from using AIMSWeb in a successful manner.

Differentiation: All students learn in a variety of ways and have different interests. Some students do well in some areas while others exceed in others. In an Educational Digest for ERIC Tomlinson (2000) suggests that the best school instruction is fitted to a diverse student population which is called differentiation. Sufficient evidence shows students experience greater school success if teaching is responsive to their needs.

2(c). Use effective instructional methods that increase the quality and amount of learning time.

*C. Response:*

We will increase the amount and quality of learning time by utilizing an after school tutoring program. Our students with academic needs also participate in a summer program which provides academic support in the area of reading and math on the Methodist Home campus. Our teachers use numerous manipulatives, hands-on activities, innovative ideas, and technology on a daily basis to encourage learning and keep students focused on academic achievement. We maximum time-on-task in every classroom and used differentiated instruction, small group , and individualized instruction to increase the quality and quantity of instructional time. In addition to these daily practices, we also increase time and quality of learning time with several initiatives:



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<p>2(c). Use effective instructional methods that increase the quality and amount of learning time.</p>
<p>STEM Days: Twice a month is set aside for additional time focused on higher order thinking skills in the areas of math, engineering, science and technology. Teachers provide acceleration and remediation in small groups on areas of need. We feel that this day allows teachers to do deeper into instruction by providing the time it takes for problem solving.</p> <p>Study Island: Additional time on reading and math will provided by assigning students to Study Island. This will also help our students who need additional interventions for Math and Reading. Professional learning for teachers and staff will be provided in academic areas on an ongoing basis.</p> <p>Rewind Time: Double doses of instruction for students with IEPs will be provided daily. This allows students to get additional instruction geared to their needs in a very small group or one on one fashion.</p> <p>Instructional Focus will be implemented after the review of the data in the form of mini lessons daily. Students will receive direct instruction daily and mini assessments will be provided at the end of 10 days. Students will plot their own progress.</p> <p>Extended Learning Time is provided in the form of After School tutorials, either one to one or small group.</p> <p>Writing instruction will be addressed through the implementation of The 6 + 1 Traits of Writing. Infidelity of program will be monitored through daily walkthroughs, lesson plans, and formal observations.</p> <p>Monthly Progress Monitoring will be implemented through the use of AIMSWeb Universal Screener benchmarks.</p>

<p>2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).</p>
<p><i>Response:</i></p> <p>The goals of Price Educational Center are for all students to control behaviors that would allow them to remain in school each day, in order to participate in the instructional program that includes reading, writing, and math based on the Common Core Georgia Performance</p>



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Standards. Students are expected to become strategic readers, read a variety of genres, use writing as a tool to make sense of what they have read, and develop and retain math skills appropriate for their grade level.

Student progress will be monitored through formative and summative assessments, progress reports, report cards, AIMSweb, and standardized assessments (including CRCT) to determine the level of academic success.

Students who have difficulty in the classroom academically are identified by the teachers. The teachers use data provided by AIMSWeb screener, mini-assessments, the CRCT, and web-based programs. Teachers use various strategies to address students' needs and build on student strengths. Additional services are provided by:

- Academic Counseling
- RTI (Response to Intervention)
- Concise Curriculum (Science & Social Studies)
- Differentiation
- Co-teaching
- Study Island

2(e) Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process.

*Response:* Title I funds will not be used for field trips

**\*3. Instruction by highly qualified professional staff.**

*Response:* A review of staff members' certification was conducted to determine if instructors had met the requirements to be considered Highly Qualified based on their teaching assignment. Both classroom teachers are deemed Highly Qualified in their areas of certification. They have met all the necessary requirements for this designation.

**\*3(a). Strategies to attract highly qualified teachers to high-needs schools.**

A. *Response:* The Price Educational Center provides an environment that allows teachers to have access to supplemental supplies to enhance instruction, free lunch meals, incentives for students, and strong support from administrators, behavior specialists, and



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\*3(a). Strategies to attract highly qualified teachers to high-needs schools.

medical personnel in the area of discipline, behavior management, health issues, and academics.

Price Educational Center relies on the Methodist Home, Bibb County Human Resources, and local colleges and universities as a resource for identifying quality candidates to fill vacancies in our most unique school.

Our highly qualified teachers will provide a quality curriculum based on Common Core Georgia Performance Standards. Teachers will utilize research based instructional strategies and research based best practices. Professional learning will be focused on research based best practices and the Common Core GPS. Peer coaching will be utilized to ensure that our classrooms are standards based classroom that show evidence of student performance towards learning targets along with walkthroughs by school and district administration and formal and informal observations.

\*4. Professional development for staff to enable all children in the school

*Response:*

A. In order to make the best use of programs, teachers attend workshops that are aligned to the students' deficiencies determined by the needs assessment. This training focuses on utilizing student data to determine individual needs in the areas of reading and math. Staff also receives training on IEPs to enable them to write individual plans to support the needs of each individual student. Teachers at Price are eligible to participate in professional development opportunities offered through the Bibb County School District Professional Learning Department.

B. The Methodist Home also requires all employees to be trained in First Aid, CPR, and Calm Methods (behavior control). Teachers are trained on CCGPS and instructional strategies to increase student achievement.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example, training on Reading Web, IEPs, CALM (behavior de-escalation strategies and



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\*4. Professional development for staff to enable all children in the school

techniques), and technology. The school employs techniques in counseling and classroom instructional best practices to address the root causes of student academic weaknesses. The root causes of academic difficulties are high mobility, multiple interruptions in the education process, poor attendance, and instability.

**Professional learning opportunities based on proven scientific research be provided throughout the year to increase the level of proficiency in math and writing. The areas will be determined through data analysis and teacher input. Teachers will participate in professional learning provided by the GADOE and PEC department. WE will also focus on rigor and how to increase students engagement. Professional learning will be provided on an ongoing basis in academic areas.**

**We have aligned professional development with the state's academic content and student academic standards. Data analysis will be used continuously to identify students' area(s) of weakness and determine instructional focus. Below are types of opportunities for professional learning that we will engage in this year:**

- **Common Core GPS**
- **AIMSWeb interventions**
- **Book Study (Teaching Responsible Behavior)**
- **Writing**

\*5. Strategies to increase parental involvement.

*Response:*

Price Educational Center has developed a Parental Involvement plan to the extent feasible due to the unique circumstances of placement in a residential treatment facility and legal limitation on contact with parents.

The Human Service Professional assumes the role of the substitute parent in the lives of the student residents at the Methodist Home. They work individually and in group settings with the students and serve as a liaison between the children and the teachers. In order for the Human Service Professional's role to be effective in working with the children, they are supplied with ideas and strategies from the Price staff on how to conduct and monitor study halls to assist the students with remediation and reinforcement of academic skills. They teach and model study skills. In-house training is conducted for the Human Service Professionals by the teachers to explain the students' Individual Educational Plans (IEPs). Human Service Providers have the opportunity to attend the Parent Training sessions, offered through the local school system, that address the needs of the provider in relation to students' needs.



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- \*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

*Response:*

Price Educational Center currently serves students in 4<sup>th</sup> through 7<sup>th</sup> grade. In order to insure a successful transition for students from the Price Center at the elementary level to the zoned Bibb County middle school, the behavior specialist employed by the Methodist Home coordinates and works closely with the receiving school's staff. A Smooth Move date will be set for prospective middle school students at Price to visit their zoned middle school to observe routines and receive an overview of the middle school setting. This will help students transition to the traditional school setting. The Methodist Home staff and Price staff provide a strong support system for the students to transition from the Price Center to the local public school system.

- \*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

*Response:*

Teachers participate in regular and extended periods of collaborative planning to discuss curriculum, assessment, and instruction. Teachers also meet weekly to discuss and review student performance on daily assignments, tests, weekly progress, behavioral issues and report cards. Individual needs are considered in regards to academics, and instructional plans are adjusted based upon students' performance and needs. Research based strategies of instruction are employed aligned to students' deficiencies. Additional assessments used to chart progress and obtain data are AIMSweb assessments and progress monitoring, Accelerated Reader reports, Star Reader, Star Math, Concise Curriculum, Reading Web, Reading A-Z, Study Island and IXL math. Teachers interpret the data for effective instructional planning. Dibels will be used to measure reading progress. Price School will be a data driven school.

Price Educational Center follows state requirements for standardized assessments administering the CRCT, Georgia Writing Test, and ITBS to all students. Other informal assessments, such as AIMSweb, Star Reader, Star Math, and Reading Web are used for diagnostic purposes and to monitor progress. Oral and written activities are used on a daily basis to assess student progress and the need for further instruction. Teachers work with students to set goals and monitor individual progress.



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\*8. Coordination and integration of Federal, State, and local services and programs.

*Response:*

- A. This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan. Price Educational Center, under the guidance of Title I and other federal, state, and local services and programs, coordinates all funding and resources to provide the most extensive and practical education for the students. We utilize all funding and resources to avoid duplication of services, to cover every area of need, and to maximize the potential of all our available resources for the improvement of academic achievement of our students.

8(a). List of State and local educational agency programs and other federal programs that will be included.

*Response:*

Title I, Part A funding

Residential Treatment Facilities Grant

Free and Reduced Meals

Funding resources are coordinated and integrated to provide students with optimal learning experiences. The following resources are used to enhance the instructional program at Price School:

- Computer Stations
- Promethean Boards
- Supplemental Reading Resources (Ebooks)
- Professional Learning
- 6 + 1 Writing Traits Crates
- Concise Curriculum
- Study Island
- Book Study (Teaching Responsible Behavior)
- Reading AtoZ
- Summer School Program
- **Dibels**
- **SRA Corrective Reading Program**

8(b). Description of how resources from Title I and other sources will be used.

*Response:*

The funding will be used to support classroom instruction by purchasing nonfiction eBooks aligned to the Common Core to enhance and improve student comprehension and reading



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skills. Funding will also provide supplies and a supplemental instructor to monitor the instructional computer lab and provide reading and math support. Title I funds will also be used to pay the salary and benefits for one teacher. Summer school tutors will be hired to provide instruction in reading and math during our summer school program.

8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

*Response:*

The plan was developed in conjunction and compliance with the federal requirements of Title I which includes those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

\*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

*Response:*

- A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, additional assistance. Those activities are IXL Math, Accelerated Math, Reading Web, Accelerated Reader, Reading A-Z, reading contests, field trips, science projects, and various other hands-on classroom activities.

9(a). Measures to ensure that student difficulties are identified on a timely basis.

*Response:*

All students are administered the Star Reader and Star Math tests upon admission to Price. AIMSweb assessments are also administered to all students in the Fall, Winter, and Spring. Previous CRCT scores are also used to evaluate student performance in the areas of reading and math. IEPs are used as a reference to help identify student strengths and weaknesses. Reading progress for struggling readers will be monitored using Dibels.

9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

*Response:* Teachers receive training in writing IEPs. Our teachers are eligible to receive training through Bibb County Board of Education Professional Development.





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9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

*Response:*

Human Service Providers and personnel responsible for child care are contacted for regular conferences to address behaviors, expectations, and academic issues. The school sends weekly reports home indicating all that has been accomplished or concerns that need to be addressed.

10. Description of how individual student assessment results and interpretation will be provided to parents.

*Response:*

Information about assessment results and interpretation are sent to all child care staff (who serve as surrogate parents) with student reports cards. However, teachers have conferences with Human Service Professionals to present and discuss strengths and weaknesses of assessments, and to assist in interpretation of the specific data. There is very limited involvement of the biological parent/guardian in the students' education plan and progress due to student circumstances; however, whenever a parent is able to be involved, they are encouraged to participate.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

*Response:*

The assessment, data collection, and disaggregation of all data are conducted in compliance with Georgia Department of Education assessment guidelines in order to maintain the integrity of data results. After analyzing the data, deficiencies of each student are charted and an academic plan is devised to address each student's needs. Teachers conduct test talks with each student explaining their individual strengths and weaknesses. Data is also collected and analyzed from Star Math, Star Reader, Accelerated Math, Reading Web, and AIMSweb reports to assist with the development of individual learning plans for each student.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

*Response:*

The assessments are state-mandated and have been selected to provide reliable and valid research data to drive instructional decisions. The assessments utilized by Price Educational Center are designed with fidelity to ensure validity and reliability based on research.

13. Provisions for public reporting of disaggregated data.

*Response:*

Public reporting of data is conducted through the GaDOE and the Bibb County School District Office of Assessment and Accountability. It is also available on the Department of Education website.



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14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.

*Response:*

The current Title I schoolwide plan revision is based on data collected during the FY 14 school year after consultation with the Title I Department School Improvement Coordinator and school administrators and staff.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

*Response:*

The teachers at Price have been involved through meetings and discussions of the various aspects of the plan. A final copy of the plan will be shared with the staff and interested stakeholders.

16. Plan available to the LEA, parents, and the public.

*Response:*

Price Educational Center's Title I Plan will be available to the LEA, surrogate and biological parents, and the public. A copy of the plan is located in the filing cabinet of the school office. It is available for all stakeholders.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

*Response:*

The Title I Schoolwide plan will be translated, to the degree feasible using system translators, into the language of non-English speaking parents.

18. Plan is subject to the school improvement provisions of Section 1116.

*Response:*

The plan for Price Educational Center was created in compliance with all provisions of Title I and Section 1116 of the federal guidelines.