Austin Road
Elementary School

Title I Schoolwide Plan
2013-2014 School Year

Revision Date: December 19, 2013

50 Austin Road
Stockbridge, GA 30281
770.389.6556
**School Name:** Austin Road Elementary

**School Mailing Address:** 50 Austin Road Stockbridge, Georgia 30281

**LEA Name:** Henry County Board of Education

**LEA Title One Director/Coordinator Name:** Dr. Sandra Moore

**LEA Title One Director/Coordinator Signature:**

<table>
<thead>
<tr>
<th>Date:</th>
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</thead>
</table>

**LEA Title One Director/Coordinator Mailing Address:** 33 N. Zack Hinton Parkway
McDonough, Georgia 30253

**Email Address:** Sandra.moore @henry.k12.ga.us

**Telephone:** 770-957-6547

**Fax:** 770-957-0301
SWP 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.
**Title I Schoolwide/School Improvement Plan**

Planning Committee Members:

<table>
<thead>
<tr>
<th>Member</th>
<th>Position/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Arthur Blevins</td>
<td>Principal</td>
</tr>
<tr>
<td>Mrs. Lois Barney</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Mrs. Tracey Felder</td>
<td>Parent/School Council</td>
</tr>
<tr>
<td>Ms. Jessica Mitchell</td>
<td>Parental Involvement Paraprofessional</td>
</tr>
<tr>
<td>Mrs. Sandria Nelson</td>
<td>Parent/ School Council</td>
</tr>
<tr>
<td>Mr. Sheldon Parker</td>
<td>Parent/ School Council</td>
</tr>
<tr>
<td>Dr. Daniel Sweet</td>
<td>Math Instructional Lead Teacher</td>
</tr>
<tr>
<td>Mr. Charles Thornton</td>
<td>Parent/School Council</td>
</tr>
<tr>
<td>Mrs. Makisha Williams</td>
<td>Literacy Instructional Lead Teacher</td>
</tr>
</tbody>
</table>
### SWP 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. Those persons involved were parents, teachers, central office personnel, school support staff and local school administrators. The ways they were involved were through teacher and parent surveys, and continuous review and input from district level staff including the Federal Programs’ Coordinator. Furthermore, a GAPSS visit, participating in perception surveys, leadership team meetings, grade level meetings, faculty disaggregation of data, teacher self-assessments, and observation data from administrators were also critical in the development of the plan. Our plan is based on information and trends relating to the needs of all students in our school and identified students or subgroups who have not met State Academic Achievement Standards in all areas.

B. We used the following instruments, procedures or processes to obtain objective data on which to base this needs assessment.

- Continuous Improvement Plan
- GAPPS review (Georgia Analysis of Performance on School Standards Survey (Appendix B)
- CRCT scores (Appendices C-D)
- CCRPI
- Data disaggregation sessions by grade level
- Fountas & Pinnell
- IKAN/GLOSS
- Student Learning Objectives
- Common Formative Assessments
- Teacher Self-Assessment from Teacher Keys Evaluation System
- Parent Needs Assessment

C. At this time we do not have any identified migrant students. Should our enrollment change, our plans for serving these students include:

- Providing parent information in native languages.
- Developing a guide to community services available to migrant students and their families.
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- Out-reach to community organizations to form partnerships to serve migrant students
- Conducting surveys, focus groups or one-on-one interviews to assess the needs of migrant students and families
- Providing workshops and other parent/family activities based on the input from surveys, focus groups and one-on-one interviews

D. We have reflected upon current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. We have based our plan on information about all students in the school. We have also identified students and subgroups of students who are not yet achieving at the proficient level on various grade level assessments. Below is a summary of CRCT data for grades 3-5 in reading and math from 2010-2013. Sub-population information in all academic areas from the 2012-2013 school year for the students who are currently enrolled at Austin Road Elementary School is also included.

### Reading (Grades 3 – 5)

<table>
<thead>
<tr>
<th>School Term</th>
<th>All</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Multi-racial</th>
<th>SWD</th>
<th>ELL</th>
<th>ED</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-13</td>
<td>89.8%</td>
<td>91.5%</td>
<td>100%</td>
<td>92.1%</td>
<td>100%</td>
<td>75%</td>
<td>N/A</td>
<td>90.1%</td>
</tr>
<tr>
<td>11-12</td>
<td>91.3%</td>
<td>93.6%</td>
<td>88.9%</td>
<td>82.1%</td>
<td>90%</td>
<td>70.8%</td>
<td>N/A</td>
<td>89.3%</td>
</tr>
<tr>
<td>10-11</td>
<td>92.3%</td>
<td>93.1%</td>
<td>N/A</td>
<td>88.9%</td>
<td>91.6</td>
<td>78.6%</td>
<td>N/A</td>
<td>90.0%</td>
</tr>
</tbody>
</table>

### Math (Grades 3 – 5)

<table>
<thead>
<tr>
<th>School Term</th>
<th>All</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Multi-racial</th>
<th>SWD</th>
<th>ELL</th>
<th>ED</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-13</td>
<td>80%</td>
<td>90%</td>
<td>92.3%</td>
<td>76.9%</td>
<td>100%</td>
<td>53%</td>
<td>N/A</td>
<td>83.4%</td>
</tr>
<tr>
<td>11-12</td>
<td>78.9%</td>
<td>79.3%</td>
<td>88.3%</td>
<td>69.2%</td>
<td>100%</td>
<td>65.2%</td>
<td>N/A</td>
<td>73.0%</td>
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<tr>
<td>10-11</td>
<td>74.9%</td>
<td>76.7%</td>
<td>N/A</td>
<td>60.9%</td>
<td>83.3</td>
<td>56.3%</td>
<td>N/A</td>
<td>65.8%</td>
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</table>

- Austin Road Elementary’s 2012-2013 CCRPI scores were as follows: Achievement Points 48.1, Progress Points 8, Achievement Gap Points 9, ETP Points 0.5, and EL/ED/SWD Performance Points 5.8, with a grand total of 71.4 points

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 [the Common Core Georgia Performance Standards (CCGPS)] and the State student academic achievement standards including...
# Title I Schoolwide/School Improvement Plan

Dr. John D. Barge, State School Superintendent
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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.*

- **Total school population…**

<table>
<thead>
<tr>
<th>Total Population</th>
<th>Did Not Meet</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>10.2 %</td>
<td>55.3 %</td>
<td>34.5 %</td>
</tr>
<tr>
<td>ELA</td>
<td>11.5 %</td>
<td>55.9 %</td>
<td>32.6 %</td>
</tr>
<tr>
<td>Mathematics</td>
<td>19.9 %</td>
<td>50.7 %</td>
<td>29.3 %</td>
</tr>
<tr>
<td>Science</td>
<td>22.2 %</td>
<td>49.8 %</td>
<td>28.0 %</td>
</tr>
<tr>
<td>Social Studies</td>
<td>21.6 %</td>
<td>63.0 %</td>
<td>15.4 %</td>
</tr>
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</table>

- **Economically disadvantaged students...**

<table>
<thead>
<tr>
<th>ED</th>
<th>Did Not Meet</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>9.8 %</td>
<td>62.1 %</td>
<td>28.1 %</td>
</tr>
<tr>
<td>Mathematics</td>
<td>17.8 %</td>
<td>55.9 %</td>
<td>26.3 %</td>
</tr>
<tr>
<td>Reading</td>
<td>11.3 %</td>
<td>53.5 %</td>
<td>35.2 %</td>
</tr>
<tr>
<td>Science</td>
<td>22.6 %</td>
<td>52.9 %</td>
<td>24.5 %</td>
</tr>
<tr>
<td>Social Studies</td>
<td>24.5 %</td>
<td>61.3 %</td>
<td>14.2 %</td>
</tr>
</tbody>
</table>

- **Students from Major racial and ethnic groups...**

<table>
<thead>
<tr>
<th>White</th>
<th>Did Not Meet</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>17.9 %</td>
<td>53.8 %</td>
<td>28.2 %</td>
</tr>
<tr>
<td>Mathematics</td>
<td>25.6 %</td>
<td>51.2 %</td>
<td>23.3 %</td>
</tr>
<tr>
<td>Reading</td>
<td>10.3 %</td>
<td>51.3 %</td>
<td>38.5 %</td>
</tr>
<tr>
<td>Science</td>
<td>30.0 %</td>
<td>30.0 %</td>
<td>40.0 %</td>
</tr>
<tr>
<td>Social Studies</td>
<td>25.0 %</td>
<td>57.5 %</td>
<td>17.5 %</td>
</tr>
</tbody>
</table>

- **Students with disabilities...**

<table>
<thead>
<tr>
<th>SWD</th>
<th>Did Not Meet</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>22.2 %</td>
<td>66.7 %</td>
<td>11.1 %</td>
</tr>
<tr>
<td>Mathematics</td>
<td>47.4 %</td>
<td>47.4 %</td>
<td>5.3 %</td>
</tr>
<tr>
<td>Reading</td>
<td>23.5 %</td>
<td>64.7 %</td>
<td>11.8 %</td>
</tr>
<tr>
<td>Science</td>
<td>42.9 %</td>
<td>52.4 %</td>
<td>4.8 %</td>
</tr>
<tr>
<td>Social Studies</td>
<td>66.7 %</td>
<td>28.6 %</td>
<td>4.8 %</td>
</tr>
</tbody>
</table>
*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 major strength we found in our reading scores on the reading CRCT for all subpopulations is Reading Skills and Vocabulary Acquisition in grades 3 – 5. The major strength in math was Data Analysis and Probability for grades 3 – 5.

- The major needs we identified according to our student achievement data on the CRCT are as follows: In Reading, Literary Comprehension and Reading for Information and Information/Media Literacy; in Math, Geometry and Measurement.

- The needs we will address will be based on previous and current assessment data. Teachers will develop classroom profile sheets that will include data from SLOs, common formative assessments, and other pertinent data. Teachers will gather information of their current class and student learning goals for each student. In the past three years, Austin Road Elementary has experienced an increase in population of economically disadvantaged students. We have seen a growth in our students with disabilities population.

- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .

In the past three years, Austin Road Elementary has experienced an increase in population of economically disadvantaged students. We have seen a growth in our students with disabilities population.

Disaggregation of 2012-2013 CRCT reading and math data by ethnic subgroups reveal the following trends. The subgroups for black and white students at Austin Road were 82% black and 18% white. There is a 6.7% difference in the “exceeds” category in math with 30% of black students obtaining this proficiently level and 23.3% of white students obtaining this level of proficiency (Appendix D).

Results of all grade levels on the 2012-1213 CRCT reading portion revealed a 2.4% gap between white students and black students exceeding standards. Approximately 36.1% of black students exceeded standards whereas 38.5% of white students exceed standards (Appendix D).

While we have always followed best practices in teaching for all subgroups, this year emphasis has been placed on professional learning in teacher collaboration, using student achievement data to drive instruction, flexible grouping as well as specific math and readings instructional strategies.

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

- ALEKS - Math
- Common Formative Assessments
- Fountas and Pinnell
- Number Talks
- Singapore Math Boxed Diagramming
- Van de Walle
- CRA -Math
- New Zealand Numeracy Project

While the 21st Century has brought a number of revolutionary advancements in technology, medicine, communications and many other fields, according to a report by the National Science Foundation Task Force on Cyberlearning (2008), little has changed in delivery methods for teaching and learning. The report goes on to state that technology has not been embraced by educational professionals and integrated into the educational process as it has been in other professions. Moreover, while little change has taken place in the classroom setting and in instructional delivery methods by teachers, the students being taught have changed drastically. Students today use technology in all aspects of their daily lives, with the noted exception of the classroom. Just as in the schools discussed in this study, we have recognized the use of technology in lesson planning and delivery as a concern here at Austin Road Elementary.

To address this concern the following measures have been put into place:

- Purchasing iPads, LCD projectors, and supporting software for each grade level
- Scanning equipment for quick analysis of teacher and school Point created common formative assessments

- Title I funds used to purchase materials for hands-on math manipulatives and games, and reading materials for use with our students.

A final identified area of concern is parent and community involvement. Plans have been made to address this concern. These plans are outlined under the parent and community involvement section of this proposal.

Since our plan was developed, we have continued to collect data and assess our needs. The most recent achievement data, from each grade levels’ pretest administered at the beginning of every nine weeks and the post test administered at the end of every nine weeks, yielded significant data. This data reveals the areas of academic growth and the areas where students need additional support. Teachers are actively looking at this data and modifying instruction to meet each student’s specific needs. Due to information gained from this data, we feel that we have
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

made tremendous progress toward implementing the Georgia Common Core Georgia Performance Standards (CCGPS). After analyzing this data, we feel that the math performance is going to be challenging. This is especially true for our SWD population. We are also gathering data through the use of Georgia RESA Assessment of Student Progress (GRASP) testing, a district-wide testing program that is administered four times a year.

➢ The ROOTCAUSE/s that we discovered for each of the needs were . . .

• the inability of many students to utilize metacognitive strategies such as self-monitoring, self-instructing, self-checking

• the inability of many students to complete math tasks through the use of concrete (manipulatives), representational (pictures/diagrams) and abstract (symbols) problem-solving strategies

G. The measurable goals/benchmarks we have established to address the needs were . . .

**Reading /Language Arts**

• Increase achievement among all students in reading on the CRCT from 91.7% to 94.7% meeting and exceeding on the 2014 CRCT.
• Increase achievement in reading on the CRCT among SWD from 75% to 78% meeting and exceeding on the 2014 CRCT.

**Mathematics**

• Increase achievement among all students in mathematics on the CRCT from 81% to 84% meeting and exceeding on the 2014 CRCT.
• Increase achievement in mathematics on the CRCT among SWD from 53% to 56% meeting and exceeding on the 2014 CRCT.

*2. Schoolwide reform strategies that are scientifically researched based, directly tied to the comprehensive needs assessment and academic standards.

Response:

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.

A. Response: The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard are:

• Title I (Appendix E)
• Early Intervention Program
2(b). Are based upon effective means of raising student achievement.

B. Response: The following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. In addition to having flexibility to adjust classroom assignments, other changes began this school year will continue. Full-time literacy and math coaches will continue in the 2013-2014 school year to work with teachers in the implementation of county initiatives and best practices in the teaching of literacy and math. Thus far the literacy and math instructional lead teachers have presented whole group and individual training for teachers. The instructional lead teachers have also modeled lessons. This modeling has included the use of small group instruction, best instructional practices, modeling of administering Fountas and Pinnell, the implementation of number talks, use of manipulatives, pictures/diagrams and abstract problem-solving strategies.. This program will continue and expand next year to include more individualized instructional support based on teacher need.

As part of a comprehensive needs assessment, data from a number of reading and math assessments (CRCT, GRASP, Common Formative pretests and post-tests, and Fountas and Pinnell) was disaggregated by subgroups to identify weaknesses in the area of student achievement. Reform measures to increase student performance in these areas are discussed below.

Math Programs

Disaggregated data from the math CRCT and other benchmark math assessments revealed two main weaknesses that crossed all subgroups and grade levels. These weaknesses are number sense and numeracy and measurement.

The root causes of these weaknesses were discovered as follows:
• the inability of many students to utilize metacognitive strategies such as self-monitoring.
self-instructing, self-checking

• the inability of many students to complete math tasks through the use of concrete (manipulatives), representational (pictures/diagrams) and abstract (symbols) problem-solving strategies

All of the above proposed reform efforts are evidence-based and supported by best practices in the teaching of mathematics. Brophy and Good (1986), in an article summarizing a large number of research studies from the 1980s as to best practices in the teaching of mathematics, stated that teaching for concept attainment facilitates skill efficiency. This method is fast paced and standards-based. Lessons include teacher-directed modeling, product type, higher order questions, and display a smooth transition from demonstration, through the use of hands-on activities, and finally to substantial amounts of error-free practice by students. The authors also note that teachers play a central role in organizing, pacing, and presenting information to meet well-defined learning goals. In addition, research from the 1990s by Fuson and Briars (1990) and by Hiebert and Wearne (1993) shows that mathematics is best taught through the teacher acting as a facilitator in modeling concepts. After modeling, to foster conceptual understanding, students are given time to explore, demonstrate and explain concepts modeled in lessons. Our school plans to move away from instruction using textbooks and student demonstrations of concept attainment mainly through the use of pencil and paper practice, such as worksheets toward the use of exemplars and hands-on instruction that will foster true understanding of mathematical concepts and problem solving.

Moreover, we will address these identified areas of weakness for all students with special attention being given to the individualization and differentiation of instruction to reach and remediate students with the lowest level of proficiency on the math section of the CRCT and GLoSS/IKAN assessments. Efforts to address these identified areas of need will include increased focus on student-centered instruction, flexible grouping based on results of on-going assessment, increased use of performance tasks and manipulatives across all grade levels, decreased use of textbook assignments, increased implementation of technology to complete performance tasks, such as exemplars and the use of supplemental math programs, such as Number Talks for all grades, Singapore Boxed Diagramming, New Zealand Numeracy Project Activities, and ALEKS to aid special education and other at-risk students in achieving mastery of grade-level standards.

Additionally, the Math Instructional Lead Teacher helps effectively implement and lead the above math initiatives. The Math Instructional Lead teacher also works to provide individualized professional learning and classroom modeling so as to improve mathematical instruction.

Balanced Literacy

On the reading CRCT, a school-wide weakness was identified in the area of
comprehension. Research shows that reading is a multi-step process leading to comprehension. Ongoing professional development and implementation of best literacy instructional practices, has enhanced daily reading instruction. With the additional support of a literacy instructional lead teacher and the expectation from administration to implement all areas of balanced literacy, classroom teachers have begun to use all of the various components of balanced literacy.

Balanced literacy is a framework for instructional planning and delivery to build student competencies in reading and writing. Teachers use observation, conferencing and assessments to continually make instructional decisions. Balanced literacy incorporates the five foundations of reading: phonemic awareness, phonics, fluency, vocabulary development and comprehension into an instructional framework that is based on the Gradual Release of Responsibility Theory of Vygotsky. The goal of balanced literacy instruction is to support and scaffold student achievement through clear learning objectives. Direct instruction for each concept, teacher modeling of the concept taught, guided and independent practice and remediation or acceleration as needed allow students to move toward a life-long ability to read and process printed information.

On-going assessment and progress monitoring, through the use of Fountas and Pinnell pretests and posttests, drive instructional delivery that is individualized to a student’s instructional reading level. These assessments also show progress over time. The running records, from Fountas and Pinnell, aid students in finding a variety of self-selected reading materials at the student’s independent reading level.

Balanced literacy includes instruction in writing. Like the reading instruction, writing is also progress monitored and tailored to meet individual student needs. Teachers model writing concepts and then observe and confer with student. Periodic benchmark mock writing assessments, in different genres, allow teachers to monitor growth.

Balanced literacy is evidenced-based and according to McKenzie (ISTE, 2002), “the U.S. Department of Education’s prescription for bringing together the best of reading research…to create one integrated model that addresses all the facets of literacy”. Moreover, the “Report of the National Reading Panel: Teaching Children to Read,” published in 2000, notes that effective literacy programs include balanced instruction in the following key areas: phonemic awareness; systematic, sequential phonics; fluency; vocabulary development; comprehension strategies and written composition strategies. Austin Road’s use of balanced literacy fulfills all of the key components of literacy instruction, while allowing students to progress at their own rate with the needed support and scaffolding to ensure success.

2(c). Use effective instructional methods that increase the quality and amount of learning time.
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 using flexible scheduling. Flexible scheduling will allow us to address the needs of the student’s academic needs. We currently have two EIP teachers, a math EIP teacher and a reading EIP teacher. The five EIP models have been reviewed to allow more flexibility. Instead of using the reduced class model, we will use the pull out model. The pull out model allows the EIP teachers to monitor and track student progress more effectively. Additionally, they are able to collaborate with the regular classroom to adjust the instructional strategies for those identified students.

The dynamics of this year’s class make-up have been challenging due to the need to transition students from one class to another class. This includes the students in the TAG, EIP, and collaborative classrooms. As a result of additional students enrolling in Austin Road Elementary and students being unable to meet the academic challenges in the TAG classes, the State’s maximum capacity would not allow those students to be moved into another class.

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).

Response: Research has demonstrated that the use of student progress monitoring, rather than mastery measurement, allows for an increased understanding of the concepts being taught and for a greater ability to transfer the knowledge gained. These studies have also shown that through on-going progress monitoring, teachers are better able to adjust instruction to reach all students, reteach as needed, and provide extra reinforcement when needed to ensure concept knowledge attainment. Additionally, data gathered through progress monitoring has been shown to be a good predictor of performance on standardized testing (Fuchs & Fuchs, 2002; Deno, 2003).

To ensure that the success of reform strategies being used as a part of our school-wide plan, we will progress monitor as follows:

- Informal monitoring
- Formative assessment of student progress through teacher observation, conferring with students and student self-evaluations
- Formal monitoring of Common Formative Assessments, Fountas and Pinnell, GRASP assessments, mock writing and CRCT assessments, CRCT and other assessment measures deemed necessary by the state, county or through the revision of our on-going improvement planning process
• Individual student records, grade-level data will be stored, monitored, and updated in Point. This data will be used to track student progress and as an instrument developing flexible groups and for determining effective instructional strategies for the meeting the needs of students.

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. Required based on FY12 US ED monitoring.

Response: We will not use Title I funds for field trips.

*3. Instruction by highly qualified professional staff.

Response:

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

A. Response: We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. All teachers at Austin Road Elementary are Highly Qualified. The district’s Human Resources Department will make every effort to ensure that all staff at Austin Road Elementary will be highly-qualified for the 2013-2014 school year.

Attracting Highly Qualified Teachers

Henry County has a number of efforts in place to attract highly qualified teachers. Job fairs, website information, TeachGeorgia and other active recruitment avenues are employed. Typically, Henry County hosts two job fairs with all schools’ represented. This year, due to budget constraints, Henry County cancelled both job fairs. Moreover, Austin Road Elementary has hosted a number of student teachers and participates in other activities for students enrolled in the teacher education program at Mercer University. Additionally, the county’s geographic location, pace of living, sense of community, and proximity to Atlanta attracts interest from a number of teachers in other states.

Once teachers are attracted to our system, there are programs in place to retain these teachers.

• Henry County offers the Teacher Induction Program for incoming teaching staff.

• Austin Road Elementary provides mentoring for incoming, experienced teachers at our school by pairing a new, previously experienced teacher with a mentor on his/her grade-level to show him/her the ropes and acquaint the newcomer with school culture, policies and procedures.

• Beginning teachers (0-2 years of experience) new to the school are paired with an experienced master teacher for extra school-level support.
*3. Instruction by highly qualified professional staff.

- Henry County also provides on-going support throughout the first few years of a new teacher’s career via the professional learning department.

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

Response:

A. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. After the administration, the leadership team and the professional learning committee reviewed multiple measures of student achievement data from the 2012-2013 school year and reviewed our Georgia Assessment of Performance on school Standards: “Closing the Gap” (GAPSS), we created a data team. The data teams consist of principal, assistant principal, MILT, LILT, special education teacher, TAG teacher, media specialist, and counselor. The areas of weakness, identified by the data, were discussed and plans for improvement were formulated. We began the process by creating a data room. Teachers were able to view the student achievement data for all their classes. The LILT and MILT update the data, as needed.

B. We have aligned professional development with the State’s academic content and student academic achievement standards. The leadership team, with the help of each grade level, created smart goals based on the areas of needed improvement from our grade-level data to target our weak areas. The largest areas of concern found to be impacting all students was math (Appendix F and Austin Road Elementary School Improvement Plan).

C. We have included teachers, principals, paraprofessionals, county personnel, parents, and members of staff development team to address the root causes of our identified needs. After the administration, the leadership team and the professional learning committee reviewed multiple measures of student achievement data from the 2012-2013 school year and reviewed our Georgia Assessment of Performance on school Standards: “Closing the Gap” (GAPSS), we created a data team. The data teams consist of principal, assistant principal, MILT, LILT, special education teacher, TAG teacher, media specialist, and counselor. The areas of weakness, identified by the data, were discussed and plans for improvement were formulated. We began the process by creating a data room. Teachers were able to view the student achievement data for all their classes. The LILT and MILT update the data, as needed.

D. We have included teachers in professional development activities regarding the use of academic assessments . . . to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways . . .
5. Strategies to increase parental involvement.

Response:

A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by including parents in the preparation of this school-wide planning document. Upon becoming a Title I school, the principal presented sessions explaining Title I, to parents. Since becoming a Title I school, a parent committee was formed for the purpose of developing a parent compact and a parent involvement plan (Appendices G and H).

B. We have developed a parent involvement policy included in our appendices that

A full-time parent involvement paraprofessional allows us to have parent activities. Austin Road Elementary has a parent resource room for parents to meet and obtain materials to aid them in their child’s/children’s academic success.

Early in the school year, curriculum night was held to inform parents about state standards. Parents were able to discuss with their child’s/children’s teacher(s), grade-level curriculum, state standards and teacher expectations. While an overview of CRCT testing was provided during curriculum night, parent-teacher conferences enabled teachers to explain CRCT results about individual students to their parents.

CRCT Reading & Math Prep Workshops, grade level PTO nights, and Moms vs. Dads are a few exciting events that have allowed a number of opportunities for parents and students to visit our school and interact with the school faculty and staff. Parent volunteers help with routine duties, such as copying for teachers, working with small groups, participating in teacher appreciation week, and volunteering during various school events. The Go Green Book fairs have promoted literacy and we have brought grandparents in for special grandparent days. Austin Road Elementary’s Black History program and Take a Vet to School Day proved successful in getting parents and community members into the school; as well as Rocket of the Month activities and student performances.

Opportunities for community involvement in our school have included partners in education and Austin Road Elementary’s own Jr. Beta Club students donating items to senior citizens. Community representatives are included on the school council. Austin Road’s mentoring program offers an excellent chance for community involvement in our school. While community involvement has improved this year, we are currently developing plans for more out-reach and recruitment of community volunteers.

Teachers send home monthly newsletters specific to their classes. A school-wide newsletter and parent involvement newsletter is sent out every month. Parent conferences are held at least twice yearly. The school webpage is updated regularly and provides information about upcoming opportunities for parent/family involvement. Teachers and parents communicate regularly through student agendas, email and/or by phone. Events are also
advertised through the use of flyers, daily school announcements, the school webpage, calling posts, and special signs around the community and/or the school marquee board.

Finally, we recognize that while most of our parents speak and read English, we do have some parents whose native language is not English. Moreover, some of these parents have not become proficient enough in English to effectively understand verbal and/or written communication. In an effort to ensure that school-to-home and home-to-school communications about school-level programs and activities are accessible to these parents, every effort will be made to provide these parents with materials in their native language.

This year, parent input has been solicited in a number of formats, including school council and PTO meetings, a parent survey (Appendix H), and a school newsletter that is sent home. Data from the parent survey and information gained during school events will be used to review and revise the parent involvement plan for the 2014-2015 school year.

**Parental Involvement Initiatives**

- Parent Resource Center has been opened to help parents with materials to aid their children at home.
- Parent University with programs for parents will be conducted throughout the year.
- ARE Parent Academy to promote parental involvement by allowing parents to collect credits for attending workshops & volunteering to earn degrees
- Parent Involvement Paraprofessional (PIP) attended district-wide monthly meetings. Additionally, the PIP attended all district-level parent events.
- Austin Road Elementary is part of the North cluster.
- Our PTO has been reorganized and is actively seeking membership.
- We have a teacher on staff who acts as a translator as needed. We are also moving toward providing parent flyers and letters in Spanish upon request.

Our PIP (Parent Involvement Paraprofessional) has allowed for outreach into the community and more parent involvement opportunities for ARE parents.

- Parents are invited to come in weekly to tutor and teach small groups for students identified with academic needs.
- Parent committee was formed and both the parent compact and parent involvement policy were up-dated annually as required.
- CRCT Reading/ELA Prep Workshop and CRCT Math Prep Workshop occurred to help parents better prepare their children for the CRCT.

➢ A fall parent survey was conducted and the results were used for planning our parent workshops (Appendices J and K). A spring parent survey will be conducted and used for planning the 2014-2015 school year events.
**6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.**

**Response:**

A. The following are our plans for assisting with the transition of entering elementary school from a Pre-K provider or other daycare setting and leaving elementary school for middle school. We have also included plans for transition from other elementary schools into Austin Road.

**Transition from Pre-School to Elementary**

During Kindergarten Roundup, parents and students will be welcomed and taken on a bus ride so that parents and students know what the different lights, signs, and rules are. After returning back to the school, Kindergarten teachers will hold a meeting with the parents to discuss the Kindergarten curriculum and to answer any questions. Parents will be informed about the many volunteer opportunities provided at A.R.E. and invited to view the Parent Resource Room to see the reading, math, and parenting resources that will be available to them when their child is enrolled into A.R.E.

Our Parent Involvement Liaison is working on providing information to all our feeder daycares in order to make those parents aware of ways to help their child get prepared for Kindergarten. Information will be provided to parents about what skills their child should show mastery in before Kindergarten, how to determine if their child is mature enough for Kindergarten, and how to help their child if their child is concerned about leaving pre-school to start big school.

**Students Entering Austin Road Elementary During the School Year**

Students entering the school throughout the school year are given a tour of the school by our Parent Involvement Liaison. New students are walked to their class by the Parent Involvement Liaison or office staff and introduced to their teacher and paired with a buddy in class.

**Transition from Elementary to Middle School**

Making the transition into middle school is the first and most significant step to ensuring a successful middle school experience. Adjusting to change can also provide a positive growth experience. Austin Road Elementary and Austin Road Middle School staff members strive to prepare each Rising 6th grader for their new learning environment. We consider this one of the most important responsibilities we have all year.

The following activities take place to help our students through the transition process: Classroom guidance activities that review and discuss middle school issues and concerns relating to social skills, peaceful conflict resolution, and adolescent growth and...
development.
Austin Road Elementary/Middle School administration and counseling departments host a student information session. The session also includes an extensive student ‘question and answer’ period.

Austin Road Elementary Rising 6th graders participate in an additional information session and building tour of Austin Road Middle School. Our Rising 6th graders have the opportunity to hear presentations from the ARMS administration, counseling department, Band, Chorus, and Connection area teachers. Austin Road Elementary parents have an opportunity to take part in a parent orientation forum.

Making the transition into the middle school is a time of excitement and progression. We aim to provide each Rising 6th grade student and family with the information necessary to have an enjoyable and successful middle school experience.

*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:
A. The ways that we include teachers in decisions regarding use of academic assessments are…
Teachers are involved in the decision making process at Austin Road Elementary in a number of ways. Each grade level and special area teacher is represented on the school leadership team. Concerns of any nature can be brought to the leadership team. Secondly, the use of data-driven instruction is stressed at Austin Road Elementary. Teachers are included in conducting and analyzing all forms of student assessment data. Teachers make instructional decisions based on data gathered. These decisions include the development and administration of grade-level, standards-based benchmark tests, running records, Common Formative Assessments (Pre and Post) and GRASP assessments. Staff development training has been provided on the use of GRASP and running records. Additionally, teachers are trained prior to the administration of all standardized tests. Classroom teachers work with special education inclusion teachers to ensure that all accommodations and modifications required in IEPs are followed.

*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.
In accordance with No Child Left Behind (NCLB – Section 1112(a)(1), Local educational agencies (LEAs) receiving Title I funds are required to coordinate and integrate Title I services with other educational services (Federal, State, local) provided at the school or LEA level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. The law further requires all (LEAs) to have an approved plan in place in order to receive aid under Title I. Section 1112(a)(1) requires that the plan for Title I be coordinated with the other programs under the No Child Left Behind (NCLB) Act as well as other federal programs. In addition, Section 1112(b) (1) (E) requires the plan to describe how Title I services will be integrated and coordinated with programs for preschool children and programs for other special populations in order to enhance resources and increase student academic achievement. The law also contains specific requirements for coordination between Title I and Head Start or other programs for early childhood to increase program effectiveness.

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

Response: Henry County Schools has employed a federal programs coordinator whose role is to make a concerted effort to ensure that coordination takes place with all federal programs, and that the district is in compliance with the law. Coordinated planning is accomplished by ensuring that staff members in the LEA responsible for implementing all these formula programs are involved in planning for how Title I money will be used and how other programs may be used to enhance Title I services. Title I includes requirements regarding qualifications for teachers and paraprofessionals and requires LEAs with staff members who are not highly qualified to set aside at least 5 percent of their annual allocation to ensure all teachers become highly qualified according to the definition in the law (Title IX, section 9101(23). The Human Resources department ensures that all staff working in Title I schools are highly qualified.

On-going support from the Georgia Department of Education and Griffin RESA is useful in support of effectiveness and is enhanced by the collaboration of professional learning, technology, curriculum, media, special education, and ELL, migratory and homeless children under the following programs:

1. The Individuals with Disabilities Education Act—(IDEA)-P.L.118-446.
3. The McKinney-Vento Homeless Assistance Act—Title VII B (43 USC 11431)
4. The Adult Basic Education/General Education Diploma/High School Equivalency
5. Diploma (ABE/GED/HSED) Adult Education programs
6. IDEA preschool.

7. Title I, Part C—programs for migratory children
8. Title I Part D—programs for neglected and delinquent children

9. Title II Part D—programs to enhance education through technology

10. Title III Part A—language instruction for limited English proficient or immigrant students

11. Title II Part A—programs to improve teacher and principal quality and the number of highly qualified teachers in the classrooms, is a major source of collaboration between federal programs.

Title I includes requirements regarding qualifications for teachers and paraprofessionals and requires LEAs with staff members who are not highly qualified to set aside at least 5 percent of their annual allocation to ensure all teachers become highly qualified according to the definition in the law (Title IX, section 9101(23). As sanctioned by the law Henry County Schools reserves Title I money to support additional professional development programming, and the schools eligible to receive Title I money use their allocation for that purpose. Title II funds may also be used to provide professional development for teachers, principals, and other staff. The law requires LEAs to describe in their program plans how they will coordinate programs funded with Title I with programs under II A. This coordination requirement can be met by ensuring that staff members responsible for planning and implementing programming under both Title I and Title II A collaborate on the development of the LEA overall ESEA plan. The LEA may also use funds from both Title I and Title II A to support professional development activities. Relevant sections of NCLB are:

1. Title I, Part A, Section 1119 (a)(1)—teacher qualifications and measurable objectives—which requires LEAs receiving Title I money to ensure that all teachers hired after the date of enactment of the law and teaching in Title I programs are highly qualified—http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1119

2. Title I, Part A, Section 1119 (c)—new paraprofessionals—which requires LEAs receiving Title I money to ensure that all paraprofessionals hired after the date of enactment of the law and working in Title I programs have specified qualifications

3. Title II Part A, subpart 2, Section 2123—local use of funds—which describes the many activities that can be funded with Title II A aid.

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

Response: Resources from Title I are used to provide teachers, math and literacy instructional
lead teachers, parent involvement coordinators, and family resource coordinators for each of the Title I schools. Supplies, materials, and equipment are also used to enhance student readiness and academic achievement. Each Title I school also has a parent resource center.

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 Title I plan is developed under the auspices of the Consolidated Application. Under this process, all federal, state, and local entities come together to discuss coordination among the programs. Each year, the Consolidated Application is updated. These entities continue to coordinate throughout the school year.

*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 . . . (Especially for those students who are struggling.)

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards are provided with effective, timely additional assistance and remediation. Among these activities, students will receive daily standards-based tutoring throughout the school day as needed. Computer-assisted instruction and provides communication and basic-skill instruction for our special needs population. After school tutoring through the SIEP program offers additional academic scaffolding for those students most at risk of academic failure.

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

Response: An active student support system is in place through the Multi-Tiered System of Supports. Interventions for at-risk students are formulated by the classroom teachers, support staff and/or parents during MTSS meetings. Each implemented intervention is evaluated for its impact on a student’s achievement and/or classroom behavior. Students remain in the MTSS process until interventions have worked or there is a clearly identified risk factor that warrants further evaluation for special education services.

It is our belief that parents play a major role in the academic success of their child/children. With this belief in mind, we plan to address the role of parents in the educational process. Through surveys, our parents have requested training sessions for parents learning about reading with their children, math activities to complete at home, building a learning relationship with their children, and how to motivate their children. A parent compact that outlines the school’s,
parent’s and student’s responsibilities for high expectations and student achievement standards has been developed and will serve as the centerpiece in all of our assistance efforts.

For the 2013-2014 school year, we were able to hire a literacy instructional lead teacher and a math instructional lead teachers. These additional personnel are in place to provide additional support and assist teachers in developing strategies to meet the needs of at risk students.

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

*Response:* The Literacy Instructional Lead Teacher and the Math Instructional Lead Teacher conducted needs assessment surveys to solicit input from the teachers to help determine the areas of difficulty. Once the areas were identified, the lead teachers participated in the grade level planning sessions to provide specific information to help the teachers provide instruction to the students. During the collaborative planning days, the instructional lead teachers helped the teachers plan units and lessons using the frameworks from the Georgia Department of Education.

9(c). 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:* Parent/Teacher conference should be documented using ARE’s Conference Form. There should be two indirect contacts and 1 face-to-face conference per semester. However, if a child is failing and has and/or receiving failing grades, it is required that a face-to-face conference take place each grading period.

During these conferences, teachers discuss all forms of assessment results, formal and informal, with parents. Each spring when CRCT results are released by the state, individual student reports, with the scores and an explanation of their meaning, are sent home to the parents. CRCT results are then discussed during the spring parent-teacher conferences. When scores from the previous year’s CRCT are available, these scores are reviewed at the fall parent-teacher conference.

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

*Response:* Provisions for the reporting of student achievement data include the following: Austin Road uses a number of methods for collecting and disaggregating data. For the 2013-2014 school year, a data focus team was created and dedicated at least one monthly meeting to disaggregate data. The role of the data team is to collect multiple student achievement data (CRCT, GRASP, CFAs), analyze and present the data so that is meaningful to teachers, students and the community. During collaborative planning meetings, teachers use the data to determine flexible groups and specific instructional strategies to meet the specific needs of students.

11. Provisions for the collection and disaggregation of data on the achievement and assessment
12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

*Response:* All formal data collected from the CRCT, GRASP, F&P, and GlOSS/IKAN has been certified by either the state or the county and is deemed to be statistically sound in all areas. Once the data from these assessments is analyzed for local school use, administration ensures that the data teams meet quarterly to determine effectiveness of the quarterly action plans to improve specific domain performance.

Informal assessments, such as running records, have been administered consistently from teacher to teacher due to the presence of a common administration procedure.


*Response:* Provisions for the reporting of student achievement data include a yearly state of school meeting (State of the School Address), school-level and county websites and information about school improvement status and achievement on the Georgia DOE website. Additionally, teacher newsletters, parent-teacher conferences and school-wide notices and newsletters are used for communicating information with our parents. The school council and our school website are also a means through which information is released to the public.

School improvement status is reported on the Georgia DOE and Henry County Schools websites. District-level data is reported through principals meetings, school board meetings and by the superintendent of schools. All requests for information from media sources are routed through the district. All individual student records are considered confidential and strict confidentiality standards are maintained at Austin Road Elementary; therefore, information about the achievement of individual students is released only to parents or agencies directly involved in the students care and well-being.

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:* Recognizing that in today’s depressed financial climate more and more families are in danger of becoming economically disadvantaged and that serving the educational needs of children from these families is vital; district administration, principals, teachers and parents from Henry County’s Title I targeted assistance schools began reviewing the option to become school wide Title I programs. After consideration of these recommendations from districts, school and community sources, Henry County Schools has elected to fast-track the school wide plan.
development process. Under the leadership of Dr. Sandra Moore, the principals of the county’s Title I schools met to formulate a timeline for the development of their school wide plans. Since all of these schools are on the cutting edge in the use of best practices, much of the data needed for assessing each school’s needs was in place. Additionally, each school had school council and parent advisory councils in place to provide input into the development of the plan.

After the committee approved the draft plan and it was critiqued by Dr. Moore, the draft was available on Austin Road Elementary’s website for parent and community input. The members of the planning committee met to consider parent and community input and finalized the draft. The finalized draft was sent to Dr. Moore for a final review and submission to the board for its approval.

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:

In an effort to involve the community, Austin Road Elementary has developed the following:

- Title I Principal’s planning committee meeting agenda/sign-in sheet
- Title I Principal’s school-wide planning committee sign-in sheet
- Title I parent committee
- School Council input/sign-in sheet
- Leadership agenda/sign-in sheet
- Parent survey from PIP to determine needs (Appendix Q)

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

- Austin Road Elementary will make the plan available to LEA, parents and the public through the following:
  - Austin Road Elementary School Parental Involvement Action Plan (Appendix R)
  - The school wide plan will be available on the school website
  - The school wide plan will be presented at the annual “state of the school address” during PTO meeting
  - The school wide information will be sent home on the newsletter from the principal
  - A copy will be housed in the parent resource room
  - A copy will be housed in the parent involvement paraprofessional’s room
  - Austin Road Elementary Family Outreach Compact (Appendix S)
  - School Compact Checklist (Appendix T)

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: Austin Road’s school-wide plan will be translated, to the extent possible, upon request into a parent’s native language. When we receive Spanish and French speaking families,
we have two teachers on staff who acts as a translator as needed. We are also moving toward providing parent flyers and letters in Spanish upon request.

<table>
<thead>
<tr>
<th>18. Plan is subject to the school improvement provisions of Section 1116.</th>
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<tbody>
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<td><strong>Response:</strong> CCRPI findings revealed that Austin Road School is performing well with room for improvements. The state average is 83.4 and Austin Road’s is 71.4. This is a difference of 12 points. Our white and SWD subgroups will need to meet performance target in order to increase our scores. If due to CRCT results for 2014, Austin Road does not increase the CCRPI score, provisions in place by the state of Georgia and Henry County Schools to comply with Title I, Section 1116, will be followed.</td>
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References


APPENDIX A
Austin Road Elementary
2012-2013 CRCT Reading Scores
APPENDIX B
Austin Road Elementary
2012-2013 CRCT Math Scores

![Bar chart showing CRCT Math scores for All Students, Students with Disabilities, and Economically Disadvantaged students. The chart indicates the percentage of students who meet or exceed standards.](chart.png)
APPENDIX C
Austin Road Elementary
2012-2013 CRCT Reading Scores
APPENDIX D
Austin Road Elementary
2012-2013 CRCT Math Scores by Race

![Bar Chart](chart.png)
APPENDIX E
Austin Road Elementary SMART Goals

Reading /Language Arts

- Increase achievement among all students in reading on the CRCT from 91.7% to 94.7% meeting and exceeding on the 2014 CRCT.
- Increase achievement in reading on the CRCT among SWD from 75% to 78% meeting and exceeding on the 2014 CRCT.

Mathematics

- Increase achievement among all students in mathematics on the CRCT from 81% to 84% meeting and exceeding on the 2014 CRCT.
- Increase achievement in mathematics on the CRCT among SWD from 53% to 56% meeting and exceeding on the 2014 CRCT.
School Compact
Austin Road Elementary 2012-2013

A School-Parent Compact for Achievement is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach grade-level standards.

Effective compacts:
- Link to goals of the school improvement plan
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality instruction
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

Students with Engaged Parents are More Likely to:
- Earn higher grades and test scores, and enroll in higher-level programs
- Attend school regularly
- Be promoted, pass their classes, and earn credits
- Have better social skills, show improved behavior, and adapt well to school
- Graduate and go on to postsecondary education

Jointly Developed

The parents, students, and staff at Austin Road Elementary developed this School-Parent Compact for Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the Compact and make changes based on student needs, as this is a living document.

Parents are welcome to contribute comments at any time!

If you would like to volunteer, participate and/or observe in the classroom, please contact: 770-389-6556.

Communication about Student Learning

Austin Road Elementary is committed to frequent two-way communications with families about children's learning. Some of the ways you can expect us to reach you are:
- Wednesday Folders
- Daily Agenda books
- Progress notes, phone calls, & emails
- Updates on the school website and current grades on progress reports
- Infinite Campus (IC)
- Parent-teacher conferences
- Parent workshops

Visit the Parent Resource Room to check-out information on parenting strategies (books, DVD's, CD's), articles & books (special needs, transitioning, bullying prevention), math learning games, reading learning games, GED materials, resume writing information, and more! Email jessica.mitchell@henry.k12.ga.us or visit room #110.
Henry County District Goals

- We will strive to increase the percentage of students meeting/exceeding required performance levels on the Reading CRCT by at least 2%.
- We will strive to increase the percentage of students meeting/exceeding required performance levels on the Math CRCT by at least 1%

Austin Road Elementary

School

I will increase reading/math skills by:

**Reading Goal:** To provide strategies to increase reading accuracy & comprehension. To reach level P on Fountas & Pinnell.

**Math Goal:** To provide strategies to increase math skills. To reach Stage 5 or 6 on IKAN/GLOSS.

Provide a high quality curriculum in a supportive and effective learning environment. Will include daily 45-60 minute small groups of Instructional Focus/"IF Time" for reading and math. One day of the month "IF Time" will include a club that students will join to reinforce math and reading in real-world activities.

Schedule parent-teacher conferences during which this compact will be revisited to assess all stakeholders’ progress.

Provide consistent and informative reports to parents concerning their child’s academic growth. (Wednesday Folders, Infinite Campus, parent-teacher conferences, progress reports, and report cards)

Provide parents with reasonable access to staff.

Phone: 770-389-6556 Fax: 770-389-5909

Website: [http://schoolwires.henry.k12.ga.us/ar](http://schoolwires.henry.k12.ga.us/ar), Click on “Teachers” for your child’s teacher and email address.

Provide parents with academic assistance for their child. (Parent workshops, Parent Resource Room #110, parent-teacher conferences, and post at home assignments on the website and in the Wednesday Folders.)

Provide opportunities for parents to volunteer & participate in their child’s class and to observe classroom activities. (Parent workshops: Parent Involvement Day & Moms. Vs. Dads, A.R.E. Parent Academy, email notifications, etc.)

**Parents**

I will help my child by:

**Parent Involvement in Reading Goal:** Read with, read to, or listen to my child read 20 minutes a day.

**Parent Involvement in Math Goal:** Point out how math is used in everyday life. Use real-world experiences to reinforce math skills. (cooking, grocery shopping, etc.)

Have formal study time at home and ask my child to explain math homework problems & discuss reading selections.

Schedule and attend parent-teacher conferences to follow my child’s academic growth.

Stay aware of school events by visiting the school website [http://schoolwires.henry.k12.ga.us/ar](http://schoolwires.henry.k12.ga.us/ar), keeping my contact information up to date, and reading my child’s Wednesday Folder.

Check-out math and reading activities from the Parent Resource Room (#110) to play with my child at home.

Be actively engaged in the school community by attending PTO event, parent workshops, and volunteering.

**3rd Grade Students**

I will increase my reading/math skills by:

Remembering to do my homework.

Give my parents my Wednesday Folders.

Play reading and math games with my parents.

Take responsibility over my academics (apply myself/participate in class).

Read books with my parents.

Ask my parents to help me with projects.
APPENDIX G

Austin Road Elementary
Fall Parent Survey
2013-2014 School Year

1. This year, we will provide parent workshops to help you support your child’s learning. Please check any of the topics below that you would like to learn more about.

   30 Reading with my child
   31 Choosing books at my library
   49 Games and activities to do at home
   11 Confidentiality and my child
   4 Abuse and Neglect
   10 Services for Spanish language learner families
   50 Going to college: how to get my child ready
   22 Family and money management
   28 Discipline
   17 Puberty
   54 Learning about math and my child
   11 Increasing my job skills
   31 Volunteering at school
   33 Building a learning relationship with my child
   25 What is No Child Left Behind?
   5 GED and college preparation
   15 TV and family
   36 Dealing with peer pressure
   39 Bullying prevention
   33 Internet safety
   65 Motivating your child
   18 Single parenting

2. If there have been school events that you have not attended in the past school year, what is your reason for not attending?

   87 Time schedule conflict
   7 Childcare issues
   9 Lack of notification
   8 Finances
   10 Transportation issues
   21 Event did not pertain to me
   3 Other ____________________________

3. What is the best time for you to attend school activities/workshops?

   287:30am – 8:30am
   18 3:30pm – 4:30pm
   31 7:00pm – 8:00pm
   22 11:30am – 12:30pm
   75 6:00pm – 7:00pm
   1 Other ____________________________

4. What are the best days for you to attend school activities/workshops?

   57 Monday
   69 Tuesday
   53 Wednesday
   52 Thursday
   42 Friday

5. How would you like to receive information from the school? (Please check any that you would use.)
6. Which grade level(s) for the 2013-2014 school year apply to your family?

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>34</td>
</tr>
<tr>
<td>1st Grade</td>
<td>27</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>32</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>37</td>
</tr>
<tr>
<td>4th Grade</td>
<td>23</td>
</tr>
<tr>
<td>5th Grade</td>
<td>36</td>
</tr>
</tbody>
</table>

7. In the past, the August Curriculum Nights have been 3 nights of the week. Should future Curriculum Nights be...

<table>
<thead>
<tr>
<th>Number of Nights</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Nights</td>
<td>44</td>
</tr>
<tr>
<td>2 Nights</td>
<td>71</td>
</tr>
</tbody>
</table>

8. What time should the Curriculum Nights start?

<table>
<thead>
<tr>
<th>Time</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00pm</td>
<td>50</td>
</tr>
<tr>
<td>6:00pm</td>
<td>74</td>
</tr>
<tr>
<td>7:00pm</td>
<td>317</td>
</tr>
<tr>
<td>8:00pm</td>
<td>1</td>
</tr>
</tbody>
</table>

9. The school provides parents with regular opportunities to be involved in problem-solving, decision-making and supporting student learning.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>52</td>
<td>46</td>
</tr>
<tr>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

10. The school provides opportunities for volunteers to be involved in the school and supports children and families (mentors, tutors, book fair, etc...).

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>38</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

11. The school provides all parents with the regular opportunities to observe their children in skill and talent demonstrations (PTO, programs, etc...).

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>43</td>
</tr>
<tr>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

12. The school provides a positive climate for home/ school/ community partnerships.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>37</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX H

Austin Road Elementary
School Parent Involvement Plan
2013-2014 School Year

Austin Road Elementary 2013-2014 School Parent Involvement Plan for Shared Student Success
Draft-8-29-13 Revised 10-28-13

Si necesita este documento en español, por favor póngase en contacto con jessica.mitchell@henry.k12.ga.us

What is it? This is a plan that describes how Austin Road Elementary will provide opportunities to improve parent engagement to support student learning. Austin Road Elementary values the contributions and involvement of parents in order to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that the school will support parent engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home.

How is it developed? Austin Road Elementary welcomes parent input and comments at any time regarding the plan. All parent feedback will be used to revise the plan for next year. The plan is posted on our school website for parents to view and post feedback throughout the year. We also distribute an annual fall and spring survey to ask parents for their suggestions on the plan and the use of funds for parent involvement. Parents can also give feedback during our Title I events and the Spring C.A.R.E. Force meeting with school leaders to revise the plan for the upcoming school year.

Who is it for? All students participating in the Title I, Part A program, and their families, are encouraged and invited to fully participate in the opportunities described in this plan. Austin Road Elementary will provide full opportunity for the participation of parents with limited English, parents with disabilities and parents of migratory children.

Where is it available? At the beginning of the year, parents can edit the plan during the Parent C.A.R.E. Force meeting. It is distributed to all parents through the Wednesday Folders and email. Parents can also retrieve a copy of the plan in the Parent Resource Room and on the website at http://schoolwires.henry.k12.ga.us/Page/39498.

Henry County has 18 schools that have been identified as Title I schools as part of the Elementary and Secondary Education Act of 1965 (ESEA). Title I is designed to support State and local school reform efforts tied to challenging State academic standards in order to reinforce and enhance efforts to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support parental involvement. All Title I schools must jointly develop with all parents a written parental involvement policy.
Henry County District Goal
• We will strive to increase the percentage of students meeting/exceeding required performance levels on the Reading CRCT by at least 2%.

• We will strive to increase the percentage of students meeting/exceeding required performance levels on the Math CRCT by at least 1%.

Austin Road Elementary Goals
• Increase achievement among all students in mathematics on the CRCT from 78.9% to 81.9% meeting and exceeding on the 2014 CRCT.
• Increase achievement in mathematics on the CRCT among SWD from 65.2% to 68.2% meeting and exceeding on the 2014 CRCT.
• Increase achievement among all students in reading on the CRCT from 91.3% to 94.3% meeting and exceeding on the 2014 CRCT.
• Increase achievement in reading on the CRCT among SWD from 70.8% to 73.8% meeting and exceeding on the 2014 CRCT.

Let’s Get Together!
Austin Road Elementary will host the following events to build the capacity for strong parental involvement to support a partnership among the school, parents, and the community to improve student academic achievement.

Title I Parental Involvement Workshops:

Parent C.A.R.E. Force Meetings
✓ Participate in decision making.

Slide Into Health
✓ Do the latest slide dances and learn how exercise and healthy eating boosts brain function.

Parents In Live Action Readers Theater
✓ Show the importance of literacy by acting in a readers theater script that will be performed to the school.

*Parenting the Love and Logic Way* workshops
✓ Learn a research-based parenting approach to make learning goals for your child.

Standardized Testing
✓ Learn what you and your child should know about testing.

Math 101 Series for parents
✓ Attend classes to understand how math is being taught to your child and how you can support your child at home.

Moms vs. Dads for Academics
✓ Prove which guardians have the most parental involvement by showing up to volunteer on your specified day. Last year 48 moms volunteered and 34 dads volunteered. Who will have the better turnout this year?

Math March Madness: CRCT Prep
✓ Parents and students, show your math skills through playing a game of basketball.

Reading/ELA CRCT Prep
✓ Gain test prep skills and techniques to help your child prepare for the Reading/ELA CRCT.

Math CRCT Prep
✓ Gain test prep skills and techniques to help your child prepare for the Math CRCT.

( More workshops will be added to this list per parent requests and as the school year progresses)

PTO/School Events:

Open House August 1st
Curriculum Nights August 26th - 28th
Grandparents Day September 6th
Patriot Day September 11th
Math/Science Game Night September 19th
Father/Son Movie Night September 20th
Fall Festival October 5th
Literacy/Social Studies Night October 17th
Annual State of the School Address/Title I Information Meeting October 17th
Trunk or Treat October 31st
Mother Daughter Movie Night November 1st
Take a Vet to School November 11th

School-Parent Compacts
As part of this plan, Henry County Title I families will develop a school-parent compact, which is an agreement that parents, teachers, and students will develop together that explains how parents and teachers will work together to make sure all our students reach grade-level standards. The compacts will be reviewed and updated annually based on feedback from parents, students and teachers during the Parent University events and the school community task force planning meetings. The school-parent compacts are kept with each child’s teacher if parents need a copy.

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Parental Involvement

Austin Road Elementary believes that parent involvement means the participation of parents in regular two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

- That parents play an integral role in assisting their child’s learning;
- That parents are encouraged to be actively involved in their child’s education at school;
- That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- The carrying out of other activities as described in this plan.

Austin Road Elementary’s Mission Possible!

Austin Road Elementary will take the following measures to promote and support parents as an important foundation of the school in order to strengthen the school and reach our school goals. We will –

- Ensure that all information related to school and parent programs, meetings, and other activities is published in both English and Spanish, and posted on the school website and included in the monthly school newsletter for all parents.
- Conduct staff development each quarter on parent involvement practices and effective strategies for staff to communicate and build partnerships with parents.
- Partner with Head Start and Early Reading programs to share school information about parent engagement activities that will help prepare parents and their child for kindergarten and improve school transition.
- Share information in English and Spanish on the school blog and in the school newsletter for parents to understand the school’s academic standards and assessments as well as the ways parents can monitor their child’s progress and work with educators.
- Communicate with all families and the community on a regular basis regarding schoolwide events and activities, such as phone messages, social media, and flyers.
- Work with our parents to develop relevant trainings and helpful presentations to educate our staff on the importance of parental involvement.
- Provide necessary materials for parents at conferences, meetings, and activities to help parents work with their child to improve their child’s achievement.
- Collaborate with community leaders and business groups to increase participation and awareness of the school parental involvement plan and activities.
- Offer parent classes to help further enhance their various education backgrounds.
- Listen and respond to parents’ requests for additional support for parental involvement activities.

Parent Involvement Standards

Henry County Title I Schools and our parents have adopted the National PTA Standards for Family-School Partnerships as the school’s model in engaging parents, students, and the community. These standards are –

1. Welcoming All Families
2. Communicating Effectively
3. Supporting Student Success
4. Speaking Up for Every Child
5. Sharing Power
6. Collaborating with Community

Dr. John D. Barge, State School Superintendent
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Austin Road Elementary invites all parents to join the Parent C.A.R.E. Force to share ideas and ways to involve other parents to build partnerships with school, families, and the community. The team will meet throughout the school year, but parents can submit their ideas or suggestions during all activities and meetings, as well as through our parent surveys and website. If you would like to learn more about the Parent C.A.R.E. Force, please contact the Title I Parent Involvement Liaison at (770) 389-6556 or complete the interest form and have it sent to the Parent Resource Room (#110).

**Parent C.A.R.E. Force**  
*(Committed to Always Reaching Excellence)*

- Yes, I am excited about joining the Parent C.A.R.E. Force
- Yes, please contact me so I can learn more about the Parent C.A.R.E. Force
- Yes, this sounds like a great idea, please keep me posted about future meetings

Name: ____________________________  
Child’s Name and Grade: ____________________________  
Address: ____________________________________________  
Phone Number: ____________  
Email address: ____________________________

---

**Participate in the 2013-14 A.R.E. Parent Academy**

Earn credits towards an associate, bachelor, master, education specialist, and doctorate degree by attending parental involvement workshops and volunteering.

**Parent Decision Making:** (1 credit) Parent Task Force, School Council member, PTO member, assist in planning a parent workshop.

**Parent Functions:** Attending parental involvement workshops (2 credits) and attending PTO events (1 credit).

**Classroom Volunteering:** (1 credit) room parent, small groups, field trip chaperone, laminating, copying, etc.

**School-Wide Volunteering:** (1 credit) media center, lunch monitor, office, school-wide events, etc.

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<table>
<thead>
<tr>
<th># Credits</th>
<th>Degree Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Associate</td>
</tr>
<tr>
<td>16</td>
<td>Bachelor</td>
</tr>
<tr>
<td>24</td>
<td>Master</td>
</tr>
<tr>
<td>32</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>40</td>
<td>Doctorate</td>
</tr>
</tbody>
</table>

Dr. John D. Barge, State School Superintendent  
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APPENDIX I
SUPPORTING DOCUMENTATION

School-wide Reform Strategies
- Continuous Schoolwide Improvement Plan
- Grade Level Data Team Plans
- GAPSS Classroom Observation Summary
- CSS Priority Ranking
- Data-Driven Instructional Training

Henry County Teacher Induction Program/Professional Learning
- Professional Learning Plan
- Professional Learning Offerings
- Professional Learning Sign-in Sheets

Parent Involvement
- Parent Volunteers
- Parent-Teacher Conference Forms
- Sign-ins From Parent Events

Collaborative Planning
- Examples of Planning Forms
- Examples of Frameworks

Title I Schoolwide Planning
- District Planning Meetings
- Austin Road Elementary Planning Meetings

CRCT results and previous AYP status is available on school, county and GADOE websites.

This plan was developed by the Title I planning team. A draft of this plan will be posted on the Austin Road Elementary website and made available to parents through the school office.