

Buford Elementary
Title I
Schoolwide Program
2009-2010

Comprehensive Needs Assessment:

Each school participating in Title I will conduct on-going diagnosis to determine revisions that will increase student achievement. Work habit, attendance habits, number of disciplinary referrals, and a variety of other measures may be used to identify specific areas for improvement. The Title I committee, along with system and school level administrators, will determine criteria and indicators to be assessed. Academic assessments that will be used to determine success of the students and the programs in place may include, but are not limited to: GKIDS (Kindergarten), CRCT (1st), Early Literacy Test (administered three times per year to every student, AIMSweb (administered three times per year for every student), STAR Reading & STAR Math (administered three times per year to each first grade student, and at the end of the year for Kindergarten), and other local assessments. LEP students will be assessed as determined by state guidelines, which currently require administration of the ACCESS and a norm-referenced reading test. Areas of weakness will be identified and remediated based upon the results of the above assessments. State guidelines for testing limited English proficient students will be followed.

Educational assistance will be provided to students assessed as needing help in meeting academic achievement standards through programs such as, but not limited to, the Early Intervention Program (EIP), the use of High School SRA tutors, Flex Groups, reduced student/teacher ratio, best practices including graphic organizers, Summer School, and Saturday School programs. These programs will work to close the achievement gap between low-income, minority, special education, ESOL, and other students by providing additional and small group instruction.

In order to meet achievement objectives the Buford City School System will use Federal funds in combination with local and state monies to provide resources and assistance such as providing additional teachers, paraprofessionals, instructional materials (including technology and software), and professional learning.

Schoolwide Reform Strategies:

Learning Focused Schools is a scientifically research based initiative adopted by Buford City Schools. The Title I program at Buford Elementary uses instructional strategies and best practices methods, including the use of essential questions and graphic organizers, that support and enhance the LFS program. Numerous studies have been done proving the effectiveness of the LFS strategies. In addition, Buford Elementary uses the Accelerated Reader and Accelerated Math programs to enhance the overall school program. Much research has been done on the effectiveness of these two programs as well.

Kid Writing is an approach to writing that emphasizes the development of writing. All teachers have been trained in the Kid Writing program. Teachers meet regularly to compare ideas and student writing samples. Teachers rate writing samples using rubrics designed to measure the writing elements.

Buford Elementary provides numerous opportunities for all children to meet the state's proficient and advanced levels of student performance. Ongoing instruction is provided focusing on test prep strategies. The remediation provided during Summer School and Saturday School sessions helps children work on meeting the state's proficient and advanced levels of student performance. Students who have not met proficient or advanced levels of student achievement receive additional EIP services. Buford Elementary is committed to ensuring that all children become proficient.

Buford Elementary provides 120 minutes of Reading/English Language Arts instruction and 60-75 minutes of Math instruction daily. Acceleration and remediation for students in need of additional academic support is provided daily through EIP, flex groups, ESOL, and Special Education. Additional support is also provided to struggling readers through an SRA program. High school tutors under direct adult supervision are assigned to specific children and work with at risk children for 30 minutes daily to complete reading skills using the SRA program, *"How to Teach Your*

Child to Read in 100 Easy Lessons". Additional remediation and differentiated activities are provided daily through programs such as "English in a Flash" and Math Facts in a Flash", just to name a few. Also, at-risk students are provided remediation during Summer School and Saturday School.

To assist its low achieving schools identified by the No Child Left Behind Act under section 1116 as in need of improvement, Buford City Schools may provide technical assistance including, but not limited to, the following:

- offering and supporting professional learning;
- disaggregating test data;
- providing resource personnel;
- hiring highly qualified teachers and paraprofessionals;
- assisting in personnel evaluation;
- being knowledgeable of the rules and regulations pertaining to the various Title programs; and
- disseminating pertinent information to affected schools and other appropriate parties.

The needs of each child will be addressed through the Response to Intervention (RTI) team to provide the best education. Students with special needs (LEP, disabled, migratory, homeless, or immigrant children, neglected or delinquent youth, and at-risk youth) will be provided all Title I and Title III services for which they qualify. The activities of state, local, and federal programs will be coordinated when possible.

Instruction by Highly Qualified Professional Staff:

The Buford City Schools' Consolidated Plan assures that it will target funds to schools within the jurisdiction of Buford City Schools that:

- have the lowest proportion of highly qualified teachers;
- have the largest average class size; or
- have been identified for school improvement under Section 11169(b).

Buford City Schools assures that it will comply with Section 9501 regarding participation by private schools and teachers and children.

Buford City Schools assures that it will provide timely notification to parents, as required in Section 1111(h)(6) when their children are not being taught by highly qualified teachers.

Buford City Schools assures that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. This will be accomplished by:

- voluntary transfers;
- professional learning to address needs;
- effective teacher recruitment; and
- other effective strategies.

The Buford City School System continually works to ensure that all certified personnel and paraprofessionals are highly qualified. The plan is as follows:

- to the greatest extent possible, teachers and paraprofessionals will be employed only if they meet the requirements set forth by state and federal law;
- certified personnel will hold or acquire professional certificates by completing appropriate course work, passing any state required exams, currently the Praxis, and meeting the state reagency of study requirements;
- certified personnel will be employed in-field;
- paraprofessionals will hold a Georgia license assuring that they have met federal requirements; and
- LEP teachers and paraprofessionals will hold valid Georgia teaching certificates or paraprofessional's certificates. Anyone who holds professional teaching permits and whose first language is other than English will be required to demonstrate fluency in spoken and written English.

At the present time, all teachers and paraprofessionals at Buford Elementary are highly qualified.

Professional Development:

Professional learning activities for the Buford City School System will follow National Staff Development Council Standards, using programs, which have proven successful, are based on scientific research, and are of high quality. The following guidelines will be used to assure professional learning opportunities for the employees of Buford City Schools are appropriate and effective.

1. Professional learning activities will relate to core content area and meet needs determined by:
 - analysis of student academic achievement data;
 - analysis of needs assessment survey results; and
 - annual review and alignment of activities with state curriculum and program standards.

2. Professional learning activities will be designed to have a substantial, measurable, and positive impact on student achievement and will be used to eliminate the achievement gap that separates low-income, minority, and special education students from other students.
 - scientifically based professional learning activities which have proven to be effective teaching strategies/programs in decreasing the achievement gap;
 - activities to train staff on acceleration and differentiation of instruction will be provided; and
 - achievement tests and other student data will be analyzed on an ongoing basis to provide information on measurable and substantial impact on student achievement.

3. The Buford City School System assures that Title II funds will target ensuring highly qualified teachers, lowering average class size, and schools in need of improvement under section 1116(b). This will be accomplished:
 - through budget planning focused on targeted schools and adherence to budget guidelines;
 - through meeting Georgia class size regulations; or

4. To coordinate professional learning activities authorized under Titles I, II, and III with professional learning activities provided through other federal, state, and local programs, all professional learning offerings will be approved by the Director of Curriculum and Instruction regardless of the funding source. Approved offerings will be supported by student data. The data reviewed may include, but not be limited to, student achievement data, individual school needs, surveys, failure rates, student attendance, and discipline referrals. Survey results from administrators, other staff members, parents, and community will also be analyzed to determine professional learning, information, and communication needs. Once a list of priorities has been established and appropriate audiences identified, funding for each project will be earmarked, following specific guidelines for expenditure of federal, state, and local budgets. Plans will then be made to train and implement the professional learning activities in a continuous, evaluative, and ongoing manner.

5. A description of professional learning activities that will be made available to faculty and staff will be submitted annually to the Georgia Department of Education in the Consolidated Application. These activities will be based on needs assessments completed by teachers and administrators. The activities may include, but not be limited to, school-based professional learning activities, system-wide credit courses, scheduled in-service

training, training and addressing individual needs, and involvement in the teacher mentoring program.

6. The Buford City School System will integrate funds from Title IIA and Title IID, along with other state and local funds, to train all certified personnel and paraprofessionals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy. Georgia certification requirements insure that all certified personnel will meet the technology requirement.
7. Teachers, paraprofessionals, principals, and other relevant school personnel, and parents have taken part in planning and reviewing the Title I, Title II, and Title III plans by serving on the system committees.
8. Professional development and student needs assessments will be administered annually at the end of each school year to determine professional learning needs for the upcoming school year. Each school will conduct the needs assessment, with the help of central office personnel, utilizing a variety of data (e.g. test scores, teacher experience, school-wide concerns, diversity of students, parent and community input). School staff will be involved in the process and will have the opportunity to be included in the professional learning activities. This will enhance student learning and the professional learning of teachers and other school staff.
Professional learning activities will:
 - support instructional practices that are geared to challenging state content standards and create a school environment conducive to high achievement in all core subjects for all students;
 - support the local educational agency plans and school plans;
 - draw on resources available under this part of the No Child Left Behind Act of 2001 and from other sources;

- include strategies for developing curricula and teaching methods that integrate academic and vocational instruction; and
- include strategies for identifying and eliminating gender, racial, and ethnic bias in instructional materials, methods, and practices.

This may also include:

- instruction in the use of assessments;
- instruction in ways school faculty and staff can work with parents more effectively;
- partnerships with institutions of higher education for the purpose of training highly qualified teachers;
- instruction in the use of technology; and
- instruction in ways to teach special needs students

Needs identified for the 2009-2010 school year include:

- Writing instruction (Kid Writing)
- Using data to drive instruction through a scientifically research based initiative (Learning Focused Schools and best practices);
- Reading instruction; (differentiated instructional programs for RTI)
- Math instruction (differentiated instructional programs for RTI);
- disaggregating and interpreting student data;
- effective instruction for LEP and Special Education students in the regular classroom; where appropriate.
- AIMSweb Assessment
- Technology Training
- RTI training
- effective organization of instruction; and
- increased parent involvement.

9. Continued professional learning opportunities will be offered to enable teachers to:

- meet the needs of gifted and talented students, exceptional needs students, and limited English students through school, system, and RESA course work;
- utilize appropriate intervention strategies and techniques for disruptive students;
- meet individual student needs and learning styles and ways to involve parents in their child's education; and
- utilize programs, data analysis and other assessment tools for improvement of classroom practice and student achievement.

10. Title II funds will be used to provide training in areas of identified need for both certified staff and paraprofessionals to become and remain highly qualified.

11. The Buford City School System will comply with section 9501 of the No Child Left Behind Act with regard to private school students and teachers.

Preschool Program:

An annual review for the possibility of using Title I and Title III monies to fund or support preschool programs if deemed appropriate will be done. This review will also take into consideration the availability of designated funds for those same programs. Buford City Schools currently operates no pre-kindergarten classes although there is a Head Start program with Pre-K classes housed in a city facility. Buford Elementary has a positive working relationship with Buford Head Start and Pre-K program and has begun articulation meetings between the two facilities. The possibility of meetings and workshops for parents who have children both in the Title I program and children who are eligible for Head Start services will be considered by the system Title I committee.

Teachers included in decisions regarding using assessments for improving academic achievement and the total school program:

Test data from all assessments are given to teachers for analysis and review. Teachers and administrators analyze the data and determine the strengths and needs of all students. Test data is then used to modify instruction to meet students' needs.

Coordination and integration of federal state, and local services and programs:

The Social Worker at Buford City Schools coordinates and integrates federal, state and local services and programs as needed to provide additional support to students, particularly those who are at-risk.

The majority of Title I funds are used as salaries for teachers. Some monies are reserved to support parent involvement activities, professional learning, and school improvement.

Assurance for students unable to meet minimum standards:

Buford Elementary utilizes a variety of assessments to determine student progress and identify students who need additional support in order to master the proficient or advanced levels of the state academic assessments. Academic assessments that will be used to determine success of the students and the programs in place may include, but are not limited to: GKIDS (Kindergarten), CRCT (1st), Early Literacy Test (administered three times per year to every student), AIMSweb (administered three times a year to each student), STAR Reading & STAR Math (administered three times per year to each first grade student and once at the end of the year for each Kindergarten student), and other local assessments. LEP students will be assessed as determined by state guidelines, which currently require administration of the ACCESS and a norm-referenced reading test. Areas of weakness will be identified and remediation based upon the results of the above assessments. State guidelines for testing limited English proficient students will be followed.

Acceleration and remediation for students in need of additional academic support is provided daily through EIP, Flex Groups, ESOL, and Special Education. Additional remediation activities are also provided during Summer School and Saturday School programs. Also, all students not achieving academically are referred to RTI and are provided many opportunities to learn through differentiated research-based instructional programs.

Four days are set aside in the school calendar as early release days for parent conferences so that teachers will have the opportunity to relay to parents the progress of their student and any plan for intervention that may be needed. Also, suggestions are provided to parents on how they can help their child at home.

Dissemination of Data/Public Reporting:

Disaggregated data is published in the school's annual Report Card. Furthermore, data is reported during the monthly public board meetings, posted on the website, and is given to local newspapers. All correspondence to the parents of children who participate in the state assessments is provided in a language parents can understand, including an interpretation of the results.

Disaggregated Data:

Each year, Buford Elementary will disaggregate data by the following breakdowns as they apply to the student population:

- a. Gender;
- b. Major ethnic or racial groups;
- c. Limited English proficiency status;
- d. Migrant students – (if there are students in this category);
- e. Children with disabilities as compared to other students; and
- f. Economically disadvantaged students as compared to students who are not economically disadvantaged.