

SCHOOL IMPROVEMENT PLAN

**J. T. Reddick Elementary School
404 Martin Luther King, Jr. Dr.
Tifton, GA 31794
229-387-2435
Tift County School System**

Willie Miles, Principal

**Southern Association of Colleges
Self-Study for Initial Accreditation
NSSE: School Improvement**

**Carole Ploger, Facilitator
Dates of Visit
March 5-7, 2006**

District Elementary Peer Review Team Chairperson

Carol Spurlin

Tift County Board of Education

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John Smith—Vice-President

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Scott Chestnutwood—Assistant Superintendent for Personnel

Betty Newkirk—Assistant Superintendent for Instruction

Tammie Smith—Assistant Superintendent for Instruction

Joy West—Special Education Director

Gina Cox—Coordinator of Student Services

Licia Nicholson—Food Service Director

Dana Gunn/Harris Tucker—Technology Director

J. T. Reddick Elementary Staff

Administration

Willie Miles—Principal

Amelia Gann—Assistant Principal

Counselor

Carol Bell

Fourth Grade

Carol Belk
Amanda Goodson
Julie Gunn
Nancy Marshall

Katrina Mayweather
Wendy Soles
Pam Thompson

Fifth Grade

Kathy Betts
Ernie Carter
Tina Garrick
Brandi Giddens
Anne Little

Vicki Swain
Ann Winter
Cindy Wright
Shannon Yawn

Sixth Grade

Regina Bradford
Jane Brownlee
Gloria Coney

Brenda Douce
Tabatha Jones
Rhonda White

Media Specialist

Jasmine McMillan

Physical Education

Dorothy Funnye

Gifted

Kathy Fitzgerald

Art

Sherri Youngblood

Music

Sheri Grabowski

Speech

Kimberly Czerepinski

Special Education

Barbara Chestnutwood

Ellen Norman

Jan Stinson

Brentius Watts

Clerical

Kay Saylor—School Secretary/Bookkeeper

Geneva McWhorter—Attendance Clerk/Receptionist

Marcia Pierce—Student Records/Registrar

Media Clerk

Donna McClain

Administrative Aide

Vera Goodemote

School Nurse

Joanne Gaskins

Paraprofessional

Marshall Adaway
Shelah Bennett
Wanda Brinkley
Celeste Jackson

Gail Kearce
Katrina Kirby
Laverne Thomas

Custodial

Otha Martin
Latoysa Price
Brenda Roberson

Lunchroom

Annette Griffin—Manager
Anna Davis—Assistant Manager
Geraldine Prince
Kim Smith
Elaine Tucker
Inez Wilson

School Improvement Steering Committee

Julie Gunn.....	School and Community Profile
Nancy Marshall.....	Beliefs and Mission
Shannon Yawn.....	Desired Results for Student Learning
Brandi Giddens.....	Analysis of Instructional and Organizational Effectiveness
Anne Little.....	School Improvement Plan
Pam Thompson.....	Implementing the Plan and Documenting Results

Executive Summary:

J.T. Reddick Elementary School was involved in its initial School Improvement Plan in the spring of 2001. Over the past five years, the faculty, staff, parents, and students have been working toward successfully accomplishing the school's improvement goals.

J.T. Reddick's improvement goals were aimed at the academic and personal growth of the students. These goals had three primary objectives. The first objective centered on the improvement of the student's quality of work and increased technology usage. The second objective supported the first by increasing opportunities in the classroom for the students to develop higher order thinking and reasoning skills. Personal and social awareness was addressed in the third objective.

Since our 2001 evaluation, J.T. Reddick Elementary School has experienced a change in school population and in administration. With these changes, came a new, improved focus toward implementation and evaluation of the school's goals. This is reflected in our 2006 Action Plan.

Upon review of our 2001 School Improvement Plan, the administration, faculty, and staff realized that while our stated 2001 objectives were worthwhile, the success or failure of the objectives were not measurable. The question became one of, "How do we obtain significant data to determine success and guide changes in teaching techniques and/or curriculum."

The entire faculty of J.T. Reddick Elementary School became involved in re-focusing our improvement goals and determining data usage for measurement of success. This process led to the development of common planning time for grade level meetings, formation of school leadership teams, and on-going, in-house professional learning opportunities. For the students, it meant a variety of changes in classroom instruction, and elevated academic expectations.

The following pages document the process and progress made by J.T. Reddick through the past five years and the focus for the next five years.

J.T. Reddick faculty, staff, and parents are proud to present this study as a reflection of our attitudes and beliefs toward education of students both academically and personally.

Part One: Profile

Introduction:

In this section of J. T. Reddick Elementary School Improvement Plan, an overview of student performance data, student and community demographic data, school characteristics, and stakeholder perspectives on the quality of education are included. A copy of the stakeholders' surveys and graphs showing testing data are provided at the end of Part One.

1. Student Performance Data

In the 2003-2004 school year, the Tift County School System underwent a major rezoning due to the construction of a new primary school. Therefore, the J. T. Reddick Elementary School (JTR) population and demographics were different from previous years. However, it should be noted, test scores were above the State, RESA, and System averages before rezoning in 2003. Test score Analysis will be based on the 2003-2004 year to the present. Various charts illustrate these test results.

All students at J. T. Reddick Elementary School are required to take the state mandated Criterion Referenced Competency Test (CRCT) each Spring with the exception of those students who have a Georgia Alternative Assessment. In addition, all fifth grade students are required to take the Georgia Writing Test near the beginning of the second semester and a national norm-referenced test, the Iowa Test of Basic Skills (ITBS) each fall. Results For the CRCT are generated according to ranges of scores are in three distinct categories that are: Level 1- does not meet standards (below 300), Level 2- meets standards (300-349), and Level 3- exceeds standards (350 and above). The CRCT scores are used to determine the school's annual yearly progress. As of the 2005 administration of the CRCT, the fifth grade students were required to pass both reading and math with scores of 300 or higher on each in order to be promoted to the sixth grade. The fifth grade Georgia Writing Test is scored according to developmental stages which are from lowest to highest: Emerging, Developing, Focusing, Experimenting, Engaging, and Extending. The ITBS yields national percentile ranks and an individual analysis of test results.

National Measures:

The fall of 2003 was the first time that our fifth grade students participated in taking the ITBS. A total of 163 students were administered the ITBS in 2003 with total percentile ranks being reported as follows: Reading: 55, Language: 60, Mathematics: 54, Core Total: 56, Social Studies: 58, Science: 57, and a Test Composite of 57. When analyzing the score scatter according to race/ethnicity, there were some significant differences. In reading, the Caucasian/White population (78) scored 70 while the African American (79) scored 40, Hispanic/Latino (3) scored 55 and Other (3) scored 29. In the Language subtests, the range was not quite as significant; however, the Caucasian population scored 67, the African American scored 54, the Hispanic scored 57, and Other scored 24. In the Mathematics subtests, the total percentile ranks were once again significant. The Caucasian population scored 68, the African American scored 41, the Hispanic scored 34, and Other scored 27. The results of the Science and Social Studies yielded scores that were similar to the scores in reading with nearly the same scatter of scores by race/ethnicity. Students identified as having special needs scored below the total achieved by the general population. There was no significant difference between the students who had a standard or a nonstandard administration of the test as required by the students' Individual Education Plans. Students with disabilities (23) scored 40 in Reading, 40 in Language, 37 in Mathematics with a Test Composite of 40. The test results indicated the need for improvement in reading for the non-Caucasian students in our school. All areas of the test reflected a difference in scores that was similar to the reading scores. Student's achievement comparisons were made using national percentile rank and grade equivalency.

A total of 168 students were administered the ITBS in September of 2004, with total percentile ranks being reported as follows: Reading: 51, Language: 54, Mathematics: 50, Core Total: 51, Social Studies: 59, Science: 55, and Test Composite: 54. There were no significant differences in any of the areas when analyzing results by gender with the composite for females being 52% and for males being 57%. There were still significant differences among scores when analyzing test data by race/ethnicity. In Reading, the Caucasian/white population (82) scored 69 and the Asian population (2) scored 60 while the African American population (70) scored 35 and the Hispanic/Latino population (10) scored 22. Only two students were reported as Native American and their scores were Reading: 40,

Language: 49, Mathematics: 60, Core Total: 48, Social Studies: 49, Science: 57, and Test Composite: 51. There was a significant difference between their reading and math scores. Language scores also reflected a significant difference between the White score of 65 and the Asian score 64 when compared to the African American score of 40 and the Hispanic score of 37. The discrepancy in the Mathematics scores were not as wide as in reading but were still significant when comparing the White population with a score of 62 to the African American population with a score of 37. The Asian population and the Hispanic population had similar scores in math with scores of 50 and 47 respectively. Social Studies and Science scores were closely related to the reading scores. The Caucasian and the Asian populations both scored 73 in Social Studies while the African American scored 41 and the Hispanic scored 45. In Science, the Caucasian score was 68, the Asian score was 61, the African American score was 37 and the Hispanic score was 37. The Test Composites show almost a 30-point difference from the highest score of 67 (White) and the lowest score of 38 (African American). The Hispanic population scored 39 while the Asian group scored 62.

When analyzing test data according to special programs offered by the school, the scores were much lower. Students with disabilities (SE=26) had evenly developed scores throughout the subtests with a Reading score of 35, Language score of 32, Math score of 39, Core Total of 34, Social Studies score of 37, Science Score of 33, and Test Composite of 37. The English Language Learner (ELL=2) students had consistently low scores. Their scores were as follows: Reading: 5, Language: 9, Mathematics: 18, Core Total: 7, Social Studies: 12, Science: 27, and Test Composite of 11. Students placed in the Early Intervention Program (EIP=45) scored between the students with disabilities and the ELL students. Their scores were: reading: 19, Language: 21, Mathematics: 25, Core Total: 20, Social Studies: 22, Science: 21 and Test Composite of 21. Students who had a nonstandard administration of the test scored consistently low. Their scores were reported as: reading: 29, Language: 25, Mathematics: 34, Core Total: 28, Social Studies: 28, Science: 24, and Test Composite of 27.

In September of 2005, a total of 144 students were administered the ITBS. The total scores for each subtest were as follows: Reading: 48, Language: 54, Mathematics: 48, Core Total: 50, Social Studies: 55, Science: 56, and Test Composite of 53. With this particular group of students there were some differences in score scatter in regard to gender. Overall the females

scored higher in all areas. The Reading score for the females (73) was 52 compared to 44 for the male students (71). The most significant difference was in the area of Language with female students scoring 63 while their male counterparts scored 45. Social Studies and Science were evenly developed with scores of 57 and 59 (Females) and 53 and 54 (Males). The Test Composite showed the female students slightly higher with a score of 57 compared to the male score of 48.

When analyzing scores according to race/ethnicity, the data remained relatively the same as the previous year for the African American (61) population. Percentile ranks for this group were: Reading: 33, Language: 41, Mathematics: 34, Core Total: 35, Social Studies: 37, Science: 39, and a test Composite of 36. The Caucasian/White (65) population also showed little change in their scores from the previous group of fifth grade students. Percentile ranks for this group were: Reading: 63, Language: 64, Mathematics: 62, Core Total: 63, Social Studies: 69, Science: 70, and a Test Composite of 66. The Asian (3) population showed significantly higher scores in Reading (83), Language (94), Mathematics (84), Core Total (90), Social Studies (78), Science (81), and a Test Composite of 85. This group scored 20 to 30 percentile points higher in the core areas than their fifth grade counterparts from the previous year. The Hispanic/Latino (11) population made some gains in Reading (35) and Language (46), but the other subtests were basically the same with Mathematics being 42, Core Total: 40, Social Studies: 48, Science: 48, and a Test Composite of 44. Population designated as Other (4) obtained the following scores: Reading: 47, Language: 47, Mathematics: 34, Core Total: 42, Social Studies: 36, Science: 30, and a Test Composite of 39. The 2005 test results indicated that there was still a wide disparity between African American and Hispanic populations when compared to the Caucasian and Asian populations. While the gap that existed with the 2004 populations between the African American and Hispanic closed because of increased scores with the Hispanic population, these groups were still scoring significantly lower in all areas than the Caucasian and Asian populations. The Asian population scored significantly higher than the Caucasian group in 2005 that was not true of the 2004 test results.

The test data for students who received additional educational services beyond regular education programs showed very little change from the previous fifth grade groups except for the English Language Learner (ELL=4) students. The ELL students received the following scores:

Reading: 26, Language: 21, Mathematics: 21, Core Total: 22, Social Studies: 33, Science: 25 and a Test Composite of 25. The reading scores showed a 21point increase from the 2004 Hispanic fifth grade students. Students with disabilities (SE=23) scored as follows: Reading: 40, Language: 40, Mathematics: 36, Core Total: 37, Social Studies: 45, Science: 39, and a Test Composite of 39. The students in the Early Intervention Program (EIP=45) received the following scores: Reading: 23, Language: 25, Mathematics: 23, Core Total: 22, Social Studies: 31, Science: 28, and a Test Composite of 25. Students (19) who were given a nonstandard administration of the test scored very similarly to the 2004 group with the following scores: Reading: 31, Language: 31, Mathematics: 30, Core Total: 29, Social Studies: 32, Science: 30, and a Test Composite of 29.

When analyzing this type of test data, it is not necessarily accurate to say that a group of students made gains or declined because it is not the same group of students being tested each year. Each group of fifth grade brings with it its own uniqueness and demographics. A study of test results from the state mandated testing would allow the school to chart progress for a particular group of students. While comparisons may not lend themselves to certain educational conclusions, some trends can be seen. Over the three-year testing period, the African American and Hispanic populations have consistently scored lower than the Caucasian and Asian populations. This test data has and will continue to be used in training for teachers in effective teaching strategies to address this discrepancy. Other areas of this report will give more specific information about how this problem is being addressed.

State Tests:

The fifth grade students at J. T. Reddick Elementary School have demonstrated improvement in writing skills as measured by the Georgia Writing Test. The Georgia Writing Test evaluates a student's writing and assigns one of six possible levels according to the developmental stage of the writing. The levels range from stage 1(Emerging) to stage 6 (Extending). In the 2000-2001 school year, the percentage of students scoring at the highest three levels was 84. The percentage of students at the three top performance levels has increased each year. In 2001-2002, the percentage was 88, and in 2002-2003, the percentage increased to 93. The percentage for 2003-2004 was 95 and for 2004-2005 was 96, both of which were higher than the system averages of 92 and 93 respectively. Fifth grade

students completed the 2005-2006 writing test in January, but scores have not been sent to the school at this time. J. T. Reddick has consistently scored above the RESA and state averages. Improving writing skills has been a primary focus of the school during this time period. The scores reflect that the instructional strategies employed have been successful.

The most recent scores reported for the Criterion Referenced Competency Test (CRCT) were for the 2004-2005 school year. The fourth grade students' scores reflect the percentage of students who met or exceeded performance standards. The three critical areas used for annual yearly progress are Reading, English, and Math, so those scores are used for comparison and analysis. The percentage scores for fourth grade students were: Reading: 86, English: 86, and Math: 70. There were no significant changes in these scores when using gender as a factor. Race/ethnicity revealed that 77% of the African American population passed reading while 90 % of the Hispanic and 95 % of the Caucasian populations passed reading. The English scores had similar results with 65% of African Americans, 91% of Hispanics, and 95 % of Caucasians passing the English section. Overall, Math was lower than Reading and English for all groups, but only 54% of the African Americans passed while 73% of the Hispanics passed and 84 % of the Caucasians passed. Students with disabilities and the English Language Learners scored similar and yielded scores similar to those of the Hispanic population.

Fifth grade 2005 CRCT scores were used for annual yearly progress as well, but were also used as criteria for promotion to the sixth grade using Reading and Math scores. The percentage who met or exceeded standards were: Reading: 86, English: 85, and Math: 85. Gender did not appear to be a factor in score discrepancies; however, race/ethnicity results indicated some discrepancies. The percentage of African Americans who passed Reading was 76 and the Hispanics was 70 while the Caucasian population scored 98. The English scores were commensurate with the reading scores. The Math scores were similar for the Hispanic group (90) and the Caucasian group (95), but the African American population scored 74. The students with disabilities classified as fifth graders had only an approximate percentage of passage of 50 on each of the three areas.

Sixth Grade students had overall scores of 90 in Reading, 82 in English, and 74 in Math. The Caucasian scores were evenly developed in all three areas with scores of 95 in Reading, 88 in English, and 90 in Math. The African

American population scored only slightly lower in reading than the Caucasian group. Their scores were as follows: Reading: 87, English: 78, and Math: 64. The Hispanic population scored only 67 in Reading and 50 in both English and Math. The students with disabilities obtained scores similar to those of the Hispanic population.

The results of the CRCT for the school year 2003-2004 were very similar to the 2005 results with the exception of a significant decrease in the number of fourth grade students who passed the Math portion. Fourth grade students scored as follows: Reading: 82, English: 86, and Math: 80. Fifth grade students scored consistently among the three areas with the following results; Reading: 91, English: 89, and Math: 86. Sixth grade students' scores were lower but consistent with state and system averages. Their scores were: Reading: 83, English: 75, and Math: 83.

An analysis of overall test results when studying score scatter according to Race/ethnicity on the Reading and English subtests showed that the Caucasian population scored 90% and the Hispanic population scored 89% while the African American population scored 79%. In Math the Caucasian group scored 90%, the Hispanic group scored 83% and the African American group scored 74%.

The charts accompanying this report illustrate the scores for the fourth, fifth, and sixth grade students since the Spring, 2001 administration of the CRCT. Reading and English scores overall have shown a steady increase in the percentage of students meeting or exceeding the state's performance standards. Math scores show some fluctuation, but they are generally lower than the reading and English scores. The math program used by the Tift County School System changes from Saxon Math to Glencoe Math when students enter sixth grade. The programs have different approaches and could be a contributing factor to scores showing a decrease in sixth grade. The school has studied strategies to improve math skill development for its students.

Since the CRCT has been administered for five years, it is now possible to track a group of students through the different grade levels to determine if progress is being made. Students who were enrolled in the sixth grade during the 2004-2005 school year showed an increase in Reading from the fourth grade (84) to fifth (91), but showed no significant change in their sixth grade score (90). English scores also showed an increase from fourth

to fifth grade with a score of 78% to a score of 89%. The sixth grade English score decreased slightly to 82%. Math scores slightly increased from 82% in fourth grade to 86% in fifth grade, dropped to 74% in sixth grade. The explanation about changing math programs is possibly a factor in this decline in scores. Our current sixth graders (2005-2006) have not taken the CRCT for this academic year, but the teachers plan to monitor the math scores to determine if the same trend continues with the math scores. Our current sixth grade students have performed consistently on the CRCT from fourth to fifth grade with scores in Reading for fourth grade (82) rising to 86 in fifth grade. English was basically unchanged (4th=86 to 5th=85). Math scores also showed minimal changes from a score of 80% in fourth grade to a score of 85% in fifth grade. Since our population changed as described at the beginning of the section, the tracking of a particular group of students is still limited.

A new state test has been added for February through March of 2006. The test is designed to measure English proficiency growth on an annual basis using the domains of listening, speaking, reading, and writing. The test is entitled Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) and will be administered to the English Language Learner population by a trained examiner.

Please refer to the accompanying charts showing student performance on the ITBS, Georgia Writing Test and the CRCT.

Testing data is only one tool used to evaluate student needs and instructional effectiveness. Each student's daily overall performance is critical in determining the learner's growth both academically and socially. This school's focus is the development of the total child and national/state testing measure only a small part what our school is trying to achieve.

2. Student and Community Demographic Data

J.T. Reddick Elementary School presently has a total enrollment of 461 students. This amount is slightly below last year's enrollment of 486 students. Presently, our total enrollment is distributed as follows: 213 Caucasian, 186 African-American, 36 Hispanic, 23 Multi-Racial, and 3 Asian. There are nine Hispanic students with English as a second language.

The student body is divided fairly even by gender with 229 males and 232 females.

The students of J.T. Reddick Elementary School are residents of a rural community with a population of 38,407. The students originate from the North and Northwest areas of Tift County. 59.1 percent of the student body qualifies for free or reduced lunch through the Federal Lunch Program. This is 10 percent higher than in the 2003-2004 school year.

The population of Tift County is 38,407. The community is predominantly Caucasian (65.3 percent) with 28 percent African-American and 6.7 percent other including Hispanic, Multi-Racial and Asian.

Employment throughout the community is varied with a mix of white and blue-collar workers. Tift County is most unique in having one of the highest numbers of PhD's per capita in the United States. This is largely due to Tift Regional Medical Center, Abraham Baldwin Agricultural College, the University of Georgia Experiment Station, and the Rural Development Center, which employs University of Georgia Extension Specialist. The three largest employers in Tift County are the Tift County Board of Education, Tift Regional Medical Center and Target Distribution Center. Agribusiness, redistribution of goods, and unskilled labor also employ a large number of Tift County residents with an unemployment rate of 2.7 percent.

In order to meet the educational needs of our student body, J.T. Reddick Elementary School's students are enrolled in a variety of special programs that address their individual needs and/or talents: forty-six are gifted, eighty-eight are in special education programs, and sixty receive help through the Early Intervention Program (EIP). Students exhibiting a deficiency in reading and math are encouraged to participate in the Extended Day Program for remediation.

The communities' religious orientation is diverse including the following: Assembly of God, African Methodist Episcopalian, Baptist, Catholic, Church of God, Church of Jesus Christ of Latter Day Saints, Episcopalian, Jehovah's Witness, Lutheran, Methodist, Nazarene, Pentecostal, and Presbyterian.

Professional Associations and Societies:

Educators in the Tift County School System are supported by several organizations. Teachers may choose from Professional Association of Georgia Educators (PAGE), Georgia Association of Educators (GAE), or National Education Association (NEA) as a source of professional assistance. The Tift County International Reading Association (IRA), Georgia Council of the IRA, and the National Council of the IRA promote literacy attainment. The Georgia Educators Musical Association (GEMA) provides an organization for music teachers in the Tift County School System. Counselors have the opportunity of becoming a member of Georgia School Counselor's Association (GSCA).

School Support Services Available:

Drug Abuse Resistance Education (DARE) officers, Family Resource Center, Parenting Classes, Crisis Management System, Support Groups, In-School Suspension, STAR, Extended Day Remediation Program, Twenty-first Century Enrichment Program, Kids Advocacy Coalition (KAC) after school care, Proud Loving Individual Giving a Hand to Teens (PLIGHT), Student Support Team (SST), School Counselors, School Social Workers, Parent Liaisons, Clinic Aids, School Psychologists, English to Speakers of Other Languages (ESOL), Migrant Program, Big Brother-Big Sisters Mentoring Programs, and Teen Plus are available to students.

Community Support Services and Resources Available:

Recreation Center, Public Library, Georgia Department of Human Resources, Family and Children Service, Behavioral Health Services, 4-H Youth Programs, Moultrie Technical Institute (Tifton Campus), Humane Society, Tift County Health Department, Forestry Commission, Georgia Cooperative Extension Service, Coastal Plain Experiment Station, Local Physicians and Dentist Offices, Community Churches, Abraham Baldwin College (ABAC), University of Georgia (Tifton Campus), Needy Children's Fund, United Way Agency, Santa's Helpers, United Way Agency, Arts Experiment Station, YMCA. Stafford and National Environmentally Sound Production Agriculture Laboratory (NESPAL).

School/Business Partnerships:

Arby's, Citizens Security Bank, and Papa John's Pizza.

Parent and Community Organizations that Encourage and Support The Tift County School System:

Parent Teacher Organizations, Chamber of Commerce, Recreation Center, Kids Advocacy Coalition, Tifton Police Department, Tift County Sheriff's Department, Red Cross, Cancer Society, County Commissioners, Agricultural Extension Office, Art Experiment Station, Tifton Art's Council.

3. School Characteristics:

J. T. Reddick Elementary School has been a fourth, fifth, and sixth grade school since the fall of 1998 when Tift County underwent a major rezoning and grade configuration. With the construction of a new K-3 facility, Tift County underwent another rezoning in the fall of 2003. Due to a change in demographics, all information is based on the 2003-2004 school year to the present. J.T. Reddick Elementary School's enrollment is presently 461 students.

Description of the school day/time:

The fourth and fifth grade classes use a self-contained model. The team approach is implemented in the sixth grade. One teacher is responsible for teaching language arts and social studies while the other is responsible for math and science concepts. All students participate fifty minutes a day in one of the following activities: physical education, music, computer lab, art, band and chorus. Sixth grade students also have an option of band or chorus. Art is taught for a twelve-week period during the year. The art teacher is shared with Charles Spencer Elementary and Matt Wilson Elementary.

Staff and Personnel:

The administrators and staff at J.T. Reddick Elementary School consist of one principal, and one assistant principal who have the responsibility of supervising fifty-nine employees. The staff consist of thirty-two teachers, seven paraprofessionals, three secretary/clerical staff, one administrative assistant, one guidance counselor, one media clerk, one media specialist, two Learning Focus Coordinators, one clinical aid, one Dare officer, six lunchroom personnel, one principal and one assistant principal. Three custodians service the school through a private contractor. All certified teachers and administrators hold a valid Georgia teaching certificates and

degrees from accredited institutions. Of the thirty-four certified teachers and administrators, ten hold a Bachelor's degree, nineteen hold a Master's degree and four hold a six-year Specialist's degree, and one holds a Doctorate. The majority of J.T. Reddick Elementary School's teachers are veterans in their profession. Eighty-five percent of the teachers have more than ten years of teaching experience. All of the teachers at J.T. Reddick Elementary School are on a ten month or one hundred and ninety day contract.

Instructional Review:

Instructional practices are reviewed through the use of the Georgia Teacher Observation Instrument (GTOI). Both the standard process (three separate classroom evaluations) and the formative process (one classroom evaluation) are utilized by the administration.

In an effort to increase student achievement Tift County Schools and J.T. Reddick Elementary School have chosen to implement the Learning Focused Schools Model developed by Dr. Max Thompson. This model provides teachers with exemplary practices and strategies so they can use their current resources to produce higher student achievement. The Learning Focus Model is student oriented and research based. Teachers facilitate the learning by providing resources and modeling strategies. Students apply the strategies that will foster academic achievement. Administrators monitor the implementation by visiting five classrooms per day, for five minutes using a "look for" checklist called a 5X5. This monitoring process is not part of the formal teacher evaluation. It is designed to give the administrator insight into how the implementation process is progressing throughout the school. Tift County Board of Education has provided J. T. Reddick Elementary School, Charles Spencer Elementary School, and Matt Wilson Elementary School with a Learning Focus Resource teacher. Her primary focus is to assist teachers in areas of need during the implementation phase in all three upper elementary schools.

Instructional Practices:

Early Intervention Program (EIP):

The Early Intervention Program (EIP) is a program for academically challenged students who need additional help in the areas of reading and math. EIP students are selected based on CRCT scores and/or an EIP checklist completed by the classroom teacher. There are between eleven and fourteen students in an EIP classroom. During the 2003-2004 school-year,

our school implemented both the pull out model for reading and the augmented model for math to meet the needs of our students. For the 2004-2005 school-year, our EIP students are in a self-contained classroom due to our school-wide flexible grouping strategy.

Flexible Grouping/ Inclusion:

Classrooms are formed through flexible grouping, as well as the inclusion model. The use of flexible grouping allows students to be challenged on their instructional level rather than their frustration level. The inclusion model was implemented to service special needs students in the least restrictive learning environment. This also promotes positive peer interaction and foster higher self-esteem. Through utilization of both grouping models, teachers are able to target students' underlying strengths and weaknesses using a variety of research based instructional methods.

ESOL:

ESOL targets English language skills with emphasis on speaking, listening, reading and writing, with the focus on communication. It is used to support the regular classroom language arts program through additional reading, writing, oral presentations, and grammar practices.

ALS/SRA/ Star Math & Reading:

All of our students work in a self-leveling computer programs, Advanced Learning System (ALS) and Star Math and Reading. Students also work in a SRA Reading Laboratory Kit. This kit provides individualized skills instruction in reading comprehension and vocabulary development. Programs such as ALS, Star reading and math, and SRA provide the students with the opportunities to develop independence and responsibility for learning at their own rate and ability level. In addition, all students are encouraged to participate in the Accelerated Reading Program, which is promoted primarily through our media center and incorporated into the classroom curriculum.

Drug Abuse Resistance Education (DARE):

DARE is a ten week course taught by Sgt. Joey Woods from the Tift County Sheriff's Department. Sixth grade students are taught DARE objectives one day per week during their science class.

During DARE classes, students learn how various drugs affect people's bodies, families, and all aspects of their lives. They also learn how to make

healthy and wise choices about drugs such as saying “No” when drugs are offered to them.

At the end of the course, students must write an essay about what they learned during the DARE program. Students who successfully complete the course will graduate from the program during a graduation ceremony in which parents are invited to attend. These students receive a free T-shirt and a certificate of completion for their efforts.

Professional Staff Development:

Teachers and staff at J. T. Reddick Elementary School are given many opportunities to participate in continuing education. Professional Learning Units (PLU) are offered throughout the school year and summer through the Tift County School system and RESA. These offerings are always geared to the meet the instructional needs of the staff.

Fourth, Fifth, and Sixth grade teachers at J.T. Reddick Elementary School have prioritized Max Thompson’s Learning Focused School Model as an area of training and instruction. Throughout the 2003-2004 to present, all J.T. Reddick Elementary School teachers have been trained through staff development on implementation of Learning Focus strategies and practices in the classroom. Our school is focused on using research based teaching strategies to provide an school/classroom environment in which students can achieve academic success.

J. T. Reddick Elementary School often host in-house staff development to meet our faculty’s individual needs. In 2004, RESA presented a workshop by Ruby K. Payne, Ph.D., *A framework for Understanding Poverty*. Workshops of this nature are very informative in viewing our students and community beyond our perspective of our environments, role models, and financial situations.

Reading Endorsement Certification became a part of the staff development process in the 1999-2000 year. The goal is to intensify and strengthen the instructional skills of teachers in the area of reading and literacy. Four teachers at J.T. Reddick Elementary School have taken advantage of this opportunity and received additional certification in reading.

Many of J.T. Reddick Elementary School’s teachers have been motivated to pursue higher-level college degrees. Since 2002, two teachers have received

an Educational Leadership Degree through Valdosta State University. One teacher received a Masters in Math Education, and another a Six-year Specialist in Early Childhood Education, and six teachers have received a Masters in Counseling and Psychology.

Special Needs Programs:

At the present time there are nine exceptionality programs serving students at J.T. Reddick Elementary School. Other programs are available for special services when needed. Special needs students learn at a totally different pace than regular need students. The regular class pace is usually too fast for students who exhibit moderate to severe disabilities. The special student may also require a reduced workload.

The general education curriculum is usually modified to meet the child's individual needs: problem solving assignments, small group instruction, special testing accommodations, Individual Education Plan, Inclusion-Learning Focused, and Pull-out Model. At J. T. Reddick Elementary School, we believe that all students are capable of learning in the right environment. To ensure full potential, goals and objectives are developed for each child.

Presently we have nineteen students identified as having a Specific Learning Disability (SLD). Additionally, sixteen students have been identified as Emotionally Behavior Disordered (EBD) as a primary disability. One of the SLD students has a secondary disability of EBD for a total of seventeen EBD students. In the past, these students have received services using a resource model. For the 2005-2006 school year, all SLD and EBD students have been served using an inclusion model or a consultative mode. The shift in delivery model from resource to inclusion was made to ensure that students with mild disabilities have access to the entire regular education curriculum.

J.T. Reddick has three students who receive Other Health Impaired (OHI) services. Two of them are served through the inclusion model while one is served in a self-contained classroom.

Students who are eligible for the Moderate Intellectual Disabilities (MOID) program are served in a self-contained class. One autistic student is served in this class. These students have an alternative assessment used measure annual yearly progress.

Students identified as Mildly Intellectually Disabled (MIID) are served through a self-contained model but are mainstreamed with their current grade level peer group for physical education, computer, art, and chorus. Currently, seven students are eligible for this service.

Students with Speech Impairments (SI) are served on a resource basis two or three times weekly. Eighteen students receive speech-impaired services as a primary disability. Additionally, ten students who have a primary disability in another exceptionality area are identified as having a secondary disability in speech/language disorders. Our speech program currently serves a total of twenty-eight students.

One student is currently identified as Hearing Impaired (HI) and is being served using an inclusion model. Two students are eligible for the Visually Impaired Program and are served using a resource model.

J.T. Reddick has one student who has a Section 504 plan. Students who are eligible for a Section 504 plan are not eligible for special education services but have a medical diagnosis that requires some modifications or accommodations be made in order for them to be successful in the regular education curriculum.

Speech and Language Pathology:

Students with Speech Impairments (SI) are served on a resource basis. Twenty students are presently being served. Students with Other Health Impairments (OHI) and Deaf-Hearing Impairment (HI) have been and are presently being served in other exceptional programs. A Speech/Language Pathologist in a public school setting remediates four areas that include: Articulation, Voice, Language, and Fluency. There are 20 students served with the primary disability with speech disorders at J. T. Reddick. There are many roles and responsibilities of a Speech/Language Pathologist which include: Prevention, Identification, Assessment, Evaluation, Specific Evaluation Considerations, Eligibility Determination, IEP Development, Caseload Management, Intervention for Communication Disorders, Re-evaluation, Transition, Dismissal, Supervision, and Documentation and Accountability.

The Lindamood Phoneme Sequencing Program for Reading, Spelling, and Speech (LiPS Program) has proven to be very effective with many speech students. The LiPS Program is the development of an oral-motor, visual,

and auditory feedback system that enables all students to prove the identity, number, and order of phonemes in syllables and words. Its attention to direct development and integration of phonemic awareness with sound-symbol knowledge and the sequencing of those relationships has an important result. It accelerates the grasp of English orthographic principles for reading and spelling. The Speech/Language Pathologist uses the LiPS Program as an Inclusion Model in the regular education classroom.

Independent Learners’ Program (ILP):

The Independent Learners’ Program (ILP) is a program for gifted students who, at an earlier age than their peers, thrive on the challenge of using their considerable wealth of knowledge to learn new and exiting concepts. Using the state required science curriculum as a base, subject instruction goes over and above the information covered in the regular classroom. Students exercise their problem solving and thinking skills when they are given scenarios in which they must apply the new knowledge that they are leaning or have learned. Study skills for gifted students are not usually required for success in the regular classroom, but in the ILP Program, students learn various methods of study and how to use those skills to apply novel information to everyday tasks. Eligible students will receive additional assistance in learning to assimilate information that “rocks their equilibrium.” Hands-on activities demonstrate newly learned information and supply an experience to with students achieve understanding. Projects might include designing an atom for a new element, orally and visually presenting a “newly discover ocean creature, making blood or creating a travel brochure that highlight the exciting adventures one could have in a distant galaxy.

Presently thirty-eight students are being served: ten fourth graders, thirteen fifth graders, and fifteen sixth graders.

J.T. Reddick Elementary School Discipline:

Discipline at J.T. Reddick Elementary School is an important part of the plan for each student to achieve success in a safe and orderly environment. Each teacher follows a discipline procedure to ensure the development of a proper learning environment for all. Each teacher reviews with her students the school and system discipline policy handbooks. Classroom rules and consequences are also discussed. Each grade level is responsible for developing a discipline management plan. The purpose of this plan is to develop consistency between classes. Therefore, the students are aware of

the behavior expectations. During the first month of school, the primary goal of the administration and faculty is to reinforce rules and procedures.

Media Center:

The media center is the hub of the school. The number of patrons checking out materials is 545, which includes teachers, paraprofessionals, other staff, community/parents, media specialist and media clerk, other school staff, and students. Materials available for check out in the media center are 15,046. The average material checked out per day is 85 items. Along with a full-time Media Specialist, there is also a full-time Media Clerk working in the media center. There are three computers in the media center dedicated to media staff use only and six computer stations dedicated to students and staff members. Four of the computers that are student dedicated are used for research and Accelerated Reader information, and the other two student computers are used for student and faculty to locate materials in the media center by searching Winnebago Spectrum. The school server is located across from the media center and the media specialist checks it daily.

J.T. Reddick Elementary School has an in-house broadcasting system, which students broadcast from daily. The media specialist trains students to use the equipment and supervises students and guest anchors daily. The media specialist also organizes students and schedules for each classroom to participate in guest anchoring. The in-house broadcasting system is used to promote Accelerated Reader, highlight classrooms, students, promote new media materials purchased, and also promotes items being sold in the school supply area of the media center.

J.T. Reddick Elementary School promotes the Accelerated Reader Program through Renaissance Learning. The media center organizes the Accelerated Reader Point Clubs for the PRIDE program held three times a year and for the JTR Talent Show. The media center also distributes printouts of Accelerated Reader Reports to teachers and administration. Prizes are awarded for different point values and an AR “store” is held three times a year for students to spend their points. The media specialist purchases and prices items for the AR store that students come to and exchange their points earned for prizes. Students also earn points through Accelerated Reader to participate in Accelerated Reader Basketball held weekly. Students must earn 15 points each month to play basketball each week. In 2003-2004 students earned a total of 22,335.2 points. At this point in time for the 2004-2005 school year students have earned 4,889.5 points.

Being the resource center in every aspect of school, the media specialist and media clerk help students, teachers, and community patrons locate research materials and equipment, trouble shoot technology, meet with the media committee, video events, laminate and copy for teachers and students, and read weekly to the Special Education classes and complete AR tests and art projects with them.

Technology:

J.T. Reddick Elementary School is implementing many programs through our technology resources. The students are actively involved in ALS. This program is self-pacing for individual progress in all academic areas. Our students participate in AR (Accelerated Reader), which encourages reading and developing comprehension skills. Star Math and Reading is an evaluation resource that monitors academic growth. Various web sites are used for research projects. CRCT skills are practiced on-line. Math, reading, and language, grammar, creative writing, and critical thinking skills are practiced through computer games in the classroom and the computer lab.

Teachers use websites for many resources. I-Cue Managements is used for daily attendance and report cards. Web pages are available for communication between teachers and parents. E-mail is used for county, school, and parent communication. Each teacher station is connected to the television for power-point presentations. The television is used each morning for school news, as well as special announcements and presentations. The school newsletter and monthly calendar are generated through the use of computer technology.

Guidance and Counseling:

The J.T. Reddick Elementary School Guidance and Counseling Program provides a complete range of services including individual, group, and classroom guidance activities. Needs Assessments from parents, students, and faculty form the framework of the plan. These services are designed to assist each student in reaching their optimum potential academically, personally, and socially.

Character Education is taught through Core Essentials sponsored by Chick-Fil-A and provides parents and teachers with effective tools for teaching character. Teachers are provided resources that enable them to incorporate

character education into the classroom curriculum. Value-able Cards reward students who display traits by giving them a free Chick-Fil-A Kid's meal. Parents are given table cards to emphasize the character trait through family discussion and activities.

Student Support Team:

J.T. Reddick Elementary School's Student Support Team (SST) is an interdisciplinary group that addresses academics and/or behavior problems of students. The SST may be made up of the referring teacher, peer teachers, guidance counselor, administrators, parents and/or guardians. Parents or guardians are invited to all meetings and have input into the development and implementation of the instructional and/or behavioral plan. A student may be dismissed from SST when sufficient progress and/or modifications and interventions are no longer needed. Any unresolved problems that impede learning may warrant an SST request. Effective SST efforts may result in better test scores, grades, discipline and more parental involvement. The Student Support Team strives to assist each student in reaching his or her optimal potential.

After School Instruction:

Extended Day Program is a federally funded program offered on Tuesdays, Wednesdays, and Thursdays from 3:15 until 4:35. This program is designed to remediate students in the areas of reading and math. Our school has served an average of 80 to 100 students in the past five years.

The 21st Century Community Learning Center is a new program offered to student across the county in grades one through six. Funding has been allocated by the U.S. Department of Education for developing centers of learning for students and families in low-income communities as a part of the No Child Left Behind Act. This program operates Monday-Friday from 3:15 until 5:30 at J.T. Reddick Elementary School for grades four, five and six. It is designed to reinforce and enrich reading, math, and science skills. Various community volunteers provide enrichment activities such as gymnastics, art, recreation, self-esteem and respect activities. The intent of the program is to bring schools and their communities together as partners in the educational success of our students.

The Kids Advocacy Coalition's After-School Childcare Program (KAC) is designed to enrich and provide a safe and familiar setting for children. The program offers working parents the opportunity to have quality affordable

after school care for their children. KAC consist of students from Matt Wilson, Charles Spencer as well as J.T. Reddick Elementary School. Presently there are twenty-nine students participating in this after school program.

School Council:

J.T. Reddick Elementary School's School Council was formed in the 2002-2003 school year. It was developed by the guidelines of the *Georgia School Council Handbook*. The establishment of school councils is intended to help local boards of education develop and nurture parent and community participation in the educational process. The council brings parents and community leaders together with teachers and school administrators to create a better understanding and foster a mutual respect for each other's concerns. The joint effort of the council and the school personnel leads to the development of shared ideas for school improvements. The School Council consist of two elected faculty representatives, two parent representatives elected by the Parent-Teacher Organization, one business partner appointed by the Board of Education, and one business partner appointed by the school council. The school principal serves as chairman. Reddick's School Council meets once a month. In the meetings, council members provide advice and make recommendations while serving as a voice for the parents, teachers, businesses and community. Members are asked to serve a two-year term.

Parent Teacher Organization (PTO):

J.T. Reddick Elementary School has an active Parent Teacher Organization (PTO). They are an integral part of developing a school environment that fosters our students' academic achievement and the building of their self-esteem. Our parents are instrumental in raising money to support various student and teacher activities. Any money raised through fundraisers is used to enrich and enhance the learning and social environment of our school. PTO supports and plans Field Day in the spring. In addition, they provide funds for school expenditures not funded through other sources such as: Drama Club, Media Center, Teacher Wish List, and Teacher Appreciation Day. Some of the most recent purchases made with PTO funds include a teleprompter for our WJTR newscasters (morning news and announcements), sound equipment for assemblies, and a wall mural for our halls.

Student Council:

With a desire to include students in the officiating of special events and provide an avenue for students to gain ownership of their school, J.T. Reddick Elementary School formed a student council four years ago. Officers are expected to exemplify J.T. Reddick Elementary School pride in both their academics and behavior. Along with the officers (president, vice president, secretary, treasurer, and reporter), each class in the fourth, fifth, and sixth grade select class representatives who are responsible for reporting information to their homeroom and bringing new ideas from the classroom to the meetings.

There are two important events J.T. Reddick Elementary School Student Council hosts: the Pride Program and the end of the year Reddick Talent Show. Both of these programs are designed to highlight either our students' academic achievement and/or talents. The Pride Program is held at the end of each nine weeks grading period to recognize students who have achieved academic excellence, exhibited characteristics of good citizenship, and have perfect attendance. Every Pride Program features a motivational speaker from the community or the state and entertainment by student performances. The Reddick Talent Show affords students an opportunity to display their talents. Students must audition and have a minimum number of AR points. Parents and relatives are always invited to attend these assemblies.

Parents Taking the Initiative Involvement Program:

In order for the students of J.T. Reddick Elementary School to be successful, it takes the efforts of both parents and teachers working together as partners in education. With this objective in mind, in the fall of 2003, J.T. Reddick Elementary School developed and implemented a program for parent involvement, "Parents Taking the Initiative." This program is a reward system based on points earned by the parents.

Parents can earn points for coming to PTO, volunteering in class, having lunch with their child, reading to or with their child daily, coming to parent-teacher conferences, school visits, helping with school events and other school functions. The points are added up each nine weeks and parents receive recognition for their level of participation. Parents obtaining 60-79 points have their picture made with their child and their name displayed on the Parent Board. If parents earn 155 points or more, they are awarded a gold certificate of participation and their name and picture placed in the newspaper.

The school strongly encourages all parents to participate in this program. The winners are J.T. Reddick Elementary School's students who greatly benefit from the support the parents give them.

J.T. Reddick Ameris Bank Branch: J.T. Reddick and one of its Adopt-A-School sponsors, Ameris Bank, offer students of J.T. Reddick an opportunity to participate in real-life banking. Twice a month an employee of Ameris Bank and "J.T. Reddick Ameris Bank Branch employees" conduct business in which students are allowed to make deposits into savings accounts that have been created in their names. All deposited funds earn interest, and students will be issued a check at the end of the school year.

Yearbook Club:

The Yearbook Club is a student organization. Students participate in creating their own school yearbook in a variety of ways. This group has several responsibilities, such as deciding the cover design, taking pictures, and organizing the layout of the book, and typing lists of classes.

Drama Club:

The J.T. Reddick Elementary School Drama Club is open to all interested students. Members of the club are responsible for two yearly productions. Through the preparation of the fall and spring presentations students learn proper methods of production, self-expression and theatrical techniques.

Sunshine Club:

This is a teacher and staff organization that provides support and concern for its members. The Sunshine Club is a teacher/staff support organization that sends flowers, plants, gifts, and cards to members who have lost a loved one, had surgery or an illness, and/or resigned or retired after at least 3 years of service. Additionally, the Sunshine Club purchases gifts for the administrators and the secretaries on their respective holidays (Boss's Day and Secretary's Day) and at Christmas. Monies are obtained through dues paid by faculty and staff. Teachers and staff are encouraged to pay their dues at the beginning of the year. No formal meetings are held. Teachers and staff get together once a month to have a covered-dish luncheon and enjoy the fellowship that comes from this sort of engagement.

IRA Reader of the Year:

The International Reading Association is an organization that is open to all teachers who are interested in learning more about and supporting reading in

their classrooms. Each year, IRA awards students in grades K – 12 for their superior reading effort. Students' Accelerated Reader points from April 1st of one year to March 31st of the next (including summer points) are used to determine the grade level winner from each school. Then, the grade level winners for the county are determined using this information. Students are required to read on their current grade level.

Participants for IRA Reader of the Year are also chosen each year. These are the students who have at least 10 times their grade level in points. For example, a 4th grade would have to have 40 points to be considered a Reader of the Year participant.

Tift County Foundation for Excellence in Education:

Teachers in the Tift County Public Schools have been blessed with a local group made up of parents and local businessmen with a strong belief in the importance of education. This group is devoted to helping teachers provide educational and meaningful experiences for their students. The Tift County Foundation for Excellence in Education (TCFEE) provides teachers the opportunity to apply for grants that permit the teachers to obtain auxiliary, but necessary materials, that are needed for proper teaching of the state requirements. Applications must be for materials that the schools do not furnish and must include reasons for why the materials are needed, how the materials will be used, and how grant monies will be spent. The teacher's creativity in the use of materials requested must be evident in the application. J.T. Reddick Elementary School has received a total of \$20,284 through the TCFEE Incentive Grant Program. In the past three years, Reddick has received a total of \$11,935 in grant monies. Grant awards made the purchase of the following materials possible: Georgia Book Award Books, Secret Garden Reading Series, Beginning-to-Read Books, Video Camera, hardbacks replacements, AR points for books exchange, hands-on science materials, nonfiction books for science and social studies, human body models, student cam for microscope viewing, fine arts performances (Atlanta Opera), signing materials, books and incentives for the formation of early bird reading club.

Each year, the TCFEE recognizes ten teachers from Tift County as recipients of the Excellence in Teaching Award. Parents, co-workers, or community representative may nominate a teacher they feel exhibits dedication to teaching and desire to help students become lifelong learners. During the past three years, J.T. Reddick Elementary School had two

teachers who received this recognition. The TCFEE also assist in the recognition of the J.T. Reddick teacher of the year. His or her peers select this teacher for this honor.

4. Stakeholders Perspectives on the Quality of Education:

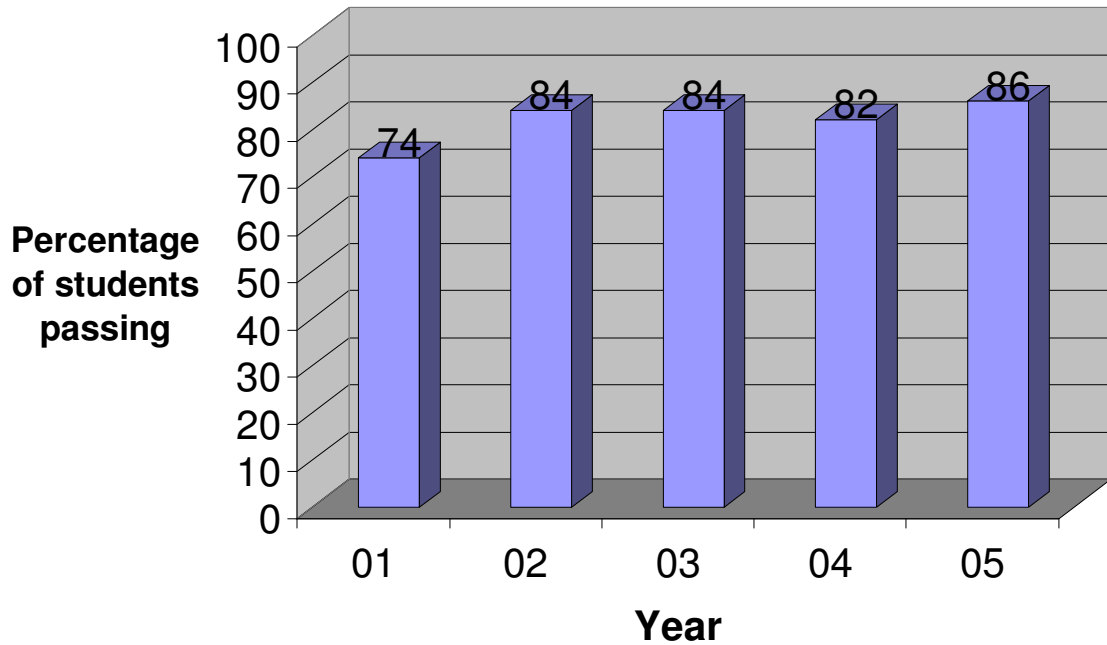
Perspectives and opinions of J.T. Reddick Elementary School's students, teachers, parents, and community organizations and businesses were gathered from surveys that were developed and distributed to the perspective participants. Survey questionnaires were written with the targeted stakeholders in mind. The ratings were as followed: strongly agree, agree, disagree, strongly disagree, or no opinion. Charts illustrating the results of the surveys are found in Figures 4-7.

Surveys for the students, parents, and faculty were taken within the same week. Four hundred students, two hundred sixty-eight parents, forty teachers, and eighty community stakeholders participated in this process. Students answered their questionnaires in their homerooms. The parent surveys were taken home on the same day and were returned to the school within the next two days. Faculty and staff members answered their surveys during an afternoon faculty meeting. Representatives from part one and part two gathered the results and shared their findings with the faculty and staff during the next faculty meeting.

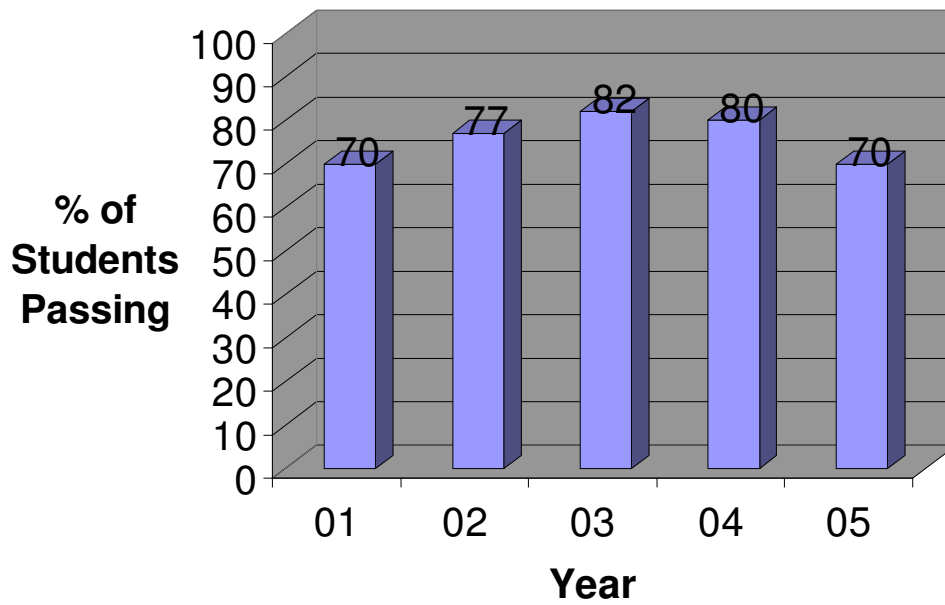
In the business community, eighty people responded to the surveys distributed to the Tift County Chamber of Commerce, Chamber Round Table, School Council Members, and Adopt-A-School Partners.

When reviewing the survey taken by our stakeholders the responses showed J.T. Reddick Elementary School is viewed favorably. The overall responses revealed an awareness of student, teacher, and parent responsibilities and expectations regarding rules and academic achievement. Areas of concern centered on the maintenance and appearance of our campus. Students expressed a desire to see the principal and assistant principal in their classrooms more frequently. However, this survey was taken during the first nine weeks of school before administrators had an opportunity to visit each classroom. The timing of the survey could have influenced the students' perceptions and responses.

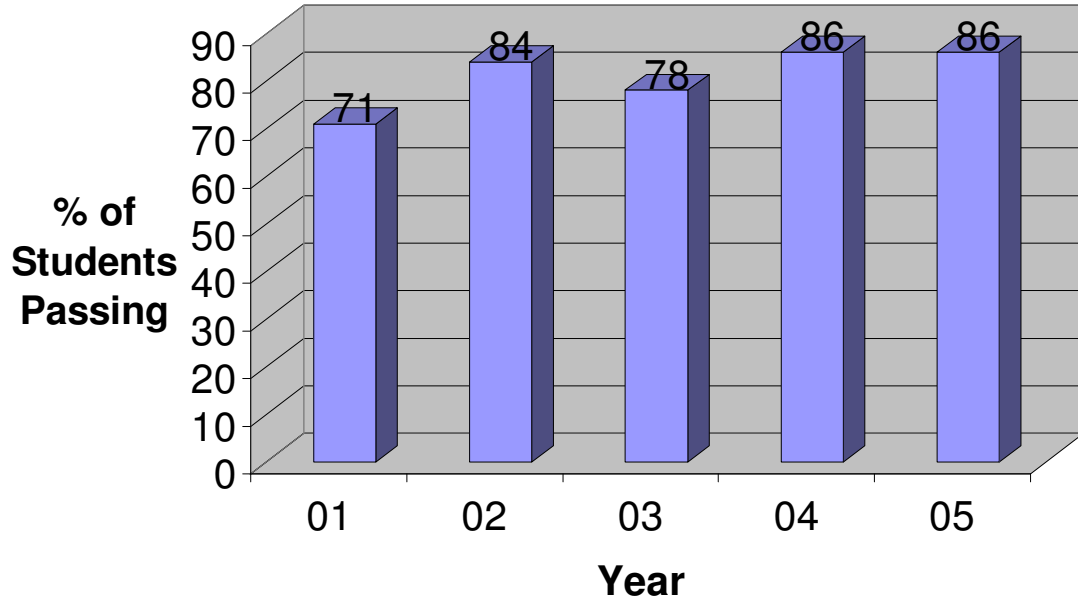
CRCT Comparisons 2001 - 2005 Grade 4 Reading



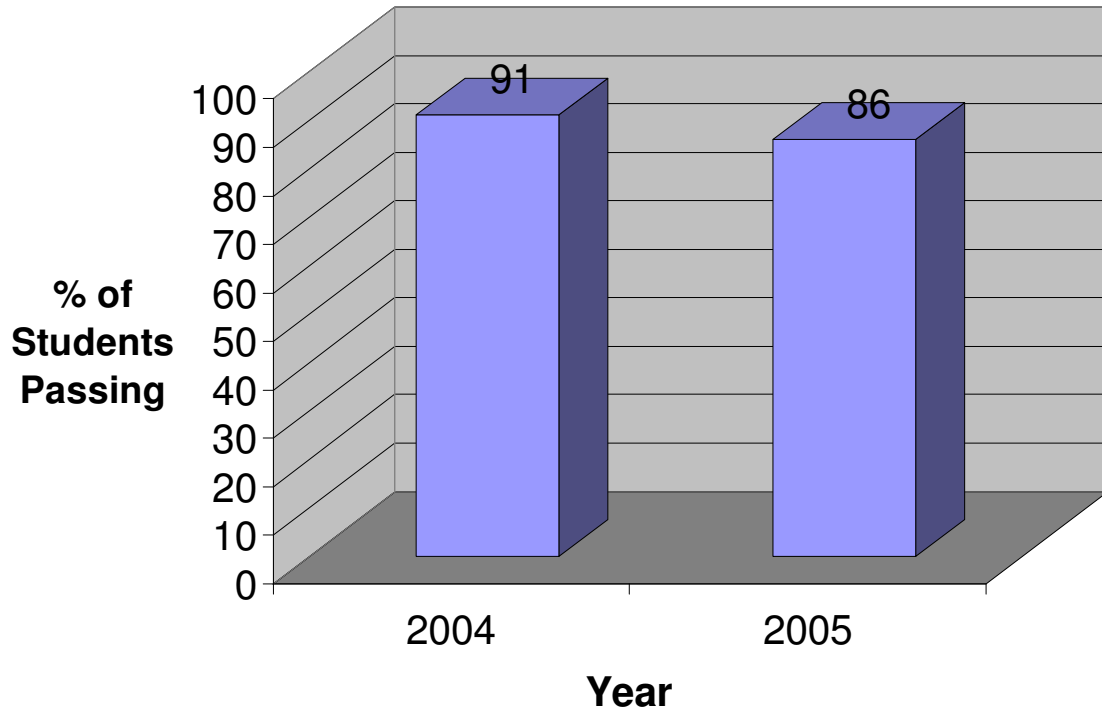
CRCT Comparisions 2001 - 2005 Grade 4 Math



CRCT Comparisons 2001 - 2005 Grade 4 English

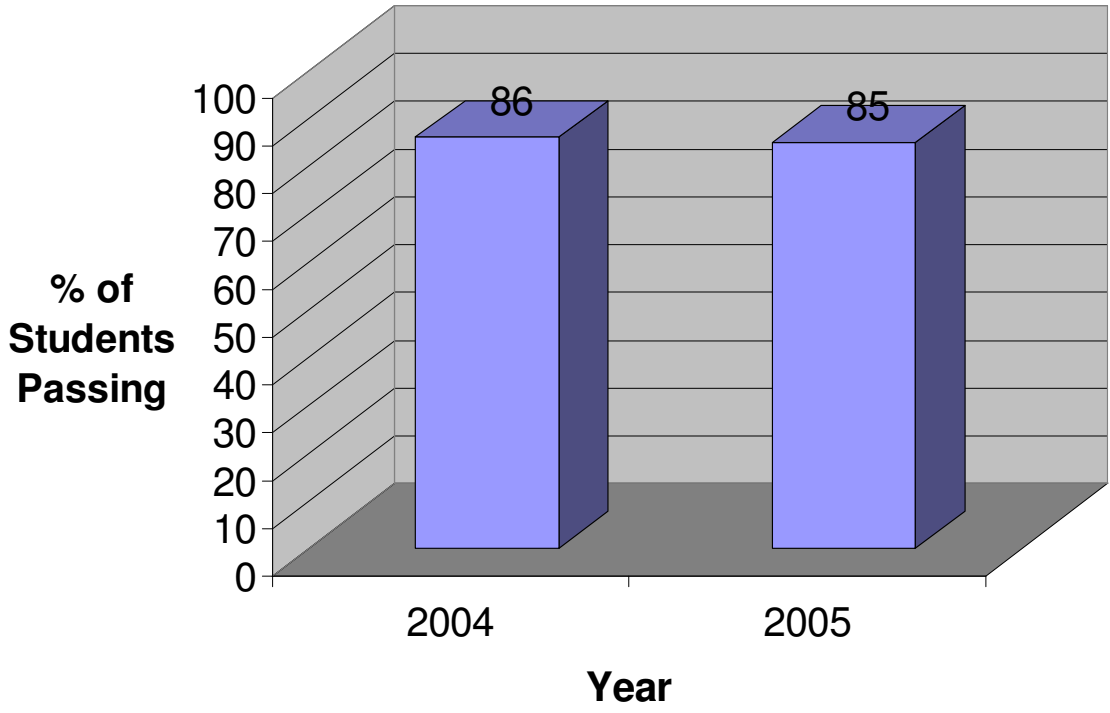


CRCT Comparisons 2004 - 2005 Grade 5 Reading

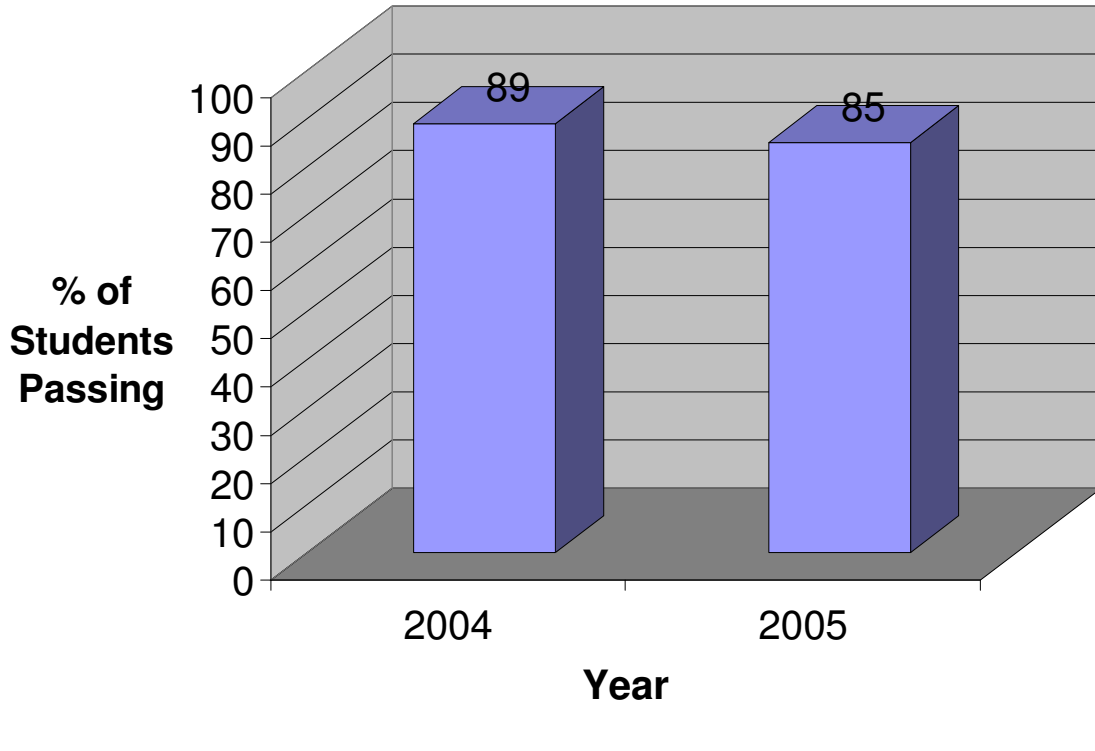


CRCT Comparisons 2004 - 2005

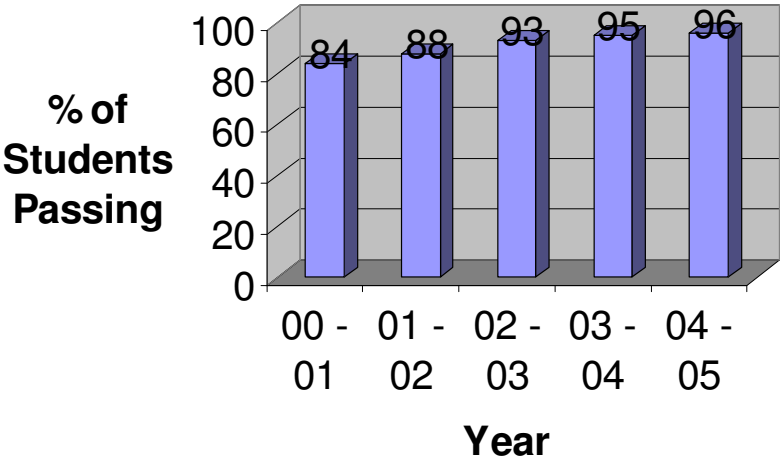
Grade 5 Math



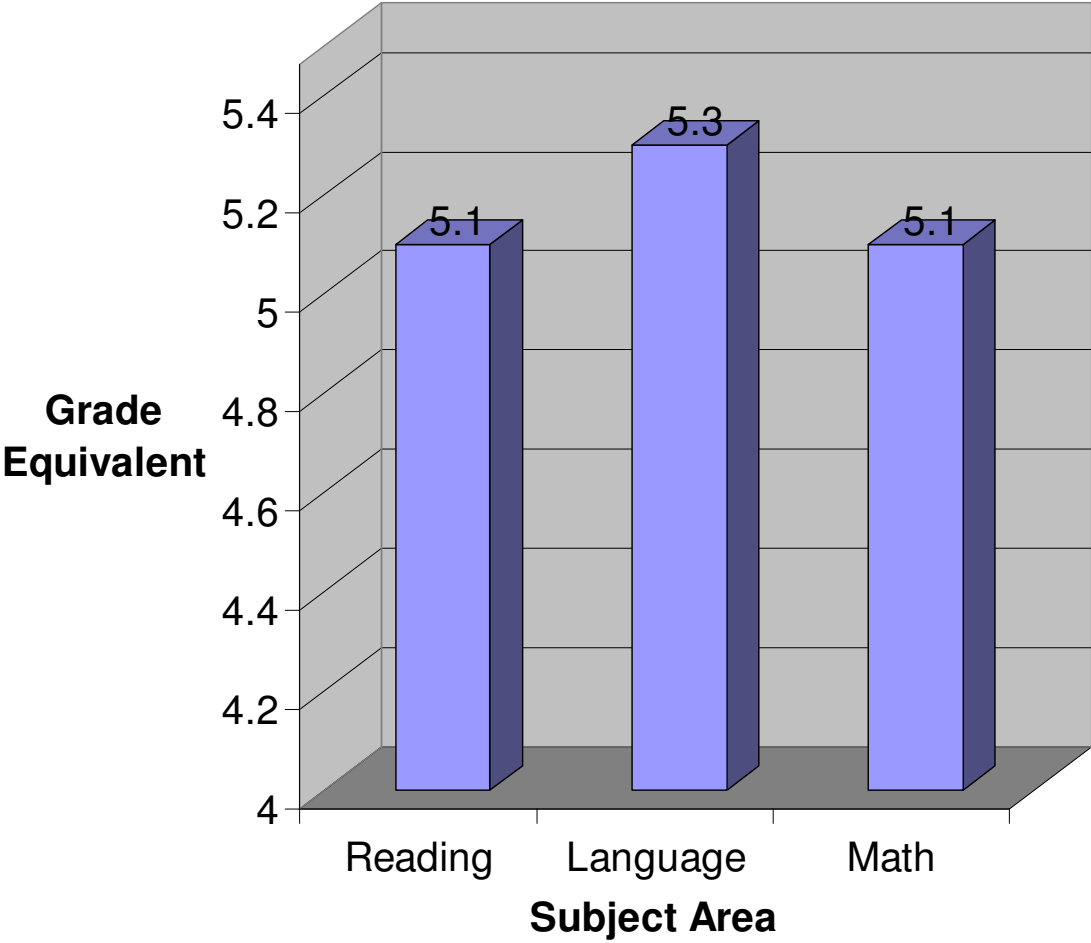
CRCT Comparisons 2004 - 2005 Grade 5 English



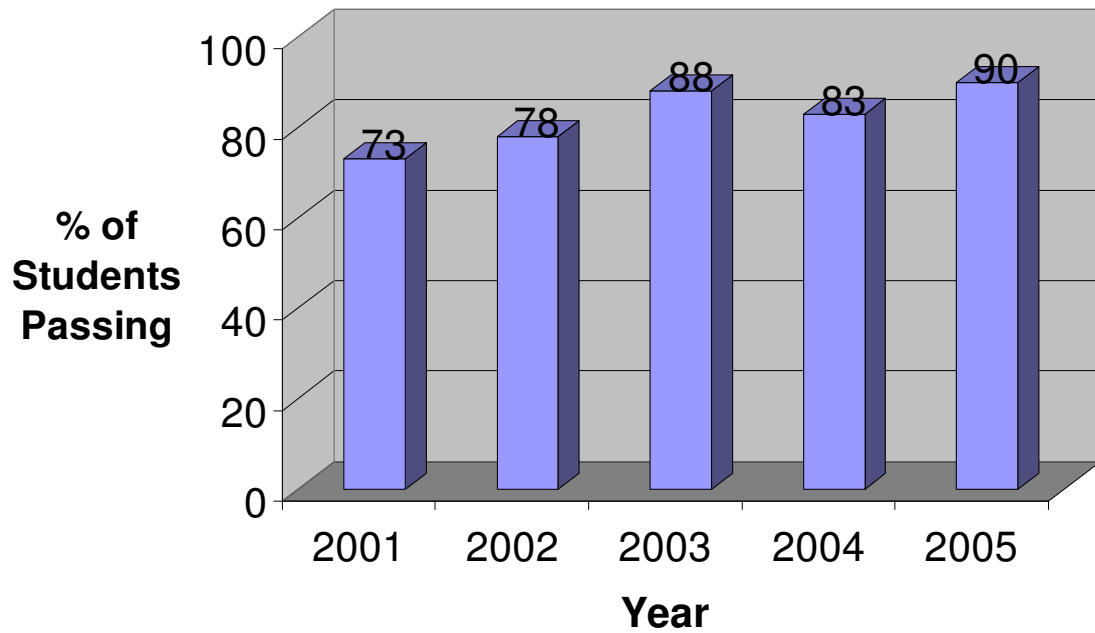
Grade 5 Writing Test Results Five-Year Trend 2000 - 2005 Performance Level Summary Percentage of students scoring at the top three performance levels: experimenting, engaging, extending



2004 Grade Equivalents- JTR 5th Grade

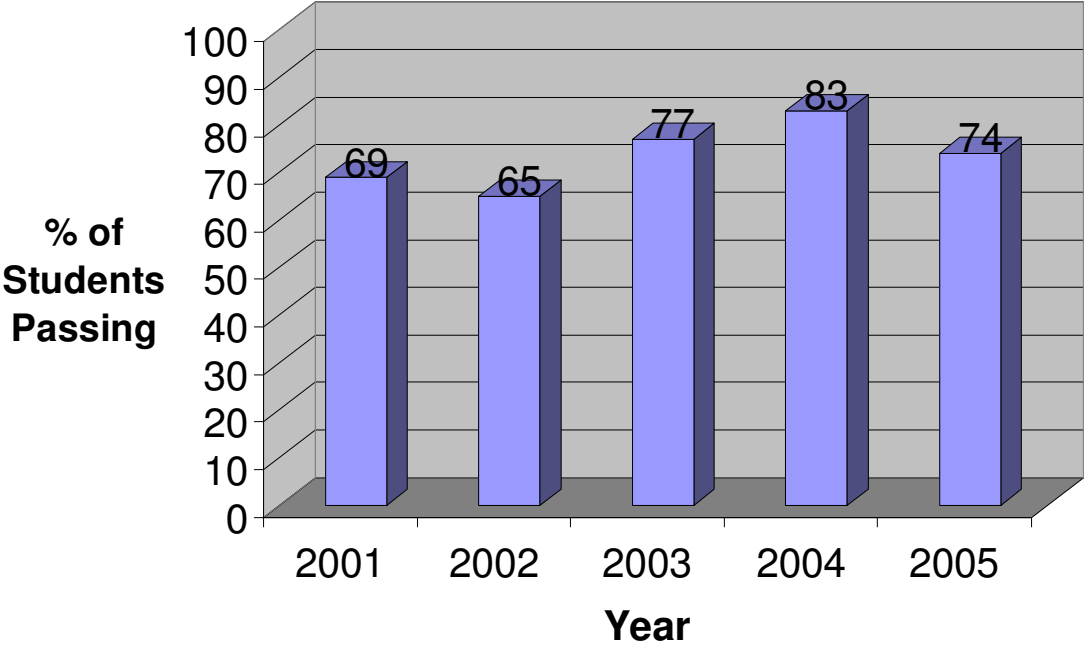


CRCT Comparisons 2001 - 2005 Grade 6 Reading

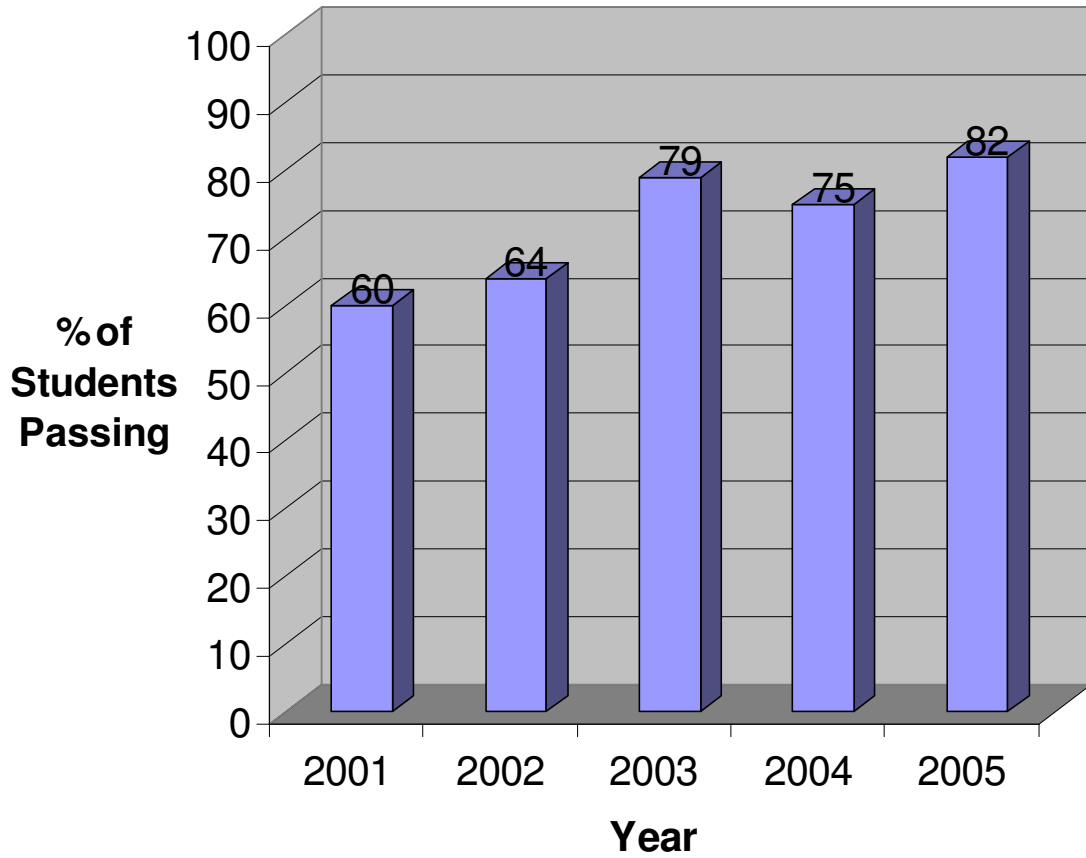


CRCT Comparisons 2001 - 2005

Grade 6 Math



CRCT Comparisions 2001 - 2005 Grade 6 English



J. T. REDDICK ELEMENTARY Grades 4 - 6 Student Survey		
	TRUE	FALSE
I like my school.	84.0%	16.0%
I often see the principal in my classroom.	68.5%	31.5%
I often see the assistant principal in my classroom.	43.5%	56.5%
I am an important person at my school.	68.5%	31.5%
I feel safe in my classroom.	90.0%	10.0%
Students who make good choices are rewarded.	89.0%	11.0%
The rules at my school have to be followed.	94.0%	6.0%
My teachers are excited about their work.	81.0%	19.0%
I can do the work my teachers ask me to do if I try.	97.7%	2.3%
My teachers make me feel good about myself.	84.5%	15.5%
I do well in math	82.0%	18.0%
I do well in reading.	81.0%	19.0%
A counselor is available if I need help solving problems.	87.0%	13.0%
I use computers in my classroom.	84.5%	15.5%
I use the materials in the media center.	86.0%	14.0%

J. T. REDDICK ELEMENTARY Grade 4 - 6 Teacher and Staff Survey		
	Strongly Agree/ Agree	Strongly Disagree/Disagree
The classroom learning goals are clearly defined.	88%	0%
Parents are provided classroom instructional goals.	80%	5%
The teacher views the principal as being knowledgeable of instructional practices.	93%	0%
The teacher provides parents with information and techniques for helping students.	78%	2%
There is frequent two-way communication between the teacher and parents about school programs and student progress.	88%	0%
The teacher encourages parents to keep track of student progress.	85%	0%
Classes and other activities start and end on time.	88%	2%
Classroom routines are smooth and efficient.	88%	2%
Assigned work is checked, and students are given quick feed back.	80%	0%
The school's goals focus on improving student performance.	100%	0%
The teachers and other staff view the principal as having effective management/leadership skills.	100%	0%
The principal initiates organized and systematic school/program improvement procedures.	100%	0%
Professional learning and training are linked to the school improvement plan.	95%	2%
The school building and grounds are well maintained.	83%	15%
The media center is central to learning.	85%	10%
Instruction is driven by assessments.	93%	0%

* When tallying the percentages, questions may not reflect 100 % due to No Opinion responses.

J. T. REDDICK ELEMENTARY

Grade 4 - 6

Parent Survey

	Strongly Agree/ Agree	Strongly Disagree/Disagree
I think that this school has an attractive appearance.	81%	13%
The teachers who I know at this school are friendly.	86%	9%
The staff I know at this school is friendly.	86%	8%
I know what behavior is expected of my child at this school.	90%	7%
I feel that it is important that my child obey classroom rules.	89%	7%
I feel that it is important for my child to obey school rules.	90%	7%
I feel that my child is safe at this school.	85%	10%
My child is challenged by his or her schoolwork this year.	86%	9%
I feel welcome at this school.	83%	12%
I can talk to my child's teachers easily.	86%	9%
I feel comfortable talking to the principal.	76%	13%
When it comes to discipline at this school, I feel that my child has been treated fairly.	79%	9%
The teachers keep me informed about how my child is doing in school.	84%	12%
I am satisfied with my child's academic progress at this school.	84%	10%
I am satisfied with my child's social progress at this school.	84%	8%

* When tallying the percentages, questions may not reflect 100 % due to No Opinion responses.

Tift County Public Schools Grades K - 9 Business/Community Partnerships Opinion Survey					
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1. The Tift area community is actively involved in the operation of the school.	14	47	13	3	4
2. The view of the community is considered when school decisions are made.	12	41	18	4	6
3. Tift County schools help teacher children to be responsible citizens.	20	36	10	7	8
4. Tift County schools prepare their students to cope with a rapidly changing society.	8	41	21	4	7
5. Tift County schools help their students to understand their moral and ethical responsibilities.	8	39	19	5	10
6. The programs offered at Tift County schools help students to accept, understand and get along with others.	8	48	12	3	10
7. Tift County schools do a good job in teaching the basic skills in math, reading, science, and social studies.	16	49	10	6	0
8. Tift County schools place emphasis on teaching students to understand and appreciate the cultural diversity in the community.	8	31	22	7	13
9. Education is a top priority in Tift County.	19	32	19	7	3
10. All children have equal access to quality education in Tift County.	26	38	13	3	0
11. Tift County schools are safe places for children to learn.	20	48	8	2	3
12. Tift County school facilities are well maintained.	25	47	6	0	3
13. Tift County school facilities are available for community functions.	17	36	9	2	17
14. The teaching and administrative staff at Tift County schools reflects the ratio of ethnic diversity in the community.	8	44	11	3	15
15. Tift County school teachers are respected in the community.	29	46	4	1	1
16. It is an easy task to contact the administration at Tift County schools.	20	31	13	7	10
17. School transportation services meet the needs of the majority of Tift County students.	14	45	3	4	15
18. Tift County schools provide the community with adequate information as to its programs, special events, student awards, or any other recognition for outstanding student and/or teacher achievement.	14	47	9	4	3

19. Tift County schools provide children with opportunities to reach their full potential.	10	41	18	3	4
20. Programs offered by the Tift County schools are broad enough to meet the educational needs of all students in the community.	13	39	14	4	6

Part 2: Defining Beliefs and Mission

Narrative Description of the Process of Defining the School's Beliefs and Mission

The SACS Steering Committee at J. T. Reddick selected a team of five teachers and one parent to study the educational beliefs of our school and community. A clear educational purpose with shared beliefs and a common mission statement is vital to an effective curriculum. With that in mind, this team focused on two main goals. They were to:

- Develop a concise, prioritized list of beliefs
- Develop a mission statement that defines the direction of the school

The team began its assignment by studying the profile data compiled in Part I of the School Improvement Plan. Members of the team reviewed current research studies focusing on the future trends and effective instructional methods. Inventories were sent to our business partners, parents, students, teachers, and staff. The team then identified shared beliefs of all the groups. Using all compiled data, the team wrote the belief statements.

In reviewing J. T. Reddick's Mission Statement, the faculty and staff were divided into five groups. Each member of the group was to write his or her own mission statement. During a faculty meeting each of the five groups composed one mission statement. These were presented to the entire staff. In order to develop a school wide mission statement, the faculty and staff brainstormed common goals and objectives. The team used the ideas to write a new mission statement for J. T. Reddick Elementary.

At the following faculty meeting, the new mission statement was presented and approved. The teachers and staff were given a school assessment inventory with which to respond. The Assessment was tallied and 91% agreed that the school has a shared set of common practices and beliefs. These practices and beliefs effectively express the values and mission statement that meets the needs of all.

Our Mission

The mission of J.T.Reddick Elementary School is to assist the students in developing academic and social skills needed to become productive, contributing members of society by providing an environment that is positive, supportive, and safe.

School Beliefs

- Student learning is the chief priority of our school.
- Teachers, administrators, parents, and the community share the responsibility for educating each child.
- A safe, comfortable and drug free environment promotes a student's learning.
- Each student learns in different ways and should be provided with a variety of instructional approaches to support learning.
- Positive relationships and mutual respect between students and staff promote a successful learning environment.
- A commitment to continuous improvement is necessary for our school to enable students to become confident, lifelong learners.
- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- A commitment to directing the growth of all students to be good citizens of the future.

Mission Statement Groups

- 1 Adaway, Marshall
- 2 Belk, Carol
- 3 Bennett, Shelah
- 4 Beets, Kathy
- 5 Brinkley, Wanda
- 6 Brownlee, Jane
- 7 Carter, Ernie
- 8 Chestnutwood, Bunny
- 9 Coney, Gloria
- 10 Czerepinski, Kimberly
- 11 Douce, Brenda
- 12 Fitzgerald, Kathy
- 13 Funnye, Dorothy
- 14 Gaines, Wanda
- 15 Gann, Amelia
- 16 Gaskins, Joanne
- 17 Giddens, Brandi
- 18 Goodemote, Vera
- 19 Goodson, Amanda
- 20 Grabowski, Sheri
- 21 Gunn, Julie
- 22 Jackson, Celeste
- 23 Jones, Tabitha
- 24 Kearce, Gail
- 25 Kirby, Katrina
- 26 Little, Anne
- 27 Marshall, Nancy
- 28 Mays, Tracey
- 29 McClain, Donna
- 30 McMillan, Jasmine
- 31 McWhorter, Geneva
- 32 Norman, Ellen
- 33 Pierce, Marcia
- 34 Saylor, Kay
- 35 Smith, Nona
- 36 Soles, Wendy
- 37 Stinson, Jan
- 38 Swain, Vicki
- 39 Thomas, Laverne
- 40 Thompson, Pam
- 41 White, Rhonda
- 42 Winter, Ann
- 43 Wright, Cindy
- 44 Yawn, Shannon

Assessing the School

1. Does the school have a shared vision and values, a mission that unites all? Is there a deep understanding of the mission by all?

0 ←————→ 10

2. Does the school have a shared set of common practices and beliefs that effectively expresses the values and mission statement that meets the needs of all?

0 ←————→ 10

3. Does the school have a realistic, shared, well-defined strategy plan that effectively expresses the vision, mission, and shared beliefs?

0 ←————→ 10

4. Is there alignment between each member and the mission statement/values and shared beliefs that reinforces the strategy plan? Do you all work as a team to achieve the mission?

0 ←————→ 10

5. Does the school have a management style that is congruent with the mission and shared values, or is it inconsistent or lacking?

0 ←————→ 10

6. As an individual, do you have the skills and style to make a full contribution to the vision, mission of the school?

0 ←————→ 10

7. Do you communicate well between each other, share concerns, strategies, co-operate, and work in teams to achieve the mission?

0 ←————→ 10

8. Do you know or trust each other enough to really be a high performance team?

0 ←————→ 10

9. Do you believe you are able to do what you believe in; that you have personal integrity?

0 ←————→ 10

J. T. REDDICK ELEMENTARY Teacher and Staff School Assessment	
Does the school have a shared vision and values, a mission that unites all? Is there a deep understanding of the mission by all?	86%
Does the school have a shared set of common practices and beliefs that effectively expresses the values and mission statement that meets the needs of all?	91%
Does the school have a realistic, shared, well-defined strategy plan that effectively expresses the vision, mission, and shared beliefs?	88%
Is there alignment between each member and the mission statement/values and shared beliefs that reinforce the strategy plan? Do you all work as a team to achieve the mission?	86%
Does the school have a management style that is congruent with the mission and shared values, or is it inconsistent or lacking?	78%
As an individual, do you have the skills and style to make a full contribution to the vision, mission of the school?	94%
Do you communicate well between each other, share concerns, strategies, cooperate, and work in teams to achieve the mission?	88%
Do you know or trust each other enough to really be a high performance team?	88%
Do you believe you are able to do what you believe in; that you have personal integrity?	94%

Overview: Narrative Description of the Process of Defining

Part 3: Desired Results for Student Learning

The faculty, staff, administrators, students, parents, and community representatives worked together to develop a shared vision for student learning that is stated in terms of desired results for student learning and performance indicators.

The initial step of the process involved asking teachers, administrators, and support staff to list the objectives they felt were imperative to students as they progress from elementary school to middle school. To identify the full scope of implications in defining the Desired Results for Student Learning, a thorough review of the school's Beliefs and Missions was conducted. Committee members utilized these findings and reviewed the Quality Core Curriculum, the Georgia Performance Standards and the *National Study of School Evaluations' Indicators of Schools of Quality*.

The next step consisted of generating parent, student, and staff surveys based on the information gathered in the initial step. We distributed four hundred sixty parent surveys with a 55% return rate. Four hundred thirty-five student surveys were distributed with a 95% return rate. Also, twenty-eight teacher surveys were distributed with a 71% return rate. After analyzing the results of these surveys, the committee identified the following goals:

1: Expanding and Integrating Knowledge and 2: Interpersonal Skills.

The committee presented the results to the faculty in a PowerPoint presentation. The faculty was then divided into four groups. Each group was assigned a goal on which they worked to determine the necessary performance indicators, strategies, skills, and staff development. Each group submitted their finished products, which were displayed on chart paper in the main hallway.

Based on our analysis, we drafted our final statement of Desired Results for Student Learning and Performance Indicators. We distributed final copies to the entire faculty, staff, parents, and community representatives. Each

member of the J.T. Reddick family can describe how the desired results for student learning are related to the school's beliefs and mission.

Summary of Student Performance Information

Desired Results for Student Learning and Performance Based Indicators:
Expanding and Integrating Knowledge

Student Goal: Students will meet or exceed state standards in Reading, Language Arts, and Mathematics.

Performance Based Indicator:

- Ninety percent of the students will score 300 or better on the Reading, Language Arts, and Mathematics sections of the CRCT with 55% at level two and 35% at level three with special attention being given to closing the minority achievement gap.
- Students will complete ALS reading assignments three times weekly.
- Students will independently read 25 books on or above their grade level in a variety of genres.
- Students will take the STAR Math pre-test at the beginning of each semester, as well as the post-test at the end of each semester with a score of 85 or better.

Summary of Student Performance Information

Desired Results for Student Learning and Performance Based Indicators:
Expanding and Integrating Knowledge

Student Goal: Students will read fluently and comprehend a variety of material.

Performance Based Indicator:

- Students will master personal goals for STAR Reading and AR programs.
- Students will make at least six months' growth in reading as measured by ALS pre- and post-tests.

Summary of Student Performance Information

Desired Results for Student Learning and Performance Based Indicators:
Expanding and Integrating Knowledge

Student Goal: Students will use multimedia technology to increase learning in all content areas.

Performance Based Indicator:

- Students will be able to pass a post-test with 90% accuracy on CRCT Online in all content areas.
- Students will score on-grade level on a post-test on the ALS program in all content areas.
- Students will successfully complete a research project by gathering information from various multimedia sources.
- Students will use media center technology independently for extended projects and information retrieval.

Summary of Student Performance Information

Desired Results for Student Learning and Performance Based Indicators:
Interpersonal Skills

Student Goal: The students will demonstrate appropriate interpersonal and social skills in the school setting.

Performance Based Indicator:

- J.T. Reddick's discipline referrals will decrease 25% the first year and 35% the second year as monitored through SchoolMax.
- Communication between teachers and parents will increase and be monitored through parent surveys conducted at the end of each nine-week period.
- The percentage of students receiving honor and merit roll recognitions will increase by 20% with an emphasis on minority achievement.

Analysis of Student Learning Needs: Description of Students' Current Level of Achievement of the Desired Results for Their Learning

Through an analysis of literature and data, the committee defined the following areas that need improvement. The areas are identified as Expanding and Integrating Knowledge and Interpersonal Skills.

Expanding and Integrating Knowledge:

Under the Expanding and Integrating Knowledge goal as given in the Indicators of Schools of Quality, the following student goals were identified. Students will meet or exceed state standards in reading, language arts, and mathematics. Students will read fluently and comprehend a variety of materials. Also, students will use multimedia technology to increase learning in all content areas.

- According to the 2003-2004 CRCT results, the percentage of students meeting or exceeding state standards in Reading, Language Arts, and Mathematics falls below the 90% target zone.
- 4th grade 2003-2004 test results: Reading-82%, Language Arts-86%, and Mathematics-80%
- 5th grade 2003-2004 test results: Reading-91%, Language Arts-89%, and Mathematics-89%
- 6th grade 2003-2004 test results: Reading-83%, Language Arts-75%, and Mathematics-83%
- According to Georgia Performance Standards, students will be required to read twenty-five books or the equivalent of one million words.
- Student scores in the Reading for Meaning and the Reading for Locating and Recalling Information domains of the CRCT indicate students need remediation in those areas.

- The current world-wide labor market demands that students are prepared for the advances in workplace technology so that they are competitive in the global marketplace.

Interpersonal Skills:

Under the Interpersonal Skills goal as given in the Indicators of Schools of Quality, the following student goal was identified. The students will demonstrate appropriate interpersonal skills in the school setting.

- According to 2004-2005 student information records, classroom teachers referred 940 students for corrective behavior.
- According to 2004-2005 student information records, administrators assigned In-School-Suspension to 280 students.
- According to 2004-2005 student information records, administrators assigned Out-of-School Suspension to 89 students.

**Figure 1: Teacher Opinion Survey
J.T. Reddick Elementary School**

	Agree	Disagree
1. My students are getting the maximum learning experience at J.T. Reddick.		
2. My students can relate academics to real life.		
3. Teachers at J.T. Reddick are competent.		
4. Teaching supplies and equipment are adequate.		
5. Teachers can confer with the administrators about instructions concerns or problems.		
6. The administrators are accessible to teachers.		
7. Discipline policies at J.T. Reddick are fair.		
8. J.T. Reddick is a safe and orderly learning environment.		
9. Students at J.T. Reddick have access to a variety of resources to help them succeed in learning.		
10. Class size affects instructional effectiveness.		
11. Teachers are involved in the selection of curriculum materials.		
12. There are opportunities for professional development and enrichment that will improve instruction.		

Figure 2
Parent Opinion Survey
J.T. Reddick Elementary School

	Agree	Disagree
1. The school is meeting the academic needs of my child.		
2. I feel welcome at the school.		
3. Teachers at J.T. Reddick are fair and competent.		
4. The community supports the school.		
5. Parent conferences with the teacher are helpful.		
6. The administrators are available to communicate with parents.		
7. Discipline policies at J.T. Reddick are fair.		
8. J.T. Reddick is a safe and orderly learning environment.		
9. The school teaches my child how to get along with other people.		
10. The school sends home information that I understand.		
11. I feel comfortable talking with my child's teacher about academics.		
12. I feel that my child is getting the best education at J.T. Reddick.		
13. There are opportunities for me to be involved in school activities/events.		

Figure 3
Community/Stakeholder Opinion Survey
J.T. Reddick Elementary School

	Agree	Disagree
1. The community supports the school.		
2. The educational programs offered to J.T. Reddick students are of high quality.		
3. School activities reflect positive involvement.		
4. The school has a positive reputation in the community.		
5. Students show respect for self, authority, others, and their school environment.		
6. Students take responsibility for their actions and demonstrate honest and fair behavior.		
7. I feel welcome at the school.		
8. I feel comfortable talking with the teachers and administrators at the school.		
9. I am involved in school/community activities.		
10. J.T. Reddick is a good school.		

Figure 4
Student Opinion Survey
J.T. Reddick Elementary School

	Agree	Disagree
1. My teachers are good teachers.		
2. My teachers are fair.		
3. My principal is easy to talk to.		
4. My assistant principal is easy to talk to.		
5. I know the school rules.		
6. The school rules are fair.		
7. I feel safe at school.		
8. I use computers at school to help me learn.		
9. My teachers help me learn different ways to solve problems and get along with my peers.		
10. My teachers teach me things that will help me in the future.		

Student Survey Results:

My principal is easy to talk to. 42% Disagree
58% Agree

The school rules are fair. 25% Disagree
75 % Agree

I feel safe at school. 23% Disagree
78% Agree

Teacher Survey Results:

Teachers are involved in the selection of curriculum materials. 30% Disagree
70% Agree

Class size affects instructional effectiveness. 20% Disagree
80% Agree

My students are getting the maximum learning experience at J.T. Reddick. 15% Disagree
85% Agree

My students can relate academics to real life. 15% Disagree
85% Agree

Parent Survey Results:

Discipline policies at J.T. Reddick Are fair. 18% Disagree
82% Agree

Teachers at J.T. Reddick are fair and competent. 15% Disagree
85% Agree

There are opportunities for me to be involved in school activities/ events. 15% Disagree
85% Agree

Part Four: Analysis of Instructional and Organizational Effectiveness

Introduction:

In Section 4 of our school improvement plan, we provide an overview of the analysis of instructional and organizational effectiveness we conducted to enable us to identify our school's strengths and weaknesses. The results of this analysis are summarized on the following pages. We utilized this information to help us identify ways we could build on our strengths as well as address the limitations of our school's instructional and organizational effectiveness, as we developed our school improvement plan.

To assist us in identifying the strengths and weaknesses of J.T. Reddick Elementary School's instructional and organizational effectiveness, the Elementary/Middle School Improvement Questionnaire was administered. Thirty members of the certified faculty completed the survey. The ratings ranged from "A" – "Always Evident" to "E" – "Missing, But Needed." The percentages for the responses to "A" and "B" were combined to identify the strengths and limitations of our school's instructional and organizational effectiveness. Combined percentages in these two areas above 85% were identified as strengths and combined percentages in these two areas below 40% were identified as limitations.

Item numbers 3, 32, 36, 39, 64, 85, 91, 95, 98, and 100 were identified as strengths.

- #3: The curriculum guides/frameworks identify desired results for student learning.
- #32: Classroom surroundings (bulletin boards, work centers, activity areas) reinforce instructional goals.
- #36: A variety of appropriate assessment techniques, including both performance based (authentic assessments) and standardized/criterion-referenced tests are used in the various areas of learning.
- #39: There is ongoing dialogue regarding instructional assessment information among classrooms, grade levels, department, and schools, where appropriate.
- #64: The principal and staff implement the school's mission through appropriate activities and decisions.

- #85: Parents, patrons, and the community at large are informed of assessment practices and results.
- #91: Students and staff have continual opportunities to learn and be successful.
- #95: Students are engaged in active learning.
- #98: School personnel model appropriate behavior.
- #100: Student assessment is handled with care and sensitivity.

Item numbers 5, 29, 49, 52, and 60 were identified as limitations.

- #5: The curriculum incorporates school and community resources.
- #29: Technology is utilized as an instructional tool in a variety of curricular areas.
- #49: Quality student performance data have been gathered in the following area: art.
- #52: Staff members are involved in developing instructional budget priorities.
- #60: Services from the district office are available to support the school program.

To further analyze this data, the rating scale on the questionnaire was translated from alpha (A, B, C, D, and E) to numeric (4, 3, 2, 1, and 0). The purpose of this action was to obtain an average response for each item. Bar graphs were created to display these results (See Table 4 –1 and 4 – 2). After examination of the survey results, we further questioned our certified staff by asking for evidence pertaining to those specific areas identified as our strengths and our areas of limitations. This information was compiled and used in the summary of our findings, which is provided on pages and pages.

Data collected throughout our school improvement process from Sections I, II, and III were analyzed and utilized in connection with our survey results to explain our findings. In addition, we evaluated the extent to which our instructional practices and organizational conditions are aligned and provide students with a coherent instructional program.

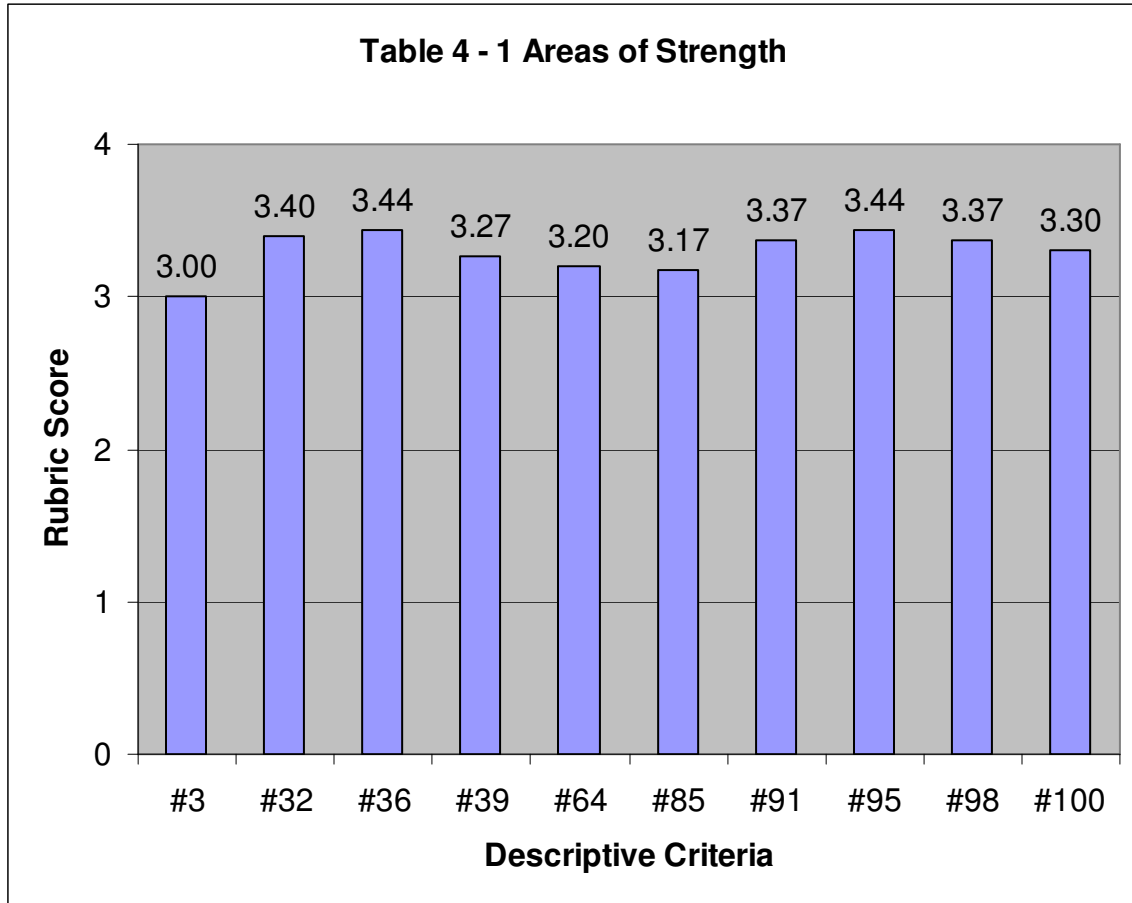
Based upon our analysis of instructional and organizational effectiveness, we identified priorities for improvement. The priorities established were based on the following goals:

- to build on the school's strengths
- to address and improve our school's limitations

Indicators of School Quality – Areas of Strength

School/District: J.T. Reddick Elementary
 Report Date: Sept. 2005

Legend
 A - 4 - Always Evident
 B - 3 - Almost Always Evident
 C - 2 - Usually Evident
 D - 1 - Seldom Evident
 E - 0 - Missing, But Needed



- #3: The curriculum guides/frameworks identify desired results for student learning.
- #32: Classroom surroundings (bulletin boards, work centers, activity areas) reinforce instructional goals.
- #36: A variety of appropriate assessment techniques, including both performance-based (authentic assessments) and standardized/criterion-referenced tests are used in the various areas of learning.
- #39: There is ongoing dialogue regarding instructional assessment information among classrooms, grade levels, department, and schools, where appropriate.
- #64: The principal and staff implement the school’s mission through appropriate activities and decisions.
- #85: Parents, patrons, and the community at large are informed of assessment practices and results.
- #91: Students and staff have continual opportunities to learn and be successful.
- #95: Students are engaged in active learning.
- #98: School personnel model appropriate behavior.
- #100: Student assessment is handled with care and sensitivity.

Summary of Strengths and Supporting Evidence

<u>Areas of Strength</u>	Evidence
<p>The curriculum guides and/or frameworks identify desired results for student learning.</p>	<ul style="list-style-type: none"> • 90% of teachers felt that this criterion was always or almost always evident as analyzed on the Elementary/Middle School Improvement Questionnaire. • Teachers use the new Georgia Performance Standards to teach certain subjects. • Teachers use the Quality Core Curriculum to teach certain subjects. • Max Thompson’s Learning Focused Schools strategies are implemented and utilized throughout our school. • English Language Arts teachers have been trained and is using Balanced Literacy.
<p>Classroom surroundings (bulletin boards, work centers, activity areas) reinforce instructional goals.</p>	<ul style="list-style-type: none"> • 90% of teachers felt that this criterion was always or almost always evident as analyzed on the Elementary/Middle School Improvement Questionnaire. • Student projects are displayed in classrooms, in the media center, on outdoor bulletin boards, and in the hallways around the school. • Each classroom is equipped with 5 student computers. • Classroom guidance is taught through Media and PE classes. • Staff development is offered to present teachers with ideas to enhance classroom surroundings. • Max Thompson’s Learning Focused Schools is evident in all classrooms. • Essential Questions are posted. • Word Walls are available and up to date. • SRA Reading Laboratory is used in every classroom. • AR Basketball is provided for students who earn a specific amount of points each month. • Leveled books for reading are available to supplement the reading program. These are read in small groups.
<p>A variety of appropriate assessment techniques, including both performance-based and standardized/criterion-referenced test are used in the various areas of learning.</p>	<ul style="list-style-type: none"> • 87% of teachers felt that this criterion was always or almost always evident as analyzed on the Elementary/Middle School Improvement Questionnaire. • Anecdotal notes on behavior and performance are noted. • Classroom participation and behavior are monitored through checklists. • Test scores on ITBS (for 5th grade) and CRCT (for 4th – 6th grades) are analyzed and used to develop appropriate instruction.

<p>There is ongoing dialogue regarding instructional assessment information among classrooms, grade levels, departments, and schools, where appropriate.</p>	<ul style="list-style-type: none"> • 87% of teachers felt that this criterion was always or almost always evident as analyzed on the Elementary/Middle School Improvement Questionnaire. • Teachers observe other classrooms to gain insight into different teaching strategies. • Fourth grade teachers visit with third grade teachers to discuss assessment and teaching strategies. • LD, EBD, and Speech teachers share and discuss information about students with appropriate teachers. • Inclusion in various classrooms promotes dialogue from special classroom teachers to regular education classroom teachers.
<p>The principal and staff implement the school's mission through appropriate activities and decisions.</p>	<ul style="list-style-type: none"> • 86% of teachers felt that this criterion was always or almost always evident as analyzed on the Elementary/Middle School Improvement Questionnaire. • Etiquette and Manners Club • Character Education is taught monthly. • Raider Day • School-wide Jeopardy Tournament • AR Basketball • Faculty of the Week • Family Literacy Night
<p>Parents, patrons, and the community at large are informed of assessment practices and results.</p>	<ul style="list-style-type: none"> • 87% of teachers felt that this criterion was always or almost always evident as analyzed on the Elementary/Middle School Improvement Questionnaire. • CRCT results are sent home to parents. • ITBS results are sent home to parents. • 5th grade writing test results are sent home. • Parents are told the school's assessment practices during Meet the Teacher night in August. • During Open House, parents and teachers may discuss grades and tests. • The Tifton Gazette publishes information about CRCT test results.
<p>Students and staff have continual opportunities to learn.</p>	<ul style="list-style-type: none"> • 90% of teachers felt that this criterion was always or almost always evident as analyzed on the Elementary/Middle School Improvement Questionnaire. • Success in learning is demonstrated through our student recognition programs such as, PRIDE Programs, PTO Programs, and Honor's Night. • Teachers are in on-going programs to learn new strategies to teach using Max Thompson's Learning Focused Schools. • Teachers are in on-going staff development to learn about the new Georgia Performance Standards. • Targeted Staff Development covering areas such as, Saxon math, unit writing, behavior

	<p>management, science instruction/experiments, balanced literacy, poverty and discipline, achievement gap, and many more have been completed by staff members.</p> <ul style="list-style-type: none"> • Ruby Payne professional development was attended on-site. • The Closing the Achievement Gap video series was viewed by all staff members. • Extended Day (After School Remediation Program) • 21st Century (After School Enrichment Program) • Teachers have the opportunity to learn from others through observation of lessons. • STAR Math and STAR Reading are diagnostic programs that help our teachers determine which skills students know and need to know. • Graduate school is encouraged for our teachers. Four teachers have Ed. Sp. Degrees and eighteen teachers have Master’s Degrees. Our local board helps facilitate this continual learning by working with universities to promote programs that are offered locally. • Teachers implement Learning Focused Schools strategies to introduce, practice, and reinforce comprehension skills.
<p>Students are engaged in active learning.</p>	<ul style="list-style-type: none"> • 90% of teachers felt that this criterion was always or almost always evident as analyzed on the Elementary/Middle School Improvement Questionnaire. • Students work in collaborative pairs and in small groups. • Flexible grouping allows for engagement in learning. • Small and large group instruction is utilized. • Inclusion is evident in six classrooms. • One classroom is augmented with a second teacher. • Learning Focused Coordinators work in the classroom to help teachers and students use specific strategies for learning. • Through analysis of STAR Math and STAR Reading results, teachers are regrouping students for one day of enrichment or remediation per week. • Students in ILP and some science classes conduct weekly experiments. • Small EIP classes have many opportunities to learn through individualized instruction. • Teachers are continually evaluating and directing instruction for the students using research-based methods (Learning Focused Activities). • Students have many opportunities to learn on their instructional level and on their independent level. • Students participate in reading books and taking

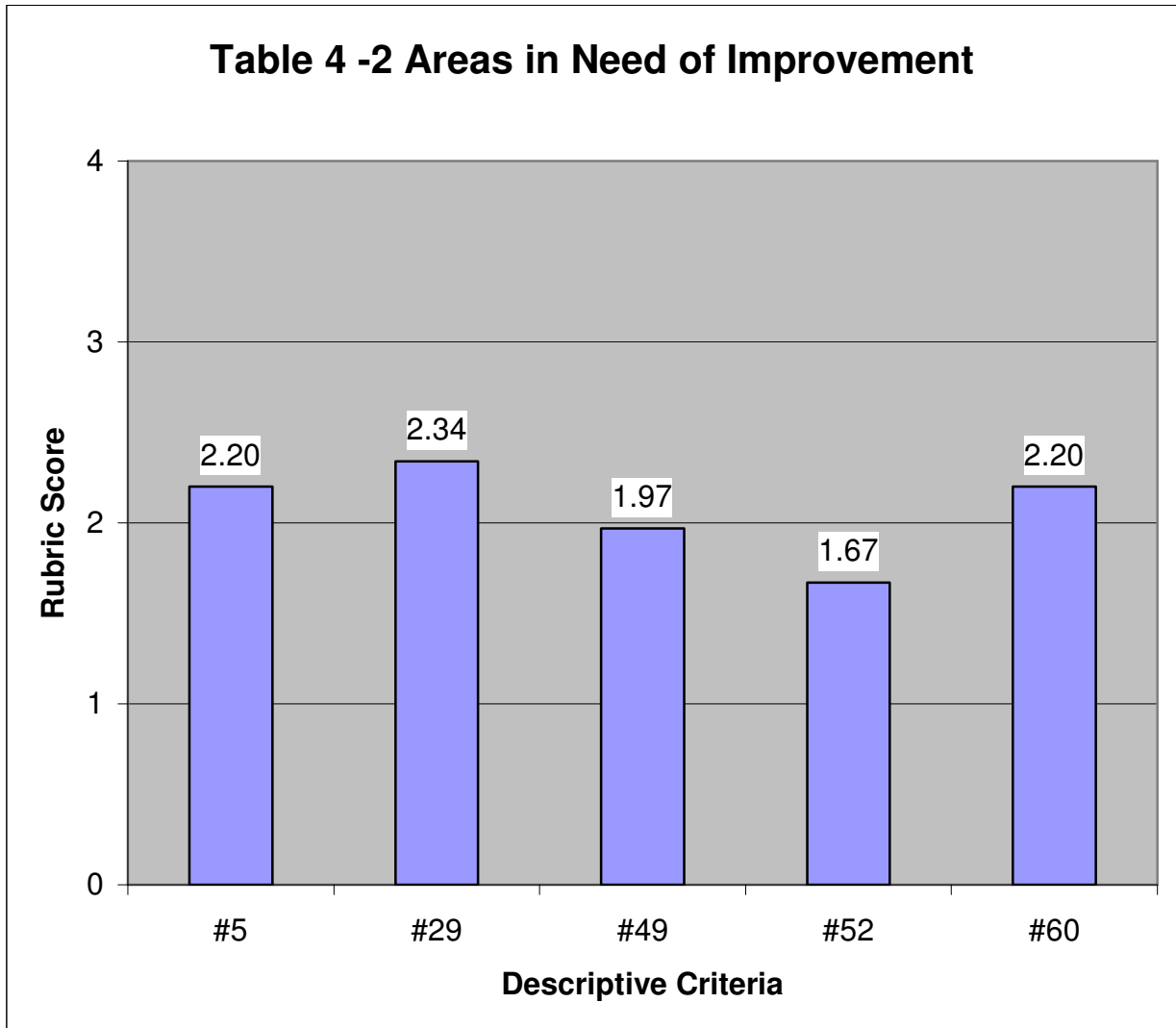
	<p>AR tests on their own.</p> <ul style="list-style-type: none"> • Teachers monitor time on task with their classrooms. • 4th and 5th grade students attend computer lab and media/library once a week. • Students write in journals every day using Writing to Win strategies. • Teachers use a variety of resources in teaching such as technology, overhead projector, handouts, books, board, charts, word wall vocabulary, etc. • Students are required to read 25 books on or above their grade level in a variety of genres. • Book report projects are assigned at least twice a year. • A mid-year mock CRCT evaluation is conducted school wide. Teachers evaluate results for students' academic weaknesses. • Georgia OAS is implemented in each classroom. • Students are given opportunities to participate in Student Council, Yearbook, Spelling Bee, Jeopardy games, Drama, and 4-H.
<p>School personnel model appropriate behavior.</p>	<ul style="list-style-type: none"> • 90% of teachers felt that this criterion was always or almost always evident as analyzed on the Elementary/Middle School Improvement Questionnaire. • Teachers model and reinforce the same expectations of the students. • Principal reminds teachers to teach routines and procedures each day. • School personnel model patriotism and respect by pledging the flag and remaining quiet during the moment of silence. • Mutual respect is encouraged between staff, students, and parents. • School personnel model professionalism through appropriate dress and talk. • Good grammar skills are intentionally used in discussions and teachings with students and with each other. • Teachers follow discipline procedures documenting low profile interventions and contacts made with students and parents. • Teachers make an effort to reinforce the school rules to all the children. All school personnel follow these rules. • Teachers voluntarily teach math and writing lessons for other teachers to observe. Appropriate behavior and teaching strategies are implemented during these lessons. • School personnel participate in Red Ribbon Week activities and Family Literacy Nights.

<p>Student assessment is handled with care and sensitivity.</p>	<ul style="list-style-type: none">• 87% of teachers felt that this criterion was always or almost always evident as analyzed on the Elementary/Middle School Improvement Questionnaire.• Privacy is considered extremely important.• Student scores are not discussed in public.
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Indicators of School Quality – Areas in Need of Improvement

School/District: J.T. Reddick Elementary
 Report Date: Sept. 2005

Legend
 A – 4 - Always Evident
 B – 3 - Almost Always Evident
 C – 2 - Usually Evident
 D – 1 - Seldom Evident
 E – 0 - Missing, But Needed



- #5: The curriculum incorporates school and community resources
- #29: Technology is utilized as an instructional tool in a variety of curricular areas
- #49: Quality student performance data have been gathered in the following area: art
- #52: Staff members are involved in developing instructional budget priorities
- #60: Services from the district office are available to support the school program

Summary of Limitations and Supporting Evidence

<u>Areas in Need of Improvement</u>	Evidence
<p>The curriculum incorporates school and community resources.</p>	<ul style="list-style-type: none"> • Only 34% of teachers felt that this criterion was always or almost always evident as analyzed on the Elementary/Middle School Improvement Questionnaire. • Print and non-print resources are not available throughout the school. • Adopt-A-School partners are rarely involved in curriculum. • School library does not provide a teacher-friendly professional library. • Lack of an Activities Committee hinders the use of school and community resources. • PTO Meetings and Programs are not announced in advance over the school intercom and through flyers. • Community leaders are not utilized in classrooms. • Community resources do not provide the necessary items for special events for deserving children in our school. • ABAC's programs are not utilized to enhance our curriculum. • Special events such as, Red Ribbon Week, Career Day, and Multi-Cultural Celebrations do not incorporate community resources. • Parents are not included in developing or presenting new curriculum. • Parents are not encouraged to eat lunch with students on special holidays. • Teacher Wish Lists are not displayed for community leaders to provide curriculum related resources.
<p>Technology is utilized as an instructional tool in a variety of curricular areas.</p>	<ul style="list-style-type: none"> • Only 40% of teachers felt that this criterion was always or almost always evident as analyzed on the Elementary/Middle School Improvement Questionnaire. • Instructional practices fail to use technological programs as a way to assess students for remediation and enrichment. • Computer lab is not up to par to make it worthwhile to send students to it during instructional time. • Internet is not utilized in classrooms as an enrichment or research tool. • Websites related to Science and Social Studies textbooks are available, but not explored within the classroom. • Available instructional programs are not teacher-friendly.
<p>Quality student performance data have been gathered in each of the following areas: art.</p>	<ul style="list-style-type: none"> • Only 33% of teachers felt that this criterion was always or almost always evident as analyzed on the Elementary/Middle School Improvement Questionnaire. • Student art work is not displayed for all to see. • Lack of a full-time year-round art teacher prevents quality student performance data to be gathered in art. • Art appreciation is not taught to students in grades 4 - 6. • Teachers fail to use art as a major part of educational projects.

	<ul style="list-style-type: none"> • Rubrics are not used to gather data regarding art projects. • Teachers rarely use the Visual Art page in the Reading textbook to teach art related concepts.
<p>Staff members are involved in developing instructional budget priorities.</p>	<ul style="list-style-type: none"> • Only 30% of teachers felt that this criterion was always or almost always evident as analyzed on the Elementary/Middle School Improvement Questionnaire. • Teachers are not given opportunities to develop budget priorities. • Input from teachers in purchasing instructional supplies is not gathered prior to school-wide purchases. • Teachers are not told what different budget amounts are and what each budget is used for. • Textbook adoptions are perceived to be prearranged by district office personnel. Teachers do not feel their input is validated.
<p>Services from the district office are available to support the school program.</p>	<ul style="list-style-type: none"> • Only 36% of teachers felt that this criterion was always or almost always evident as analyzed on the Elementary/Middle School Improvement Questionnaire. • Input is usually gathered from teachers about what types of Staff Development is needed from the district office. • Regular education teachers and special education teachers do not have common planning time to work together to identify characteristics of students with specific behavior/learning problems such as EBD, LD, and MI; nor do they have time to plan for instructional strategies in the classroom. • Learning Focus Schools Coordinators are hard-pressed to share information through handouts and through presenting programs that they do not have a set time to come into each classroom to give real hands-on help to teachers with the Max Thompson strategies. • Staff Development is predetermined by Curriculum Directors and teacher input is lacking. • Curriculum directors are not directly involved in the classroom on a day-to-day basis. • Teachers do not feel comfortable asking for services from the district office. • Teachers report they do not know what services are available; therefore, they do not initiate help.

Analysis of the Overall Instructional and Organizational Effectiveness from a Systems Perspective

Overall, the instructional practices and organizational conditions of our school are aligned with our mission and beliefs. However, three areas that need to be strengthened include the following:

- Incorporating school and community resources into the curriculum
- Involving staff members in developing instructional budget priorities
- Informing staff of the available support services offered from the district office

Priorities for Improvement:

- **To build on the school's strengths**
 - ❖ Students and staff will continue to have opportunities to learn.
 - ❖ Students will be engaged in active learning.
 - ❖ Classroom surroundings (bulletin boards, work centers, activity areas) will reinforce instructional goals.
- **To address limitations and areas in need of improvement**
 - ❖ Technology will be utilized as an instructional tool in a variety of curricular areas. Teachers will require students to use technology in completion of various projects/assignments.
 - ❖ Services from the district office will be available to support the school program. Teachers will initiate the services of the district office Learning Focus Coordinators and Curriculum Directors through J. T. Reddick Administration.
 - ❖ The curriculum will incorporate school and community resources.

Elementary/Middle School Improvement Questionnaire

Instructions: The following research-based statements have been grouped into categories. You should analyze the degree to which each descriptive statement is *evident* within your school. This analysis is more likely to contribute to effective school improvement planning if all instructional staff rate the individual items and participate in consensus dialogue regarding the extent to which these characteristics of effective practices are evident within your school.

Use the following scale to evaluate the extent to which each criterion is currently evident (actually practiced) within your school:

A	Always Evident
B	Almost Always Evident
C	Usually Evident
D	Seldom Evident
E	Missing, But Needed

Content

	Descriptive Criteria	Extent of Actual Practice Scale				
		A	B	C	D	E
1.	The content of the curriculum is appropriate for the developmental level of the learner regardless of the grade/unit	A	B	C	D	E
2.	Written curriculum guides/frameworks provide a sequence for instruction	A	B	C	D	E
3.	The curriculum guides/frameworks identify desired results for student learning.....	A	B	C	D	E
4.	The curriculum is flexible and accommodates student interests and needs	A	B	C	D	E
5.	The curriculum incorporates school and community resources	A	B	C	D	E
6.	The curriculum provides for the development of the skills and understandings necessary to function in a global society.....	A	B	C	D	E
7.	Content of the curriculum serves as the basis for determining assessment and teaching practices	A	B	C	D	E
8.	Curriculum content reflects the mission of the school.....	A	B	C	D	E
9.	The structure of the curriculum content emphasizes interdisciplinary relationships.....	A	B	C	D	E
10.	The curriculum provides opportunities for students to problem solve, make decisions, and set goals.....	A	B	C	D	E
11.	The curriculum is free of cultural and gender biases	A	B	C	D	E

Strategies

	Descriptive Criteria	Extent of Actual Practice Scale				
12.	Instructional techniques focus on active learning (e.g., science experiments, participation projects and use of manipulatives).....	A	B	C	D	E
13.	Instruction is appropriate for the developmental levels of the students.....	A	B	C	D	E
14.	The instructional program provides sufficient access time and balanced experience in all areas of the curriculum.....	A	B	C	D	E
	<i>Substantial portion of instructional time lead toward:</i>					
15.	functional literacy.....	A	B	C	D	E
16.	cultural knowledge and understanding.....	A	B	C	D	E
17.	critical thinking.....	A	B	C	D	E
18.	problem solving.....	A	B	C	D	E
19.	aesthetic appreciation.....	A	B	C	D	E
20.	health living.....	A	B	C	D	E
21.	citizenship and democratic values.....	A	B	C	D	E
22.	Flexible grouping serves the varying and changing needs and abilities of students.....	A	B	C	D	E
23.	There is a clear rationale for the instructional methodologies used in the classroom.....	A	B	C	D	E
24.	Students have many opportunities for interaction in working toward accomplishment of the desired results for their learning.....	A	B	C	D	E
25.	Students are frequently challenged to think critically and to solve problems with multiple solutions or options.....	A	B	C	D	E
26.	Homework assigned to students provides opportunities for meaningful applications of skills and concepts.....	A	B	C	D	E
27.	Instructional activities are consistent with and reflect the mission of the school.....	A	B	C	D	E
28.	Teaching strategies provide clear instructions, feedback to the student, and reinforcement of good performance.....	A	B	C	D	E
29.	Technology is utilized as an instructional tool in a variety of curricular areas.....	A	B	C	D	E
30.	Classroom management practices are consistent and promote achievement of desired results in student learning.....	A	B	C	D	E
31.	The content of related curricular areas is integrated in meaningful ways, that enable students to develop and apply knowledge in realistic applications.....	A	B	C	D	E
32.	Classroom surroundings (bulletin boards, work centers, activity areas) reinforce instructional goals.....	A	B	C	D	E
33.	Students are involved in the assessment of their learning.....	A	B	C	D	E

Assessment

Descriptive Criteria

Extent of Actual Practice Scale

A variety of appropriate assessment techniques, including both performance-based (authentic assessments) and standardized/criterion-referenced tests are used in the various areas of learning. Examples of such techniques include:

34.	portfolios	A B C D E
35.	open-ended questions	A B C D E
36.	teacher observation	A B C D E
37.	writing components	A B C D E
38.	individual projects	A B C D E
39.	There is ongoing dialogue regarding instructional assessment information among classrooms, grade levels, departments and schools, where appropriate	A B C D E
40.	Records are maintained that enable teachers to systematically document individual student growth	A B C D E
41.	Teacher judgment is used as a technique for assessing student performance	A B C D E
42.	Cumulative data are used as a tool for assessing student performance	A B C D E
43.	Data have been disaggregated according to specific population groups.....	A B C D E
	<i>Quality student performance data have been gathered in each of the following areas:</i>	
44.	communication	A B C D E
45.	mathematics.....	A B C D E
46.	social studies	A B C D E
47.	science.....	A B C D E
48.	health	A B C D E
49.	art.....	A B C D E
50.	music.....	A B C D E
51.	physical education	A B C D E

Support

	Descriptive Criteria	Extent of Actual Practice Scale				
52.	Staff members are involved in developing instructional budget priorities	A	B	C	D	E
53.	A variety and ample quantities of developmentally appropriate materials and supplies are available to support quality instruction	A	B	C	D	E
54.	Staff members are involved in the evaluation and selection of instructional materials, including textbooks	A	B	C	D	E
55.	The counseling services support learning	A	B	C	D	E
56.	Provision is made for the production of teacher- and student-made materials	A	B	C	D	E
57.	A library of current professional materials is accessible to the staff	A	B	C	D	E
58.	Instructional technology, including interactive multimedia, computers and appropriate software are used by students and staff to achieve the desired results for student learning	A	B	C	D	E
59.	Staff development focuses on instructional practices that support the attainment of the desired results for student learning	A	B	C	D	E
60.	Services from the district office are available to support the school program	A	B	C	D	E
61.	Contemporary computerized media resources are available to support the instructional program and students' achievement of the essential learnings contained in the curriculum	A	B	C	D	E
62.	Support staff within the school are adequate to meet student needs	A	B	C	D	E

Leadership

	Descriptive Criteria	Extent of Actual Practice Scale				
63.	The principal and staff communicate the school's mission to the community	A	B	C	D	E
64.	The principal and staff implement the school's mission through appropriate activities and decisions	A	B	C	D	E
65.	Leadership opportunities are created for students, staff, parents, and community members	A	B	C	D	E
66.	The primary focus of all leadership activities within the school is on student learning	A	B	C	D	E
67.	Staff evaluate and appropriately use new information to improve instruction	A	B	C	D	E
68.	The mission of the school is aligned with the district mission and is supported by the governing board and the central administration	A	B	C	D	E
69.	Student needs receive primary consideration when establishing schedules and learning or instructional opportunities	A	B	C	D	E
70.	The school's mission and the extent of achievement of the desired results for student learning are continuously monitored	A	B	C	D	E

71.	The focus of the instructional supervision process is placed on improving teacher effectiveness.....	A	B	C	D	E
72.	Opportunities for collaboration and share decision making enhance the instructional process	A	B	C	D	E
73.	Staff development activities support the school's mission and enhance achievement of the desired results for student learning	A	B	C	D	E
74.	Planning is collaborative, open, and directed toward the school's mission and the desired results for student learning.....	A	B	C	D	E
75.	The decision-making process provides opportunities for those most affected by the decisions to be appropriately involved in making them.....	A	B	C	D	E
76.	Equity issues related to students' opportunity to achieve the desired results for their learning are identified and addressed.....	A	B	C	D	E
77.	Instructional support services enhance accomplishment of the school's mission.....	A	B	C	D	E
78.	Adequate instructional time is allocated and its use is monitored for effectiveness.....	A	B	C	D	E
79.	Parents and community members have opportunities for contributing to the decision-making process	A	B	C	D	E
80.	Individual professional development is encouraged and valued as a means of improving skills and developing a broad array of instructional strategies.....	A	B	C	D	E
81.	Staff are assigned to positions for which they are qualified and appropriately trained.....	A	B	C	D	E
82.	Staff are evaluated using a clearly defined process that is understood by all	A	B	C	D	E
83.	The principal and staff model high expectations.....	A	B	C	D	E
84.	There is clear articulation of the curriculum between and among grades and schools.....	A	B	C	D	E
85.	Parents, patrons, and the community at large are informed of assessment practices and results.....	A	B	C	D	E

School Climate

	Descriptive Criteria	Extent of Actual Practice Scale				
86.	The belief that all students can learn is evident throughout the school.....	A	B	C	D	E
87.	A safe and orderly environment exists within the school	A	B	C	D	E
88.	Mutual respect among students, staff, and parents is evident.....	A	B	C	D	E
89.	The school's climate supports and enhances the school's mission	A	B	C	D	E
90.	Students, parents, and staff understand the expectations for student learning and share responsibility for students' achievement and their behavior within the school.....	A	B	C	D	E
91.	Students and staff have continual opportunities to learn and be successful.....	A	B	C	D	E
92.	Cultural and ethnic diversity are recognized and utilized to enhance the learning programs within the school	A	B	C	D	E

- 93. Facilities are clean, aesthetically pleasing, and functional..... A B C D E
- 94. Students, faculty, and parents share a sense of belonging within the school..... A B C D E
- 95. Students are engaged in active learning..... A B C D E
- 96. Student learning projects are displayed throughout the school A B C D E
- 97. Positive morale exists among students, staff, and the school community A B C D E
- 98. School personnel model appropriate behavior..... A B C D E
- 99. Enthusiasm for learning permeates the school community..... A B C D E
- 100. Student assessment is handled with care and sensitivity A B C D E

Appendix

Item #	A	B	C	D	E	Item #
1	40%	33%	23%	3%	0%	1
2	43%	43%	10%	0%	0%	2
3	37%	53%	7%	0%	0%	3
4	17%	30%	43%	10%	0%	4
5	7%	27%	47%	20%	0%	5
6	23%	40%	30%	7%	0%	6
7	33%	47%	17%	3%	0%	7
8	43%	37%	13%	7%	0%	8
9	20%	40%	33%	7%	0%	9
10	30%	37%	33%	0%	0%	10
11	47%	27%	13%	13%	0%	11
12	27%	27%	37%	7%	0%	12
13	37%	27%	27%	7%	3%	13
14	17%	37%	27%	13%	3%	14
15	27%	50%	20%	3%	0%	15
16	20%	40%	33%	7%	0%	16
17	30%	33%	33%	3%	0%	17
18	30%	33%	23%	10%	0%	18
19	17%	30%	40%	13%	0%	19
20	20%	23%	40%	17%	0%	20
21	20%	27%	43%	10%	0%	21
22	27%	33%	33%	3%	3%	22
23	30%	27%	33%	7%	3%	23
24	33%	47%	13%	7%	0%	24
25	27%	40%	30%	3%	0%	25
26	37%	37%	23%	3%	0%	26

27	43%	37%	20%	0%	0%	27
28	40%	43%	10%	7%	0%	28
29	17%	23%	40%	17%	3%	29
30	37%	40%	20%	3%	0%	30
31	23%	37%	27%	13%	0%	31
32	50%	40%	10%	0%	0%	32
33	30%	23%	43%	3%	0%	33
34	20%	23%	33%	17%	7%	34
35	27%	47%	10%	17%	0%	35
36	57%	30%	13%	0%	0%	36
37	40%	37%	23%	0%	0%	37
38	27%	37%	27%	10%	0%	38
39	40%	47%	13%	0%	0%	39
40	40%	40%	20%	0%	0%	40
41	37%	30%	27%	0%	7%	41
42	43%	40%	17%	0%	0%	42
43	33%	23%	33%	7%	3%	43
44	13%	50%	33%	0%	3%	44
45	33%	47%	17%	0%	3%	45
46	23%	37%	37%	0%	3%	46
47	23%	37%	33%	3%	3%	47
48	17%	30%	43%	3%	7%	48
49	13%	20%	30%	23%	10%	49
50	20%	27%	40%	13%	0%	50
51	20%	27%	20%	20%	13%	51
52	13%	17%	13%	37%	20%	52
53	23%	27%	33%	13%	3%	53
54	37%	30%	27%	3%	3%	54
55	23%	50%	17%	7%	3%	55
56	30%	30%	23%	13%	0%	56

57	17%	40%	33%	10%	0%	57
58	20%	37%	23%	13%	7%	58
59	40%	27%	30%	3%	0%	59
60	13%	23%	37%	23%	0%	60
61	23%	20%	40%	10%	7%	61
62	37%	30%	27%	0%	7%	62
63	47%	30%	20%	3%	0%	63
64	33%	53%	13%	0%	0%	64
65	37%	47%	23%	3%	0%	65
66	47%	27%	27%	0%	0%	66
67	27%	47%	20%	7%	0%	67
68	33%	33%	23%	7%	0%	68
69	30%	37%	23%	7%	3%	69
70	33%	50%	17%	0%	0%	70
71	37%	40%	23%	0%	0%	71
72	30%	30%	33%	7%	0%	72
73	37%	30%	33%	7%	0%	73
74	27%	40%	30%	0%	0%	74
75	27%	23%	33%	3%	10%	75
76	20%	37%	40%	7%	0%	76
77	27%	27%	40%	3%	3%	77
78	37%	30%	27%	3%	0%	78
79	27%	27%	30%	7%	3%	79
80	40%	37%	20%	13%	0%	80
81	23%	30%	37%	3%	3%	81
82	37%	33%	23%	7%	3%	82
83	37%	43%	17%	0%	3%	83
84	33%	30%	23%	10%	3%	84
85	37%	50%	7%	7%	0%	85
86	50%	23%	27%	0%	0%	86

87	43%	30%	27%	0%	0%	87
88	20%	40%	27%	10%	0%	88
89	30%	27%	33%	7%	0%	89
90	27%	37%	37%	0%	0%	90
91	47%	43%	10%	0%	0%	91
92	33%	37%	23%	7%	0%	92
93	37%	33%	17%	3%	10%	93
94	27%	30%	40%	0%	3%	94
95	53%	37%	10%	0%	0%	95
96	50%	33%	17%	0%	0%	96
97	27%	23%	30%	17%	3%	97
98	53%	37%	7%	0%	3%	98
99	20%	37%	37%	3%	0%	99
100	50%	37%	10%	0%	3%	100

Part Five: School Improvement Plan

Introduction:

Over the past five years, J. T. Reddick Elementary School has experienced changes in administration, student population, and curriculum standards. However, the primary purpose of the faculty and staff continued to be on the development and implementation of a variety of strategies that fostered the increase of achievement both academically and socially in our students.

J.T. Reddick Elementary School faculty and staff view school improvement as an on-going process. Through the school improvement process, we seek to accomplish our school's mission. Our mission is to assist students in developing academic and social skills needed to become productive and contributing members of society by providing an environment that is positive, supportive, and safe.

Faculty and staff input has always been an integral part in the development and implementation of our action plans. Data was gathered, information shared, and possible implementation strategies were identified through a series of grade level meetings, faculty and staff meetings, and leadership, as well as SACS committee meetings. Parents and community leaders were also involved in the process through surveys, membership on committees, and membership on School Advisory Committee.

After compiling and reviewing data, an action plan to guide academic and social improvement of the students was developed and then revised. There was a consensus among faculty and staff members that the objectives should be measurable in order to facilitate the obtaining of consistent data to determine success or failure of strategies. Data was consistently disaggregated. This process guided teachers to examine instructional needs and initiate changes of instructional techniques and school climate.

ACTION PLAN #1

Desired Results for Student Learning: Expanding and Integrating Knowledge

Goal Statement: The students will meet or exceed state standards in Reading, Language Arts, and Mathematics.

Performance Objective: By the year 2007, ninety percent of the student population will meet or exceed state standards in Reading, Language Arts, and Mathematics.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE
Faculty members will participate in on-going staff development with Learning Focused Schools strategies.	2005-2009	Learning Focused Schools resources, substitutes	Learning Focused Schools coach, administration, RESA staff, staff development coordinator
Teachers will collaboratively write units in content areas implementing Georgia Performance Standards.	2005-2009	Georgia Performance Standards, substitutes, teacher's editions, unit templates, curriculum maps	classroom teachers, Learning Focused Schools coach, administration
Teachers will participate in peer observations.	2005-2009	Paraprofessionals to cover classrooms	administration, teachers
Teachers in each grade level will plan collaboratively once a week.	2005-2009	Paraprofessional to cover classrooms, teacher's editions, curriculum maps, units, Georgia Performance Standards, Learning Focused Schools resources	administration, teachers
J.T. Reddick's Leadership team will meet monthly to discuss school related issues.	2005-2009	Paraprofessionals to cover classrooms of leadership team members	administration, Leadership Team members

Teachers in each grade level will participate in Learning Focused Reflection meetings monthly.	2005-2009	Reflection log	Learning Focused Schools coach, classroom teachers
Students will complete a pre-assessment as a means of on-going assessment at the beginning of each grading period using STAR Reading and STAR Math	2005-2009	STAR Reading and STAR Math programs	Classroom teachers
Students who earn Honor or Merit Roll for a 9-week grading period will participate in the PRIDE program.	2005-2009	Gym, speaker, ribbons	administration, school counselor
Teachers will plan both vertically and horizontally with teachers one grade level below and one grade level above their grade levels, as well as with others teachers in their grade level.	2005-2009	Curriculum maps, Content Units, teacher's editions, Georgia Performance Standards, Learning Focused Schools resources, paraprofessionals to cover classrooms	teachers, administration
Students who are not successful in each grading period will receive assistance with study skills, time management, and organizational skills.	2005-2009	agendas, study skills video, binders, folders, pencils, paper	administration, school counselor

ACTION PLAN #2

Desired Results for Student Learning: Expanding and Integrating Knowledge

Goal Statement: The students will read fluently with 80% or better on their independent level and comprehend a variety of material.

Performance Objective: By the end of the 2005-2006 school year, students will be accustomed to reading 25 books or one million words per school year.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE
Teachers will conduct running records on students below grade level weekly; students on or above grade level will be given a running record once per grading period.	2005-2009	2 copies of the text, timer	classroom teachers
Students will read material on their instructional level using leveled texts.	2005-2009	leveled readers	classroom teachers
Students will utilize the SRA kits to read various material on their instructional level.	2005-2009	SRA kits	classroom teachers
Students will read Accelerated Reader books and take tests on them upon completion.	2005-2009	AR books, AR tests on computer	classroom teachers, media specialist
Students will read newspaper articles daily through Newspapers for Education.	On-going	Daily Newspapers	Tifton Gazette, classroom teachers administration
Students who earn 15 or more AR points in any given month will be eligible to play AR Basketball on Fridays.	On-going	PE coach, gym, basketball supplies	media specialist, PE coach

ACTION PLAN #3

Desired Results for Student Learning: Expanding and Integrating Knowledge

Goal Statement: The students will use multimedia technology to increase learning in all content areas.

Performance Objective: Students will score 80% or better on their instructional levels using Advanced Learning System in Reading, Language Arts, Mathematics, and Science modules.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE
Students will complete assignments on their individual instructional levels in Reading, Language Arts, Math, and Science using Advanced Learning System.	2005-2009	computers	classroom teachers, students
Students will visit the computer lab to access various academic learning programs.	2005-2009	computer lab, academic learning programs	computer lab teacher, classroom teachers
Students will participate in school-wide Jeopardy weekly.	2005-2009	media center, Jeopardy, microphones, televisions	media specialist, classroom teachers, administration

ACTION PLAN #4

Desired Results for Student Learning: Interpersonal Skills

Goal Statement: The students will demonstrate appropriate interpersonal and social skills in the school setting.

Performance Objective: By the end of the 2005-2006 school year, J.T. Reddick's discipline referrals will decrease by twenty-five percent, and by the end of the 2006-2007 school year discipline referrals will decrease by an additional thirty-five percent.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE
Teachers and administrators will implement a proactive, progressive discipline plan.	On-going	Pre-discipline referral, teacher documentation, Student-Parent Handbook	administration, classroom teachers
Teachers will consistently enforce the Impulse Management approach to dismantling discipline issues.	On-going	Impulse Management cards	faculty, staff, administration
Frequent contact with parents will be made through conferences and newsletters.	On-going	Newsletters	classroom teachers, administration, secretarial staff
Character Education Program: Teachers will emphasize and discuss monthly character traits.	On-going	Chic-Fil-A Character Education program	school guidance counselor, classroom teachers, administration
Upon returning to school after Out-of-School Suspension or returning to the classroom after In-School Suspension, students will conference with the school counselor to discuss alternatives to their previous behavior.	On-going		school guidance counselor

<p>Classroom guidance will be conducted as outlined by the School Guidance and Counseling Plan to provide supportive instructional guidance activities that relate to students' self-knowledge, educational and occupational exploration, and career planning to facilitate academic achievement.</p>	<p>On-going</p>		<p>School guidance counselor</p>
<p>Students will be given the opportunity to gain real-life experience through an in-school bank.</p>	<p>On-going</p>	<p>School Bank, Citizens Security Bank personnel, deposit slips, "school bank student employees"</p>	<p>administration, Adopt-a-School partner—Citizens Security Bank</p>
<p>Students will conduct themselves appropriately while attending the PRIDE program.</p>	<p>On-going</p>	<p>Gym, speaker, ribbons</p>	<p>administration, school guidance counselor</p>
<p>Students will conduct themselves appropriately while representing their homerooms on WJTR News.</p>		<p>media center closed-circuit television, microphones</p>	<p>media specialist, classroom teachers</p>
<p>School assessment of students' social responsibility will include direct measures of students' behavior through discipline records.</p>	<p>On-going</p>	<p>Pre-Discipline Referrals, SchoolMax</p>	<p>classroom teachers, administration</p>

Means of Evaluating the Effectiveness of the School Improvement Plan

A. Plan for Evaluating the Target Area Goals for Student Learning

Goal #1: The students will meet or exceed state standards in Reading, Language Arts, and Mathematics.

- Fall ITBS Assessment –5th grade
- State wide Writing Assessment –5th grade
- Running Records
- STAR evaluation each 4 ½ weeks –Reading and Math
- ALS Testing Records
- Saxon Math Assessment Components
- Unit Tests in Reading and Language
- CRCT Testlets
- Teacher made assessments
- CRCT results
- Use of higher order thinking skills questions on written tests

Goal #2: The students will read fluently with 80% or better on their independent level and comprehend a variety of material.

- Running Records indicate fluency rate in reading.
- AR testing will track the variety, volume, and success of students' reading.
- SRA records of Independent Reading material
- STAR Reading records
- AR records for leveled books and reading stories from the adopted reading series
- Newspapers for Education article summaries

Goal #3: The students will use multimedia technology to increase learning in all content areas.

- STAR reading assessment
- STAR math assessment
- Powerpoint presentations
- Appleworks and/or Student Writing Center programs for publishing book reports, state reports, short stories, poetry, journals, and various other content related projects

- Reports and research projects utilizing internet, World Book 2003, and Galileo for Kids

Goal #4: The students will demonstrate appropriate interpersonal and social skills in the school setting.

- Discipline referral records (School Max)
- Character Education classroom discussions
- Classroom Guidance discussions (school counselor)

B. Plan for Documenting Improvement in Instructional and Organizational Effectiveness

- Paraprofessional training
- Staff development
- Learning Focused Schools Reflection surveys/meetings
- Weekly grade level group planning
- Instructional Focus Sheets
- Peer observations
- On-going GPS training
- Faculty and staff meetings utilizing latest research practices on closing the achievement gap
- Administrative observations

C. Plan for Evaluating the Extent of Implementation and Effectiveness of the School Improvement Plan

- Staff surveys for the extent of the School Improvement Plan
- Analysis of student achievement data
- Observations of classroom practices to determine the extent of implementation and effectiveness of the strategies for improvement
- Staff evaluation of professional development programs
- Continually refine and adjust the action steps to more fully achieve the goals of the School Improvement Plan

Part 6:

Implementing the School Improvement Plan and Documenting the Results

Introduction: Progress Report

J. T. Reddick Elementary School completed its initial self-evaluation in the spring of 2001. Our school improvement plan focused on improving the quality of students' work while improving student discipline and self-esteem. We wanted to accomplish this through character development opportunities, improved instruction, and expanding opportunities for students to be involved in high-order thinking skill activities.

As the committee reviewed and reflected upon these goals, we realized that while our school's goals were worthwhile and would indeed have a positive influence on the academic and personal life of the students, they were goals in which a measurement of improvement would be difficult. The staff of J.T. Reddick Elementary School have however, worked diligently to implement these goals. They have been active in on-going professional learning activities, cooperative planning, and implementation of new teaching techniques.

As with all schools, J.T. Reddick Elementary is not a static institution, but one of constant change. J. T. Reddick has seen many changes since the initial evaluation. Our school population has changed with the drawing of new attendance zones. The year following our SACS review the school changed administration. Schools have also seen the implementation of the No Child Left Behind Act and New Georgia Performance Standards. Tift County adopted Learning Focus as its primary instructional guide in grades four through twelve. There have been many challenges and frustrations that have come with these occurrences. However, many positive aspects have occurred because of these changes. Our faculty realizes the significance of developing goals that are measurable thus guiding the teacher to identify instructional needs of the child. Teachers are using a variety of assessments to guide classroom instruction. Leadership teams have been formed throughout the school, making J.T. Reddick Elementary a true learning

community. Class schedules are arranged to provide for maximum classroom instruction time. Teachers have been given common planning times to foster peer learning and cooperative planning. In house professional learning is a priority and ongoing.

Upon reviewing our five-year plan, the committee and staff were pleased with the progress made by J.T. Reddick Students. We are seeing fewer discipline referrals to the administration. Teachers are developing and teaching units that incorporate higher-level thinking skills. Students have become more active learners. More students have become involved in after-school learning activities. Students are also given more opportunities to develop a sense of community and self through drama club, community projects, J.T. Reddick Student Bank, Pride program, and talent show. We are also pleased with the academic progress of our students. For the past three years, we have seen an overall yearly improvement of the CRCT scores and Georgia Writing Test. The faculty and staff are dedicated to maintaining and improving our student’s quality of education.

A. Progress in Meeting 2000-2001 Goals

In the J.T. Reddick Elementary 2000-2001 School Improvement Study, participants identified three major goals. Listed in the table below are these goals and a summary of the progress in meeting each goal.

Target Areas and Related Goals	Progress Report Summary
<p>Target Areas: Personal and social responsibility</p> <p>Goal Statement:</p> <p>The students will demonstrate effective personal and social responsibility throughout everyday living.</p>	<ul style="list-style-type: none"> • Nine weeks Pride Program to honor students that have excelled in academics and behavior. • Development of grade level discipline plans. • Adopted school-wide procedures to correct discipline problems and inform parents before referral to administration. • Monthly school wide counseling with focus on self-esteem, anger management, and study skills. • Adoption of Impulse Management Program • Human growth and development for 5th and 6th graders

	<ul style="list-style-type: none"> • D.A.R.E drug awareness program for 5th and 6th grade • Involving students in the following community awareness projects: <ul style="list-style-type: none"> Katrina Water Drive Penny's for Life Can goods for the food bank Jump Rope for Heart • Career Awareness Week • J.T. Reddick School Bank to encourage students to learn the value of managing their money wisely.
<p>Target Area: Learning to learn</p> <p>Goal Statement:</p> <p>The students will demonstrate a commitment to creating quality work by using a wide variety of approaches including technology and their own learning strategies to strengthen their learning and reaching for excellence.</p>	<ul style="list-style-type: none"> • InTech training and certification for all staff • Placement of five student computers and one teacher station in each classroom. • Advanced Learning Systems for reinforcement of reading, math, science, and language arts. • SRA independent reading kits were purchased for use in each classroom • Star Reading and Math programs to assist teachers in determining instructional levels so that instruction can be optimized. • CRCT on-line instruction • Purchase of CRCT coaching books for each grade level. • Instructional Focus Sheets to guide instruction in the areas of reading, language arts, and math for two weeks. • Evaluation of students' academic evaluation and progress report every 4½ weeks. • Extended Day Program for remediation of math and reading. • Twenty-First Century for extending

	<p>and refining skills.</p> <ul style="list-style-type: none"> • An Independent Learning Teacher remediates students who are experiencing difficulty in math. • Adoption of Writing to Win Program to assist teachers and students in improving the quality of writing across the curriculum areas. • While advancement has been made toward this goal the faculty is not satisfied with the completion of this goal. Several changes have affected the school's ability to meet this goal. <ol style="list-style-type: none"> 1. In 2001, J.T. Reddick Elementary School experienced a change in administration. 2. The implementation of the No Child Left Behind Act 3. Tift County adoption of Learning Focus 4. Georgia adoption of new academic standards through Georgia Performance Standards.
<p>Target area: Thinking and reasoning skills</p> <p>Goal Statement:</p> <p>The students will demonstrate effective use of thinking and reasoning skills across the curriculum.</p>	<ul style="list-style-type: none"> • Classroom schedules have been arranged to maximize uninterrupted time for classroom instruction. • Teachers have been given common planning time to allow for collaboration concerning students' needs and instructional procedures that encourage higher-level thinking skills. • Development of teacher resource center • Teachers are implementing peer observations to add to and improve their instructional skills. • Curriculum has been adjusted to encourage students to use thinking and reasoning skills. For example: <ol style="list-style-type: none"> 1. Saxon Math was adopted because of its strength in teaching and reinforcing problem solving. 2. Students are encouraged to work

	<p>together in collaborative pairs to help foster thinking skills.</p> <ul style="list-style-type: none"> • Teachers have received extensive in-school professional learning on teaching techniques that encourage the development of classroom activities that encourage and foster the development of higher order thinking skills. • All faculty members are in the process of fully implementing Learning Focus Strategies that guide students in developing and organizing their ideas. The primary focus being on the five exemplary practices identified by Max Thompson in high achieving schools. <ol style="list-style-type: none"> 1. Organization 2. Balance Assessment 3. Differentiated Instruction 4. Prioritized Curriculum 5. Team-based planning linked to professional learning
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Upon review of the goals and under new administrative leadership, the faculty realized that the goals were too general and difficult to measure. However, the staff has made considerable effort to improve personal and academic skills of the students. The Five-Step Discipline Plan followed by each teacher has significantly reduced discipline referrals.

After collecting and organizing data for this report, it is clear that math skills continue to be a weak area. The percentage of fourth grade students meeting or exceeding State Performance Standards in math was 77% for 2002, 82% for 2003, 80% for 2004. A 10% decline in fourth grade math scores was seen in 2005 with students showing a 70% passage rate. Fifth grade math State CRCT scores remained constant with 86% for 2004 and 85% for 2005. Data was unavailable for the 2002-2003 school year. The sixth grade CRCT math scores for 2002 documented a passage rate of 65%. An increase of 12 percentage points was achieved in 2003. This increase continued for the 2004 CRCT with an 83% meeting or

exceeding state math performance standards. However, in 2005 a decline of 9% (74% passage) was noted.

In reading from 2002 until 2005, fourth grade reading CRCT scores have remained fairly constant, with a range of 82% to 86%. Reading CRCT scores were only available for 2004 & 2005. The 2005 passage percent was 91% and the 2005 passage rate was 86% (a decline of 5%). Sixth grade students have also experienced an increase in reading scores with 78 % in 2002, 88% in 2003, 83% 2004, and 90% in 2005 (an increase of 7%).

The only decline seen in fourth grade language arts CRCT scores was in 2003 with 78% passage. Students at or above state standards were 84 % in 2002, 86% in 2004 and 86% in 2005. Fifth grade experienced a decline of 4 % from 2004; the decline was 89% to 85%. Between the year 2002 and 2005 sixth grade has seen an increase of 18 % of the students meeting or exceeding state performance standards. Scores were as followed: 2002, 64%; 2003, 79%; 2004, 75%; and 2005, 82%. Academically, J. T. Reddick's students have performed above state levels on the Georgia Writing Test.

J. T. Reddick teachers are improving assessment procedures in order to individualize the focus of instruction. In the 2005-2006 school year, J.T. Reddick Elementary School has implemented inclusion classrooms for learning disabled and behavioral disordered students. This was done in an effort to provide positive learning role models and optimize student's instructional time. On site professional development and collaborative planning have given teachers opportunities to expand and refine their instructional skills. This combined effort has made the school environment one in which a child can experience academic success and personal fulfillment.

B. ADDRESSING THE 2001 REVIEW TEAM RECOMMENDATIONS

The 2001 J. T. Reddick Elementary School Review Team made the recommendations outlined below. Included in Table 6-B are the steps taken by the JTR staff members to address these recommendations for further improvement.

TABLE 6-B
2001 Recommendations and Summary

2001 Review Team Recommendations	Progress Report Summary
<p>1. Consideration should be given to include the school's mission and beliefs in the <u>Student/Parent Handbook</u> and newsletters.</p> <p>In addition, information could also be communicated in the same manner in such areas as:</p> <ul style="list-style-type: none"> • Tips for parent involvement with homework • School and classroom visitation opportunities during the school day as well as after school hours • Procedure for expressing questions and concerns to administration and staff 	<ul style="list-style-type: none"> • Mission and beliefs statement was added to <u>Student/Parent Handbook</u> • Mission statement posted in every classroom • Agenda books were provided for students • Parents Taking the Initiative program • Monthly newsletters by grade level • Thanksgiving dinner for the KAC program • Meet the Teacher night • The PRIDE Program which recognizes Honor, Merit, and Citizenship awards is conducted once a nine week period. Parents are invited as well as a community speaker. • Steps to streamline discipline procedures throughout the school • Common grade level classroom rules
<p>2. The action plan should be revisited to ensure smooth implementation. Consideration should be given to include more teachers (individual classroom teachers, lead grade level teachers or department chairs) as persons responsible for implementing action steps.</p>	<ul style="list-style-type: none"> • Leadership team was developed • Teachers were given common planning time for collaborative team planning • Grade level meetings were held weekly • The current 2006 action plan includes all staff in various aspects of implementing the School Improvement Plan

<p>3. Based on the age of the building (the main portion is nearly 40 years old) and the needs identified by the stakeholders, the system may want to consider including in the system facilities plan the addition to and renovation of restrooms in the building.</p>	<ul style="list-style-type: none"> • SPLOST funds of 2006 are set aside for the renovation and addition of student and faculty bathrooms at JTR • Currently the 1st hall classes utilize the gymnasium's bathroom in order to alleviate the congestion of the 2nd hall bathroom
<p>4. Consideration should be given to establishing a committee to explore scheduling models to include a math remediation program similar to the reading program.</p>	<ul style="list-style-type: none"> • ILP teacher began working with remedial students in math and reading for the last instructional segment per day • Teachers were given a longer block of instructional time for the teaching of math • Saxon math representatives provided in-service for teachers • After school programs (Extended Day and 21st Century) focus on math instruction as well as reading • Teachers of the after school programs consult and collaborate with regular school day teachers with regards to student remediation • Classrooms at JTR include some inclusion classrooms and one augmented class • STAR Math Assessment software provides teachers an outlet for documenting student progress in math every 4 ½ weeks • STAR Math is used to determine where students are and in which areas they need remediation • Mock Testing is conducted in which teachers disaggregate test scores to determine student strengths and weaknesses • CRCT test scores are used to help the next year's teacher determine when remediation should take place • CRCT Online (Georgia OAS) and ALS provide students with opportunities to practice math each day

<p>5. Explore the possibility of sharing staff with the other two grade 4 – 6 schools to enhance the exploratory program.</p>	<ul style="list-style-type: none"> • 6th grade students are offered band, chorus, or PE due to the need of optimal instructional time.
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The improvements made by the faculty and staff of JTR are vast, and the stakeholders have all taken part in the participation of such improvements. Increasing the academic focus on math has increased student and teacher time on task, utilized technology more efficiently and thus increased student performance in all academic areas.

C. PLAN FOR EVALUATING ANNUAL PROGRESS OF 2006 SCHOOL IMPROVEMENT PLAN GOALS

Annual reviews and evaluations of state mandated assessments date (i.e., CRCT, ITBS) will be utilized to determine our progress toward meeting the 2006 School Improvement Plan. The data will be collected by comparing the various reports of the previous years' scores to those of the present year. Item analysis for the CRCT and ITBS will be completed for sections pertaining to reading, language arts, and mathematics along with a disaggregated analysis of the assessment results according to racial and ethnic groups and gender. The Georgia State Board of Education and the test publishers of mandated assessments will provide these results. Teachers and Administration will then use the Interactive Results Manager (iRM) to collect data and compare results needed to create a learning model based on student's individual needs. Technology reports will be utilized to evaluate student progress on a Nine Weeks basis. Reporting of data will be shared as needed with parents and the community to assist in evaluating our plan goals.

Table 6-C
Evaluating Annual Progress

Goal Statement	Data To Be Collected	Person(s) Responsible	Report: Type Audience-Date
1. The students will meet or exceed state standards in Reading, Language Arts, and Mathematics.	CRCT results in Reading, Language Arts, and Mathematics. CRCT testlets results in Reading, Language Arts, and Mathematics.	Total Staff Total Staff	State Report Card published on the web and in the newspaper. A.Y.P. Status Parent Newsletters during period of 2005-2010.
2. The students will read fluently and comprehend a variety of material.	Document results of school level performance assessments in Reading and Mathematics (ALS reports, Accelerated Reader reports with 25 books read or 1,000,000 words) Running Records	Total Staff	A.R. computerized reading logs. A.L.S. reading reports Oral conferences with parents and students during period of 2005-2010
2. The students will read fluently and comprehend a variety of material.	SRA student record book Protected Novels List	Total Staff	
3. The students will use multimedia technology to increase learning in all content areas.	E-Journals through student writing center checked every Nine Weeks (9-10 entries)	Total Staff	Teacher documentation of 9-10 entries every Nine Weeks A.L.S. Class and Individual reports

<p>4. The student will demonstrate appropriate interpersonal and social skills in the school setting.</p>	<p>Keyboarding</p> <p>Advanced Learning System (ALS) Class and Individual reports</p> <p>Grade Level recognition of Jeopardy Champions</p> <p>Student referral records</p> <p>Grade Level Newsletters Student Pre-Discipline referral forms</p> <p>Character Education Reward Cards</p>	<p>Total Staff</p>	<p>Discipline Reports</p> <p>Parent Communications in written or oral form</p>
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D. Committee Responsible for Annual Progress Reports:

The School Leadership Team and the Section Six Committee, which is identified at the beginning of this section, will be responsible for annually reviewing the progress being made toward school goals. In order for the review process to be consistent at least one member of the committee will serve a two-year term. Administration as well as faculty members will select the committee members. The committee will review assessments twice yearly, at mid-year and at the end of the year. From these reports the committee will make recommendations for improvement. The results of assessments and recommendations will be brought before the entire faculty for recommendations and/or consensus vote. If less than a majority agrees with recommendations then the committee will examine recommendations made by faculty and the process will repeat until consensus is reached.