<table>
<thead>
<tr>
<th><strong>School Name:</strong></th>
<th>Hand-In-Hand Primary School</th>
</tr>
</thead>
</table>
| **School Mailing Address:** | 4687 U. S. Hwy 84 Bypass  
Thomasville, GA 31792 |
| **LEA Name:** | Thomas County Board of Education |
| **LEA Title One Director/Coordinator Name:** | Dr. Melanie Chavaux |
| **LEA Title One Director/Coordinator Signature:** | Date: |
| **LEA Title One Director/Coordinator Mailing Address:** | 200 N. Pinetree Blvd.  
Thomasville, GA 31792 |
| **Email Address:** | kkeown@rose.net |
| **Telephone:** | (229)225-4380 |
| **Fax:** |
Notes:

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists all components/elements marked as “Not Met” need additional development.

- Please add your planning committee members on the next page.

- The asterisk (*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).

- Please submit your School Improvement Plan as an addendum after the header page in this document.
Title I Schoolwide/School Improvement Plan

Planning Committee Members:

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION/ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeanna Mayhall</td>
<td>Principal</td>
</tr>
<tr>
<td>Robin Shaver</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Toni Odom</td>
<td>Technology/Instructional Coach</td>
</tr>
<tr>
<td>Nancy Rogers</td>
<td>Parent Involvement Coordinator</td>
</tr>
<tr>
<td>Elizabeth Johnson</td>
<td>Kindergarten Teacher/Professional Learning Leader (BST Leader)</td>
</tr>
<tr>
<td>Catherine Thompson</td>
<td>Kindergarten Teacher/Professional Learning Leader (BST Leader)</td>
</tr>
<tr>
<td>Nicole Whelan</td>
<td>Kindergarten Teacher/Professional Learning Leader (BST Leader)</td>
</tr>
<tr>
<td>Leslea Colquitt</td>
<td>Kindergarten Teacher/Professional Learning Leader (BST Leader)</td>
</tr>
<tr>
<td>Susan Brook</td>
<td>Special Education Teacher/Professional Learning Leader (BST Leader)</td>
</tr>
<tr>
<td>Paige Nix</td>
<td>Pre-K Teacher/Professional Learning Leader (BST Leader)</td>
</tr>
<tr>
<td>Erin Wright</td>
<td>Pre-K Teacher/Professional Learning Leader (BST Leader)</td>
</tr>
<tr>
<td>Diana Searcy</td>
<td>Child Development Teacher/Professional Learning Leader (BST Leader)</td>
</tr>
<tr>
<td>Brad Johnson</td>
<td>School Council Business Parent Member</td>
</tr>
<tr>
<td>Sheri Futch</td>
<td>School Council Business Parent Member</td>
</tr>
<tr>
<td>Todd Creech</td>
<td>School Council Parent Member</td>
</tr>
<tr>
<td>Dara Creech</td>
<td>School Council Parent Member</td>
</tr>
<tr>
<td>Heather Lambert</td>
<td>Parent Advisory Member</td>
</tr>
<tr>
<td>Terry Lambert</td>
<td>Parent Advisory Member</td>
</tr>
<tr>
<td>Chris Odom</td>
<td>Parent Advisory Member</td>
</tr>
</tbody>
</table>
SIP Components

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

Response:

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were . . . The ways they were involved were . . .

- Hand-In-Hand’s School Improvement Plan is revised with input from teachers, support staff, parents, and students who have a vested interest in the improvement of our school. Input was gathered through collaborative work sessions with staff, Parent Advisory meetings, and the school council. Data was collected through the staff survey, parent survey, and student survey.

B. We have used the following instruments, procedures, or processes to obtain this information . . . (Be sure to use brainstorming as a strategy for Needs Assessment.)

- School Improvement Plan 2011-2012
- GKIDs data
- DIBELs data
- Pre-K Work Sampling data
- Parent Survey
- Staff Survey
- Student Survey
- School attendance report for students
- Professional learning meetings (BST) to review data and brainstorm (April-May 2012)

- School leaders including teacher leaders analyze staff perception data and parent survey data collected in the spring of each school year. Both tools provide information to develop school initiatives. This information is shared with all collaborative learning groups. All groups look at the current school improvement plan to determine the outcome of each initiative. The group then continues or rejects those initiatives. Behavioral data is analyzed through our student information system, Infinite Campus. Student achievement data is available through GKIDs. Teams look at content area and strand scores for English/Language Arts, Math, Approaches to Learning, and Persona/Social Development. Attendance data provided through our school data management system is analyzed by team members.

- During the school year, school leadership team members review the current school improvement plans. Progress towards goals is analyzed and documented. The school Positive Behavior Intervention and Support, PBIS, team meets monthly to review school discipline data.

- During post-planning 2012, school data and the current school improvement plan was reviewed by all staff at Hand-In-Hand Primary School, and
A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- Incidents of disorderly conduct increased from 0 incidents to 11 incidents from 2010 to 2011 while bus referrals decreased from 125 incidents to 97 incidents.
- Students missing more than 15 days in pre-k remained relatively stable with 43 students missing more than 15 days in 2010-2011 and 45 students missing more than 15 days in 2011-2012. Kindergarten attendance significantly improved from 35 students missing more than 15 days in 2010-2011 and 24 students missing more than 15 days in 2011-2012.
- GKIDs data shows a slight decrease in all content areas but scores are not statistically significant. Data analysis in math shows a slight improvement.
- Sixty-two staff responded to the staff perception survey with 29 respondents being certified staff and 31 non-certified. Staff rated our school as proficient or exemplary on all strands with strengths in Planning and Organization and Student, Family, and Community Involvement, Leadership, and School Culture. Morale was scored by 58 of the respondents as being high or very high.
- One hundred thirty-three parents completed the parent survey. Parents are overall very satisfied with all school programs. Parents rated overwhelmingly rated all indicators as “I know about this and agree” or “I know about this and strongly agree.”
- A sample of ninety kindergarten students took the kindergarten student survey. Students respond to items by marking a smiley, frowny, or straight face. The majority of the student responses were 85% or more with a smiley face. Areas that student responses dropped below 60% were “students at my school behave” and “students in my class get along with each other.”
- DIBELs data was collected paper/pencil during 2011-2012 school year. The school guidance counselor compiled data monthly and generated a school-wide report. Students’ sound knowledge of 15 or greater sounds increased from 6% in August to 74% in May. Students’ letter knowledge of 40 or greater letters increased from 12% in August to 66% in May.

**Response to Intervention, RtI, Data:**

<table>
<thead>
<tr>
<th># of Students in RtI</th>
<th># of RtI Meetings</th>
<th># of Students Exited RtI</th>
<th># of Students Referred for Special Education Testing</th>
<th># of Students Qualifying for Special Education Services</th>
<th># of Students Determined Eligible for the Following Special Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>102</td>
<td>210</td>
<td>8</td>
<td>33</td>
<td>27</td>
<td>Speech Impaired: 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Significantly Developmentally Delayed: 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Significantly Developmentally Delayed with Speech: 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Significantly Developmentally Delayed with Speech and Occupational Therapy: 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other Health Impaired with Speech: 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other Health Impaired with Speech and Occupational Therapy: 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Emotional Behavioral Disorders: 1</td>
</tr>
</tbody>
</table>
A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

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

- Hand-In-Hand Primary School serves migrant students through the Migrant Education Program. Students receive one to two hours of additional support from a migrant paraprofessional both in and out of the classroom. Three-year old migrant students are served full day in the reverse inclusion three-year old program with a highly qualified teacher and support teacher and additional services with the migrant paraprofessional. Services provided include:
  - Additional tutoring support
  - ELL services for kindergarten students if eligible
  - EIP services for kindergarten students if eligible
  - Special education services for any student determined eligible
  - Alternate parent materials sent home in native language of family

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example . . .

- Because we are a two-graded school with only pre-k and kindergarten students, Hand-In-Hand does not have standardized test data. We use GKIDs data which is not standardized as well as our DIBELs progress monitoring data.
- During the 2011-2012 school year, three of the sixteen kindergarten teachers, 19%, were new to kindergarten. One of the three was a first year teacher. The drop in GKIDs scores may be attributed to this lack of experience in kindergarten curriculum, planning, and instruction.
A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

### GKIDs Scores: State Comparison for Math

<table>
<thead>
<tr>
<th>Category</th>
<th>State Score</th>
<th>Hand-In-Hand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers &amp; Operations</td>
<td>72</td>
<td>74</td>
</tr>
<tr>
<td>Measurement</td>
<td>88</td>
<td>86</td>
</tr>
<tr>
<td>Geometry</td>
<td>84</td>
<td>82</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>80</td>
<td>78</td>
</tr>
<tr>
<td>Math Total</td>
<td>90</td>
<td>88</td>
</tr>
</tbody>
</table>

### GKIDs Scores: State Comparison for Reading

<table>
<thead>
<tr>
<th>Category</th>
<th>State Score</th>
<th>Hand-In-Hand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90</td>
<td>88</td>
</tr>
<tr>
<td>Writing</td>
<td>82</td>
<td>80</td>
</tr>
<tr>
<td>Listening/Speaking/Viewing</td>
<td>78</td>
<td>76</td>
</tr>
<tr>
<td>Reading Total</td>
<td>92</td>
<td>90</td>
</tr>
</tbody>
</table>
A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

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

- Hand-In-Hand is a two graded school with only pre-k and kindergarten students.
- In 2011-2012, 84 students were served through special education including speech services. This is a total of 13% of the student population.
- In 2011-2012, 66% of our students qualified and received free/reduced lunch.
- Hand-In-Hand’s two largest sub-groups are whites and African Americans.
  - On pre-k Work-Sampling data, the white subgroup performed higher in all content areas.

<table>
<thead>
<tr>
<th>Hispanic/Latino</th>
<th>American Indian or Alaskan Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Two or More Races</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>8</td>
<td>16</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>104</td>
<td>78</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>10</td>
<td>222</td>
<td>169</td>
<td>358</td>
<td>280</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- Pre-K Work-Sampling Outcomes Report:

<table>
<thead>
<tr>
<th>Language and Literacy</th>
<th>Not Yet (%)</th>
<th>In Process (%)</th>
<th>Proficient (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>1.5</td>
<td>38.4</td>
<td>60.1</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not specified</td>
<td>0</td>
<td>66.7</td>
<td>33.3</td>
</tr>
<tr>
<td>African American</td>
<td>1.3</td>
<td>50</td>
<td>48.7</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0</td>
<td>33.3</td>
<td>66.7</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>42.9</td>
<td>57.1</td>
</tr>
<tr>
<td>White</td>
<td>1.9</td>
<td>31</td>
<td>67.1</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0</td>
<td>55.6</td>
<td>44.4</td>
</tr>
</tbody>
</table>

Pre-K Outcomes: Language & Literacy
A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Not Yet (%)</th>
<th>In Process (%)</th>
<th>Proficient (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not specified</td>
<td>0</td>
<td>66.7</td>
<td>33.3</td>
</tr>
<tr>
<td>African American</td>
<td>0</td>
<td>52.6</td>
<td>47.4</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>42.9</td>
<td>57.1</td>
</tr>
<tr>
<td>White</td>
<td>1.9</td>
<td>33.5</td>
<td>64.6</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pre-K Outcomes: Mathematical Thinking**

![Mathematical Thinking Graph](image-url)
A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

<table>
<thead>
<tr>
<th>Physical Development and Health</th>
<th>Not Yet (%)</th>
<th>In Process (%)</th>
<th>Proficient (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>0</td>
<td>30.2</td>
<td>69.8</td>
</tr>
<tr>
<td>Ethnicity:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not specified</td>
<td>0</td>
<td>33.3</td>
<td>66.7</td>
</tr>
<tr>
<td>African American</td>
<td>0</td>
<td>33.3</td>
<td><strong>66.7</strong></td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0</td>
<td>0</td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>42.9</td>
<td>57.1</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
<td>27.9</td>
<td><strong>72.2</strong></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0</td>
<td>44.4</td>
<td>55.6</td>
</tr>
</tbody>
</table>

**Pre-K Outcomes: Physical Health & Development**

![Graph showing Pre-K outcomes for various ethnic groups with categories Not Yet, In Process, and Proficient]
A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- GKIDs data is reported for every GPS element. The Hand-In-Hand leadership team selected the following elements to disaggregate and address through school improvement initiatives.
  - White students outperformed black students in meeting and/or exceeding elements on ELAKR3b, d, e, and ELAKR4a and b.
  - Girls outperformed boys in meeting and/or exceeding elements on ELAKR3b, d, e, and ELAKR 4b. The only element that boys outperformed girls was ELAKR4 a.
  - Students with disabilities, SWD, performed lower on all language arts elements addressed above than the other subgroups.
  - Boys outperformed girls on counting objects to 30. Although the white subgroup had more students to exceed in counting 30 objects, the black subgroup had more students to meet this element.
  - The white subgroup outperformed the black subgroup on meeting and/or exceeding elements on MKN1 c, MKN1 e, and MKG1 a.

**ELAKR3 b**

Recognizes and names all uppercase and lowercase letters of the alphabet.

[Graph showing percentage of students meeting and/or exceeding ELAKR3b for different groups: All, White, Black, SWD, Girls, Boys. The graph includes categories for Not Demonstrated, Emerging, Progressing, Meets, and Exceeds.]
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.
A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

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**ELAKR4 a**
Reads previously taught high frequency words at the rate of 30 words correct per minute.

**ELAKR 4 b**
Reads previously taught grade-level text with appropriate expression.
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.
A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.
A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

MKG1a
Recognize and name the following basic two-dimensional figures: triangles, quadrilaterals (rectangles, squares) and circles.
A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

E. The data has helped us reach conclusions regarding achievement or other related data.
   - The major strengths we found in our program were . . .
     (Be specific. Example: Not just Reading – Indicate Fluency, Comprehension, etc.)
   - The major needs we discovered were . . .
   - The needs we will address are . . .
   - The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .
   - The ROOTCAUSE/s that we discovered for each of the needs were . . .
     (How did you get in this situation? What are some causes?)

MAJOR STRENGTHS:
- GKIDs Language Arts: Recognizing and naming all uppercase and lowercase letters of the alphabet, blending individual sounds to read one-syllable decodable words, and applying learned phonics skills when reading words and sentences in stories.
- GKIDs math: Counting objects to 30.
- Staff Perception Survey data rates our school as proficient and exemplary in all standards on school keys.
- Pre-K Work Sampling: personal/social development, the arts, and physical and health development.
- High staff morale
- Continual improvement with student attendance: Students missing more than 15 days in kindergarten dropped from a total of 35 students in 2010-2011 to 24 students in 2011-2012.
- Hand-In-Hand Reads 100 Grand: School-wide initiative to increase the number of books read to children by staff, community members, and families.
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- Attendance: Through school initiatives attendance of students continues to improve annually.
- Professional learning: Teachers spend at least one hour weekly in collaborative professional learning sessions reviewing instructional practices through collaboration, book studies, journal studies, elluminate sessions, webinars, and training or updates on new programs. During the 2011-2012 school year, kindergarten teachers viewed all CCGPS elluminate session from the Georgia Department of Education during professional learning meetings, read and discussed CCGPS publications from DOE, created a new school vision and mission statement aligning the three elementary schools, participated in a book study on Teaching Student-Centered Mathematics K-3, received training on SRA Imagine-It, and had follow-up training on RtI.

During the 2011-2012 school year, pre-k teachers received training from Georgia State University via webinar sessions on the following webinars: Talking to Parents, Planning for Small-group Instruction, Go Outside and Play, Unit Planning, and Leaping Into Large-Group Literacy. Betty Carrither’s, pre-k assessment trainer, provided training updates on Work-Sampling. Teachers also participated in a session with veteran staff on small-group ideas. Pre-K teachers also received follow-up training on RtI.

During the 2011-2012 school year, support teachers participated in the following professional learning:

- Book study on Storybook Talk;
- Georgia State best practices modules – Rest Easy, Off to a Good Start, Why Not Letter of the Week, Reading to Children, Questioning, Boys Will Be Boys
- Full day inclusion training with Sharon Pilkinton, regional inclusion coordinator
- Portfolio assessment
- Make and takes creating literacy and math games
- Collaborative time to study SRA games
- Stretching learning opportunities with SRA worksheets; and
- Refresher training with Let’s Play Learn remediation curriculum.

**MAJOR NEEDS:**

- GKIDs Math: Numbers and operations.
- GKIDs Language Arts: Reading previously taught high frequency words at the rate of 30 words correct per minute, and reading previously taught grade-level text with appropriate expression.
- Age-appropriate progress-monitoring tools for literacy including sight word fluency as well as math.
- Pre-K Work Sampling: math, social studies, and science.
- Additional follow-up training on Let’s Play Learn for kindergarten supports

E. The measurable goals/benchmarks we have established to address the needs were . . .
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

**SPECIFIC ACADEMIC NEEDS OF STUDENTS ADDRESSED IN PLAN:**
- Increase the number of all students meeting and exceeding applying learned phonics skills when reading words and sentences in stories from 60.7% to 70% over 3 years.
- Increase the number of all students meeting and exceeding reading previously taught high frequency words at the rate of 30 words correct per minute from 49.6% to 60% over 3 years.
- Increase the number of all students meeting and exceeding reading previously taught grade-level text with appropriate expression from 44.2% to 54% over 3 years.
- Increase the number of all students meeting and exceeding writing numerals through 20 to label sets from 53.4% to 64% over 3 years.
- Increase the number of all students comparing two or more sets of objects and identifying which set is equal to, more than, or less than the other from 85% to 95% over 3 years.
- Increase the number of all students recognizing and naming two- and three-dimensional shapes from 81% to 91% over 3 years.

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

**Response:**
- Standards-Based Classrooms
- Response to Intervention (RtI)
- Let’s Play Learn
- Early Screening Inventory-R
- Teacher Commentary
- Student-led conferences
- Vertical alignment
- Reading to individual and small groups of children for language/vocabulary acquisition
- Technology: Sound amplification systems, Smart-boards, IPADs
- Conscious Discipline
- Collaborative planning
- Small-group professional learning
- Non-violent crisis intervention
- Instructional leader walk-throughs
- Seeing Numbers
2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

A. Response:

- The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the state’s academic content and student academic achievement standards are through the implementation of the pre-k content standards and the CCGPS for kindergarten students in Tier 1 standards-based classrooms with consistency and fidelity. We will raise achievement of all students by implementing the following:
  - Intensive monitoring of progress on reading through DIBELs Next, Easy CBM, and locally developed progress monitoring for sight word fluency.
  - Continuous professional learning for all staff through weekly BST meetings
  - Consistent monitoring by administrative team in curriculum and planning, instruction, and assessment through walk-throughs.

- All students will be initially screened with the Early Screening Inventory-Revised to get a developmental baseline score. Teachers will be provided a spreadsheet highlighting students with scores in the at-risk range. In kindergarten, targeted students will immediately receive progress monitoring through DIBELS and sight-word fluency to determine individual student needs. Targeted students will also receive remediation instruction with Let’s Play Learn. If progress monitoring data does not show academic growth, RtI teams, including parents, will meet to develop an instructional plan for the child.

- All students will receive differentiated instruction on their level. Teachers will use flexible grouping during instructional centers to address all learning needs.

- New support teachers will receive training on Let’s Play Learn by Winsor Learning and veteran supports will have a refresher training.

- All pre-k and kindergarten teachers will receive training on Seeing Numbers to address counting and cardinality in math.

- EIP students will be served through a reduced-class model decreasing the student/teacher ratio. All EIP students will receive intensive phonics and letter skills training through Imagine It and Let’s Play Learn instructional strategies.

2(b). Are based upon effective means of raising student achievement.
B. Response: Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. (Cite Research to support selected strategies.)

Let’s Play Learn:

The Sonday System® has been evaluated by educational experts in industry leading organizations such as the National Center for Learning Disabilities, the International Dyslexia Association and Reading First offices in 7 states. The Sonday System® follows the teaching methodology of Orton-Gillingham closely. NRP identified Orton-Gillingham as one of the effective methodologies that addresses the needs of struggling students. Reading research studies conducted over the past 70 years have included the Orton-Gillingham method as a standard. Studies sited were in 1940, 1956, 1969, 1979 and 1984.

Reading Research and the Sonday System is attached. (Appendix 1)

*Early Screening Inventory-R:*


*Teacher Commentary:*

Dr. Robert Marzano in the meta-analysis, “What Works in Schools” (2003), School Leadership that Works (Marzano, Waters, and McNulty, 2003), and the standards of the Southern Association of Colleges and Schools (SACS).

*Student-led conferences:*


Paulson, F. Leon, Paulson, Pearl R."Student-Led Portfolio Conferences.”

Reading to individual and small groups of children for language/vocabulary acquisition
Home Language & Literacy Experiences


Preschool Programs


Skills That Predict Later Reading Success


Primary-Level Instruction


Primary-Level Classroom Environments


Cultural and Linguistic Diversity


Children With Reading Disabilities


- Reading In Grade Three and Above


- Professional Development


- School-Wide Programs

volunteers: A three-year perspective. Scientific Studies of Reading, 1, 277–300.


**K-PALS (Peer Assisted Learning Strategies):**


**Sound amplification systems:**


Flexer, Carol; Biley, Kate Kemp; Hinkley, Alyssa; Harkema, Cheryl; Holcomb, John. (2002). ”Using sound-field systems to teach phonemic awareness to pre-schoolers.”


**Conscious Discipline.** (See attached.) (Appendix 4).


**Collaborative planning and Professional Learning**


**SRA Imagine IT**

program to accelerate vocabulary development in kindergarten (VOCAB) (NCEE 2010-4014).
Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of
Education Sciences, U.S. Department of Education.

<table>
<thead>
<tr>
<th>2(c). Use effective instructional methods that increase the quality and amount of learning time.</th>
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<tbody>
<tr>
<td><strong>C. Response:</strong> We will increase the amount and quality of learning time by . . . (Before/After school, summer school, Saturday school, block scheduling)</td>
</tr>
</tbody>
</table>

We will increase the amount and quality of learning time by:

- Providing EIP support using the reduced class model. This will decrease the number of students in the classroom but also provide positive role models for academic and social skills.
- Providing a gifted teacher to support higher achieving students in the regular kindergarten classroom, perform gifted eligibility testing, and provide pull-out gifted services upon qualifying for gifted.
- Providing water on the playgrounds to limit the amount of times students have to re-enter the building during gross and fine motor play limiting their learning experiences outdoors.
- Adding math instructional mini-lesson with center rotations to the daily schedule.
- Providing professional learning in strategies for teaching CC GPS math standards.
- Providing professional learning to supports in teaching CC GPS literacy and math standards ensuring their understanding of standards and appropriate teaching strategies to use.
- Providing Smartboards to all pre-k and kindergarten classrooms.
- Providing training to teachers in Seeing Numbers and provide Seeing Numbers materials for all classrooms.
- Providing Teacher-directed PALS to be used by EIP teachers and special education teachers as a Tier 3 intervention strategy for reading.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and
### Response:

- **DIBELS scores (at 3 benchmarks and monthly for students in progress monitoring)**
- **Work Sampling data (annually)**
- **GKIDs data (every 9 weeks as mapped by our kindergarten teachers)**
- **IEP end of year data**
- **Sight Word Fluency Data (3 x’s per year)**

### 2.e. Field-trips

**Response:**

- No field trips are planned using Title 1 funds

### 3. Instruction by highly qualified professional staff.

**Response:**

- All staff are highly qualified. It is the policy of Hand-In-Hand to only interview and hire teachers with the required certification. We also provide professional learning annually to
**3. Instruction by highly qualified professional staff.**

enable teachers to maintain their teaching certificates.

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

A. **Response:** We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. (Use HiQ Report and school staff roster. Indicate how certification deficiencies are being addressed.)

- Thomas County Schools has a recruitment team that attends job fairs to universities in Georgia, Florida, Alabama, etc. These job fairs are held throughout the year. Job postings are made on Teach Georgia as well as posted on the system web page and posted at individual schools.

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

**Response:**

A. We have included teachers, principals, para-professionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example . . . (Be specific)

- We have included teachers, school administrators, support teachers, parents, and students in the development of our school goals through completing surveys, participating in meetings to discuss progress towards goals, analyzing school data, searching for root causes, and developing SMART goals. The following are some of the root causes identified through data and SIP review: lack of adults to read to children at home, lack of understanding of how to teach math concepts, inconsistency among teachers in implementation of RIT, lack of appropriate equipment for students with special needs on the playground, lack of instructional technology tools, lack of remediation tools for young students that are lacking in vocabulary and early literacy skills.

- In order to address root causes, Hand-In-Hand will continue the volunteer program to secure readers for individual children targeting students who do not have parents reading at least 5 books per week to them at home. Hand-In-Hand teachers will send home nightly reading logs and use these logs to keep data on student reading. Staff will conduct a mini-workshop for parents on how to read to children to help build vocabulary knowledge. This parent meeting is scheduled for Tuesday, February 19th, @ 5:30. This workshop will be provided by a pre-k teacher, kindergarten teacher, and our media specialist. To address math instruction, a group of teachers will participate in the Summer Math Academy by Georgia Council of Teachers of Mathematics. In addition, teachers will be provided Seeing Numbers resources as well as training. A system-level staff member has been designated as the RtI coordinator for the
Professional development for staff to enable all children in the school system to align RtI implementation. The RtI coordinator will provide professional learning and instructional support. The system RtI coordinator will assist in obtaining remediation tools for younger students. SRA Imagine-It series will be implemented targeting discrete vocabulary instruction. Hand-In-Hand will investigate grant monies and use fund-raising profits to purchase playground equipment for children with special needs. Smartboards are being installed this year using ESPLOST money. Smartboard training is being provided using professional learning funds.

B. We have aligned professional development with the State’s academic content and student academic achievement standards . . .

- Teachers are provided weekly professional learning time. All professional learning is planned for teaching, instruction, and master of CCGPS and pre-k content standards. Schedules have been developed by grade level allowing small groups of teachers to have a common planning time daily. Teachers use this time to work collaboratively on planning, instruction, and assessment. The use of a consistent schedule for pre-k and kindergarten will be implemented ensuring that all classrooms are standards-based and are following consistent instructional expectations. Teachers will learn a variety of strategies to teach math ensuring that students develop a deep understanding of early numeracy. Professional development will also include the redelivery of new CCGPS units, assessments, and instructional design for new standards.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example . . . (money, time, resources, instructional coaches)

- All weekly professional learning, BST, meetings and common planning times are scheduled for each Tuesday and notated on the staff calendar and schedules in handbook. The instructional coach and school leaders participate in all professional learning meetings and have these planned and on their calendars. BST leaders have been selected and time has been allocated for their monthly planning meetings. Money has been allocated for most initiatives. Some initiatives will require funding from outside sources such as grants or community sponsors.

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

- Staff was included on all discussions and development of the school improvement plan. All
### *4. Professional development for staff to enable all children in the school*

Staff are provided continuous professional development in week BST meetings on curriculum, instruction, and assessment. Teachers will plan collaboratively and analyze data.

### *5. Strategies to increase parental involvement.

**Response:**

- We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by including parents in the development of the School Improvement Plan through the school council and parent advisory council. Parent input is also secured through the parent survey distributed in the spring. The plan is made available to parents at parent orientations held the week before school begins and on the school system web page.

- A. We have developed a parent involvement policy included in our appendices that includes strategies to increase parental involvement (such as family literacy services).

  We have also developed a new parent friendly web page during the summer of 2012. Our media center page provides a wealth of information for our parents as well as posting teacher newsletters and school newsletters on the web page.
QUICK LINKS

- School Home
- School Profile
- About Our School
- Principal's Message
- Pre-K Registration
- School News
- School Event Calendar
- School Staff Directory
- Media Center
- Teacher Websites
- Breakfast & Lunch Menus
- For Parents
- Monthly School Newsletter
- Web Links
- School Forms
- Photo Galleries

We Love Our Media Center!

Encouraging reading in our Pre-K & Kindergarten students, and enhancing teachers' classroom resources.

Mrs. Lucy loves reading to her Pre-K and Kindergarten students at Hand-in-Hand Primary School! Students come to the media center each week and act out skits, watch puppet shows, and take part in other activities to stimulate interest in books.

Looking for a book? Use these on-line card catalogs:

- Texas State Library Card Catalog

Helpful Links

Online Read-Alouds:
- StoryLine
- Berenstain Bears
- Fun With Spot (click play)
- International Children's Digital Library
- RIF Read Alouds
- Little Critters
- Maisy Stories
- Speakaboos
- Storynory (audio-only stories to download to your MP3 or iPod player)
- Between the Lions (Folktales & Fables)
- Clifford the Big Red Dog

Fun Book-Related Web Sites:
- Click Magazine
- Giggle Poetry
- Junie B. Jones
- Curious George

Award-Winning Children's Books:
- 2012 ALA Notable Children's Books
- Great Guy Reads
- 100 Books Every Child Should Know

Ways to Encourage Reading:
- Becoming a Reader
- Reading Tips (Bilingual)
- Easy Literary Games
Yes, see attached Parent Involvement Plan.

➢ describes how the school will provide individual student academic assessment results, including a interpretation of those results

Yes, see attached Parent Involvement Plan.

➢ makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)

Yes, it is posted on the web. The link is posted on Facebook. Paper copies are made available at the school. A paper copy is sent home with each student the first week of school.

➢ compacts required – include with policy

➢ Parent Involvement checklist included

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

*Response:*

A. Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering form private schools plus students entering our school throughout the school year . . .

Hand-In-Hand is a two-graded school with 5 wings. Pre-K and kindergarten students are housed on each wing. Pre-K students spend time on the playground and in school-wide events with kindergarten classes on the wing. Most students remain on their wing for kindergarten.
Each year Hand-In-Hand pre-k students are assigned to a kindergarten classroom for one morning in May for a transition visit.

Kindergarten classrooms are assigned pen pals with first grade classrooms at Garrison-Pilcher. Learning celebrations will be held quarterly between the two schools. The first quarter, first grade students will come back to Hand-In-Hand to visit. The remaining quarters, kindergarten students will visit first grade classes at Garrison for learning celebrations.

Garrison Pilcher holds a parent orientation and tour for rising first grade parents in the spring.

Hand-In-Hand screens all incoming new students. At the screening, parents are allowed to tour the students and visit classrooms, lunchroom, media center, and playgrounds.

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

Response:

Teacher are included in decisions regarding the use of academic assessment through the following:

- Kindergarten curriculum leadership team that develops rubrics, matrices, portfolio cover sheets, and common assessments for kindergarten standards
- Weekly BST meetings where assessment is the focus
- Common planning time where teachers share assessment data and needs
- Development of common instructional units with assessments

Benchmark DIBELS, Easy CBM, and sight word fluency data is used to benchmark and progress monitor students. This data is used to determine instructional grouping and interventions.

RtI teams meet regularly on targeted students to adjust instruction based on assessment data.

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

Response:

A. This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the school-wide plan.
Cumulative use of federal, state, and local services and programs allows Hand-In-Hand Primary School to offer innovative, age appropriate services and activities to benefit students and staff. Thomas County School system vests large amounts of money to provide additional staff and resources for remedial programs, special education programs, gifted programs, and innovative instructional programs above and beyond what is required. The vision of the Thomas County Elementary Schools is that we are a supportive learning community where extraordinary learning experiences inspire children to dream and prepare them for a dynamic future.

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

**Response:**

Federal, state, and local funds are pooled together to meet the needs of the school. Coordination of efforts will provide for better utilization of funds from all resources, prevent fragmentation of services, and increase program effectiveness. In no case will federal fund be used to supplant.

**Federal Funds**

**Title I**

- Implement programs/strategies
- Enhance programs/strategies such as extended learning time, Accelerated Reader

**Migrant**

- Recruit migrant students
- Implement programs/strategies to assist migrant students and families

**Title II A**

- Recruitment and retention of highly qualified staff
- Professional Learning

**Title II B**

- Math Partnership Grant (New 2012)
<table>
<thead>
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<th>Title III – Consortium</th>
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<tr>
<td>❖ Immigrant, ESOL</td>
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<tr>
<th>Title VIB – Rural Low Income</th>
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<tr>
<td>❖ Purchase materials for school improvements efforts</td>
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<tr>
<th>Title VI B – Special Education</th>
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McKinney Vento Grant for Homeless Students

CTAE Perkins

**State Funds**

Professional Learning
❖ Stipends and training for teachers
❖ Consultants

QBE Funds for Instruction
❖ 20 Days Additional Instruction Grant

K-3 Reading Grant

Miscellaneous Grants

**Local Funds**

ESPLOST

Property Taxes

Student Fund Raisers
❖ Field Trips
❖ Student incentive programs

Business Education Exchange (BEE)
❖ Student/staff incentives and recognitions
❖ Partnership activities
❖ Celebrations

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

Response:

- Title I resources will be used to supplement the instructional program by financing additional academic support and learning opportunities that are often necessary to support lower income and lower performing students. Monies from Title I will purchase additional resources to implement the school’s instructional and improvement plan. Professional learning and release time will be provided to teachers and staff; therefore, monies will pay for substitute teachers, registration fees, travel, and lodging.
- Title II allocations are used for high-quality teacher preparation, professional development of certified staff, and instructional lead teachers.
- Remedial education funds support reduced class sizes for EIP students as well as additional instructional materials to support their special learning needs.

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

Response:
- Coordination described in our Consolidated Application.

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

Response:

A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are . . . (Especially for those students who are struggling.)

- Every child at Hand-In-Hand receives a baseline screener, Early Screening Inventory-R. All
students with a specific score or below are targeted to be re-screened after the first two weeks of school. When re-screened if the student still exhibits a low screening score, the teacher immediately puts a learning plan in place to assist the student through RtI. In addition, all kindergarten students are also benchmarked using DIBELs, Easy CBM, and a local sight word fluency assessment as an additional tool. Students who are placed in RtI are then progress monitored every 2-3 weeks to determine if modifications and teaching strategies are working. If not, the learning plan is revised. All students are benchmarked again at the mid-year point to monitor each student’s growth. Also, teachers use ongoing classroom assessment data to monitor students’ progress. At any time, the teacher can start the RtI process with her classroom data or parents can request to begin the RtI process with their child.

- The reduced classroom model is being used for students qualifying for EIP services.
- Targeted students through DIBELS benchmark data are provided remediation support through Let’s Play Learn daily for 20-30 minutes provided by a support teacher.
- Five teachers have received the gifted endorsement to assist in addressing the needs of the high achieving students.
- Gifted testing is conducted in the fall for all kindergarten students. All students qualifying for services are served beginning in January by our instructional technology coach who is gifted certified for two afternoons per week. In addition, the gifted certified teacher from Garrison will be providing additional support to these students in the mornings. The Garrison teacher will also be assisting with enrichment activities for high achieving students within the classroom.

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

Response: yes, in response above
- Hand-In-Hand Primary School utilizes the following measures to ensure that students’ exceptional learning needs are identified on a timely basis:
  - Gifted testing
  - DIBELs benchmarks and progress monitoring
  - Sight word fluency – locally developed
  - Progress reports and quarterly report cards for kindergarten students
  - Progress reports at end of semester for pre-k students
  - Student portfolios – Teachers keep a matrix of all kindergarten standards. Teachers use formative assessments to score the matrix. All assessments are entered in the student portfolio and shared with parents at the December and May student-led conferences.
  - Students identified through assessment data as needing enrichment or remediation are monitored closely through RtI. Students in RtI are progress monitored every 3 weeks.
The RtI team meets every 6-8 weeks on children in the RtI process to determine progress towards goals.

- Hand-In-Hand has not found a reliable research-based assessment tool for kindergarteners in math. Kindergarten curriculum team leaders have developed a pre- and post-test in math for each 9 weeks. Progress is documented in math using the pre- and post-test. Students not making adequate progress are placed in the RtI process for math.

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

**Response:**
- Professional learning is provided for all teachers continuously through weekly BST meetings. Data is collected by school administrators during walk-throughs. School administrators use this data along with staff perception data and school leadership input to determine professional learning. Teachers are also provided opportunities to attend specific training outside of school with experts in the field. During the 2011-2012 school year, staff identified a need for training in working with students with autism. Five teachers were sent to a GLRS for a 5 day training in autism. In addition, an additional training was provided for our teacher who is specifically working with the children with autism in the resource setting. Five teachers attended the Math institute in Valdosta during summer 2012.

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

**Response:**
- Hand-In-Hand held 210 RtI meetings during the 2011-2012 school year for a total of 102 students.
- All students are provided two student-led parent conferences. One conference is held in December and the other conference in May. Conferences are documented in the office log book.
- Additional conferences are held at the request of the teacher or parent. Conferences are documented on the teacher documentation log.
- Multiple special education eligibility and IEP meetings are held throughout the year. The school principal serves as the LEA for the majority of these meetings.

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

**Response:**
1. Kindergarten students at Hand-In-Hand are administered GKIDs. GKIDs is printed at the end of the semester and shared with the parent at the December and May conference.
2. Parents of kindergarten students will receive a kindergarten report card each 9 weeks with a sampling of the kindergarten standards on the report card. The teacher leadership team determined which critical skills will be reported on the report card each 9 weeks. Students receive a score of Not Yet Demonstrated, Emerging, Progressing, Meets, or Exceeds aligning the report card to the actual GKIDs report.
3. Pre-K students are provided a progress report using Work Sampling and shared with the parents at the student-led conferences in December and May.
4. Hand-In-Hand Primary School hosts a parent orientation the week before school starts. Grade reporting is explained to the parents at this parent orientation.

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

**Response:**
- Graphs of student assessment data using GKIDs and pre-k Work Sampling are provided to teachers during BST meetings. Teachers collaborate on disaggregated data and brainstorm goals for the school improvement plan.
- Teachers are provided common planning times to collaborate on progress monitoring, benchmarks, and progress reports. Teachers use formative assessment data to work on flexible grouping together. Throughout the year, teachers will plan days to reteach critical skills. Within a wing, teachers will may assessment data to group kids among classrooms. Each teacher will focus on a different skill to re-teach and students will be moved to the appropriate classroom for the lesson.

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

**Response:**
- It is the responsibility of the pre-k teachers to enter accurate Work Sampling data daily on the Work Sampling web page. It is the responsibility of the kindergarten teachers to enter accurate GKIDs data quarterly on the GKIDs web page.
- Administrators conduct walk throughs for pre-k and kindergarten teachers. For pre-k, administrators use the Instructional Quality Guide for assessment. Administrators compare student portfolios to actual student scores on their Work Sampling Checklist. Teachers are provided feedback on their data input and analysis. Kindergarten teachers keep a matrix mapped by each 9 weeks. The kindergarten leadership team has developed a rubric for each standard. Student scores are determined by the rubric and scored on the matrix. Teachers keep student artifacts in a portfolio. Administrators frequently check the matrix and student
Sub-group data through Work Sampling or GKIDs is not accessible until the summer of each school year. Teachers use this data to plan the school improvement plan for the upcoming year.

Teachers use the Work Sampling spreadsheet to determine areas of strengths and weaknesses for students. Kindergarten teachers use the GKIDs matrix developed by the kindergarten leadership team to determine strengths and weaknesses.

Teachers are largely responsible for what is provided for professional learning. Teachers determine what they need for training and how they spend collaboration time by what their student data depicts are areas of concern. Teachers also complete a staff survey annually identifying areas for professional development.

District personnel supports Hand-In-Hand by provided disaggregated GKIDs data which is provided by GA DOE.


Response:
- School data is posted in the school data room.
- The school improvement plan is posted on the school web page. Data is included in the plan.
- Data charts are posted at parent orientation meetings.
- The system superintendent, Title I director, and Director of Federal Programs, Accountability, and Assessment ensures that all data is available to the public.

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

Response:
- The school improvement plan is developed in the spring and summer each year. The school leadership team revisits the plan quarterly and marks progress towards goals. The school leadership team plans professional learning for BSTs for the upcoming quarter based on the progress on the plan.

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

Response:
- We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes
of our identified needs. For example ... (Be specific)

- In the spring of each school year, the school leadership team evaluates progress on the school improvement plan.
- School leadership members meet with the BSTs to share progress and brainstorm new goals and initiatives.
- School principal and school leadership members meet with the school council to share progress on the school improvement plan in the spring of each year.
- District and school leaders meet with the system parent advisory members in the spring of each school year to obtain parent input on improvement initiatives.
- Parent surveys are provided each spring to elicit parent input.
- Teacher surveys are provided each spring to elicit input from all staff.
- Student surveys are provided each spring to a sampling of students from each kindergarten classroom to elicit input from students.
- A system parent meeting is held each school year to share data and to obtain parent input.

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

   **Response:**
   - Hand-In-Hand school improvement plan is posted on the school web page and system web page.
   - Parent orientations are held before school begins for pre-k and kindergarten parents separately. Two separate times for each age group is provided to meet the needs of families. Data is posted at these meetings. Title 1 policies are explained at these orientations and the location of the school improvement plan is shared.

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

   **Response:**
   - All school correspondence is translated into Spanish, our primary second language. Copies of correspondence is provided in other languages upon request or as soon as the need has been identified by staff.
   - School web pages
   - Google translate

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

   **Response:**
   - Hand-In-Hand school improvement document is a working document. The leadership team meets quarterly to monitor progress on school improvement goals. Goals are revised, deleted, or added as the year progresses. When the leadership team begins the planning for the upcoming school year, the work is just a continuation of what they’ve already been doing. Hand-In-Hand is in a constant state of Plan-Do-Check-Act. The big piece added plan
Hand-In-Hand Primary School has met AYP for 5 consecutive years. Hand-In-Hand is a special school housing only pre-k and kindergarten students. GKIDs data is used to determine AYP as well as attendance data.

The method of collecting student data with GKIDs under the new CC GPS has not yet been released. GA DOE has reported that GKIDs will not be revamped for the 2012-2013 school year but modified for assessment of the common core. The modified GKIDs is reported to be released in August of 2012.

<table>
<thead>
<tr>
<th>GeorgiaSchool Keys/ AEP Standards</th>
<th>SMART Goals</th>
<th>Initiatives</th>
<th>Professional Learning Activity/Description</th>
<th>Resources Needed</th>
<th>Person(s) Responsible for Accountability</th>
<th>Timeline for Implementation Plan should include 2-3 Years</th>
<th>Monitoring of Initiatives</th>
<th>Evaluating Impact on Student Learning</th>
</tr>
</thead>
</table>
| CP 1.1, 1.2, 2.1, 2.2, 2.3       | HNH will increase the number of kindergarten students meeting and exceeding the CCGPS Language Arts standards over the next 3 years.  
*applying learned phonics skills when reading words and sentences in stories from 60.7% to 70%  
*reading previously taught high frequency words at the rate of 30 words correct per minute from 49.6% to 60%  
*reading previously taught grade-level text with appropriate expression from 44.2% to 54%  
*Conduct differentiated small groups daily for students addressing specific language arts deficits  
*Communicate with parents “How to Read to Young Children” to build vocabulary knowledge by providing parents and families with parent workshops, hand-outs, and information on our media center web page  
*Provide Let’s Play Learn remediation training to new supports and update veteran supports  
*Provide Teacher-led PALS as an intervention tool for phonics instruction  
| Develop CCGPS kindergarten manuals for each nine weeks of instruction including maps, matrix, units, assessments, and resources for academic curriculum areas of instruction  
| BST (Better Seeking Team) weekly meetings for collaboration between teachers  
| Professional Learning leave for teachers to develop CCGPS manuals  
| Teachers will develop display writing genre boards for classroom instruction  
| Administrator School Technology Coordinator, School Media Specialist  
| subs: $2000  
| Notebooks/dividers/ copies: $1000  
| Professional Learning K-PALS manuals $1000.00  
| Administration, Teachers, Technology Specialist  
| RTI Director  
| 2012-2013  
| Professional Learning BST Sign-in sheets  
| Curriculum notebooks  
| Class Keys  
| Leadership walk-throughs  
| Lesson Plans  
| State GKIDS assessment  
| DIBELS  
| Student Portfolios  
| Progress Monitoring assessment  
|  

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| CP 1.1, 1.2, 1.3, 2.1 | HNH will increase the number of kindergarten students meeting and exceeding the CCGPS Math standards over the next 3 years:  
- Numbering and writing numerals through 20 to label sets from 53.4% to 64%  
- Comparing two or more sets of objects and identifying which set is equal to, more than, or less than the other from 85% to 95%  
- Recognizing and naming two and three-dimensional shapes from 81% to 91%  
| Summer Institute/ Valdosta (GCTM/GaDOE) | Sue Phelps, Consultant | Professional Learning | Training: $150  
Travel: $200 | Professional Learning | Training: $200  
Travel: $150  
Materials: $3500 | Source: Cost: $840.00
| 2012-2013 | 2012-2013 | 2012-2013 | Professional Learning BST Sign-in sheets  
Curriculum notebooks  
Class Keys  
Leadership walk-throughs  
Lesson Plans | State GKIDS assessment  
DIBELS  
Student Portfolios  
Progress Monitoring assessment |
| CP 2.1, AL 1.2, 1.3, SA 1.1, 1.2 | HNH will improve the percentage of proficiency for PreK physical development and health from 69.8% to 90% over 3 years  
- Provide Handwriting Without Tears training and support for PreK  
- HNH will provide resources for a safe learning environment by:  
| Professional Learning BST Sign-in sheets  
Curriculum notebooks  
Class Keys  
Leadership walk-throughs  
Lesson Plans | Administration | Professional Learning Leave 2 days | Administration | 2012-2013 | 2012-2013 |
| HNH will apply technology-enhanced instructional strategies for staff:  
- Provide training on system/school new website for communicating with parents and families  
- Professional Learning BST – weekly teacher collaboration  
| Professional Learning with VSU (Valdosta State University) instructor and Thomas County System Technology Director | Administration | Teacher | System Technology Director and School-Level Technology Specialist | 2012-2013 |
| Professional Learning BST (Better Seeking Team) weekly meetings for collaboration between teachers | Administration | | 2012-2013 |
| State GKIDS assessment  
DIBELS  
Student Portfolios  
Progress Monitoring assessment |
<table>
<thead>
<tr>
<th>CP 2.1, AL 1.2, 1.3, SA 1.1, 1.2</th>
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<tbody>
<tr>
<td>HNH will improve student support through RtI (Response to Intervention) by increasing the total number of students exiting RtI from 8% to 20% over 3 years</td>
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</tbody>
</table>

- Adding additional playground equipment that is handicapped accessible
- Installing water fountains on school playgrounds with easy accessibility for students and staff

- Provide additional RtI training and support for teachers
- Implement consistent RtI progress monitoring

- Professional Learning BST (Better Seeking Team) weekly meetings for collaboration between teachers

- Funding: $0
- Administration, Teachers, RtI System Director

State GKIDS assessment
DIBELS
Student Portfolios
Progress Monitoring assessment
<table>
<thead>
<tr>
<th>SMART Goals</th>
<th>Initiatives</th>
<th>Professional Learning Activity/Description</th>
<th>Resources Needed Materials, Training, Supplies, Travel, Stipends, Subs, etc.</th>
<th>Person(s) Responsible for Accountability</th>
<th>Funding &amp; Source</th>
<th>Timeline for Implementation Plan should include 2-3 Years</th>
<th>Monitoring of Initiatives</th>
<th>Evaluating Impact on Student Learning Data to be used to evaluate Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNH reinforces parental, family, and community involvement in school growth by increasing the percentage of parent attendance at yearly student-led conferences from 72% to 100% over the next 3 years</td>
<td><em>Implement a system for parent volunteers in our school</em></td>
<td>Family Resource Coordinator</td>
<td>Source: Administration</td>
<td>Funding: Family Resource Coordinator</td>
<td>2012-2013</td>
<td>Professional Learning Leadership Walk-throughs Sign-in sheets Shared Classroom technology lessons</td>
<td>State GKIDS assessment</td>
<td><strong>SC 1.3, 1.4</strong> <strong>SC 1.1, 1.2, 1.3, 1.4</strong></td>
</tr>
<tr>
<td>HNH will promote positive relationships with its students, families, and staff by: *Conduct Learning Celebrations between HNH kindergarten students and Garrison-Picher first graders quarterly. Students will visit each other’s schools and plan activities throughout the year *Conduct faculty “Meet and Greets” to build positive relationships between staffs at the three Thomas County Elementary Schools and promoting collaboration among the learning communities.</td>
<td>Administrators Teachers and staff of HNH and GP Transportation Dept</td>
<td>Source: Administration</td>
<td>Funding: Buses: $</td>
<td>Administration</td>
<td><strong>SC 1.1, 1.2, 1.3, 1.4</strong> <strong>SC 1.4, 1.5</strong></td>
<td><strong>SC 1.3, 1.4, 1.5</strong></td>
<td>State GKIDS assessment <strong>DIBELS</strong> Student Portfolios Progress Monitoring assessment</td>
<td></td>
</tr>
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