



J. D. Davis Elementary School
Pauline H. Talley, Principal

School Improvement (SI) Plan 2007 – 2010

Muscogee County School District (MCSD)

Dr. John A. Phillips, Superintendent
Dr. Robin Pennock, Deputy Superintendent
Dr. Peggy Connell, Chief Academic Officer
Mr. Eddie Obleton, Director of Student Services
Mr. Keith Seifert, Director of Secondary Education
Mrs. Karon Greyer, Director of Elementary Education
Mrs. Harriett Steed, Director of Title I

The background features a light yellow gradient with several abstract shapes: a large white rounded rectangle at the top, a white triangle on the left, a white circle on the left, a yellow cross on the left, and a light blue circle at the bottom center.

Part A

Narrative Section

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I. Purpose

Muscogee County School District Mission

The Muscogee County School District is committed to providing educational experiences that will enable each student to become a lifelong learner, enter the work force with necessary skills and achieve academic and personal potential.



Muscogee County School District Vision

We envision a School District in which:

- Each student is given multiple opportunities to excel in his/her academic, social, emotional and physical development in a safe, nurturing environment.
- Well-prepared, responsible and caring employees are committed to excellence in education.
- Parents, community members, staff and students are full partners in the education of children

Beliefs

- **All students learn when provided high-quality instruction that is engaging and challenging.**
- **All students must have a physically and emotionally safe learning environment.**
- **All district employees work collaboratively to improve student achievement.**
- **All organizational and instructional decisions are data driven.**
- **All district personnel are committed to continuous professional learning.**

Motto

Just as the lighthouse guides the ships at sea through safe channels, the Muscogee County School District must carefully guide the students through the channels of learning enlightenment.

II. Comprehensive Needs Assessment of the School

School Profile

J. D. Davis Elementary School, one of thirty four (34) in the city, is a school wide Title I school that is located in the southeast inner city section of the city of Columbus, Georgia. It has been a school wide Title I school since 1991. Based on data derived from the Title I Department of Muscogee County School District, Davis Elementary has one of the highest poverty rates (96.4%) of the thirty- four (34) elementary schools in the district. Ninety-nine percent (99%) of the student population qualify for free or reduced lunches. The school has a long history of serving students who are economically disadvantaged, with approximately seventy five percent (75%) of the students currently residing in one of four (4) public housing units. The school's current enrollment of three hundred seventy six (376) students in grades pre-kindergarten through grade 5 is comprised of three hundred sixty two (362) black, four (4) white, and ten (10) other students who identify themselves as multiracial or bi-racial.

Family patterns of many of the students reveal families headed by single parents. According to information received from student records, more than seventy percent (70%) of the students are from single parent homes. A large percentage of these students are living full time with grandparents or caretakers other than their biological parents. Because of the high rate of gang, criminal, and drug abuse related activity in the community adjacent to the school, the majority of the students at Davis are considered to be "at risk". In addition to being considered "at risk", the majority of students are also quite transient, as many do not remain at Davis for their entire elementary school experience. According to figures derived from the Muscogee County attendance office, the average mobility rate for students at Davis is twenty six percent (26%).

A large percentage of Davis students live in public housing and many of the parents are young and do not have high school diplomas. Because of the low academic achievement level of the caregivers, many of the caregivers are of low socio-economic status and receive public assistance through TANF (Temporary Assistance to Needy Families). Younger siblings are often placed in the care of older siblings, other relatives, and daycare providers because parents are required to be employed to continue to receive financial assistance through TANF. Observations have shown that many students are "latch key kids" without adult supervision and support after school. Because of limited family finances, many students receive their only meals at school.

A number of factors beyond their control influence the day-to-day existence of some students at Davis. One such factor is the inconsistency or loss of parental care caused by health problems, divorce, separation, abandonment, incarceration, or the death of caregivers. Although some parents of students attending Davis have a high school education, many are employed in minimum wage jobs leaving little money for books in the home, literacy related field trips, and other academically enriching community activities for their children. The need exists for Davis parents to receive training in assisting their children in reading readiness skills at an early age and to place rich literature in the homes of the children early on.

In order to improve the literacy achievement of students at Davis, several initiatives are in place to assist students in the early grades. Fourteen (14) students are served in an Early Intervention Program (EIP) self-contained kindergarten class and 14 in a self-contained 1st grade class. Thirty-six (36) first and second grade students are receiving services through the Focused Reading Initiative Program (FRI). The FRI program is an attempt by the Muscogee County School District to provide additional reading support to struggling first and second graders. A requirement of the FRI program is that parents read with their children at home each night. Because of the lack of parental involvement of some students' parents, another plan has been implemented to assist these students. Students in the fifth grade have been selected to serve as "buddy readers" for the first and second grade students and listen to them read thirty minutes twice a week. Additionally, a collaborative partnership with Columbus State University has been established. Elementary Education majors tutor pre-kindergarten through third grade students in basic literacy skills. This partnership with Columbus State University has afforded J.D. Davis the opportunity to enhance classroom instruction, as well as strengthen community ties.

After school tutorial services, staffed by certified teachers and paraprofessionals, are available for third through fifth grade students at Davis. These third through fifth grade students participate in an after school tutorial program for one hour two (2) days per week. This tutorial program is funded through Title I, the Georgia K-8 Literacy Grant, and Georgia Extended Day funds. The after school program offers structured support and assistance to students in the basic skills of reading and mathematics, as well as assistance related to Criterion Referenced Competency Test preparation, such as test-taking skills, etc.

The sentiment of the staff, according to surveys conducted in the past, is that parents need much more additional help with parenting skills and

instructional strategies to assist them in helping their students at home and in the classroom. On the other hand, parents have expressed the need for the school to share more information with them. Recruiting and bringing more parents into the school setting for workshops is a viable option for sharing literacy-related information. This is also an opportunity to arm parents with strategies to help them help their children. In an effort to meet this need, the Parent Coordinator schedules monthly workshops to provide parents with strategies that they may use at home to help their children. Additionally, parents are encouraged to visit the Parenting Room where the Parent Coordinator models how to work with children. Although these services are available to assist parents and bridge the gap, many parents fail to take advantage of the services that are offered. Therefore, the staff has expressed a need to develop a program for recruiting and retaining parents as an integral partner in the educational process.

In spite of all of the instructional support offered for students at Davis, many of the students continue to struggle academically. However, the faculty and staff continue to hold high expectations for student achievement as evidenced by responses to the National Study of School Evaluation Survey (NSSE) that was administered to the staff in the Spring of 2007. According to the results of the survey, ninety seven percent (97%) of the faculty agreed or strongly agreed that the quality of education offered to students at our school is of high quality.

During the 2006-2007 school year, there were approximately five hundred forty one (541) discipline referrals to the office. Approximately sixty percent (60%) of those referrals were for misconduct. An examination of the referrals indicates that many of the students referred to the office are repeat offenders. Also, an examination of the data shows that a large number of referrals come from less than ten percent (10%) of the faculty.

Over the past three years, discipline referrals to the office have continued to decline. The decrease may be attributable, perhaps, because of the implementation of the standards based curriculum which provides for increased student time on task. However, according to the results of the NSSE survey, seventy nine percent (79%) of the staff agree or strongly agree that the school environment is safe for learning. On the other hand, seventy percent (70%) of the students surveyed indicated that they felt that bullying was a concern at the school. Therefore, additional measures will be taken to monitor student behavior and arm staff and students with strategies to combat the threat of bullying.

During the 2005-2006 school year, the schoolwide Discipline Committee developed and implemented a school wide discipline plan, the OWLS

(Outstanding Workers and Learners Success) Club. The students earn points throughout the year for exhibiting good behavior and conduct and are rewarded at the end of each grading period and the end of the year based on the number of points earned. Although this plan works successfully with some teachers and in some classrooms, an informal survey of the staff indicates that it is cumbersome to keep up with the points, so the plan is not consistently implemented throughout the school. The Discipline Committee will continue to work on refining the plan so that it is useful in terms of adequately serving to monitor and reward positive behavior.

Parental support for discipline issues continues to be more reactive, in response to problems, rather than proactive. According to staff members, stronger parental involvement with academic and behavioral problems is needed to continue to improve student achievement. Parents are needed to support their students by visiting the school frequently for scheduled conferences, signing the Home-to- School daily journal, checking homework, providing a quiet place to study, etc. According to the NSSE Parent Survey that was administered in the Spring of 2007, seventy five percent (75%) of the parents feel that the school environment is safe and orderly and one hundred percent (100%) did not feel that their child had a problem with bullies at school.

Davis has received substantial support from the community to assist students in achieving academic and behavioral goals. For the past two (2) years, the *Naval Support Command Center* (formerly Naval Reserves), the school's Partner-in-Education, has provided gifts for every student in the school during the Christmas holidays. Included in these gifts are books, other toys, warm clothing, and coats. As a result, books are getting in the homes of the students and school attendance is improved when students have warm clothing and coats during the winter months. An additional Partner-in Education, *All American Recycling*, has also provided support to the school by supplying incentives for Honor Roll and Principal's List students. *Studio 7*, an outreach ministry of North Highland Assembly of God Church has also provided some resources and support to the students and expressed an interest in formally adopting the school.

Results of the NSSE Community Survey indicated an overall satisfactory opinion of the school with one hundred percent (100%) of the community partners being in agreement with the statement that the education offered to the students is of high quality.

Analysis of Student Performance Data

NNAT

The Naglieri Nonverbal Assessment Test (NNAT), which assesses the nonverbal abilities of students, is administered to all kindergarten students in the fall of each year. According to the results of this most recent assessment, which was administered in October 2006 and measures students' aptitude for learning, ninety eight percent (98%) of the kindergarten students scored below the 75th percentile. This seems to support the fact that many of the students have deficits in terms of preschool experiences.

GKAP-R

Kindergarten students at Davis are also administered the Georgia Kindergarten Assessment Profile-Revised (GKAP-R) three times each year. The initial assessment is completed in the fall of the year, a mid year assessment is administered in December each year, and the post assessment is administered in the spring of 2006. The primary purpose of GKAP-R is to provide cumulative evidence of a student's readiness for first grade. Thirty-two (32) Georgia kindergarten standards are measured using performance-based assessment activities. Students are assessed in the domain areas of literacy, mathematics, and social/emotional development in a variety of one-on-one, small group, and large group instructional settings throughout the kindergarten year.

The initial fall administration of this state mandated assessment measures students' readiness for the kindergarten curriculum. A score of 180 on the GKAP-R indicates readiness for the kindergarten curriculum. According to an analysis of kindergarten test data, thirty- nine (39%) of the students entering kindergarten in the fall of 2005 did not possess the prerequisite literacy related skills needed to enter kindergarten. This figure underscores the need for family and community based early childhood literacy related services for Davis students.

During the summer of 2007, classes were offered to students who had no pre-kindergarten experience. In a half day program that lasted two weeks, a Davis kindergarten teacher and paraprofessional worked with parents and their children who did not go to pre-kindergarten. The purpose of this program was an effort to "catch up" students who were upcoming kindergarteners who did not attend any Preschool. Kindergarten teachers visited the homes of students who did not attend preschool, as well as invited the students and their parents to come to the school to participate in literacy related activities. This summer program will be continued again this year.

During the spring 2007 administration of the G-KAP-R, the average score of the kindergarten students was 177 with a score of 161 indicating readiness for first grade. There were seven (7) kindergarten students whose scores indicated that they were not ready to leave kindergarten.

Muscogee Accountability Plan (MAP) Tests

All students in first through fifth grades area administered the Muscogee Accountability Plan (MAP) Tests three times a year. Administered in September, December, and February, these scrimmage benchmark tests are used to gauge student progress in the areas of Reading/ English Language Arts and Mathematics on the Georgia Performance Standards (GPS) or the Quality Core Curriculum (QCC). Average individual student and class scores derived in September are compared to scores in February to determine gains by individual students and by classes. An item analysis is completed to determine strengths and weaknesses so that teachers may adjust instruction accordingly.

Iowa Test of Basic Skills

The Iowa Test of Basic Skills (ITBS) is a norm-referenced standardized achievement test that is administered to students annually in grades three and five. On the ITBS, the complete battery (vocabulary, reading comprehension, spelling, capitalization, punctuation, usage and expression, math concepts, estimation, problem solving, data interpretation, social studies, science, maps, diagrams, reference materials, math computation and thinking skills) was administered to students in the fall of 2006. This norm referenced assessment seeks to determine how well students at Davis perform on national academic standards.

In comparison to other students in Muscogee County School District and students throughout the state of Georgia, students in grades three and five at Davis have in the past received generally lower scores on standardized tests. Table 1 below shows a summary of third and fifth grade students' performance on the Iowa Test of Basic Skills (ITBS) in reading and mathematics for the years 2003-2007. An analysis of the test data over the three years shows the yearly average of Davis third and fifth graders in reading and mathematics on the standardized and norm referenced ITBS to be minimal. Third grade students' scores in reading have fluctuated in the recent years and have actually declined from the 2003 school year. Math scores for third graders have also fluctuated. After a decline in scores during the 2004-05 school years, math scores for third graders have improved over the past two years.

On the other hand, scores of fifth graders in reading and mathematics have improved gradually each year and shows some promise. An analysis of the data shows that, although there have been some gains in overall percentile scores for fifth graders, the gains have been minimal and fall below the 50th percentile mark in all areas. Therefore, there continues to be a need to provide students with skills and strategies to be successful on norm referenced standardized assessments.

	ITBS 2003-04	ITBS 2004-05	ITBS 2005-06	ITBS 2006-07
Reading				
3rd	40	29	33	31
5th	25	28	30	40
Math				
3rd	44	32	40	45
5th	32	35	39	46

Table 1
Iowa Test of Basic Skills
2003-2006

CogAT

The Cognitive Abilities Test (CogAT) was also administered to third and fifth grade students in October 2006. The CogAT measures students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative and Nonverbal. Items on the test assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols. A composite score is derived from scores of each of the subtests. Although its primary goal is to assess students' reasoning abilities, the CogAT can also provide predicted achievement scores when administered with the Iowa Test of Basic Skills.

An examination of the Fall 2006 test scores reveal that the composite scores for third grade students fell in the 32nd percentile, which is low average. For fifth grade students, the average composite score was in the 37th percentile which also falls within the low average range.

Georgia Writing Assessment

Each year all third and fifth grade students are administered the Georgia Writing Assessment. In the past, third grade test scores in writing have been based on subjective evaluations and are not reported by the state. However, Table 2 reflects the previous years' scores on the Georgia State Writing Assessment for fifth grade students for the years 1999-2006. An analysis of students' writing shows that writing is a relative strength in that Davis students perform just as well or better than the system averages. In fact, during the 2005-2006 school year, 98.3% of the 5th graders scored in the top three writing categories.

	2003-04	2004-05	2005-06
Emerging	0.0%	0.0%	0.0%
Developing	0.0%	0.0%	0.0%
Focusing	1.7%	7.4%	4.55%
Experimenting	44.1%	38.2%	40.91%
Extending	47.5%	41.2%	36.36%
Engaging	6.8%	13.2%	18.18%

Table 2
5th Grade Writing Scores
2003-2006

No students scored in the lowest two stages and the number of students in the highest stages increased again this past year. In fact, data from the 2005-06 year show that there is an increase in the percentage of students scoring in the highest writing stage for the third year in a row. The number of students scoring in the highest two categories has increased from 53.3% in 2003-04 to 54.54% this past school year. Most significantly is that the number of students scoring in the highest category (Engaging) has increased from 6.8% in 2003-04 to 18.18% during 2005-06. The writing scores have continued to improve each year with the school's scores outranking the system and the RESA where the scores are 45.56% and 41.51% respectively in the 2 highest categories. The increase in writing scores are directly attributable to the fact that students write daily in Writer's Workshop as a result on the implementation of America's/ Georgia's Choice.

Until this year, third grade students were scored based on an assessment made by the classroom teacher based on portfolio writings just in the area of narrative writing. During the 2006-07 school year, the format has changed and students are now assessed on the following four (4) genres of writing: (1) Informational (2) Persuasive (3) Narrative and (4) Response to Literature. The students were assessed on their ideas, organization, style, and conventions. Still

based on teacher assessment, an evaluation of the Spring 2007 third grade writing scores reveal that the scores in Response to Literature seem to be more in line with those of the school system and the state. The greatest areas of need seem to be with their ideas in informational writing reports.

Additionally, the fifth grade writing test consists of students writing an essay on an assigned topic from one of the four writing genres. The essays are scored in the areas of Ideas, Organization, Style, and Conventions by independent raters. The scores in each of the areas range from 1.0 to 5.00. The students also receive an overall score. An overall score below 300 indicates that the student's writing *Does Not Meet Standard*, 300-349 *Meets Standard* and 350+ *Exceeds Standard*. The chart below is a summary of the fifth grade writing scores for 2006-2007:

DNM	Meets	Exceeds
37%	59%	4%

Table 2
5th Grade Writing Scores
2006-2007

Although the writing skills of the students at Davis represent a relative strength, teachers realize the need to continue to improve the writing proficiency of the students through daily writing assignments. Persuasive writing was added this past year, and as expected, student writing scores were weakest in this area.

Criterion Referenced Competency Test (CRCT)

The Criterion Referenced Competency Test (CRCT) is designed to measure how well students acquire the skills and knowledge described in the Georgia Performance Standards (GPS) and the Quality Core Curriculum (QCC). The assessments yield information on academic achievement at the student, class, school, system, and state levels. This information is used to diagnose individual student strengths and weaknesses as related to the instruction of the GPS/QCC, and to gauge the quality of education throughout Georgia. Only fourth grade students at Davis were administered the Georgia Criterion Reference Competency Test (CRCT) for the first time in the spring of the 1999- 2000 school year. Since that time, Georgia law, as amended by the A+ Education Reform Act of 2000, requires that all students in grades one through eight take the CRCT in the content areas of reading, English/language arts, and mathematics. Students in grades three through eight are also assessed in science

and social studies. The CRCT only assesses the content standards outlined in the GPS/QCC.

The CRCT is the primary assessment tool used to determine if a school or school system makes “Adequate Yearly Progress” or AYP towards targeted state goals. Fourth grade scores had been used consistently throughout the state to determine whether a school makes “Adequate Yearly Progress”, or AYP, and for accountability purposes until the 2003-04 school year. Based on the fourth grade CRCT data, the school made AYP for the 2002-03 school year. However, for the 2003-04 school year and following years, the test data for students in grades 3-5 were combined and used to determine if a school made AYP.

Although the school made AYP in terms of the state targeted goals, the school did not make AYP on the second indicator during the 2003-04 school year. This second indicator, selected by Muscogee County School District was that 15% of students would “Exceed Standards” in mathematics or make an improvement from the prior year. During the 2002-03 school year, 11% of the students in 4th grade tested exceeded the standards. However, for the 2003-04 school year, 8% of the 3rd-5th graders exceeded the standards. Since this 8% was not equal to 15% and was not an improvement over the prior year, the school did not make AYP for the 2003-04 school year. Overall, an analysis of CRCT test data for students at Davis has shown a marked improvement in all areas of the curriculum, especially in mathematics. This improvement has been most pronounced in the areas of mathematics where there have been gains in all grade levels on the past three years. This gain may be attributed to departmentalization in grades three through five. With departmentalization, math teacher specialists receive specialized mathematics training and teach a minimum of an hour of math each day.

Additionally, during the 2005-2006 school year J. D. Davis was awarded the Bronze Award from the State Department of Education for the greatest gains in the number of students “Meeting” and “Exceeding Standards” based on school wide test scores during the 2004-2005 school year. This award was based on the overall number of students in grades 1-5 in all of the tested subject areas. Therefore, overall student achievement appears to be on the increase at J. D. Davis.

It is to be noted that during the 2005-06 school year, the CRCT scores in the area of reading were lower than the previous year in all grades levels except first and second grades. Specific weaknesses in reading/ ELA include comprehension, grammar, and sentence structure and in math include geometry

and measurement. However, because the reading test measured Georgia Performance Standards (GPS) for the first time, rather than Georgia Quality Core Curriculum (QCC) content makes a comparison difficult. The lower reading test scores at Davis mirrored the district and state trends of lower reading scores.

During the 2006-2007 school year, there was a significant increase in Reading/ ELA and Math scores over the previous year. Eighty one percent (81%) of 3-5 graders met or exceeded the standards and ninety one percent (91%) met or exceeded the standards in Math. These scores show an increase of ten percentage points in each area.

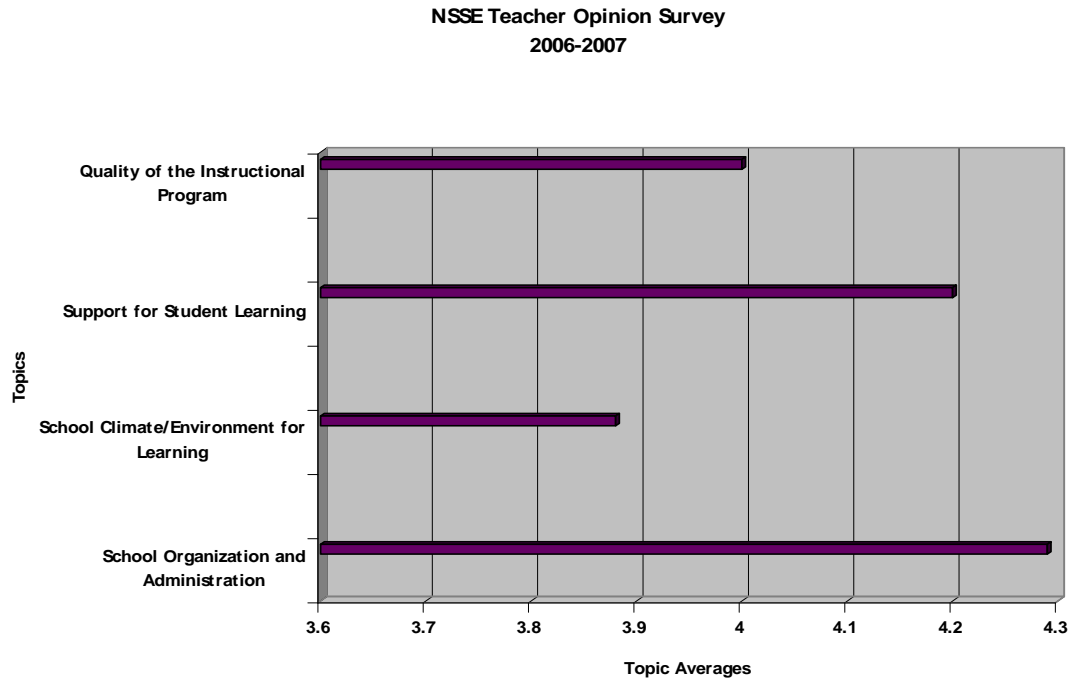
However, an additional analysis of the data shows some disparity between the scores of males and females and between regular education and special education students. While female students are making strides, male students, especially special needs male students, are not making gains as rapidly. There remains a significant difference in the overall performance of males and females in each of the tested areas and across all grade levels. The only area in which males outscored females was in fourth grade science. Fifth grade male math scores were the same as the female scores. Additionally, only fifty percent (50%) of the special education students met or exceeded standards in Reading/ ELA and Math. So, although gains are being made in many areas the needs of male and special education students remain a priority.

The CRCT data clearly shows that many of the students at Davis are beginning to acquire adequate reading and mathematics skills to be successful in their later school careers. Because of the emphasis on standards based instruction, the students are receiving daily 2 ½ hour literacy blocks, which has served to improve students' reading abilities, as well as an hour long mathematics block, which has served to improve computation and problem-solving skills. However, the after school tutorial program will be implemented again this year for third through fifth grade students who need additional assistance with Reading and Math skills. This program will continue to target those students who do not meet standards on the CRCT. Additionally, during the month of June 2008, the J. D. Davis Media center will be open for three (3) hours four (4) days per week to allow students the opportunity to continue to be involved in reading and other literacy related activities over the summer.

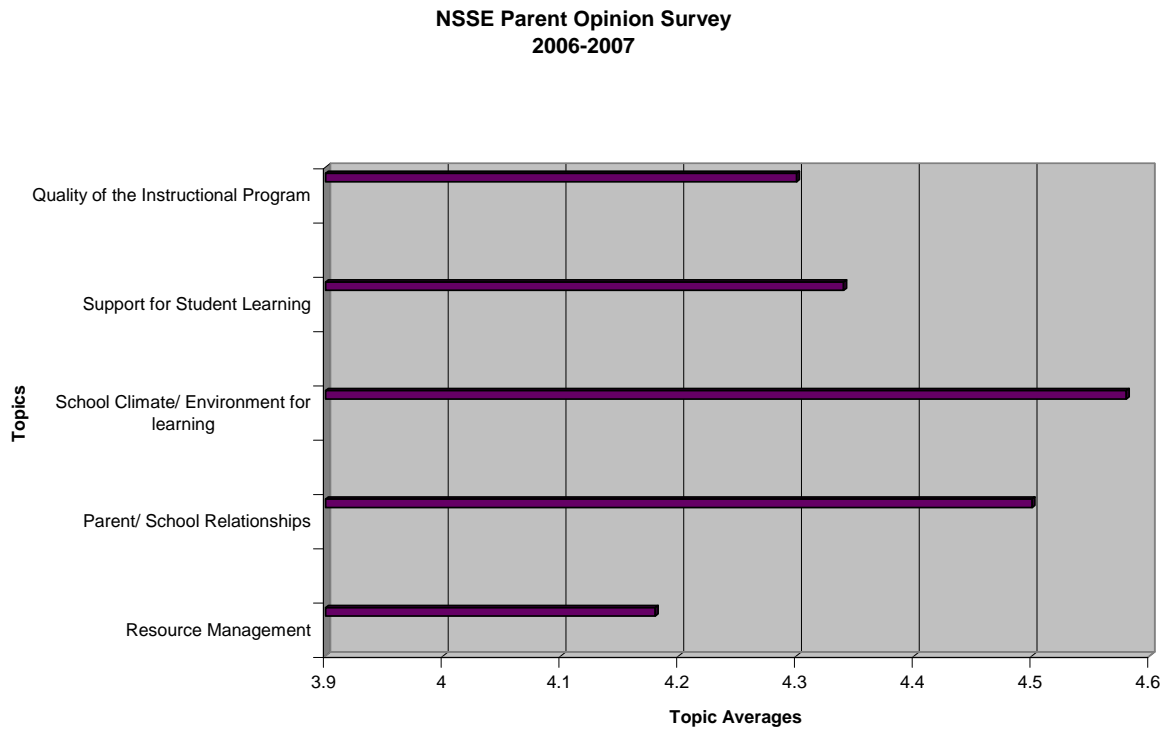
To gain input and to determine additional areas of strengths and weakness for the school, the *National Survey of School Evaluation (NSSE)* was administered in the Spring of 2007. All faculty members, all fourth grade students, parents of fourth grade students and several community members were

surveyed. The scores for the Teacher, Parent, and Community Surveys range from a low of 1.00 to a high of 5.00. The scores on the Student Survey range from a low of 1.00 to a high of 3.00. Areas of strengths and weaknesses were identified as analyzed by the Research and Evaluation Department of Muscogee County School District. The charts on the following pages summarize the results of the surveys.

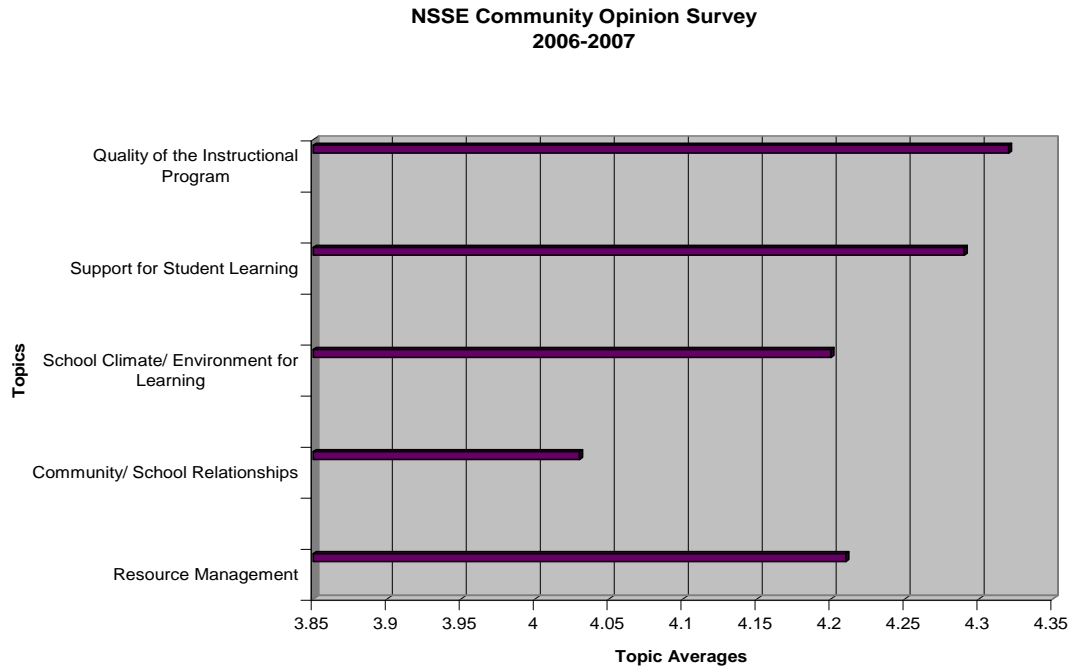
The chart below summarizes the results of the *Teacher Opinion Survey*:



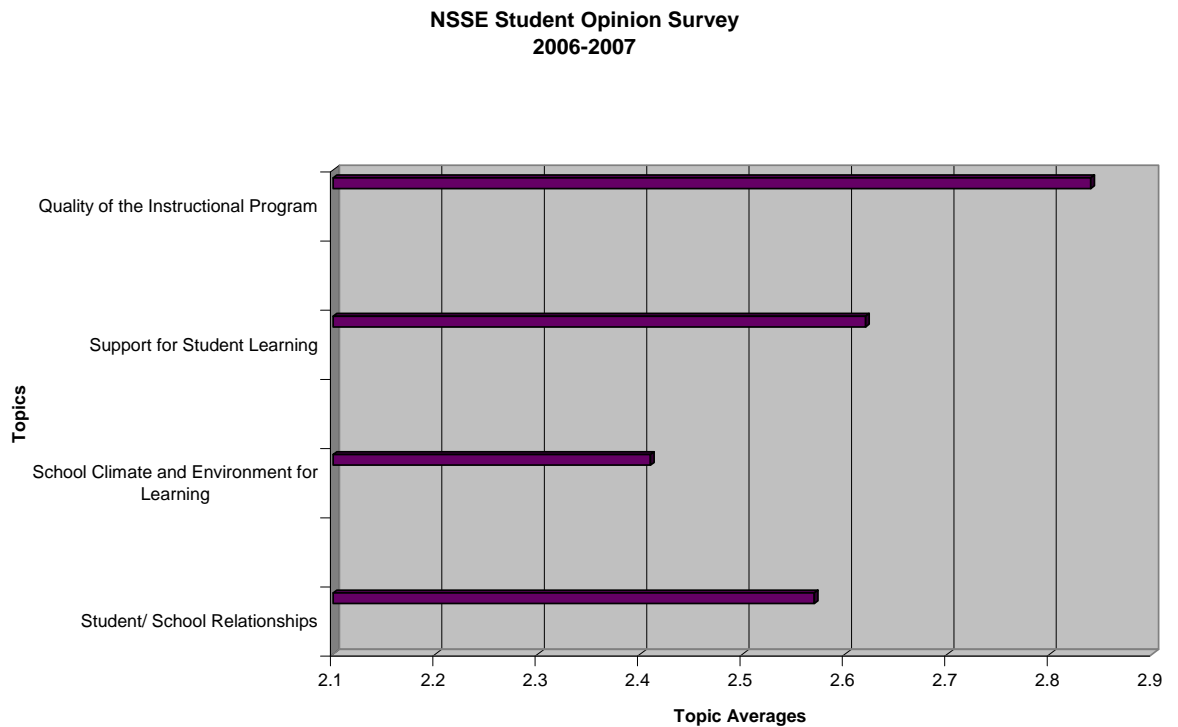
The chart below summarizes the results of the *Parent Opinion Survey*:



The results of the *Community Opinion Survey* are summarized in the chart below:



The chart below summarizes the results of the *Student Opinion Survey*:



After reviewing the results of the surveys, the relative strengths and weaknesses identified by all of the groups on the *NSSE* are as follows:

- **Quality of the Instructional Program:**

Strengths: (1) Faculty, parents, students, and community members agree that the education offered to the students is of high quality and that the curriculum is based on clearly defined learning standards.

(2) Faculty, parents, students and the community members agree that teachers use a variety of teaching strategies and learning activities to help students learn and that teachers hold high expectations for student learning.

Weaknesses: (1) Human and physical resources are not always available to achieve school goals, i.e. full-time art and music teachers, Physical Education teacher, foreign language teacher, etc.

- **Support for Student Learning:**

Strengths: (1) The school recognizes the achievements of students for all types of accomplishments.

(2) Students who are struggling receive outside additional support by teachers who are willing to give students individual help outside of class time.

Weakness: (1) Up-to- date computers and other technologies are used in our school to help students learn.

- **School Climate/ Environment for Learning:**

Strengths: (1) Substance abuse (e.g., alcohol/ drug) is not a problem at our school.

(2) All students and staff at our school are treated with respect, regardless of race, religion, or gender.

Weaknesses: (1) There is a problem with bullies.

(2) Students are not respectful of school and community property.

- **School Organization and Administration:**

Strengths: (1) Our school has a clear mission and goals that provide our staff with a common purpose and sense of direction.

(2) Our school is committed to continuous improvement focused on improving student learning.

Weaknesses: (1) A stronger culture of accountability needs to be more evident.

(2) Teachers would like more involvement in making important decisions that impact the quality of teaching and learning.

III. School wide Reform Strategies

Davis has instituted and will continue to search for school wide reforms to address the identified weaknesses based on test data and survey results in an effort to improve student achievement. At the beginning of each school year, all new faculty and staff members are provided with a copy of the School Improvement Plan and oriented about the school's goals and mission. All faculty members are asked to assess the progress on the achievement of the objectives and to provide feedback on strategies that were or were not effective in achieving the identified goals and objectives. As a result of some discussion by the faculty and staff, during the 2001- 2002 school year, one such reform effort emerged. Davis staff members applied for assistance from the Georgia Department of Education to initiate a school wide reform model, America's Choice. Consequently, during that year, Davis instituted the America's Choice / Georgia's Choice comprehensive school design model to improve student achievement. This contracted model provided for a school wide standard based curriculum and school wide rituals and routines.

The focus of America's Choice/ Georgia's Choice for the 2001- 2002 school year was on the development of Writer's Workshop in all classrooms. During the 2002- 2003 school year, the focus on Writer's Workshop continued. In addition, Reader's Workshop was also implemented in each classroom during that year. To assist in the achievement of high standards in mathematics, the mathematics aspect of America's Choice/ Georgia's Choice was implemented beginning during the fall of 2002. All classrooms have fully implemented Writer's and Reader's Workshops and 3-5 grade math classes are integrating some aspects of the America's Choice Core Assignment in Addition, Subtraction, Multiplication and Division.

The implementation of the standards based whole school improvement model specifies a 2 ½ hours uninterrupted literacy block in grades K-3 and 2 hours in grades 4-5. Whole class instruction occurs during the 10-15 minutes mini-lesson at the beginning of a reading block and writing block to introduce a lesson or skill, or to help build background. Small group instruction takes place during the 35-40 minute reading session of the readers' workshop and the 30-40 minute writing session of the writing workshop. These sessions focus on needs and serve to develop strengths of the students. Students engage in writing and reading conferences with the teacher and/or other students. The paraprofessional in the classroom provides direction and instruction to individual or small groups of students as needed. One-on-one instruction is intensive. The instruction may be remedial when needed and can be used as an intervention for students needing

extra help. Teachers conduct reading conferences during the 35-40 minute reading block and writing conferences during the 35-40 minute writing block. Additionally during this period, time is devoted to individual skill building through Guided Reading, independent writing, literacy centers, etc.

The reading and writing small group and independent skill development blocks are followed by a 5-10 minute closing author's chair, where students are able to read their written work or respond to books read. The phonics skills block is a 30-minute block of time devoted to interactive activities with students for the purpose of phonics instruction, English/ language development, and vocabulary building.

Since the America's Choice/ Georgia's Choice model is standards based, the model aligns perfectly with the new standards based curriculum adopted by the state of Georgia. During the 2004-05 school year, because of the cost of the America's Choice/ Georgia's Choice model, the school adopted a modified version of America's Choice/ Georgia's Choice that keeps all of the major aspects of the model, as well as research based best practices. This modified version continued during the 2005-2006 school year.

Small group instruction takes place during the 35-40 minute reading session of the readers' workshop and the 30-40 minute writing session of the writing workshop. These sessions focus on needs and serve to develop strengths of the students. Students engage in writing and reading conferences with the teacher and/or other students. The paraprofessional in the classroom provides direction and instruction to individual or small groups of students as needed. One-on-one instruction is intensive. The instruction may be remedial when needed and can be used as an intervention for students needing extra help. Teachers conduct reading conferences during the 35-40 minute reading block and writing conferences during the 35-40 minute writing block

Over the past three years, staff members participated in staff development activities designed to improve their understanding of the interpretation and use of student test data. Although staff members have had some training, the need exists for additional training in this area. At the beginning of the year, teachers are given the results of test data from the prior year. As a result, classroom teachers will be able to design and guide their instruction based on identified student weaknesses. However, staff members continue to be in need of specific instructional strategies that are most beneficial to struggling readers and students with specific deficits in each of the six areas. The need also remains for time for study groups, collaborative teams, peer observations, etc. so that teachers may

share and practice new strategies prior to their implementation in the classroom. Paraprofessionals are provided for pre-kindergarten, kindergarten, and first grades only. Additional paraprofessionals are also needed to assist with individual and small group instruction during the Writer's and Reader's Workshops.

For the past several years, all teachers receive bi-weekly and/or monthly training in the implementation of Georgia Performance standards and research-based best practices. This training is provided by the Academic Coach who redelivers training. This training provided to the teachers is quite extensive and covers a wide range of literacy activities that cover the six dimensions of reading.

Over the past three years, staff members participated in professional development activities designed to improve their understanding of the interpretation and use of student test data. Although staff members have had some training, the need exists for additional training in this area. At the beginning of the year, teachers are given the results of test data from the prior year. As a result, classroom teachers are able to design and guide their instruction based on identified student weaknesses. However, staff members continue to be in need of specific instructional strategies that are most beneficial to struggling readers and students with specific deficits in each of the six areas. The need also remains for time for study groups, collaborative teams, peer observations, etc. so that teachers may share and practice new strategies prior to their implementation in the classroom. Paraprofessionals are provided for pre-kindergarten, kindergarten, and first grades only. Additional paraprofessionals are also needed to assist with individual and small group instruction during the Writer's and Reader's Workshops.

An additional reform effort includes the *Outstanding Workers and Learners (OWLS)* after school tutorial program. This program is designed to meet the needs of students who have identified academic deficiencies by extending the school day. Students in grade 3-5 who "Did Not Meet" standards on the CRCT, who scored less than 70% on the MAP, and/ or who teachers identify as needing extra help are targeted for the after school program. This program, which meets 2-4 days (depending on funding) per week after school, is taught by certified teachers. Students receive assistance in the areas of Reading/ ELA and mathematics. Funded by state extended day funds, the program provides for individualized and small group assistance, as well as additional time in the computer lab.

Departmentalization in third through fifth grades has also been implemented as a strategy to improve student achievement. One attempt to address the pitfalls of the self-contained classroom organization is through departmentalization. In this setting, teachers teach in their area of specialization and students move from one classroom to another for instruction. With departmentalization, teachers are able to specialize in specific subject areas. Teachers receive specialized professional development in designated content areas to become master teachers in the particular subject.

In an effort to address the identified weaknesses, the faculty, staff, and Davis community have developed the following goals and objectives in an effort to help students meet measurable high standards:

Goal 1. Increase Student Academic Performance

Objective 1. By 2010, 80% of all continuously enrolled Davis Elementary students, including special education students and limited English proficiency students, will raise their level of performance in Reading/ English Arts and Mathematics as measured by standardized tests.

Objective 2. By 2010, 80% of students will demonstrate greater ability in critical thinking and problem solving as measured through subtests on the standardized tests.

Goal 2. Increase Parent Involvement

Objective 1. By 2010, Davis Elementary parent participation in school activities will have increased by 10% each year as measured through attendance records, sign-in sheets, etc.

Goal 3. Improve School Climate (morale, aesthetics, safety and environment)

Objective 1. By 2010, Davis Elementary will improve school climate in the area of morale, safety, and aesthetics as measured through opinion surveys.

Goal 4. Establish learning environment that is safe, drug free, and conducive to learning.

Objective 1. By 2010, students and staff will continue the use of MCSD and Davis Elementary discipline plans, effectively utilize outside resources to enhance discipline and minimize suspensions, as evidenced by a reduction in discipline referrals to the office.

Goal 5: Provide technology/ computer related instruction to all students

Objective 1: By 2010, all Davis students will have access to computers in the classroom to support instruction and achieve state standards.

Goal 6: *Provide professional development for staff so that all students are taught by highly qualified teachers.*

Objective 1. By 2010, all Davis Elementary teachers will participate in professional development activities to ensure that they are highly trained and highly qualified.

Objective 2. By 2010, all classroom teachers of Readers Workshops will participate in professional development activities to increase reading instruction proficiency.

Based on the identified needs, goals, and objectives, following are specific **strategies** identified and designed move students towards the attainment of state and national standards:

Goal 1. *Increase Student Academic Performance*

Objective 1. By 2010, 80% of all continuously enrolled Davis Elementary students, including special education students and limited English proficiency students, will raise their level of performance in reading/ English Language Arts and mathematics as measured by standardized tests.

Strategies:

- Schedule a 2-½ hour literacy block in grades K-3 to include 1 hour for reading (Reader’s Workshop), 1 hour for writing (Writer’s Workshop), and ½ hour for phonics skills development using Open Court Phonics daily.
- Schedule a 2 hour literacy block in grades 4-5 to include 1 hour for reading (Reader’s Workshop) 1 hour for writing (Writer’s Workshop) daily.
- Schedule 1 hour for mathematics daily.
- Hire Title I teacher to work with small groups of “at-risk” students.
- Hire lower grades and upper grades literacy coaches to provide on- site professional development and training for staff in effective literacy related instruction that addresses the six (6) elements of reading.
- Provide leveled books and dictionaries in each classroom.
- Continue school wide Book of the Month.
- Continue Twenty-five Book Campaign.
- Provide student incentives for reading.
- Familiarize students with test structures and the use of materials.
- Teach test-taking skills.
- Provide scheduled practice of test taking skills.
- Provide a pre and posttest on skills in language arts and mathematics to structure lessons to remediate weaknesses.

- Utilize skills grouping, team teaching, peer tutoring, buddy classroom pairings, computer lab instruction, resource teacher, and parental involvement with those students whose assessments indicate consistent weakness in the academic areas.
- As appropriate, expose students to the following programs that increase student motivation and time on task:
 - Accelerated Reading
 - Star Reading
 - Accelerated Math
 - Star Math
 - e-Instruction
 - Focused reading Instruction (FRI)
- Continue to sponsor the Family Reading Night program.
- Provide educational field trips that serve as an extension of the classroom and reinforce concepts taught in the classroom.
- Hire Title I paraprofessionals in grades 2-5 to work with small groups of at- risk students.
- Hire a literacy paraprofessional to make home visits to assist parents with literacy related skills, homework assignments, supervise take-home materials, etc. and provide general assistance to parents of students experiencing academic difficulties, as funds become available.

Objective 2. By 2010, 80% of students will demonstrate greater ability in critical thinking and problem solving as measured through subtests on the standardized tests.

Strategies:

- Schedule 1 hour daily for the teaching of mathematics.
- Provide for a mathematics coach to provide on- site staff development and training for staff in effective mathematics instruction.
- Provide professional (staff) development/ workshops that have as goals the increased understanding of how students acquire knowledge and that provide effective methods and strategies, which encourage the development of critical thinking and problem solving skills.
- Create a mathematics lab, as funds become available.
- Schedule a quarterly Family Math Night.
- Provide students with relative, open-ended experiences in a hands-on environment so that in they may develop and demonstrate data gathering and analytical skills, such as:
 - Field Trips

- ❑ Student projects in science and math
- ❑ Classroom journals and written exercises
- ❑ Cooperative learning
- ❑ Provide writing experiences in which students practice, explore, and demonstrate narrative, persuasive, expository, and descriptive skills.

Goal 2. *Increase Parent Involvement*

Objective 1: By 2010, Davis Elementary parent participation in school activities will have increased by 20%.

Strategies:

- Continue to provide for a Parent Coordinator for the Parenting Program to mobilize parent volunteers and supervise activities.
- Continue monthly parent workshops that arm parents with knowledge as to how to help their children academically, i.e. CRCT testing workshop, reading and mathematics standards, etc.
- Schedule parent development activities, i.e. workshops, guest speakers to improve parental competencies in the area of child development, including refreshments and motivational incentives for parents.
- Have a mid-nine weeks progress report to increase parental awareness and encourage assistance at home.
- Expand community speaker resource file.
- Continue monthly calendar with program dates and monthly events to advise parents of school activities.
- Provide materials for parenting program.
- Continue classroom parent newsletters.
- Schedule regular parent conferences days to meet with parents to determine ways parents can assist in student achievement.
- Spotlight outstanding parents on a parent bulletin board display.
- Schedule more opportunities for parents to be invited to the school for special programs, events where their students are honored, i.e. “Owl of the Month Tea”, etc.

Goal 3. *Improve School Climate (morale, safety, and environment)*

Objective 1: By 2010, Davis Elementary will improve school climate in the area of morale, safety, and aesthetics as measured through opinion surveys.

Strategies:

- Have Safety Patrol monitor grounds for cleanliness and establish methods for maintenance.
- Encourage landscaping efforts of teachers, parents, and community.
- Participate in Arbor Day.
- Maintain fishpond.
- Encourage upkeep and expansion of grade level gardens.
- Maintain crisis management plan and have regular crisis (fire, inclement weather drills).
- Continue to recognize high achievement (i.e. Honor Roll, Star Student, Principal's List, and Citizen of the Month).
- Provide motivational speakers.
- Continue with *Project Wisdom* character development program during morning announcements.
- Continue Teacher Appreciation Week.
- Continue holiday breakfasts, teacher gifts, etc. as funds are available.
- Schedule quarterly birthday celebrations for staff.
- Schedule morale boosting retreats for staff, as funds become available.

Goal 4. *Establish learning environment that is safe, drug free, and conducive to learning*

Objective 1: By 2010, students and staff will continue the use of MCSD and Davis Elementary discipline plans, effectively utilize outside resources to enhance discipline and minimize suspensions, as evidenced by a reduction in discipline referrals to the office.

Strategies:

- Continue school wide discipline committee to review and revise school wide discipline plan.
- Encourage use and enforce staff participation of Outstanding Wise learners (OWLS) Discipline Plan.
- Utilize Saturday Conduct School.
- Utilize School Counselor for individual, small group, and classroom counseling.
- Involve P.I.E. (Partners in Education) as mentors.
- Involve other community volunteers as resources.
- Make *consistent* use of existing MCSD and Davis discipline plans

- Recognize high achievement (i.e. Honor Roll, Star Student, Principal's List, and Citizen of the Month).
- Continue recognition of positive behavior (PA), i.e. "Homework Hotshots", etc.
- Continue use of *Project Wisdom* for character development.

Goal 5: *Provide technology/ computer related instruction to all students*

Objective 1: By 2010, all Davis students will have access to computers in the classroom to support instruction and achieve state standards.

Strategies:

- Continue following guidelines of MCSD technology plan.
- Continue yearly revision of Davis technology plans to conform to MCSD and Media Committee objectives.
- Purchase at least ten (10) additional PC computers and related software to upgrade instructional lab and classrooms.
- Increase number of computers available to students in the classroom, as funding permits.
- Provide appropriate software to support curriculum, i.e. Accelerated Reading, Accelerated Math, etc.
- Purchase additional equipment and computer peripheral hardware to support instruction and curriculum.
- Establish a multimedia lab, as funding permits.
- Seek means to provide for a full time technology person.

Goal 6: *Provide professional development for staff so that all students are taught by highly qualified teachers.*

Objective 1. By 2010, all Davis Elementary teachers will participate in professional development activities to ensure that they are highly trained and highly qualified.

Strategies:

- Provide literacy coach to provide on-site professional development in literacy best practices.
- Provide for a mathematics coach to provide on-site staff development and training for staff in effective mathematics instruction.
- Provide professional (staff) development/ workshops that have as goals the increased understanding of how students acquire knowledge and that

- provide effective methods and strategies, which encourage the development of critical thinking and problem solving skills.
- Provide staff development that offers strategies and skills to improve the delivery of instructional concepts and materials, especially in the six areas of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and motivation, including, but not limited to contracting with Georgia's Choice for professional services.
 - Provide professional development correlated to national mathematics standards in an effort to improve math computation and problem solving skills.
 - Provide release time, including daily planning time and substitute teachers, for teachers to plan on and across grade levels.

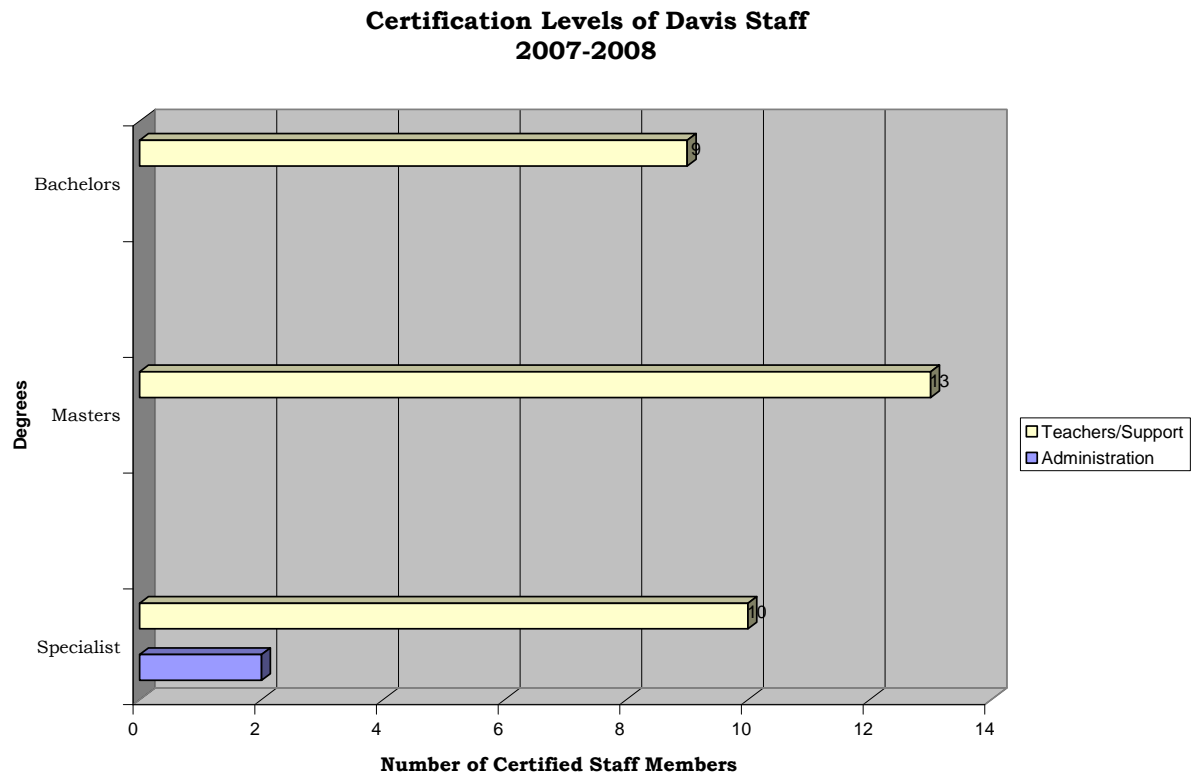
IV. Instruction by Highly Qualified Teachers

One of the goals of Davis Elementary is to ensure that all students are taught by highly qualified, competent, caring teachers and staff members. The culture and climate of the school supports collegiality and fosters a sense of community among the staff members. As a result, the staff members see themselves as full partners in the education of children. In addition to carefully selecting qualified staff members in the hiring process, all staff members will continue to engage in on going site based professional development. All teachers are required to hold a valid teaching certificate in the area of practice and all paraprofessionals are required to have a minimum of an Associates degree, two years of college, or pass a basic proficiency test. Additionally, the Principal attends the Annual Teacher Recruitment Fair and the Teacher Transfer Fair that is held by Muscogee County School District in an effort to share the successes of the students and the school and to seek prospective highly qualified staff members to fill vacancies as they occur. In an effort to retain new teachers, an on-site Teacher Support Specialist (TSS) provides on-site mentoring to new and inductee teachers. In the future, additional persons on the staff will be identified to become a TSS to offer even more support to support and retain new teachers.

Currently, the school staff consists of thirty seven (37) certified staff members. Davis' certified staff members include a principal, assistant principal, counselor, media specialist, twenty seven (27) full time classroom teachers (including a full-time Title I teacher), two (2) Early Intervention Program (EIP) self-contained teachers, one (1) full-time Focused Reading Initiative (FRI) teacher, a part-time Title I Parent Coordinator, and itinerant art, music, and speech teachers. Also, the staff includes an Academic Coach who serves as a Lead and Mentor Teacher. The Academic Coach provides on going training and support to classroom teachers.

Additional support personnel include a part-time pre-kindergarten Resource Coordinator, a part-time clinic worker, and eighteen (18) instructional paraprofessionals. The pre-kindergarten resource works with parents of the pre-kindergarten students to assist them with taking advantage of community resources, provide parenting workshops, etc. The part-time clinic worker on duty assists parents who need to update immunizations and eye, ear, and dental forms, as required by Georgia law. The paraprofessionals work to support classroom teachers by working with small groups, preparing materials, etc. All paraprofessionals have taken the Paraprofessional Certification Test or have a minimum of two years of college.

Following is a chart showing the certification levels of the certified staff members at Davis for the 2007-2008 school year:



V. High Quality and Ongoing Professional Learning

All staff development opportunities at Davis are aligned to the school improvement plan, as well as to the Georgia Performance Standards. Additionally, it is the intention that all teachers will continue to receive professional learning activities regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Research supports the notion that effective professional development focuses on student work. Effective staff development also offers opportunities to observe and reflect on good practice that is theoretically based and practically situated. To be effective, staff development opportunities must also provide teachers with feedback, coaching, and monitoring as they implement changes to their classroom practice. In an effort to endure high quality on-going professional development, administrators at Davis has and will continue to receive professional development through workshops and conferences, such as the National Association of Elementary Principals' Conference and the Principals' and Assistant Principals' Academies through Muscogee County School District.

All teachers at Davis will continue to have the benefit of a variety of staff development opportunities through Muscogee County School District. Designated teachers on each grade level will take advantage of the training offered by Muscogee County School District for such topics as curriculum mapping and standards based literacy and mathematics rollout. These teachers will then redeliver the content to other teachers on the grade level. Teachers and paraprofessionals will also continue to attend Best Practices Institutes offered by Muscogee County School District each summer. Teachers will also be able to participate in workshops and/ or conferences that bolster teacher skills to meet the deficits identified in student achievement according to the CRCT and other test data.

Additionally, the Academic Coach receives professional training through Literacy and Math Institutes and other district learning sessions. The Academic Coach also redelivers professional development to other staff members through weekly Teacher Meetings within grade levels or subject areas that center on applying new knowledge to classroom practice. In addition to using test data to determine areas needed for professional development, staff members participate in focus walks that identify areas that classroom teachers may need more

assistance with. In addition, all staff meetings help build school wide understanding of standards based reform and planning for results.

Following are representative of some of the staff development topics that will continue to be discussed during the 2007-2010 school years:

- ❑ Overview of Writers' Workshop
- ❑ Overview of Readers' Workshop
- ❑ Administration of the DRA (Developmental Reading Assessment)
- ❑ Guided Reading
- ❑ Shared Reading
- ❑ Evaluating Student Work
- ❑ Conferencing With Students During Readers'/ Writers' Workshop
- ❑ Standards –Based Bulletin Boards
- ❑ Mini-lessons for Writing and Reading
- ❑ Comprehension Strategies
- ❑ Reading Logs
- ❑ Genre Studies
- ❑ Writing Commentaries on Student Work
- ❑ Leveling Students to Texts
- ❑ Connecting Reading and Writing
- ❑ Author Studies
- ❑ Literacy Activities
- ❑ Student Portfolios

VI. Strategies to Increase Parental Involvement

The J. D. Davis faculty and staff believe excellence in education is brought about through positive parent and community involvement. One of the school's main objectives will be to continue to increase parental participation in school activities by an additional ten percent (10%) each school year. The objective is to foster and encourage the interaction of parents, faculty, students, and community. The Davis Elementary Parental Involvement Policy was developed with input from the parent involvement committee, the Local School Council, and the design (management) team at the school. Input was received from parents, teachers from each grade level, paraprofessionals, administrators, the school's parenting coordinator, Pre-K Resource Coordinator, media specialist, counselor, and other staff members. The results from the spring 2007 NSSE Parent Survey provided data that was used in developing the policy.

In the fall of each year, Davis will host Open House to which all parents of Davis students are invited and encouraged to attend. At the Open House, parents will be given information about the Title I Program, including its requirements, why their children are participating in the Title I program, and the parents' right to be involved in decisions made about their children's education. The parents will also be given an overview of the new Georgia Performance Standards as they have been rolled out, including K-5 Reading/ English Language Arts, K-2 Mathematics and 3-5 Science.

Each month, during the 2007-2008 school year, the Parent Coordinator and the Prekindergarten Resource Coordinator will again host parent workshops that cover a wide range of topics to benefit parents.

PART 2: PARENT INVOLVEMENT IN THE DEVELOPMENT OF THE SCHOOL PLAN UNDER SECTION 1112

Parents were involved in the joint development of the school's parental involvement plan using the NSSE Parent Survey, membership on the school's Local School Council, and membership on the school wide planning committee and/or school improvement teams.

PART 3: PARENT INVOLVEMENT IN THE DEVELOPMENT OF SCHOOL IMPROVEMENT PLANS UNDER SECTION 1116

Parents, school administrators, and a team of teachers will be invited to review the current academic program at Davis to seek ways to improve it.

Parents will also be included in the search for strategies to better serve their children and to raise the level of academic achievement. Through the Parenting Program and the Local School Council, parents of participating children at Davis will be involved in decisions regarding how funds are used for parent involvement activities such as selecting and ordering materials.

PART 4: TIMELY INFORMATION SHARING WITH PARENTS

Davis provides the coordination, technical assistance, and other support necessary to assist in planning and implementing effective parent involvement. A Parent Coordinator and Pre-K Resource Coordinator will design and conduct parent workshops, work with teachers and parents to plan instructional programs for the students, and design informational flyers that include testing tips and strategies for working with children at home. Additionally, the administration will send a monthly calendar home that includes all relevant and pertinent information regarding workshops, field trips, and other activities that would allow parents to participate in their children's education at school. Parents also will receive monthly newsletters on topics such as reading and mathematics strategies, test preparation tips, discipline issues, etc.

During the 2006-2007 school year and again this year, the Davis Elementary Parenting Coordinator will coordinate and/or provide transportation for parents to attend district meetings, workshops, conferences and fieldtrips. Parents will be provided the opportunity to share experiences from these activities with other parents, and to offer suggestions for the improvement of student achievement.

Davis Elementary will provide methods for sharing with parents a description and explanation of the Title I program, as well as the school's curriculum. School performance profiles will be shared with the community in accordance with procedures established by the school district through PTA meetings, Local School Council meetings, etc. A description of the assessment instruments used to measure student progress, and an explanation of the proficiency levels the students are expected to meet, are provided by the individual schools or by district level personnel in accordance with procedures established by the school district, and will be shared with parents and other members of the local school community.

PART 5: NON-SATISFACTORY PARENT COMMENTS

According to the most recent NSSE parent survey, there were no non-satisfactory parent comments.

PART 6: ASSISTANCE TO PARTICIPATING PARENTS

During parent meetings and/ or workshops during the 2007-2008 school year, parents will be given information about the following:

NATIONAL EDUCATION GOALS

National Education Goals, as adopted by the state of Georgia, will be explained to parents of participating Title I children either at parent meetings, conferences, or through newsletters. Parents will also be invited to two workshops specifically geared to the state's promotion and retention criteria as it relates to all third and 5th grade students.

STATE'S CONTENT STANDARDS AND STUDENT PERFORMANCE STANDARDS

The Georgia state Georgia Performance Standards (GPS) and Quality Core Curriculum (QCC) objectives (where applicable) will be shared with parents at each grade level. Parents will also be informed as to what level their child is expected to perform in order to meet the state standards. In the spring of 2007, the Criterion Referenced Competency Test (CRCT), a curriculum-based assessment, was given to all students in first through fifth grades. Scores derived from this assessment from third through fifth grade students are used to assess the school's overall performance. Parents will be informed of the school's ranking in the district at the PTA Open House and of the district's ranking in the state based on the results of the CRCT. Scores are also printed on the district's website www.mcsdga.net, in the local newspaper and will be discussed at the parent meetings.

SCHOOL IMPROVEMENT PROCESS, IF APPLICABLE

Davis has not been in "Needs Improvement" in seven (7) or more years. Davis has made Adequate Yearly Progress (AYP) for the past three (3) years and is now a "Distinguished Title I School". However, teachers, parents and administrators will continue to make an extensive review and evaluation of the instructional program to keep the school in good standing. A revised instructional program based on current educational research would be designed to better meet the needs of the students at our school should the school fall into the "Needs Improvement" status.

COMPONENTS OF A SCHOOL WIDE PROGRAM, IF APPLICABLE

Davis has adequately shown achievement gains as evidenced through ITBS scores, CRCT scores, and the state writing assessments. We will continue to implement a plan to educate our parents on the importance of their involvement in their own education and that of their children.

STATE AND LOCAL ASSESSMENTS

On a regular basis, parents will be provided information concerning the results of the annual review, including school performance profiles, individual student assessment results and interpretation of those results, a description and explanation of the school curriculum, the assessments used to measure student progress, and the proficiency levels the students are expected to meet. Parents are also able to go to the MSCD (www.mcsdga.net) or GADOE (www.doek12.us.ga.gov.) websites to obtain more information about test scores. Additionally, with each report card, parents are given a summary of their children's MAP scores and DRA levels.

REQUIREMENTS OF TITLE I PARENT INVOLVEMENT

Inclusion of parents in all educational areas that affect their children is a goal of Davis Elementary. Interested parents will continue to be assisted in obtaining literacy and parenting skills in order to help them to help their children. Expected roles for parents will be developed with parents as it relates to the successful academic achievement of their children through a written Compact. Parents will be included on teams that evaluate and design individual school plans. The school will also involve parents in an annual review and revision of the School Improvement Plan (SIP). Parents of fourth grade students will again be administered a survey in the spring of 2008 and results will be used to update the plan.

WAYS PARENTS CAN MONITOR THEIR CHILDREN'S PROGRESS AND WORK WITH EDUCATORS TO IMPROVE THE PERFORMANCE OF THEIR CHILDREN

Programs will be made available to parents at meetings, workshops and conferences that will help parents to learn how they can help their children improve. The *Home- to -School Journal* will also used on a daily basis by teachers and parents to communicate academic progress and/ or problems. Report cards and progress reports will also be sent to the parents, according to the district wide schedule. Additionally, the school website is available to parents

who have computer access. All teachers continue to have email addresses and parents are able to communicate electronically with them, as needed.

WAYS PARENTS CAN PARTICIPATE IN DECISIONS RELATING TO THE EDUCATION OF THEIR CHILDREN

Parents will be made aware of ways to participate in their children's education at Davis Elementary in a variety of ways. Parents will be encouraged to volunteer in their children's classrooms, in the parenting room, serve on committees, and recognize the value of their contribution to education by monitoring their children at home.

PARENT COORDINATOR'S DUTIES AND REPONSIBILITIES

The school's Parenting Coordinator will assist parents as they obtain literacy skills from community or school resources in order to help their children improve academic achievement. Workshops will be provided monthly to show parents ways that they can help their children with homework. These workshops will also serve to educate parents on the use and misuse of television, inform parents of strategies for preparing children for tests, help parents interpret test results, and prepare parents for effective parent-teacher conferences. A core group of parents will be trained to be facilitators for other parents.

VALUE AND UTILITY OF CONTRIBUTION OF PARENTS

Effective parent involvement is an ongoing process at Davis Elementary that will continue to recognize the value of parental support. This support includes attending parent conferences and other meetings, supporting homework and study, coaching a child with academics at home, providing a home environment that encourages learning, developing an encouraging and positive approach to discipline, volunteering at school, and being actively involved in decisions that affect their children's educational careers.

PARENT RESOURCE CENTERS/ROOMS

The Parent Resource Room at Davis will be utilized during school hours in a number of ways to provide resources to parents, instruction for parent-child learning activities, parent checkout of materials, and workshops. In the Parent Resource Room, parents will be taught how to provide academic assistance to their children as the Parent Coordinator models lessons and parents assist in the planning and delivery of instructional activities.

PROVISION FOR LIMITED ENGLISH PROFICIENCY (LEP) AND DISABLED PARENTS

To the extent possible, information related to schools and parent programs, meetings and other activities will be sent to the homes of participating children in the language used in the homes. At this time, no students at the school have been identified as having Limited English proficiency (LEP). Davis has a number of students that are receiving special education services. These students and their parents will participate in the student/parent activities in the same manner as does the regular students.

EVALUATION OF THE EFFECTIVENESS OF THE PARENT POLICY AND USE OF FINDINGS

Davis Elementary will survey parents at the end of the 2007-2008 school year to determine the effectiveness of parental participation and to identify barriers to parent participation, such as low income, disabilities, limited literacy, limited English proficiency or other racial or ethnic considerations. The findings of this evaluation will be used to design strategies for school improvement or to redesign the policy.

SCHOOL-PARENT COMPACT/PARTNERSHIP

Parent-teacher conferences will be held periodically, including Early Release days, and during Open House at which time there will be a discussion of the compact as it relates to the individual student's achievement. Parents and teachers will discuss their shared responsibility for high student performance and will jointly develop a compact that outlines the roles of parents, the entire school staff, and the student in improving student achievement. The compact will describe the means by which the school and parents will build and develop a partnership to help children experience success in school.

Davis will continue to provide opportunities for continuous communication between teachers and parents by providing frequent reports to parents about their children's progress and by allowing reasonable access to staff. Davis will also provide opportunities for parents to volunteer and participate in their children's classes and encourages parents to observe their children in classroom.

VII. Transition of Students to New Grade Span

Every effort will be made by the administration and staff of Davis to ensure that students move seamlessly from one grade level to the next. The teachers of the Prekindergarten students will continue to arrange for the students and their parents to visit kindergarten classrooms. Working in conjunction with the Prekindergarten Resource Coordinator, the teachers will schedule a day for the students to spend time in the kindergarten classrooms. Additionally, literature will be provided to the parents that provide strategies for assisting their prekindergarten students adjust to kindergarten.

Pending the availability of funds, during the summer of 2008, kindergarten teachers will again be hired, as in the past two years, to provide transitional services for upcoming kindergarten students who did not attend preschool. The goal of this program will continue to attempt to bridge the gap that results from kindergarteners having no preschool experience.

In order to assist students in the benchmark promotion grades (3rd and 5th), workshops will be provided to the parents to inform them of the law and ways they can help their children transition to the next grade. Additionally, tutorial support and other resources will be offered, as funding permits, to all third through fifth grade students to help them to meet and /or exceed the standards for promotion to the next grade. Students who fail to meet the standards on the first administration of the test will be provided with additional intensive instruction during the summer of 2008 and will be allowed another opportunity to retake the test.

Fifth grade students and their parents will be provided support to transition to middle school. In addition to being give a written transition guide, the students will be allowed to visit the neighboring middle school. The school counselor at Davis will work closely with the counselors in the middle school to schedule students appropriately and ensure that they have a smooth transition to this new experience.

VIII. Decisions Regarding the Use of Assessments

Staff members will use both formal and informal assessments to monitor the progress of students, inform instructional practices, and make adjustments in the delivery of instruction to students. At the beginning of each school year, teachers will be provided with assessment data from the prior year. This data will include test scores from the Criterion Referenced Competency Test (CRCT), the Iowa Test of Basic Skills (ITBS), Georgia Kindergarten Assessment Profile – Revised (G-KAP-R) and the Developmental Reading Assessment (DRA). Administrators and teachers will disaggregate this data to gain information and trends about individual students, classes and grade levels of students. Using this information from standardized assessments, teachers will be able to determine individual as well as grade level strengths and weaknesses. Scores from the CRCT will also be used to identify students in need of additional assistance through the after school tutorial and/ or the Student Support Team process. Additionally, teachers will use assessment data from the DRA to assign students to guided reading groups and plan instruction to meet the needs of the students in the groups.

Teachers will also collaborate to design assessments aligned to GPS and instruction. On and across grade levels, teachers will collaborate to design standards based scoring rubrics in each of the content areas, as well as in writing. Teachers will also continue to meet to discuss what assessment pieces are to be parts of the student's cumulative writing portfolio.

In an effort to ensure that all staff members are involved in the decisions regarding the use of the data, data from various assessment pieces will be parts of the balanced scorecard and will be prominently displayed in the school's data room. Staff meetings will be held occasionally in the data room so that open dialog can evolve from the displayed data and, consequently, generate discussion about ways to improve indicated areas in need of improvement, based on the data.

IX. Coordination and Integration of Services and Programs

The staff members of Davis will coordinate and integrate all of the services and programs of the school, including funding sources, parenting resources, community resources, etc. to ensure the most prudent and efficient use of available resources. The school administration and Design Team members will collaborate with the various program managers of available funds to prevent duplication of services and efforts.

FUNDING SOURCES:

Every effort will be made to carefully plan for the use of funds received by the school. The administration, in conjunction with the school Design Team and input from the faculty, staff, and parents will make critical decisions about how funds are expended to meet the needs as identified in the school improvement plans. Following are the types of funds received by the school and the primary purpose for which they are spent:

- ***Quality Basis Education (QBE) funds*** received from the state are the primary funds received for use by the school. Based on the school enrollment, these funds will be used to provide basic educational services to students, including classroom, media center, custodial and administrative materials and supplies, purchase and maintenance of copiers and other equipment, etc. Early Intervention program (EIP) funds are QBE funds provided based on the number of students who receive EIP services in the school. These funds will be used to purchase additional classroom resources for these students in reduced class sizes.
- ***Title I funds***, based on the number of students receiving free and reduced lunches, are extra funds used to supplement QBE funds. Since Davis is a school wide Title I school, the funds will be used to support instruction for ***all*** students in the school. These Federal funds will provide for the following:
 - additional instructional classroom materials and supplies, including books, paper, pencils, computer hardware and software, etc.
 - supplementary personnel to support and enhance classroom instruction, such as the Title I teacher, Academic Coach, classroom paraprofessionals, computer lab paraprofessional, etc.
 - professional development for staff members, including conferences and workshops

- substitutes for teachers attending professional development activities
- parenting resources, including workshop materials, supplies, and refreshments
- students fees field trips and transportation for field trips
- ***Staff Development, or Title II-A, funds*** will be used to provide professional development to staff members in the form of workshops, conferences, etc.
- ***Special Education funds*** are Federal funds that the school receives based on the number of special education teachers in the school. These very limited funds will be used to provide materials and supplies to be used by the classroom teacher for the special needs students.
- ***PreKindergarten funds*** are received from the state lottery funds and are used solely to support the prekindergarten program. These funds will provide for staff salaries, classroom materials and supplies, field trips, parenting services, etc.
- ***Extended Day funds*** are state funds used to provide additional classroom time for students. These funds will be used to provide salaries for teachers who work in the afterschool program, materials and supplies for the afterschool program, and snacks for the students who stay at school for the extended time.
- ***Title IV- Safe and Drug Free funds*** are funds that are primarily received through the school counseling department and will be used to support counseling services.

PARENTING SERVICES:

Title I parent involvement programs, strategies, and activities will be integrated with the resources of the parenting program that operate under the state funded PreKindergarten program. The Title I funded Parent Coordinator and the PreKindergarten Resource Coordinator will plan monthly workshops that benefit all of the parents in the school. Additionally, as needed, they will work together with the coordination of home visits, as well as classroom activities.

COMMUNITY SERVICES:

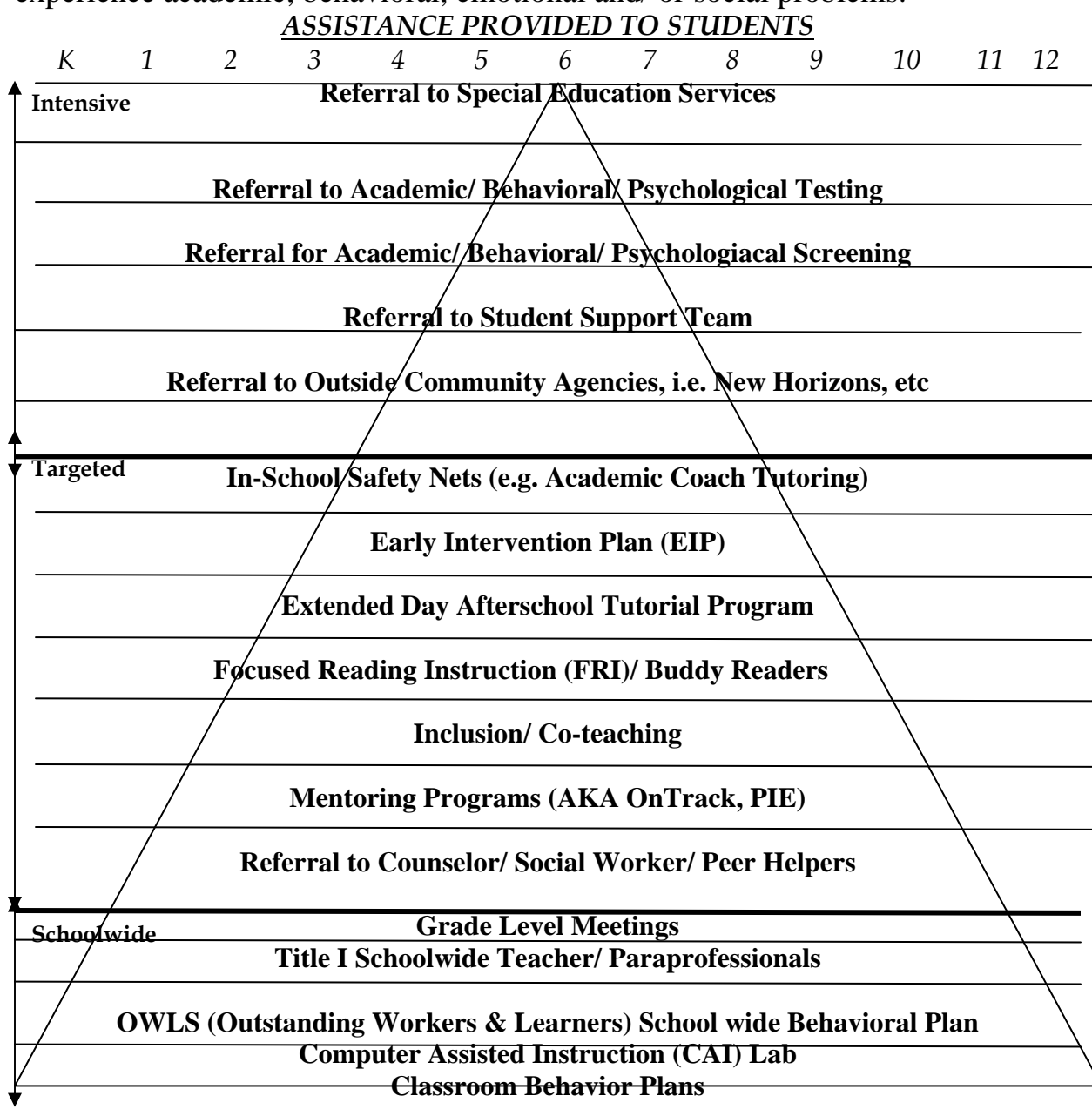
Referrals for services will be made to the Columbus Health Department, Department of Family and Children Services, Columbus mental health agencies, as well as other community organizations, on an as needed basis. As in the past, Davis will continue to work closely with its school business partners, All-

American Recycling and the Navy Support Command Center. The partners in education continue to play an important role in classroom activities and in providing our school with resources to support the education of the children at Davis. All-American Recycling will be asked to continue to provide refreshments for students making Honor Roll and Principals' List each grading period, as well as incentives for the Accelerated Reader store. Members of the Naval Support Command Center will be asked to continue to provide mentoring sessions to students. These sessions serve to increase self-esteem, which improves academic achievement.

X. Effective and Timely Assistance to Students

All students at Davis will be given multiple opportunities to be successful and meet state and national standards. The needs of students with disabilities, students with limited English proficiency, homeless and migrant students will be identified and addressed to ensure that the students have every opportunity possible to be successful in school.

The Pyramid of Interventions below shows the nature and variety of effective and timely services that will continue to be offered to students who experience academic, behavioral, emotional and/ or social problems:



XI. Disaggregation of Data

All students in grades 1-5 take the Criterion Referenced Competency Test (CRCT) and students in 3rd and 5th grades take the Standardized Writing Assessment. The state of Georgia provides for the collection and disaggregating of student achievement data results on adequately yearly progress (AYP) assessments for third through fifth grades in Reading/ ELA and Mathematics and fifth and eighth grade writing. The state makes the effort to report statistically sound assessment results. Disaggregated reports are published on the Georgia Department of Education (GADOE) website and released to the news media by the State Superintendent of Education. A link to the GADOE website is provided on the Muscogee County School District (MCSD) website. The local television and radio stations and the local newspapers provide the local citizens with detailed information about test results.

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The background features a light yellow gradient with several abstract shapes: a large white rounded rectangle at the top, a white triangle on the left, a yellow cross on the left, and a blue circle at the bottom center. A thin dark blue border surrounds the entire page.

Part B

School Profile

**J. D. Davis Elementary School Profile
for
Continuous Improvement**

Date Completed: August 22, 2007

System: Muscogee County
School: J. D. Davis Elementary
Contact: Pauline Talley
Email: ptalley@mcsdga.net
Phone: 706-748-2638

Major School Initiatives:

List major initiatives or reform efforts that have been implemented in the last three years. (Examples are Comprehensive School Reforms, state initiatives, block scheduling, academic after school programs, revised school calendar, etc. Add new rows or attach other listings if needed.)

School Year	Initiative or Reform Effort
2000-Present	America's/ Georgia's Choice
2002- Present	Outstanding Wise Learners (OWLS) After school Tutorial program
2004-Present	Focused Reading Initiative (FRI)
2002-Present	Departmentalization of 3 rd , 4 th , 5 th Grades

Student Demographic Data:

Homeless Children and Youth		
School Year	Number	Percent of Student Population
2006-2007	21	5%
2005-2006	15	4%
2004-2005	23	6%

Early Intervention Program (EIP)		
School Year	Program Enrollment	Percent of Student Population
2007-2008	28	12.7%
2005-2006	22	5.7%
2004-2005	28	6.7%

Gifted Education		
School Year	Program Enrollment	Percent of Student Population
2006-2007	0	0
2005-2006	0	0
2004-2005	0	0

Mobility* Rate of Students				
School Year	Number	Percent of Student Population	% of Transfer within System	% of Transfers Out of System
2006-2007	73	17%	14%	3%
2005-2006	84	15%	12%	3%
2004-2005	92	15%	13%	2%

*For the purpose of this document, mobility rate for students is defined as the percentage of students who enter or leave school between September 1st and the last day of the school year.

Example:

- Student A begins school on the first day of school and transfers out of the system on Dec. 10. This student would be counted once.
- Student B enters the system on Jan. 5. This student would be counted once.
- Student C enters on Sept. 10 and leaves the system on March 1. The student reenters the system on March 31. This student would be counted once.
- Add all students in “mobility status” and divide by the total number of students enrolled on the last day of school. This is your mobility percent.

Fifth Grade State Writing Assessment:

Fifth Grade State Writing Assessment Total Percent of 5th Graders in each Stage			
Stages	2005-2006	2004-2005	2003-2004
Stage 1: The Emerging Writer	0.0%	0.0%	0.0%
Stage 2: The Developing Writer	0.0%	0.0%	0.0%
Stage 3: The Focusing Writer	1.7%	7.4%	4.6%
Stage 4: The Experimenting Writer	44.1%	38.2%	40.9%
Stage 5: The Engaging Writer	47.5%	41.2%	36.36%
Stage 6: The Extending Writer	6.8%	13.2%	18.2%

Scaled Scores: Stage 1			
Subgroups	2005-2006	2004-2005	2003-2004
% Black	0.0%	0.0%	0.0%
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	NA	NA	NA
% Female	NA	NA	NA
% Students with Disabilities	NA	NA	NA
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Fifth Grade State Writing Assessment:

Scaled Scores: Stage 2			
Subgroups	2005-2006	2004-2005	2003-2004
% Black	0.0%	0.0%	0.0%
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	NA	NA	NA
% Female	NA	NA	NA
% Students with Disabilities	NA	NA	NA
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Scaled Scores: Stage 3			
Subgroups	2005-2006	2004-2005	2003-2004
% Black	1.7%	7.4%	4.6%
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	NA	NA	NA
% Female	NA	NA	NA
% Students with Disabilities	NA	NA	NA
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Fifth Grade State Writing Assessment:

Scaled Scores: Stage 4			
Subgroups	2005-2006	2004-2005	2003-2004
% Black	44.1%	38.2%	40.9%
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	NA	NA	NA
% Female	NA	NA	NA
% Students with Disabilities	NA	NA	NA
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Scaled Scores: Stage 5			
Subgroups	2005-2006	2004-2005	2003-2004
% Black	47.5%	41.2%	36.36%
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	NA	NA	NA
% Female	NA	NA	NA
% Students with Disabilities	NA	NA	NA
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Fifth Grade State Writing Assessment:

Scaled Scores: Stage 6			
Subgroups	2005-2006	2004-2005	2003-2004
% Black	6.8%	13.2%	18.2%
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	NA	NA	NA
% Female	NA	NA	NA
% Students with Disabilities	NA	NA	NA
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Faculty/Staff Data:

Attrition Rate* of Teachers		
School Year	Number	Percent of Teacher Population
2006-2007	1	3%
2005 - 2006	1	2%
2004 - 2005	0	0

*Attrition rate is defined as the number of teachers who leave the profession or transfer to another system from the beginning of the school year to the beginning of the next school year, excluding retirement.

Attrition Rate* of Administrators		
School Year	Number	Percent of Teacher Population
2006-2007	0	0
2005 - 2006	0	0
2004 - 2005	0	0

*Attrition Rate of administrators is defined as the percentage of administrators who leave the profession or transfer to another school from the beginning of the school year to the beginning of the next school year, excluding retirement.

J. D. Davis Comprehensive School Improvement Plan 2007-2010

Professional Learning:

List the professional learning activities in the past two years that were focused on school improvement. Include the number in attendance and where the activities were offered.

Professional Learning Activity	Year(s) Offered	Number of Participants	On-site (school) or Off-site (Central office, conference, or other)
Overview of Reader's Workshop	2005-07	28	On-site
Overview of Writer's Workshop	2005-07	32	On-site
Developmental Reading Assessment (DRA)	2005-07	23	On-site
Guided Reading	2005-07	25	On-site, off-site
Shared Reading	2005	23	On-site, off site
Evaluating Student Work	2005-07	28	On-site
Standards Based Bulletin Boards	2005-06	28	On-site
Mini-lessons for Writing and Reading	2005-07	28	On-site
Comprehension Strategies	2005-07	25	On-site, off-site
Writing Commentaries	2005-07	23	On-site
Leveling Students to Texts	2005-07	23	On-site
Connecting Reading and Writing	2005	20	On-site
Author Studies	2005	25	On-site
Literacy Centers/ Activities	2006	8	On-site, off-site
Student Portfolios	2005	23	On-site
Teaching the Tough to Teach	2005	44	Off-site
GADOE Academic Coach Training	2006-07	1	Off-site
Math Georgia Performance Standards	2006-07	7	Off-site
Reading/ELA Performance Standards	2005-07	27	On-site, off-site

Please add other pertinent information related to professional learning as needed:

J. D. Davis Elementary School Profile Addendum

Demographic Data:

Enrollment										
School Year	Total Enrollment	% Black	% White	% Hispanic	% Asian	% American Indian	% Multi-Racial	% Male	% Female	% Migrant
2006-2007	397	95	1	0	0	0	4			0
2005-2006	411	98	0	0	0	0	2			0
2004-2005	420	98	0	0	0	0	2			0

Free and Reduced Lunch		
School Year	Number	Percent of Student Population
2006-2007	390	98%
2005-2006	405	99%
2004-2005	415	98%

Special Education		
School Year	Program Enrollment	Percent of Student Population
2006-2007	65	16.4%
2005-2006	68	12.2%
2004-2005	61	10%

Special Education Subgroups						
School Year	% White	% Black	% Hispanic	% Other Ethnic Groups	% Male	% Female
2006-2007	0%	100%	0%	0%	75%	25%
2005-2006	0%	100%	0%	0%	72%	38%
2004-2005	0%	100%	0%	0%	77%	33%

Demographic Data:

<i>English Language Learners</i>				
School Year	Total ELL	% of Total Student Population	ESOL program enrollment	% of Total student population
2006-2007	0	0	0	0
2005-2006	0	0	0	0
2004-2005	0	0	0	0

Title I			
School Year	No Title I Program	Targeted Assistance	Schoolwide
2006-2007	NA	NA	Yes
2005-2006	NA	NA	Yes
2004-2005	NA	NA	Yes

Retention Rates: Percents should reflect the number of the retained students compared to the total number of students in each category/grade.

Retention Rates							
Retention Rates	Total Number	% in K	% in 1st	% in 2nd	% in 3rd	% in 4th	% in 5th
2006-2007	24	33.3%	16.7%	4.2%	12.5%	4.2%	13%
2005-2006	28	11%	7%	14%	29%	25%	14%
2004-2005	22	18%	14%	14%	23%	27%	0%

<i>Retention Rates by Subgroup</i>						
Retention Rates	% White	% Black	% Hispanic	% Other Ethnic Groups	% Male	% Female
2006-2007	0%	100%	0%	0%	82%	18%
2005-2006	0%	100%	0%	0%	64%	36%
2004-2005	0%	100%	0%	0%	75%	25%

J. D. Davis Comprehensive School Improvement Plan 2007-2010

Demographic Data:

Attendance: % Absent More Than 15 Days												
School Year	All Students	% Black	% White	% Hispanic	% Asian	% Multi-Racial	% Other	% M	% F	% SWD	% LEP	% SES
2006-2007	1%	1%	NA	NA	NA	NA	NA	50%	50%	NA	NA	NA
2005-2006	3.1%	3.1%	NA	NA	NA	NA	NA	NA	NA	NA	NA	3.1%
2004-2005	5.1%	5.1%	NA	NA	NA	NA	NA	NA	NA	NA	NA	5.1%

AYP Report:

2006-2007 School Year AYP Report	Mathematics	English Language Arts
Met 95% participation	Yes	Yes
Met AMO for all students without second look	Yes	Yes
Met AMO for all students with second look (confidence interval, multiyear average, safe harbor)	Yes	Yes
Met AMO for all subgroups without second look	Yes	Yes
Met AMO for all subgroups with a second look (confidence interval, multiyear average, safe harbor)	Yes	Yes
Did not meet AMO for the following subgroup(s)	NA	NA
Met second indicator for all students	Yes	Yes

In 2005-2006, Georgia Performance Standards (GPS) were implemented in Grades 1-8 English-Language Arts and Reading, Grade 6 Mathematics, and Grades 6 and 7 Science. New standards have been approved and scale score ranges are different from previous years. During the transition to GPS, comparing scale scores is not possible.

While comparing student achievement, keep in mind that the assessments were developed using objectives linked to two distinct curricula. Therefore, it is recommended that results are utilized cautiously if considering trend data.

On the following charts, the 2005-2006 years indicating GPS data have been highlighted to better indicate the areas that should be viewed with the information above in mind.

Student Achievement Data – J. D. Davis Elementary School:

Criterion Referenced Competency Test (CRCT)

<i>Mathematics</i>					
Criterion Reference Test Mathematics All Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
07-08 Target	10%	60%	30%	90%	66.70%
2006-2007	9.1%	64.4%	26.5%	90.9%	58.30%
2005-2006	16.2%	65.6%	18.2%	83.8%	58.30%
2004-2005	17.5%	65.1%	17.5%	82.5%	58.30%
Criterion Reference Test Mathematics Black Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
07-08 Target	10%	60%	30%	90%	66.70%
2006-2007	9.1%	64.4%	26.5%	90.9%	58.30%
2005-2006	16.6%	65.6%	17.9%	83.4%	58.30%
2004-2005	17.8%	64.4%	17.8%	82.2%	58.30%
Criterion Reference Test Mathematics Other Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
07-08 Target	NA	NA	NA	NA	66.70%
2006-2007	NA	NA	NA	NA	58.30%
2005-2006	NA	NA	NA	NA	58.30%
2004-2005	NA	NA	NA	NA	58.30%
Criterion Reference Test Mathematics White Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
07-08 Target	NA	NA	NA	NA	66.70%
2006-2007	NA	NA	NA	NA	58.30%
2004-2005	NA	NA	NA	NA	58.30%
2003-2004	NA	NA	NA	NA	50.00%
Criterion Reference Test Mathematics SWD Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
07-08 Target	20%	70%	10%	80%	66.70%
2006-2007	43.5%	52.2%	4.3%	56.5%	58.30%
2005-2006	36.7%	63.3%	0%	63.3%	58.30%
2004-2005	50%	40.6%	9.4%	50%*	58.30%
Criterion Reference Test Mathematics Economically Disadvantaged Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
07-98 Target	5%	75%	20%	95%	66.70%
2006-2006	7.1%	65.1%	27.8%	92.9%	58.30%
2005-2006	15.9%	65.6%	18.5%	84.1%	58.30%
2004-2005	18%	64.7%	17.3%	82%	58.30%

Student Achievement Data – J. D. Davis Elementary School:

Criterion Referenced Competency Test (CRCT)

<i>Reading and English Language Arts</i>					
Criterion Reference Test Reading/English Language Arts – All Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
07-08 Target	10%	70%	20%	90%	73.3%
2006-2007	19.7%	64.8%	15.5%	80.3%	66.7%
2005-2006	28.6%	59.1%	12.3%	71.4%	66.7%
2004-2005	11.7%	60.2%	28%	88.3%	66.7%
Criterion Reference Test Reading/English Language Arts – Black Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
07-08 Target	10.0%	70.0%	20.0%	90.0%	73.3%
2006-2007	20.0%	65.0%	15.0%	80.0%	66.7%
2005-2006	29.1%	58.3%	12.6%	70.9%	66.7%
2004-2005	11.0%	60.7%	28.2%	89%	66.7%
Criterion Reference Test Reading/English Language Arts – Other Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
007-08 Target	NA	NA	NA	NA	73.3%
2006-2007	NA	NA	NA	NA	66.7%
2005-2006	NA	NA	NA	NA	66.7%
2004-2005	NA	NA	NA	NA	66.7%
Criterion Reference Test Reading/English Language Arts – White Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
007-08 Target	NA	NA	NA	NA	73.3%
2006-2007	NA	NA	NA	NA	66.7%
2005-2006	NA	NA	NA	NA	66.7%
2004-2005	NA	NA	NA	NA	66.7%
Criterion Reference Test Reading/English Language Arts – SWD Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
007-08 Target	25.0%	70.0%	7.0%	77.0%	73.3%
2006-2007	50%	43.5%	6.5%	50%	66.7%
2005-2006	50%	46.7%	3.3%	50%	66.7%
2004-2005	12.5%	64.1%	23.4%	87.5%	66.7%
Criterion Reference Test Reading/English Language Arts – Economically Disadvantaged					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
07-08 Target	10.0%	70.0%	20.0%	90.0%	73.3%
2006-2007	19.0%	65.5%	15.5%	81.0%	66.7%
2005-2006	29.1%	58.6%	12.3%	70.9%	66.7%
2004-2005	12.3%	60%	27.7%	87.7%	66.7%

Student Achievement Data Elementary School:
Criterion Referenced Tests

Student Achievement Data Elementary School:
Criterion-Reference Competency Test (CRCT) Scores – English Language Arts

Grade 1 CRCT English Language Arts Percent of students who met or exceeded			
Subgroups	2006-2007	2005-2006	2004-2005
Grade 1 Total Enrollment	81	83	88
% Black	81	83	88
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	74	79	89
% Female	86	86	87
% Students with Disabilities	Too few students	69	Too few students
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Grade 2 CRCT English Language Arts Percent of students who met or exceeded			
Subgroups	2006-2007	2005-2006	2004-2005
Grade 2 Total Enrollment	87	89	86
% Black	87	89	86
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	80	85	75
% Female	87	94	96
% Students with Disabilities	Too few students	Too few students	Too few students
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Student Achievement Data Elementary School:

Criterion-Reference Competency Test (CRCT) Scores – English Language Arts

Grade 3 CRCT English Language Arts			
Percent of students who met or exceeded			
Subgroups	2006-2007	2005-2006	2004-2005
Grade 3 Total Enrollment	65	82	80
% Black	65	82	79
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	48	80	85
% Female	79	84	75
% Students with Disabilities	Too few students	Too few students	Too few students
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Grade 4 CRCT English Language Arts			
Percent of students who met or exceeded			
Subgroups	2006-2007	2005-2006	2004-2005
Grade 4 Total Enrollment	86	73	92
% Black	86	73	92
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	79	70	91
% Female	92	77	93
% Students with Disabilities	70	75	81
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Student Achievement Data Elementary School:
 Criterion-Reference Competency Test (CRCT) Scores – English/Language Arts

Grade 5 CRCT English Language Arts Percent of students who met or exceeded			
Subgroups	2006-2007	2005-2006	2004-2005
Grade 5 Total Enrollment	89	55	85
% Black	89	53	87
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	86	71	83
% Female	93	77	90
% Students with Disabilities	Too few students	37	73
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Student Achievement Data Elementary School:
 Criterion-Reference Competency Test (CRCT) Scores – Reading

Grade 1 CRCT Reading			
Percent of students who met or exceeded			
Subgroups	2006-2007	2005-2006	2004-2005
Grade 1 Total Enrollment	95	95	91
% Black	95	95	91
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	91	93	89
% Female	97	97	93
% Students with Disabilities	Too few students	85	Too few students
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Grade 2 CRCT Reading			
Percent of students who met or exceeded			
Subgroups	2006-2007	2005-2006	2004-2005
Grade 2 Total Enrollment	90	85	75
% Black	90	85	75
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	83	85	54
% Female	97	85	93
% Students with Disabilities	Too few students	Too few students	Too few students
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Student Achievement Data Elementary School:
 Criterion-Reference Competency Test (CRCT) Scores – Reading

Grade 3 CRCT Reading			
Percent of students who met or exceeded			
Subgroups	2006-2007	2005-2006	2004-2005
Grade 3 Total Enrollment	80	73	90
% Black	80	70	91
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	64	72	91
% Female	93	75	89
% Students with Disabilities	Too few students	Too few students	Too few students
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Grade 4 CRCT Reading			
Percent of students who met or exceeded			
Subgroups	2006-2007	2005-2006	2004-2005
Grade 4 Total Enrollment	70	66	93
% Black	70	66	95
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	68	58	88
% Female	71	74	93
% Students with Disabilities	50	58	81
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Student Achievement Data Elementary School:
 Criterion-Reference Competency Test (CRCT) Scores – Reading

Grade 5 CRCT Reading			
Percent of students who met or exceeded			
Subgroups	2006-2007	2005-2006	2004-2005
Grade 5 Total Enrollment	77	55	85
% Black	77	54	85
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	Too few students	Too few students	Too few students
% Male	64	56	80
% Female	89	54	88
% Students with Disabilities	Too few students	50	72
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Student Achievement Data Elementary School:

Criterion-Reference Competency Test (CRCT) Scores – Mathematics

Grade 1 CRCT Mathematics			
Percent of students who met or exceeded			
Subgroups	2006-2006	2005-2006	2004-2005
Grade 1 Total Enrollment	89	87	86
% Black	89	87	86
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	78	90	82
% Female	81	86	90
% Students with Disabilities	Too few students	85	Too few students
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Grade 2 CRCT Mathematics			
Percent of students who met or exceeded			
Subgroups	2006-2007	2005-2006	2004-2005
Grade 2 Total Enrollment	83	90	82
% Black	83	90	82
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	73	88	75
% Female	91	91	89
% Students with Disabilities	Too few students	Too few students	Too few students
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Student Achievement Data Elementary School:
 Criterion-Reference Competency Test (CRCT) Scores – Mathematics

Grade 3 CRCT Mathematics			
Percent of students who met or exceeded			
Subgroups	2006-2007	2005-2006	2004-2005
Grade 3 Total Enrollment	89	86	80
% Black	89	86	81
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	80	88	88
% Female	97	83	92
% Students with Disabilities	Too few students	Too few students	Too few students
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Grade 4 CRCT Mathematics			
Percent of students who met or exceeded			
Subgroups	2006-2007	2005-2006	2004-2005
Grade 4 Total Enrollment	81	74	72
% Black	81	73	71
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	79	73	65
% Female	83	74	81
% Students with Disabilities	30	42	31
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Student Achievement Data Elementary School:
 Criterion-Reference Competency Test (CRCT) Scores – Mathematics

Grade 5 CRCT Mathematics			
Percent of students who met or exceeded			
Subgroups	2006-2007	2005-2006	2004-2005
Grade 5 Total Enrollment	96	82	84
% Black	96	81	84
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	96	83	73
% Female	96	81	93
% Students with Disabilities	Too few students	44	55
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Student Achievement Data Elementary School:
 Criterion-Reference Competency Test (CRCT) Scores – Science

Grade 3 CRCT Science			
Percent of students who met or exceeded			
Subgroups	2006-2007	2005-2006	2004-2005
Grade 3 Total Enrollment	50	84	70
% Black	50	84	71
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	40	88	65
% Female	41	79	75
% Students with Disabilities	Too few students	Too few students	Too few students
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Grade 4 CRCT Science			
Percent of students who met or exceeded			
Subgroups	2006-2007	2005-2006	2004-2005
Grade 4 Total Enrollment	70	87	92
% Black	70	87	92
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	74	82	88
% Female	67	91	96
% Students with Disabilities	20	67	69
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted		NA	NA

Student Achievement Data Elementary School:
 Criterion-Reference Competency Test (CRCT) Scores – Science

Grade 5 CRCT Science			
Percent of students who met or exceeded			
Subgroups	2006-2007	2005-2006	2004-2005
Grade 5 Total Enrollment	30	75	83
% Black	30	74	83
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	25	80	73
% Female	36	69	90
% Students with Disabilities	Too few students	63	73
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Student Achievement Data Elementary School:
 Criterion-Reference Competency Test (CRCT) Scores – Social Studies

Grade 3 CRCT Social Studies			
Percent of students who met or exceeded			
Subgroups	2006-2007	2005-2006	2004-2005
Grade 3 Total Enrollment	72	88	87
% Black	72	88	88
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	56	92	82
% Female	86	4	92
% Students with Disabilities	Too few students	Too few students	91
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Grade 4 CRCT Social Studies			
Percent of students who met or exceeded			
Subgroups	2006-2007	2005-2006	2004-2005
Grade 4 Total Enrollment	93	91	92
% Black	93	91	92
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	89	85	94
% Female	93	97	89
% Students with Disabilities	80	83	69
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA

Student Achievement Data Elementary School:
 Criterion-Reference Competency Test (CRCT) Scores – Social Studies

Grade 5 CRCT Social Studies			
Percent of students who met or exceeded			
Subgroups	2006-2007	2005-2006	2004-2005
Grade 5 Total Enrollment	80	82	79
% Black	80	81	79
% White	NA	NA	NA
% Hispanic	NA	NA	NA
% Asian	NA	NA	NA
% American Indian	NA	NA	NA
% Multi Racial	NA	NA	NA
% Male	68	79	73
% Female	93	88	83
% Students with Disabilities	Too few students	69	64
% Migrant Eligible	NA	NA	NA
% EIP	NA	NA	NA
% Targeted Assisted	NA	NA	NA
% Gifted	NA	NA	NA



Part C
School Improvement
Action Plan



SCHOOL IMPROVEMENT PLAN

Cover Page

School Name: J. D. Davis Elementary School

School System: Muscogee County

Name of Principal: Pauline H. Talley

School Year: 2007-2008

Not a Title I School

Title I School-Wide Program: X

Title I Targeted Assistance:

Needs Improvement Status: Adequate NI NI-AYP Year: 0 1 2 3 4 5 6 7

Sanctions Implementing (Select all that apply):

X **Not a Needs Improvement School**

School Improvement Plan (School Improvement Plans will be submitted to the LEA per system guidelines. Needs Improvement schools will submit plans to the LEA for approval in October 2006.)

School Choice

Supplemental Services

Corrective Action (The Corrective Action Addendum will be submitted to the LEA along with the School Improvement Plan in October 2006.)

Restructuring (LEA approved School Improvement Plans with the Restructuring Addendums will be submitted to the Georgia Department of Education by January 31, 2007.)

Principal's Signature: _____

Date: _____

Director's Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____

J. D. Davis Elementary School Improvement Plan 2007-2008

System: Muscogee School Name: J. D. Davis Elementary

Date Submitted: August 22, 2007

<p>Measurable Goals:</p> <ul style="list-style-type: none"> • <i>NCLB Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</i> • <i>NCLB Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</i> • <i>NCLB Performance Goal 3: All students will be taught by highly qualified teachers.</i> • <i>NCLB Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.</i> • <i>NCLB Performance Goal 5: All students will graduate from high school.</i> • <i>IDEA Performance Goal 1: Improve post-school outcomes for students with disabilities.</i> • <i>IDEA Performance Goal 2: Improve services for young children (ages 3 – 5) with disabilities.</i> • <i>IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.</i> • <i>IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</i>
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Annual Measurable Objective #1 : By 2010, 80% of all continuously enrolled Davis Elementary students, including special education students and limited English proficiency students, will raise their level of performance in Reading/ English Arts and Mathematics as measured by standardized tests.

GSS School Keys/ Strands	NCLB & IDEA Goals	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
						Artifacts	Evidence of Impact on Student Learning
Instruction 2.1	NCLB Performance Goal 1; IDEA Goal 3	Provide students with relative, open-ended experiences in a hands-on environment so that in they may develop and demonstrate data gathering and analytical skills, such as: Field Trips	Fall 2007- on-going	\$ 2,000 form Title I for field trips (fees & transportation)	Classroom teachers	Lesson plans	Improved CRCT, MAP scores, teacher made tests, Accelerated Reading tests, DRA scores, report cards

Curriculum 1.3 Instruction I 2.1 Research- based instruction	NCLB Performance Goal 1; IDEA Goal 3	Strengthen students' critical analysis skills through reader's workshop. Teachers will plan and implement guided reading lessons focusing on critical analysis skills.	Fall 2007-ongoing	\$5,000 for contracted services from Title II- A, Title I; \$86, 125 for Salary and benefits for Academic Coach from Title I	Academic Coach, ELA teachers, administration	Lesson plans, guided reading observation documentation notes, DRA profile sheets, teacher sign in sheets from teacher meetings	Improved CRCT, MAP scores, teacher made tests, Accelerated Reading tests, DRA scores, report cards
Instruction I 2.1 Research- based instruction	NCLB Performance Goal 1; IDEA Goal 3	Strengthen students' comprehension skills (reading for meaning). Teachers will plan and implement guided reading lessons focusing on comprehension skills with an emphasis on non-fiction text, i.e. science and social studies.	Fall 2007-ongoing.	\$5,000.00 for contracted services from Title II-A, Title I funds; \$86, 125 for Salary and benefits for Academic Coach from Title I	Academic Coach, ELA teachers, administration	Lesson plans, guided reading observation documentation notes, DRA profile sheets, teacher sign in sheets from teacher meetings	Improved CRCT, MAP scores, teacher made tests, DRA scores, Accelerated Reading tests, report cards
Instruction I 2.1 Research- based instruction	NCLB Performance Goal 1; IDEA Goal 3	Strengthen students' language arts and writing skills through daily writing workshops on the various genres of writing. Teachers will also integrate writing into content areas, i.e. science and social studies.	Fall 2007-ongoing	\$5,000.00 for Contracted services from Title II-A, Title I funds; \$86, 125 for Salary and benefits for Academic Coach from Title I	Academic Coach, teachers, administration	Log of attendance to training, student portfolios, writing prompts, teacher commentary, standards based bulletin board	Improved scores Writing assessments, MAP scores, report cards
Timely, Systematic, Data- Driven Intervention I 2.6	NCLB Performance Goal 1; IDEA Goal 3	In school safety nets will be established during instructional time to remediate/accelerate student learning with an instructional focus on reading, writing, and math	Fall 2007-ongoing	\$77,000 for Salary and benefits for Title I Teacher, \$32,000 for Salary and benefits for 1 ½ classroom paraprofessionals, \$86, 125 for Salary and benefits for Academic Coach from Title I	Principal, Academic Coach, Title I Teacher, classroom teachers, Focused Reading teacher, Buddy Readers	Schedules, lesson plans, roster of students assigned to safety net instruction, portfolio of student work samples	Improved CRCT, MAP scores, teacher made tests, Accelerated Reading tests, Accelerated Math tests, report cards
I 2.6 Timely, Systematic, Data- Driven Intervention	NCLB Performance Goal 1; IDEA Goal 3	An after school safety net will be available for struggling students with an instructional focus on reading, writing, and math	Fall 2007 to April 2008.	\$20,000.00 for Teacher salaries, FICA from K-8 Extended day funds	Counselor, principal, tutorial teachers	Attendance roster, lesson plans, classroom observations, portfolio of student work	Improved CRCT, MAP scores, teacher made tests, Accelerated Reading tests, Accelerated Math tests, report cards
I 2.5 Flexible Grouping of Students	NCLB Performance Goal 1; IDEA Goal 3	Strengthen Special Education students' competency in Reading/ ELA and math through the use of inclusion and co-teaching models	Fall 2007- ongoing	\$1500.00 for subs from Title II-A (as funds become available to train regular and spec education teachers); \$600 form Title I for materials and supplies	Administration, teachers, Special Education chair	Lesson plans, school schedules, IEPs	Improved CRCT, MAP scores, teacher made tests, Accelerated Reading tests, Accelerated Math tests, report cards, IEP's
I 2.6 Timely, Systematic, Data- Driven Intervention	NCLB Performance Goal 1; IDEA Goal 3	Strengthen students' mathematical skills through the use of Accelerated Math (AM) and morning math computer lab lab.	Fall 2007-ongoing	\$2,000.00 from QBE, Title I funds for hardware , software, & maintenance contract for AM	Principal, classroom teachers	Accelerated Math reports, lesson plans, observation	Improved CRCT, MAP scores, teacher made tests, Accelerated Math tests, report cards

Annual Measurable Objective #2: By 2010, Davis Elementary parent participation in school activities will have increased by 20%.

GSS School Keys/ Strands	NCLB & IDEA Goals	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
						Artifacts	Evidence of Impact on Student Learning
Student, Family, Community 1.1, 1.2,1.3	NCLB Goal 1; IDEA Goal3	Increase parental participation in school activities through workshops, parent meetings, and other parenting activities	Fall 2007-ongoing	\$33,000 for Pt- Time Parent Coordinator from Title I	Parent Coordinator	Parent invitations, flyers, calendars with dates, sign-in sheets	Improved parental ability to communicate and implement strategies and topics and explain how to assist their students with their learning needs.
Student, Family, Community 3.1	NCLB Goal 1; IDEA Goal3	Continue regular communication with parents, including monthly calendar with program dates and monthly events to advise parents of school activities.	Fall 2007-ongoing	\$1,500 for Home-to-School Agendas form QBE funds	Principal, Asst. Principal, classroom teachers	Monthly calendars, classroom newsletters, Home-to; School Agenda book	Improved parental ability to communicate and implement strategies and topics and explain how to assist their students with their learning needs.

Annual Measurable Objective #3: By 2010, Davis Elementary will improve school climate in the area of morale, safety, and aesthetics as measured through opinion surveys.

GSS School Keys/ Strands	NCLB & IDEA Goals	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
						Artifacts	Evidence of Impact on Student Learning
School Culture 1.3, 1.4; 2.2	NCLB Goal 4; IDEA Goal 3	Recognize the achievements and accomplishments of students, including Honor Roll, Perfect Attendance, Homework Hotshots, 25 Book Celebrations, etc.	Fall 2007- ongoing (each nine weeks)	\$500.00 for awards, refreshments, etc. from Gen. Activity funds, PIE, etc.	Principal, Asst. Principal, Teachers	Calendar listing events, announcements, survey results, AR store, hallway displays	Improved students' ability to verbalize how participation positively influences behavior, motivation
School Culture 2.2	NCLB Goal 4; IDEA Goal 3	Recognize the achievements and accomplishments of staff, such as through Teacher Appreciation Week, holiday breakfasts, teacher gifts, quarterly birthday celebrations, and other morale boosting events.	Fall 2007- ongoing (each nine weeks)	\$500.00 for awards, refreshments, etc. from faculty funds, PIE, etc.	Principal, Asst. Principal, Hospitality Committee	Calendar listing events, announcements, survey results	Improved sense of community and cooperation among staff members
School Culture 2.1, 2.4; Planning & Organization 4.3	NCLB Goal 4; IDEA Goal 3	Have custodians and Safety Patrol monitor grounds for safety, cleanliness, and establish methods for maintenance.	Fall 2007-ongoing	\$500.00 from General Activity for Safety Patrol attire, buttons, etc	Principal, Asst. Principal, School Safety Patrol, custodians	Results of opinion surveys	Improved sense of security and pride in the building and describe how it impacts student achievement

Annual Measurable Objective # 4: By 2010, students and staff will continue the use of MCSD and Davis Elementary discipline plans, effectively utilize outside resources to enhance discipline and minimize suspensions, as evidenced by a reduction in discipline referrals to the office by at least 10% from the previous year.

GSS School Keys/ Strands	NCLB & IDEA Goals	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
						Artifacts	Evidence of Impact on Student Learning
School Culture 1.2	NCLB Goal 4; IDEA Goal 3	Continue school wide discipline committee to review and revise school wide discipline plan.	Fall 2007 - ongoing	\$500.00 for awards, refreshments, etc. from Gen Activity funds, PIE, etc.	Principal, Asst. Principal, classroom teachers	Parent/ Student handbooks, SASI logs	Increased demonstration of a respect for rules, themselves, and each other
Student, Family, & Community 3.1	NCLB Goal 4; IDEA Goal 3	Involve P.I.E. (Partners in Education) and other community resources as mentors.	Fall 2007- ongoing	\$0.00	PIE Committee, Principal, AP	Calendar of events, notes from PIE meetings, photos	Increased demonstration of a respect for self and others and improved student achievement

Annual Measurable Objective # 5: By 2010, all Davis students will have access to computers in the classroom to support instruction and achieve state standards.

GSS School Keys/ Strands	NCLB & IDEA Goals	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
						Artifacts	Evidence of Impact on Student Learning
Instruction 2.7	NCLB Goal 4; IDEA Goal 3	Increase number of computers and other technologies available to students in the classroom	Fall 2007- ongoing	\$30,000 from Title I (as funds become available)	Principal, ITS, Media Specialist	Computers, whiteboards, LCD projectors and other technological equipment	Computers, whiteboards, LCD projectors and other technological equipment
Instruction 2.7	NCLB Goal 4; IDEA Goal 3	Use computers and technology collaboratively to reinforce the achievement and mastery of standards	Fall 2007- ongoing	\$30,000 from Title I (as funds become available)	Principal, ITS, Teachers, Students	Comprehensive technology plan, Computers, whiteboards, LCD projectors and other technological equipment	Computers, whiteboards, LCD projectors and other technological equipment is evident in classes
Instruction 2.7	NCLB Goal 4; IDEA Goal 3	Provide appropriate software to support curriculum, i.e. Accelerated Reading, Accelerated Math, etc.	Fall 2007- ongoing	\$5,000 from Title I (as funds become available) & \$300 from QBE budget	Principal, ITS, Media Specialist, classroom teachers	Comprehensive technology plan, software on computers	Improved Reading and Math scores on CRCT, MAP, AR & AM tests

Annual Measurable Objective # 6: Provide professional development for staff so that all students are taught by highly qualified teachers.

GSS School Keys/ Strands	NCLB & IDEA Goals	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
						Artifacts	Evidence of Impact on Student Learning
Professional Learning 1.6	NCLB Goal 3; IDEA Goal 1	Provide Academic Coach to provide embedded, on-site professional development in research best practices that are aligned to school improvement goals.	Fall 2007-ongoing	\$86, 125 for Salary and benefits for Academic Coach from Title I	Academic Coach, Principal	Feedback forms, surveys; research based practices	Teachers can articulate what strategies and practices are being implemented
Professional Learning	NCLB Goal 3; IDEA Goal 1	Provide access to professional (staff) development/ workshops/ meetings and other professional learning opportunities that have as goals the strengthening of teacher skills in the content areas	Fall 2007-ongoing	\$3,000 for Salary & FICA for subs from Title I & Title IIA ; \$3,000 for teacher registration/ travel for professional development	Principal, Academic Coach, Teachers	Research based practices, training documents, schedules	Teachers can articulate and demonstrate what strategies and practices are being implemented

