



**Georgia Department of Education
Title I School wide/School Improvement**

Revised Sept. 10, 2014

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: Elbert County Primary School			Elbert County		
Principal Name: Rosa Harris			School Year: 2014-2015		
School Mailing Address: 1019 Falling Creek Circle Elberton, Georgia 30635					
Telephone: 706-213-4700					
District Title One Director/Coordinator Name: Dr. Martha Noble					
District Title One Director/Coordinator Mailing Address: 50 Laurel Drive Elberton, Ga.					
Email mnoble@elbert.k12.ga.us					
Telephone: 706-213-4012					
ESEA WAIVER ACCOUNTABILITY STATUS					
(Check all boxes that apply and provide additional information if requested.)					
Priority School <input type="checkbox"/>			Focus School <input type="checkbox"/>		
Title I Alert School <input type="checkbox"/>					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date: 7/22/2014		Revision Date:		Revision Date:	



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School wide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I school wide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.
- While there are eighteen components, all ten required components of a Title I School wide Program Plan (marked in this template with an asterisk) **must** be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the school wide section of the plan.
- Complete the school wide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.).
Note: The planning team must involve parents in the planning process. See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.
- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Field book for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf>.



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Plan Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Rosa Harris		Principal
Laura Albertson		Assistant Principal
Tammy Smith		First Grade Teacher
Debra Eaton		First Grade Teacher
Ellen Carlton		Kindergarten Teacher
Kelly Jordan		Kindergarten Teacher
Brandi Brown		Parent
Dashanda Umble		Parent
Kelly Johnson		Special Education Teacher
Mary Ann Martin		Reading Coach



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SWP Components

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

Response:

- A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Members from the ECPS School Improvement/Leadership team, Title I Committee, and Parent Advisory committee were involved in this process. This team consisted of the principal, assistant principal, Reading coach, Superintendent, Instructional Lead Teacher, Special Education teacher, two Kindergarten teachers, and two first grade teachers and parents. Committee members' involvement included processing data from the Title I Parent survey, the ECPS Professional Needs Assessment survey results, Reading and Math assessments, Universal Screeners and reviewing parental/teacher input.

Rosa Harris	Principal
Laura Albertson	Assistant Principal
MaryAnn Martin	Reading Coach
Chuck Bell	Superintendent
Connie Spivey	Instructional Lead Teacher
Kelly Johnson	Special Education Teacher
Ellen Carlton	Kindergarten Teacher
Kelly Jordan	Kindergarten Teacher
Tammy Smith	First Grade Teacher
Debra Eaton	First Grade Teacher
Dashanda Umble	Parent
Brandi Brown	Parent

- B. We used the following instruments, procedures, or processes to obtain this information: The Georgia Kindergarten Inventory of Developing Skills (GKIDS), ClassWorks Universal Screeners for Math and English Language Arts, Star Early Literacy, common Math unit assessments, sight word assessments, Reading Mastery Inventory assessments, and DIBELS data. Title I Parent Surveys and Professional Needs Assessments were reviewed to list strengths and weaknesses for ECPS.

GKIDS and ClassWorks provide teachers with information on student performance on specific Common Core Standards in math and language arts. Beginning in the 2013-2014 school year, data teams for math were implemented. The data teams look at data resources and teaching strategies to enable teachers to look for trends in order to set

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instructional focus. Star Early Literacy, Star Reading, ClassWorks, Reading Mastery Inventories, and DIBELS testing provide student information/results for guided reading levels. Teachers use this information to organize students into flexible Reading groups. ClassWorks and DIBELS testing help teachers plan for individualized instruction by identifying specific strengths and weaknesses in the areas of fluency, comprehension, and accuracy.

- C. We have taken into account the needs of our migrant children by using our Social Worker and parent volunteers to translate information during parent conferences or whenever the needs arise. We have also taken into account the needs of our homeless, neglected, and delinquent children by supporting them through our counseling program, Elbert County School district social worker, and the Elbert County School district Parent Resource Coordinator.

- D. Current achievement data has been organized to help the ECPS identify any skills where which teaching and learning need to be improved. During the 2014-2015 school year reading data is used to place students on their instructional level for reading classes. Common Math unit assessment data was used to assess needs and adjust instruction in math. As this data was reviewed, changes in instruction and/or groupings were made. For the 2014-2015 school year previous reading data, classwork universal screener data, Reading Mastery Inventories, and DIBELS testing were used to put students on their instructional level for reading classes. ClassWorks universal screeners and math data from common unit pre and post assessments teams are used to plan differentiated instruction and remediation needs of students in the math classrooms.

Reading/English/Language Arts Data

Sight Words

	Kindergarten Sight Words		Average # of sight words					
	All Students	Black	White	Hispanic	Asian	Multi-racial	SWD	ESOL
Nov 2013	19.3	19.5	20.4	21.4	15	25.4	6.2	19.5
Dec 2013	24	23	24	23	23	34	7	24

*Without Special Education

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Star Early Literacy

	Kindergarten Star Early Literacy		% of Students on or Above Grade Level October 2013					
	All Students	Black	White	Hispanic	Asian	Multi- Racial	SWD	ESOL
EE	38%	24%	17%	29%	25%	20%	21%	35%

	Kindergarten Classwork's Language Arts		% of Students on or Above Grade Level					
	All Students	Black	White	Hispanic	Asian	Multi- racial	SWD	ESOL
(Oct) 2013	41%	36%	50%	26%	25%	44%	9%	14%
(Dec) 2013	44%	39%	52%	28%	50%	44%	5%	9%
LE	56%	60%	53%	50%	75%	50%	64%	50%
P	2%	3%	1%	4%	0%	0%	7%	0%
T	20%	12%	28%	18%	0%	30%	7%	15%

EE- Early Emergent LE - Late Emergent P – Proficient T- Transitional

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Classwork's

(Indicator increased and the number of students taking the test increased)

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	First Grade Classwork's Language Arts		% of Students on or Above Grade Level					
	All Students	Black	White	Hispanic	Asian	Multi-racial	SWD	ESOL
(Oct) 2013	59%	51%	64%	67%	100%	75%	24%	70%
(Dec) 2013	52%	39%	62%	72%	50%	50%	29%	40%

(Indicator increased)

GKIDS

Indicators	2010-2011	2011-2012	2012-2013	2013-2014
	%	%	%	%
	% of students meeting and exceeding standards on the Georgia Kindergarten Inventory of Developing Skills Language Arts Total	75%	73.9%	65.5%

Math Data

Classwork's

	First Grade Classwork's Math		% of Students on or Above Grade Level					
	All Students	Black	White	Hispanic	Asian	Multi-racial	SWD	ESOL
Oct 2013	67%	50%	76%	94%	100%	75%	29%	60%
Dec 2013	75%	63%	72%	79%	100%	100%	48%	60%

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Data Teams

% of Students Meeting or Exceeding Standard	
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	NBT1	NBT2	NBT3	NBT4	NBT5	NBT6	MD1	MD2	MD3	MD4	G1	G2	G3	OA1	OA2	OA3	OA4	OA5	OA6	OA7	OA8
Pre Test	2%	NYA	NYA	NYA	NYA	NYA	39%	19%	7%	2%	75%	21%	99%	4%	8%	4%	4%	32%	3%	5%	14%
Post Test	98%	NYA	NYA	NYA	NYA	NYA	79%	73%	82%	99%	100%	92%	99%	IP	IP	IP	IP	IP	IP	IP	IP

*NYA = Not Yet Address. IP=In Progress

% of Kindergarten Students Counting to 100 CCGPS.K.CC.1								
	All Students	Black	White	Hispanic	Asian	Multi-racial	SWD	ESOL
Nov 2013	26%	21%	33%	23%	0%	18%	0%	25%
Dec 2013	41%	42%	45%	27%	75%	43%	6%	40%

GKIDS

Indicators	2010-2011	2011-2012	2012-2013	2013-2014
	%	%	%	%
	% of students meeting and exceeding standards on the Georgia Kindergarten Inventory of Developing Skills Math Total	79.6%	78.1%	72.9%

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E. A review of the Georgia Department of Education website show no previous areas flagged as being in needs of improvement for our elementary schools. We have based our plan on information for all students in the school and have identified students and

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groups of students who are not yet achieving on the State Academic content standards and the State student academic achievement standard. These students include EL/ESOL students, black and Hispanic students, and Special Education students. Because we are a primary school, we do not receive data that is disaggregated for economically disadvantaged students.

An analysis of school-wide data provides evidence to show there is an achievement gap between our various identified groups. Evidence also indicates a discrepancy in achievement between regular education students and students with disabilities.

On the 2013 administration of the Classwork's universal screener, 35% fewer first grade students with disabilities met or exceeded standards in Language Arts and 38% met or exceeded in Math when compared to all first grade students. First grade Black students had 8% fewer students meeting or exceeding standards in Language Arts and 17% fewer students in Math than all first grade students combined.

On the November administration of sight words, Kindergarten students with disabilities averaged 13.1 less sight words than the average of all students. On the 2013 administration of the ClassWorks universal screener in Language Arts, Kindergarten students with disabilities had 35% fewer students meeting or exceeding standards than all Kindergarten students combined. The Black subgroup Kindergarten students had 8% fewer students meeting or exceeding standards on the ClassWorks universal screener.

We also identified a gap between our students with disabilities, Black students, and Hispanic students in math. On the first grade Classworks universal screen, there was a 17% gap between the Black student group and the average of all students. A 38% gap was found between the students with disabilities group and the average of all students. There was a 47% gap between our lowest performing sub group (students with disabilities) and white subgroup.

In Kindergarten this gap between the Black subgroup and all students who could count to 100 was significantly smaller, only a 5% difference. However, there was a 26% gap between the student with disabilities group and all students that could count to 100.

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F. Summary of Needs/Data, Conclusions:

We have looked at data and related assessments to reach the following conclusions

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regarding achievement. The major strengths in reading/language arts show that the number of students who meet or exceed standards significantly increases from Kindergarten to 1st grade.

In Math, data teams are helping teachers assess the students' mastery of standards on a continuing basis. In November of 2013 more than 95% of first grade students were meeting or exceeding all math standards that had been addressed.

Despite strong gains in reading there is still a need for continued growth with only 59% of first grade students on or above grade level. The implementation of a structured RTI program in previous years and the continued improvement of the process is the first step in helping these students master grade level standards. Title I money was also used to purchase needed books and materials in order to fully implement our reading program and our language arts program. Book included REI Connections for Kindergarten and first grade, Language for Learning Kits in both English and Spanish, and Phonemic Awareness materials.

Our parent surveys indicated a need for implementation of strategies to help low performing students meet high academic standards. The specific academic needs of those students that are to be addressed in the school wide program plan will be Reading comprehension and fluency in addition to math problem solving.

Several root causes were discovered for each of the identified needs. Many students at Elbert County Primary are from broken homes, foster families, and frequent transient circumstances. In addition, 72% of our children live in poverty with 100% of our students receiving free lunch. Many parents are working just to provide food, clothing, and a place to live.

A. The measurable goals/benchmarks established to address the students' needs are:

Students will demonstrate proficiency in reading.

Kindergarten students will read with purpose and understanding as indicated by mastering and lesson progress in the Explicit Systematic Core Reading Program.

First grade students will read with sufficient accuracy and fluency to support comprehension as indicated by mastering and lesson progress in the Explicit Systematic Core Reading Program

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Students will demonstrate proficiency in math.

Eighty five percent of first grade students will recognize all problem types with unknown

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in change or result position. School Specific Goals: Students will use properties of operations to add and subtract. Measurable Goal: 90% of students will represent at least 2 strategies for solving addition and subtraction problems. School Specific Goal: Students will be able to use addition and subtraction within 20 to solve word problems. CCGPS.1.OA.2.

Eighty five percent of Kindergarten Students will count 100 objects; Measurable Goal 2: 85% of Kindergarten Students will know how to represent and solve addition or subtraction story problems to 20. CCGPS.K.CC.1; CCGPS.K. OA.2

*2. School wide reform strategies that are scientifically-researched based.
2(a). School wide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.
<p><i>Response:</i></p> <p>The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are:</p> <p>A. The following positions are funded through our Title I budget, Instructional Lead Teacher, Academic Data Specialist, and 6 paraprofessionals. 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:</p> <ol style="list-style-type: none">1. Teachers have received and will continue to receive training on the Common Core Georgia Performance Standards. In order for students to perform successfully teachers need to have a deep understanding of the curriculum.2. Teachers will continue to receive training and to be a part of math data teams. Progress monitoring student performance and achievement will allow for effective individualized instruction. The resulting data will allow teachers to see where their students are performing in comparison to their grade level peers. Teachers can collaborate with peer teachers regarding best practices and technological interventions to help support student achievement.3. The Instructional Lead Teacher and Academic Data Specialist will support teachers in designing and re-designing assessments to include higher depth of knowledge questions that relate to the Common Core Standards.4. Teachers will continue to receiving training on ClassWorks to support RTI tiers.5. Teachers will continue to receive training on the Explicit Systematic Core Reading Program and DIBELS.6. Teachers will plan collaboratively. By working collaboratively teachers can share best practices to meet the needs of their students.

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*2b. Are based upon effective means of raising student achievement
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Response:

Following (or in our appendices) are examples of the scientifically-based research supporting our effective methods and instructional practices or strategies:

Teacher Collaboration: Yvonne Goddard, Roger Goddard and Megan Taschannen-Moran (2007) reported positive relationships between teacher collaboration and differences among schools in mathematics and reading achievement.

Data Utilization: Effective utilization of data is essential to school improvement. Schmoker (1996) indicates that “data are an essential piece of working towards goals”. In a study of a Colorado school district, Waters, burger and Burger concluded that teachers “can base teaching decisions on solid data rather than assumptions, and they can make adjustments early on to avoid the downward spiral of remediation”.

Differentiation: According to Tomlison (2001) in a differentiated classroom “students have multiple options to taking in information, making sense of ideas, and expressing what they learn”. It provides different avenues to acquire content, process ideas, and develop products so that each student can learn effectively (Tomlison, 2001). Brandt (1998) found that people learn best when what they learn is personally meaningful, challenging, appropriate to their developmental level, and when they have choices. These are all components of differentiation.

Technology Utilization. Technology can have a positive impact on student achievement. Wishart & Blease (1999) found that if technology is used in innovative ways it leads to improved learning and teaching. Technology also can assist with differentiation in the classroom. Bryant & Hunton (2000) found that technology can meet the needs of students with various learning styles through the use of multiple media.

ClassWorks: ClassWorks is an instructional software that includes 10,000+ searchable activities aligned to the CCGPS, tagged by learning style for differentiated instruction. Classwork assessments include standards-based customizable assessments, universal screeners, and benchmark assessments. ClassWorks will also be used for progress monitoring. Students will work through assigned lessons and complete assessments at the end of those lessons. The universal screeners will be administered in the fall, winter, and spring. The scores from these screeners will be utilized as one of the criteria to measure student growth. ClassWorks training will provide teacher understanding of the new Integrated Reading component which can be used to help with fluency and comprehension. Students will spend a minimum of 1 hour in ClassWorks per week.

Explicit Systematic Core Reading Program

There are 3 keys to our Reading Mastery program –

1. Design:

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- Break concepts into manageable steps to help students possess appropriate pre-skills and prior knowledge
- Use clear, concise language so students grasp concepts the first time they are presented
- Model skills and steps needed to complete tasks and ensure understanding
- Give guided practice to support student learning
- Provide multiple examples in a carefully planned sequence to build independence
- Integrate previously learned knowledge and skills for continual progress
- Incorporate continuous assessment to monitor student learning

2. Delivery:

- Give placement tests so students begin at an appropriate level
- Follow scripted lessons to ensure consistency
- Use quick pacing and group responses to keep all students engaged
- Implement planned correction procedures to prevent errors from becoming learned habits
- Provide positive reinforcement to motivate students

3. Documentation

There are more than 50 *independent* research studies. If you would like to read more about the research, visit SRAonline.com/di_home_research.html.

Reading Mastery gives a variety of ways to assess student progress and regroup students based on their understanding of concepts. These include:

- Informal Assessment performed through daily activities
- Independent Work Activities of increasing complexity that shape the student's ability to work alone
- Rate and Accuracy Checks measure reading accuracy and fluency and reveal hidden mistakes made during group activities

The data provided through written curriculum-based assessment also helps:

- Identify the need for additional instruction
- Provide differentiated instruction to address strengths and weaknesses
- Assess progress toward grade level goals
- Improve overall student achievement

Advanced techniques have been added to the Reading Mastery program by our reading consultants who take our core program further by complementing it with improvements. Students work on vocabulary fluency (fast, faster, fastest, as well as the VCV rule) and reading fluency (echo, choral, and partner reading). Phrasing practice (showing students how to read sentences in phrases/chunks rather than word-by-word) has also been added to increase fluency, which leads to improved comprehension. Story Steps have been added in Kindergarten Lessons 70-140. Identifying words in context, teacher modeling of phrasing and expression, as well as echo and choral reading help to ensure that students learn to read fluently. Timed readings to assess rate and accuracy have been aligned with the most recent research on words correct per minute, rather than the times provided in the program. The use of positive reinforcement through the Student/Teacher Game during lessons keeps students engaged and motivated. These improvements and enhancements through advanced techniques add rigor to the curriculum to get students headed toward grade level goals.

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2(c). Use effective instructional methods that increase the quality and amount of learning time.

Response:

We will increase the amount and quality of learning time by minimizing classroom disruptions and providing uninterrupted blocks of instructional time throughout the day. We will also incorporate academic intervention through our Response to Intervention (RTI) time in order to provide early, systematic assistance to children who are having difficulty learning. In addition, we will provide an after school program. This program is housed at Elbert County Primary School.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response:

The faculty at Elbert County Primary School understands that all children are different and provides instruction that meets the needs of all learners. This is done by providing students with high quality differentiated instruction. Students receive standards based instruction through the instructional frameworks, the Explicit Systematic Core Reading Program, and DIBELS. This allows for small group instruction that enables students to be challenged at an appropriate level. Special Education students are served in settings that provide the least restrictive environment. We currently serve special education students through consultative, collaborative, co-teaching, and small group models. EL students are served on a daily basis through the inclusion model and some pull outs depending on their specific needs. Using these models, the general education and EL teachers work collaboratively to teach all students with/without language deficits in a shared classroom but can pull out to provide additional support as needed based on their language/academic needs. All teachers are responsible for instructional planning and delivery, student achievement, student data analysis, assessments, and discipline. These models have helped our Special Education students and English Language Learners receive appropriate academic instruction, support services, and modified instruction as outlined in the Elementary and Secondary Act of 1965. In the event that a student is not successful, we will follow the Response to Intervention process. Teachers will provide 6 weeks of small group strategies. Data will be collected and monitored via classroom work, classroom observations, and ClassWorks screeners and assignments. If the student continues to be unsuccessful, 6 additional weeks of researched based interventions will be assigned. After further analysis, it will be determined if there is a need for additional testing.

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2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the school wide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process.

Required based on FY12 US ED monitoring finding for Georgia.

Response: None of our field trips are funded through Title I

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

Response:

In accordance with the No Child Left Behind Act of 2001, Elbert County Primary School works to ensure that students receive instruction from a highly qualified teacher. The U.S. Department of Education defines Highly Qualified Teachers (HQT) as teachers that must hold a bachelor's degree, hold full state certification or licensure, and demonstrate that they know each subject that they teach.

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

Response:

We provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. The certified personnel of the school are made up of two full time administrators. In addition, support personnel consist of a media specialist, instructional lead teacher, academic data specialist, instructional reading coach, and ESOL teacher. Elbert County Primary School employs 40 teachers. Teaching experience years range from 0 to 30 years. The school has a very low teacher turnover rate. All paraprofessionals are highly qualified. 100% of our teachers are highly qualified. We have a significant number of teachers who have certification on the Masters or Specialist levels:

Degree levels	Number of teachers with certified degrees	
Bachelor's Degree	6	
Master's Degree	13	
Specialist	20	
Doctorate	1	

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

Response:

Recruitment and retention of Highly Qualified Teacher

Plan of Action:

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- Post openings on Teach Georgia
- Send vacancy announcements to colleges and universities
- Post vacancies on the school system's web page
- Teacher leaders representing each school will be appointed to serve as the liaison between the schools and system level. They will assist new teachers in transitioning to the school organization and classroom.
- Georgia Teacher Alternative Preparation Program (GaTAPP) will be used if necessary for prospective applicants who are changing careers and have not taken the appropriate teaching preparation courses.
- Provide professional learning in areas of need as indicated on professional learning survey with an emphasis on skills needed to implement CCGPS.
- Adjunct teachers in grades 6-12

*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

Response:

A. We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to address the root causes of our identified needs. For example, Math is an area of need for the Primary School. We are continuing our Math professional development for the third year. ECPS has a math consultant scheduled to work with our teachers during the summer and throughout the school year. We have revised our curriculum maps and developed common unit assessments under her advisement. Critical areas of need have been identified and will be specifically addressed throughout the 2014-15 school year with staff development opportunities. Reading consultants are scheduled to provide teacher and paraprofessional training to help strengthen our reading program throughout the year. Teachers will continue to receive professional development on the Teacher Keys and Leadership Keys, teacher observations and walk-throughs. Additional opportunities from Northeast GA RESA and ClassWorks update training will be provided to teachers.

B. Professional development sessions are designed to include the introduction of researched best practices, modeling, examining student work, and the use of assessments to tailor instruction to the needs of the students. Every teacher has collaborative planning to work with coworkers to plan for individual students' needs. We will align professional

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development with the State's academic content and student academic achievement standards. During the summer, professional development sessions were provided for developing common assessments and accompanying rubrics, unit planning, curriculum alignment, and ELA/Writing. All teachers will be trained on the All in Learning data entry program to record student data used by the data teams in monitoring student achievement and progress. Staff development will be provided to all teachers and staff for the Infinite Campus student database system. This will contain components for entries for RTI information and student grades/progress monitoring.

- C. We made our budget to support instruction purposely to address student needs. We have scheduled our reading and math consultants to come throughout the 2014/15 school year. The Instructional Reading Coach has worked with teachers and administrators to schedule planning, redelivery of training sessions, coaching teachers, helping with development of assessments, and working with teachers and administrators to develop appropriate instructional interventions. After discussions with consultants, materials for reading and math have been ordered to support instruction.
- D. ECPS has provided numerous opportunities for professional development throughout the year. We designated professional learning days during pre-planning for Reading and Math. The teachers also completed a Professional Learning Survey in the Spring to determine professional development needs. All teachers will be trained on the All in Learning data entry program used to record student data helpful in monitoring student achievement and progress. Staff development will be provided to all teachers and staff for the Infinite Campus student database system. This will enable entries for student RTI information, grades, discipline, and progress monitoring. Staff members will be trained for the Positive Behavioral Interventions and Supports discipline plan introduced for the 2014-15 school year. Special Education teachers will attend sessions on strategies for effective co-teaching classrooms. First grade teachers will attend ClassWorks training on the Integrated Reading module.
- E. Teachers are included in the ongoing school improvement process by reviewing pre and post test data, ClassWorks scores, GKIDS scores, STAR Early Literacy data, and CBMs to assess areas of strengths and weaknesses. Teachers will meet during planning times to review the data, look at student work, and address needs accordingly. Data teams meet to review the data to plan for instructional needs.

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

In completing this section, you should review the parental involvement strategies already defined in your school's parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.

Response:

- A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of school wide programs and the school parental involvement policy in a variety of ways. Parents currently serve on the Title I Parent Advisory committee and meet with our Title I team to review the Schoolwide Title I plan. The plan is written, revised, shared, and discussed based on stakeholders' input. The plan is posted on the school web-site and is available to all parents for review and suggestions. Copies of the Title I School Wide Plan are available in the school office to parents upon request. Parents assist in planning parent night activities such as a Math Night, Reading Night, and Science/Technology Night. Our school is open to Parent Volunteers throughout the year to help in the classrooms, media center, or other capacities in the school. Parents are invited to serve on the School Council committee and the School Improvement Leadership team. These committees meet monthly to plan for school improvement.
- B. We will update the school Parental Involvement Policy periodically to meet the changing needs of parent involvement. Copies of the plan will be distributed to the parents of ECPS students during Open House and will be made available to the local community on our ECPS website. Copies of the PIP are available in the school office upon request. Parent input is always welcome and encouraged for school improvement as stated in ECPS newsletters, meeting announcements and the annual parent survey.
- C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program. This Title I Annual Meeting is announced through the local newspaper, social media, ECPS website, school newsletters, the One Call Now automated call system, and the ECPS marquee. Parents' requirements and the school parental involvement policy, the Title I school wide plan, and the school-parent compact are all distributed at the beginning of the new school year.
- D. We will schedule meetings on a flexible basis, to include times in the morning and/or evening to accommodate parents. Transportation may possibly be provided, or home visits can be scheduled through our Social Worker and Parent Involvement Coordinator. We have a Parent Resource Center, housed at Blackwell Early Learning Center, to provide additional resources and support as needed. Laura Evans, a representative from the Community Partnership Elbert County, Inc., is also available to help us at any time.
- E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels

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students are expected to meet. We will provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child. We will respond to such suggestions as timely as practically possible through newsletters, website updates, parent conferences, Open House information, school handbook, and Title I Annual meeting.

by parents, to formulate suggestions and to participate, as appropriate, in decisions relating

- F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The compact will address means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The School – Parent Compact will be distributed to all parents at the beginning of the 2014-15 school year. Copies will be given to parents of any new students enrolling at ECPS during the school year.
- G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators, during our Title I Annual Meeting, and through weekly/monthly newsletters, parent conferences, volunteering opportunities, ECPS website, and PTO meetings.
- H. We will provide materials and training to help parents to work with their child to improve their child's achievement. Parents are invited to visit our classrooms during Reading and/or Language instruction times for literacy training. Family Reading, Math, and technology programs are planned for the school year to familiarize parents with strategies to improve achievement. Monthly ECPS and weekly teacher newsletters review and preview planned instruction.
- I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, with staff development opportunities.
- J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, Babies Can Wait and public preschool classes. We also commit to conduct other activities, including a parent resource center to encourage and support parents in more fully participating in the education of



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their children. Newsletters and ECPS student handbooks include information on the Parent Resource Center and give contact information for the Parent Coordinator, Mrs. Wausheka McClary. ECPS staff schedules information programs at Blackwell Early Learning Center for parents of incoming Kindergarten to familiarize the parents with the transition to Kindergarten.

- K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practical, in a language the parents can understand, by offering it in English and Spanish. It is available through weekly/monthly newsletters, ECPS website, ECPS marquee, and social media.
- L. We will provide full opportunities, to the extent practical for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and to the extent practical, in a language parents understand, by providing a translator for conferences, written communications in English and Spanish, and using our Social Worker for our migrant students.

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

Response:

We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering elementary school, and for students entering from private schools including students entering our school throughout the school year. Pre-K will be invited to come to the Primary School in the spring for an orientation of our building and classrooms. They are introduced to teachers and staff throughout the building. Our First graders visit the Elementary School in the spring for an orientation and school tour. Parents from the community are always invited to attend any of our activities, programs, or for an on-site visit.

- *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:

We include teachers in decisions regarding use of academic assessments through School Improvement Leadership Team, faculty meetings, grade level planning, cross grade level planning, and data teams. In addition to data team information, school wide data is collected quarterly to monitor reading level, sight word acquisition, and math progress. This data is

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disaggregated based on ethnicity and services received. Teachers are deeply engaged in the ongoing process of collecting and reviewing data at their grade level meetings as well as individually. Students work and assessments are analyzed both individually and collectively as classes. This information is used to determine research-based strategies that can be used to guide instruction and support the improvement of individual performances.

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

8(a). Measures to ensure that student's difficulties are identified on a timely basis.

Response:

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards will be provided with effective, timely, and additional assistance. Those activities are (especially for those students who are struggling) include differentiation in the classroom instruction, targeted vocabulary strategies, RTI progress monitoring, and differentiated reading levels. Students that require remediation are placed in Tier II and Tier III interventions.

The Academic Data Specialist, literacy instructional coach, and instructional lead teacher support teachers with their instruction on how to achieve the highest yield in student learning by using data from formative assessment, benchmark assessments, and summative assessments. They also collaborate with teachers and discuss best practices, ways to problem solve, and model research based instructional strategies. Instructional coaches assist in the RTI program by reviewing student data and working with teachers to plan appropriate instructional strategies and interventions, including the ClassWorks program.

Parents, teachers, and students will sign a School Compact at the beginning of each school year with the understanding that parent, student, and teacher share the responsibility of ensuring the overall success of the student (see attachment). The Parent/Teacher/Student Compact outlines specifically the expectations of each representative in helping the student succeed.

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

Response:

Math and Language Arts teachers have received training with ongoing support in the Direction Instruction reading program. Teachers are updated on the Response to Intervention process to identify students with difficulties and to provide the appropriate interventions. They also participate in the literary design collaboration and math design collaboration through Northeast GA RESA. RESA also provides support personnel who make regular visits to meet with teachers and observe classes in all academic content areas. Teachers use the data teaming process to identify students having difficulties and to develop instructional strategies to meet the needs of those students.

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8(c). Parent-Teacher 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:

Parents have 24-7 access to student grades and attendance through Infinite Campus student data system. Also, daily progress reports are sent home for all students in their Nikki folders. Grade level teachers have collaborative planning to accommodate parent teacher conferences as requested by teacher or parent. Parent Resource Center Coordinator is available system wide to help parents with student concerns. Parent conferences are scheduled in November and March for the 2014-15 school year to share student achievement information.

*9. Coordination and integration of federal, state, and local services and programs.

ECPS administrators and staff work with the Title I Director/Coordinator to coordinate appropriate programs for parents and families to help their students achieve. Local community agencies support ECPS in mentoring and volunteering services to help our students. The Elbert County school system works with state agencies and local resources to support student achievement.

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

Response: The information below indicates the programs and services provided at Elbert County Primary School for the 2014-2015 school year.

Program: Title I, Part A and Title I, part A ARRA:

Funds will be used to hire an academic data specialist and instructional lead teacher to train teachers in providing effective instruction for students in all subject areas and incorporate effective technology into the CCGPS common standards; continue to provide supplementary educational supplies and technology equipment to assist in addressing students at risk of failing all content areas. Paraprofessionals will be funded also to assist students in reaching mastery; to utilize ClassWorks to support reading, ELA, and math, to monitor student progress, and to provide Universal Screeners for math and ELA/Reading.

Title II A Improving Teacher Quality:

Funds will continue to provide support for Gifted Ed. endorsement; salaries for instructional coaches to support math and literacy; consultant fees for professional development.

Title I, Part D of ESEA Programs for Children and Youth Who are Neglected, Delinquent, or At Risk:
Elbert County does not have a Neglected or Delinquent facility.

Title III, Part A of ESEA, Language Instruction for Limited English Proficient and immigrant Student:

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Continue to provide Translation/Interpretation of parent information for ELL students.

Title I, C – Migrant Ed:

Continue to provide one on one tutoring for individual students; provide assistance in making phone calls and home visits; supplies and food items for parent meetings.

Title IV – Safe and Drug Free Schools:

None

Title VI-B, Rural and Low Income:

Continue to utilize ClassWorks to progress monitor identified at risk students; provided funds to pay substitutes for staff members to attend professional learning opportunities.

IDEA – Individuals with Disabilities Act:

Continue to provide services to students with disabilities: co-teachers, paraprofessionals, teachers, Parent Mentor support.

School Nutrition Program:

Free lunch for all students.

Pre K – Elementary School Only:

None

CTAE (Middle & High School Only)

None

McKinney – Vento Act Grant:

Continue to provide support to homeless families through tutors, educational supplies, excessive transportation, reimbursement to parents for excessive travel to and from school, field trip expense, school related activity fees.

Title II – D Technology:

SPLOST funds:

Continue to purchase 21st Century technology – Smart Boards, projectors, laptops, student response systems, document cameras, and wireless slates as needed.

PTO:

Continue to provide fundraisers to support reading and math instruction; Incentives for Accelerated Reader program; provide activities to support teachers and school administrators.

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9(b). Description of how resources from Title I and other sources will be used.	
<i>Response:</i>	
<ul style="list-style-type: none"> Personnel funded by Title I include the Title I facilitator, Instructional Lead Teacher, academic data coach, reading coach, Title I paraprofessionals, and ClassWorks coach 	9
<ul style="list-style-type: none"> Technology resources such as the online program to assist teachers with providing effective strategies to use in the classroom that will improve or enhance instruction or parent communication 	(c) P
<ul style="list-style-type: none"> Professional learning opportunities for teachers to help in improving academic achievement 	l a n d

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: Not applicable for Elbert County Primary School

10. Description of how individual student assessment results and interpretation will be provided to parents.	
<p><i>Response:</i> Progress reports are sent to parents every four and a half weeks; and report cards are sent home every nine weeks. Daily and weekly communications are sent home in the parent communication folders (Nicky folder). Teachers schedule parent conferences as needed throughout the 2014-15 school year. Two parent conference dates are scheduled into the school district 2014-15 school calendar. Parents and teachers also communicate through emails, phone conferences, and notes. Infinite Campus is the parent portal used to access information for grades and school information.</p>	

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.	
<p><i>Response:</i> Data is disaggregated through data teams and the virtual data rooms. Teachers collect student math data to record into All in Learning and meet collaboratively to review and to analyze data results. Common pre and post Math assessments are reviewed to ensure validity and student mastery of standards. Reading data is monitored and recorded</p>	

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into Google docs and reviewed bimonthly or more frequently if needed to assure mastery of the content. Grade level teams meet to review the student data and collaborate to support student needs, strengths, and weaknesses. The RTI process is used to develop targeted interventions to address areas of need for any student. Parents are informed of student support plans. Support staff members, such as EIP teacher, Instructional Lead Teacher, Special Education teachers, Reading coach, ESOL teacher, academic data specialist, school psychologist may be included in developing a specific action plan to support student progress.

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

Response: Universal screeners in ClassWorks are administered 3 times during the school year; and student results are compared to the program' goals for each testing period. Grade level pre and post tests as well as common summative and formative assessments provide student data throughout the 2014-2015 school year. Kindergarten teachers assess students on GKIDS during the school year. Student Reading data is collected through benchmarks, check-outs, and curriculum based measurements. Administrators, reading coach, academic data specialist, instructional lead teacher, grade level data teams analyze Reading and Math student data to identify strengths and weaknesses to plan effective teaching strategies, remediation, and acceleration and to guide instruction.

13. Provisions for public reporting of disaggregated data.

Response: Reporting data to its stakeholders is a high priority for Elbert County Primary School. This information is provided through grade level and school newsletters, School Improvement Leadership Team meetings, grade level meetings, School Council, Title I committee meetings, Parent Advisory committee, PTO, Title I brochure, School Improvement mid year impact meeting, Open House, and Title I Annual Parent meeting. Elbert County's school Superintendent provides data to the local newspaper.

14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the school wide program.

Response: The School Wide Title I plan revisions begin during the Spring prior to the coming school year. Parents are invited to participate in Title I committee meetings to revise the current plan. Input for revisions is also provided through the annual Title I Parent Survey, Title I committee members, School Council members, and ECPS staff

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members. Revisions to the plan are made prior to the beginning of the new school year and may continue throughout the year if necessary.

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: : Elbert County Primary School develops the Title I School Wide Plan with assistance from our School Improvement Leadership Team, ECPS School Council members. Individual team members included in the development of the Plan are:

Rosa Harris	Principal
Laura Albertson	Assistant Principal
Mary Ann Martin	Reading Coach/ School Improvement
Connie Spivey	Instructional Lead Teacher
Kelly Johnson	Special Education Teacher/ School Improvement
Ellen Carlton	Kindergarten Teacher/Title I Committee
Kelly Jordan	Kindergarten Teacher
Tammy Smith	First Grade Teacher/Title I Committee
Debra Eaton	First Grade Teacher/Title I Committee
Dashanda Umble	Parent/Parent Advisory Committee
Brandi Brown	Parent/Parent Advisory Committee
Chuck Bell	Superintendent

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

Response: The Title I School Wide Plan is available to parents at the Open House meeting at the beginning of the school year. The ECPS school handbook also references the school wide plan. The plan can be accessed on the school's website. Teachers and staff members have access to the plan electronically. Copies of the plan are available in the school's main office and media center.

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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: The school wide plan is available in Spanish upon request. Enrollment forms, as well as other information sent to parents are translated by our ESOL department.

18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

Response: The Georgia Department of Education (GaDOE) ESEA flexibility waiver approved February 9, 2012, outlines Georgia's new Single Statewide Accountability System, the College and Career Readiness Performance Index (CCRPI). The CCRPI will serve as a comprehensive report card for all schools in Georgia.

Beginning with the 2012-2013 school year, GaDOE will transition from Needs Improvement (NI) distinctions based on Adequate Yearly Progress (AYP) reports to Reward, Priority, Focus and Alert Schools distinctions based on ESEA Flexibility Waiver formulas. Title I schools will now implement specific programs and interventions based on Reward, Priority, Focus, and Alert Schools status.

* Required component of SWP as set forth in section 1114 of ESEA