



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN

Available in Spanish Upon Request

School Name: Elbert County Elementary		District Name: Elbert	
Principal Name: Celina Brown		School Year: 2014-2015	
School Mailing Address: 1150 Athens Tech Road Elberton, GA 30635			
Telephone: 706-213-4600			
District Title One Director/Coordinator Name: Fran Floyd			
District Title One Director/Coordinator Mailing Address: 50 Laurel Drive Elberton, GA 30635			
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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: 08/05/2013	Revision Date: 10/01/2013		Revision Date: 2/6/2014 2/10/2014 3/17/14, 8/19/2014, 11/11/14



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

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide 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 Schoolwide 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 schoolwide section of the plan.
- Complete the schoolwide 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 Fieldbook 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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Planning Committee Members:

10/11/13

Title I Schoolwide/School Improvement Plan

Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Barbara Davis	Barbara Davis	School Council Member
Jasper Huff	Jasper Huff	Teacher
Kristen Anderson	Kristen Anderson	Media Specialist
Renee Dove	Renee Dove	Mixed Ed. Teacher
Kristen Albertson	Kristen Albertson	parent/School Council
Jackie Bryant	Jackie Bryant	Teacher
Melissa Brady	Melissa Brady	teacher
Jimmy Bowers	Jimmy Bowers	parent/School council
Connie Garnett	Connie Garnett	ILT
Sara Cone	Sara Cone	School Council
Denise Callaway	D Callaway	2nd gr. teacher
Connie Ayers	Connie Ayers	Title I / EIP
Joanna Jarvis	Joanna Jarvis	teacher
Angela Motor	Angela Motor	Assoc. Supt.
Celina Brown	Celina Brown	Principal
Patricia Graham	Patricia Graham	Asst. Principal



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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 schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were the superintendent, associate superintendent, school principal, school assistant principal, school instructional lead teacher, Title 1 Coordinator, media specialist, grade level representatives, a special education teacher, a gifted teacher, parents from the school council and community representatives. School district representatives met to create our school district plan and school representatives met to analyze our data to create a rough draft of the plan. The plan was shared with the superintendent and associate superintendent to review and provide suggestions. Next, it was shared with our School Improvement Leadership Team and our School Council to allow them to provide suggestions and make revisions. The plan was shared with the faculty and staff. In addition, it was posted as a PDF on our school website to encourage parents to review and make further suggestions.

B. We have used the following instruments, procedures, or processes to obtain this information:

First, the school leadership team gathered data from multiple sources to assess the needs of the school, including the following: 2013-2014 School Improvement Plan, CRCT, Reading Mastery Data, STAR Reading Test Results, DIBELS, Georgia Writing Assessment, pre/post-assessment, Classworks Universal Screeners, attendance, discipline, parent surveys, and Teacher Needs Assessment Surveys. The process of brainstorming was used to generate strategies for developing action plans to create the goals for the upcoming school year. After reviewing the data and brainstorming, the committee generated a rough draft of the school improvement plan. The plan was shared with other school stakeholders and input was gathered from them for suggested revisions.

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 . . .)

1. The Piedmont Migrant Education Agency identifies migrant students for our school system.
2. The system liaison, who is the system's school social worker, makes contact with each family to determine case by case needs.
3. Migrant students are evaluated academically like other students in the school system to determine academic needs. (CRCT, Reading Mastery Data, STAR Reading Test Results, DIBELS, Georgia Writing Assessment, pre/post-assessment, benchmark assessments, and Classworks Universal Screeners.)
4. A home language survey form is used to determine LEP, Limited English Proficiency.

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



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

5. Migrant students are given the ACCESS test, an annual English language proficiency test by the ESOL teacher.
6. The ESOL teacher will determine the student's level of aptitude and assist the classroom teacher with plans to help the child quickly adapt to the student's classroom and environment. This collaboration will aid the child in academic and social achievement.
7. ESOL students are currently served using the resource model.
8. Migrant students in need of tutoring will receive one on one tutoring if determined by the liaison, teacher and parents that it is in the best interest of the child.
9. All migrant students are eligible for Title 1 services because we are a Title 1 school system.
10. An interpreter is provided by the school system for parents of ESOL students as needed.

D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, The plan used data from the 2013-2014 CRCT scores (for students in grades 3 and 4), Reading Mastery Data, STAR Reading Test Results, DIBELS, Georgia Writing Assessment, pre/post-assessment, and Classworks Universal Screeners. After a detailed analysis of Elbert County Elementary students' data, the leadership team with the faculty support decided to focus on math, science and to close the gap with students with disabilities and the black subgroup for the 2013-2014 school year. Our current CRCT achievement data indicates:

Content Area	2013 CRCT	2014 CRCT	2015 GMAP Target
Reading	92%	92%	95%
ELA	87%	91%	94%
Math	76%	79%	82%
Science	80%	86%	88%
Social Studies	84%	88%	90%

Our school does not have any CRCT data prior to Spring 2013 CRCT administration. Therefore, we have identified math and ELA as the areas we need to show the most growth in order to meet state identified targets for all students to meet and/or exceed in all areas. We will do the following actions, strategies and interventions to help students improve:

Actions, Strategies, and Interventions
Collaborative Teams will analyze data to create enrichment and differentiated activities for targeted subgroups.
Use GADOE Frameworks for common units, assessments, vocabulary strategies, higher order thinking skills and performance tasks during collaborative planning with ILT's.
All students benefit from instructor's use of flexible grouping practices based upon effective and ongoing diagnosis and formative assessment. Groups are formed and then dissolved in a flexible and proactive manner based upon students' changing readiness levels, interests, and learning styles in relationship to CCGPS and GPS standards.

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

At risk and struggling learners will be identified by teachers using cumulative data for targeted instruction in weak areas.

All curriculum resources align with CCGPS or GPS and serve as useful guides for instructors to ensure that students understand requirements for each subject area and participate in a curriculum that requires depth of knowledge and rigor for each grade level.

Communication between the school and parents and community members is consistently regular, two-way, and meaningful with clear and comprehensive evidence of its contribution to school improvement and student achievement goals.

E. 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 . . .

Elbert County Elementary School’s students with disabilities in grades 3-4 earned scores that met or exceeded the state’s performance level:

Content Area	2013 CRCT SWD	2014 CRCT SWD	2015 GMAP SWD Target
Reading	70%	71%	73%
ELA	57%	76%	78%
Math	47%	59%	62%
Science	45%	67%	69%
Social Studies	50%	69%	71%

Elbert County Elementary School’s black students in grades 3-4 earning scores that meet or exceed the state’s required performance levels will be:

Content Area	2013 CRCT Black Sub-Group	2014 CRCT Black Sub-Group	2015 GMAP Black Sub-Group Target
Reading	86%	85%	88%
ELA	77%	86%	89%
Math	61%	72%	75%
Science	62%	75%	77%
Social Studies	70%	80%	82%

F. The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program were Social Studies and Reading Comprehension.

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

(Be specific. Example: not just reading – indicate fluency, comprehension, etc.)

- The major needs we discovered were mathematics, writing in the area of conventions and across the curriculum, and increasing the students with disabilities and the black subgroups' performance in all areas of the CRCT.
- The needs we will address are higher order thinking skills, deeper understanding of the CCGPS for ELA (especially writing) and Math, use of data to track growth, effective co-teaching, collaboration of teachers, and parent communication.
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be Reading for Information in the area of Reading, Grammar/Sentence Construction in Language Arts, Algebra and Number and Operations in Math, and Earth Science in the area of Science. In the area of writing, the specific need is conventions for all students. Vocabulary building is needed in each area.
- The root cause(s) that we discovered for each of the needs are . . .
(How did you get in this situation? What are some causes?) The teachers indicated on the needs assessment that additional professional development and modeling is needed especially in CCGPS ELA and CCGPS Math, as well as writing. Teachers want to develop quality, standards based lessons and assessments. Another root cause may be that five elementary schools were consolidated into one for grades 2, 3, and 4. We have had to gather resources and create a school culture and climate that facilitates growth and learning.

G. The measurable goals/benchmarks we have established to address the needs are to demonstrate the following improvement gains:

From 92% meeting or exceeding the standards in Reading to 95% which is the state target.

From 91% meeting or exceeding the standards in ELA to 93% which is the state target.

From 79% meeting or exceeding the standards in Math to 82% which is the state target.

From 86% meeting or exceeding the standards in Science to 88% which is the state target.

From 88% meeting or exceeding the standards in Social Studies to 90% which is the state target.

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

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.

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 standard are (list strategies to be used)...

Collaborative teams will analyze data to create enrichment and differentiated activities for targeted subgroups.

Instructional planning with an emphasis on common units, assessments, vocabulary strategies, higher order thinking skills, and performance tasks.

Flexible grouping practices based upon effective and ongoing diagnosis and formative assessment.

At risk and struggling learners will be identified by teachers using cumulative data for targeted instruction in weak areas.

All curriculum resources will align with CCGPS or GPS and serve as useful guides for instructors to ensure that student understand requirements for each subject area and participate in a curriculum that requires depth of knowledge and rigor for each grade level.

Communication between the school and parents and community members is consistently regular, two-way, and meaningful with clear and comprehensive evidence of its contribution to school improvement and student achievement goals.

Teachers will identify bubble students and focus on strengths and weaknesses to drive instruction.

Increase the percentage of teachers that hold gifted endorsement.

Professional learning opportunities in the area of writing.

Continue to monitor Implementation of standards-based best practice through CCGPS and by writing across the curriculum.

2(b). Are based upon effective means of raising student achievement.

Response:

Following (or in our appendices) are examples of the scientifically-based research supporting our effective methods and instructional practices or strategies (cite research that supports selected strategies)...

Collaboration

Leadership teams

DIBELS

STAR Reading Assessments

Classworks

Reading Mastery

CGI Math Strategies

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Instructional Reading Coach
Academic Data Specialist
Common Formative Assessment in Math
Technology Use
BrainPop
Coach Books
Parent Communication
Co-teaching
Response To Intervention
EIP Teacher/RTI Coordinator

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 (before/after school, summer school, Saturday school, block scheduling)... Elbert County Elementary School will increase the amount and quality of learning time by providing additional instructional support through co-teaching, RTI included in the master schedule, and an afterschool CRCT preparation tutoring program for at-risk students.

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: ECES uses Reading Mastery Direct Instruction for its core reading program.

Students are tested to determine their reading level and placed in the appropriate group. There are students who are in lower or higher grade level reading texts, but are taught within the same grade level. Small groups are used in the lower levels to assist students in making large gains to close the gap.

We are currently using Classworks as a universal screener for reading and math. The assessment is given at the beginning of school, mid-year, and at the end of school. Our system implemented ClassWorks as an intervention in November 2012. ClassWorks is computer-based-instruction and facilitated in the regular classroom by the homeroom teacher. For the reading fluency piece, we use STAR Reading to screen; DIBELS to assess weaknesses; and the San Diego Assessment to determine the level. Hot Read/Cold Read is the intervention for Fluency. The passages are CBM and Six Minute Solutions.

After the screening, STAR reports designate if the student is weak in phonics, fluency, or comprehension. After a pre-test in ClassWorks it creates individualized lessons in the area of weakness. The program also designates the number of minutes it takes for the intervention to be successful. Progress monitoring is done within the ClassWorks program. Teachers are responsible for providing the intervention and tracking progress.

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ECES currently has 7 computers in each classroom.

1. Smart boards, projectors, laptops, student response systems, and document cameras for all of the academic classes have been purchased to provide students and teachers with the latest technology so that the learning is more interactive and will be used in the 2014-2015 school year. Professional Learning will be provided by Classworks Coach and Instructional Lead Teacher so teachers will know how to use the instructional technology to make a positive impact on student learning.
2. Each class uses the STAR reading testing program to establish appropriate independent reading levels for each student. The STAR reading test is given to all students three times yearly in grades 2-4. The results help all teachers in instructional planning. Lexile scores provided by GA DOE are considered during instructional planning, providing additional support to students, and discussing student progress with parents.
3. Educational software such as ClassWorks, Accelerated Reader, Flocabulary, Study Island, BrainPop, and Education City will be used to enhance learning.
4. The Accelerated Reader Program will continue to be emphasized with our student population.

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 schoolwide 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:

*3. Instruction by highly qualified professional staff.

Response: ECES currently has 100% teachers who are highly qualified at Elbert County Elementary School. All paraprofessionals at ECES are 100% highly qualified. The certified personnel of the school are made up of two full-time administrators, two full time support personnel consisting of a media specialist, an instructional coach, and EIP teacher/RTI coordinator. We have 10 second grade teachers, 10 third grade teachers, 9 fourth grade teachers, 4 special education co-teachers (1 in second, 2 in third, and 1 in fourth), 2 physical education teachers, 1 self-contained special education teacher, 1 part-time music teacher, 1 art teacher, 1 speech teacher and 1 gifted certified teacher. Our school has a full time nurse, data clerk, two secretaries, technology specialist, and six lunchroom staff. Other support personnel that serve more than one school in our district include an ESOL teacher for half a day, a reading coach, a Classworks support person, and an academic data coach.

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

Response:

We will provide instruction by highly qualified teachers who meet the standards

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

established by the state of Georgia (use HiQ report and school staff roster and describe how certification deficiencies are being addressed)...

Plan of Action:

- Post openings on Teach Georgia
- Send vacancy announcements to colleges and universities
- Post vacancies on the school system's web page
- System level Mentoring / Induction Program will be developed for new teachers (one to three years teaching experience) in Elbert County. 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.

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

Response:

- 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 . . .
 - In an effort to improve collaboration for decision making, all teachers from each team will be provided common planning/collaboration time during the school day. Teachers will have weekly grade level meetings to address the student needs.
 - The leadership team meets monthly and consists of administrators, instructional lead teacher and grade level representatives.
 - RTI coordinator will train teachers on the RTI process.
 - Teacher representatives will receive coaching and instruction from Northeast Georgia RESA consultants for CCGPS ELA.
 - Teachers will visit Fowler Drive Elementary to observe teachers with a similar population implementing Cognitively Guided Instruction in CCGPS math.
 - Teacher representatives will receive coaching and instruction from Northeast Georgia RESA consultants for CCGPS Math.
 - ERI consultants will continue training and coaching for the Reading Mastery Program.
 - All teachers and paraprofessionals will receive WIDA/ESOL professional development.
 - All faculty will be trained to use Infinite Campus.
 - All faculty will be trained to use SLDS.

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

Classworks consultant will continue training on Classworks.

TKES professional learning will occur for all certified personnel.

Co-teaching training will occur for all special education teachers and regular classroom teachers.

- We will align professional development with the State's academic content and student academic achievement standards . . .

Grade level teams will work with RESA math consultant to revise a pacing guide/curriculum map.

Grade level teams will work with RESA ELA consultant to revise a pacing guide/curriculum map.

- We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example (money, time, resources, instructional coaches, etc.) . . .

Elbert County funds a full time instructional lead teacher for our school to organize professional learning and coaching.

Elbert County funds an academic data specialist.

Elbert County funds a reading coach.

Elbert County funds an EIP/RTI coordinator

Elbert County is a member of Northeast Georgia RESA.

Elbert County funds substitutes if a teacher is attending training.

Paraprofessionals are funded as a way to provide struggling students with more assistance.

The purchasing of yearly subscriptions such as BrainPop, Super Teacher, Classworks, Education City, Study Island and Renaissance Place.

- We will include 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 . . .

Academic Data Specialist will train data teams on common formative assessments.

Instructional Reading Coach will monitor and coach reading groups.

Instructional Lead Teacher will organize professional learning and coaching.

Classworks consultant will teach how to analyze and interpret Classworks reports.

A representative from the DOE will train teachers on SLDS.

Teachers will be trained on the implementation of Student Learning Objectives and Student Growth Percentiles.

RTI Coordinator will train and facilitate the RTI Process.

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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 schoolwide programs and the school parental involvement policy by. . .

ECES has involved parents in the planning, review, and improvement of the comprehensive school wide plan by seeking input from our School Council members as well as PTO members. Parent involvement opportunities at Elbert County Elementary School include but are not limited to Parent Teacher Organization (PTO) meetings, School Council Meetings, annual Open House, Community Connection, progress reports, report cards, prescheduled parent-teacher conferences, Parent nights (2nd and 3rd Grade), Annual Title I meeting, Science Fair, Remind 101, RTI conferences, Book Fairs, student handbooks, phone calls, e-mails, student agendas, Response to Intervention Tier II and Tier III meetings, 504 meetings, Individual Education Plan (IEP) meetings, and Accelerated Reader Certification Celebrations.

Elbert County Elementary School provides an open door policy where parents are encouraged to visit and attend student activities.

- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community, by...

The Elbert County Elementary School Parent Involvement Policy and School wide Plan will be distributed to parents by students at the beginning of the school year and made available upon request and posted on the school website.

- C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by...

An Annual Title I meeting will be held for each grade level to explain the Title I program, parental involvement policy, school-wide plan and the school-parent compact. After the informative program, parents will experience a "mock" school day for their child.

- D. We will offer a flexible number of meetings, such as meetings in the morning or evening,

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and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by...

ECES has a parental involvement policy includes strategies that increase parental involvement. ECES serves to communicate with all parents through newspaper, newsletters, Infinite Campus e-mails, radio, phone calls, conferences, progress reports, reports cards, Remind 101, Facebook, school website, and student agendas. Progress reports are sent home every four and one-half weeks to all students. A school newsletter with pertinent information is given to students on a bi-monthly basis. Parent and teacher conferences are held throughout the school year. Administration ensures that all teams meet with students who are failing two or more subjects and the teachers notify parents. Infinite Campus is used as an important tool for parents so to access their child's grades and upcoming assignments. If needed, parents whose first language is not English are provided an interpreter at conferences, and any written documentation is translated to the appropriate language. An annual "Open House" is conducted prior to the first day of school. Administration and teachers provide/guardians with information regarding the operation of the school. PTO meetings are scheduled throughout the school year to continuously inform. Surveys are utilized to gather data and input from students, parents, and teachers to identify needs. The results of the surveys are incorporated into the Elbert County Elementary School Improvement Policy and School wide Plan.

- 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 students are expected to meet, and 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, and respond to any such suggestions as soon as practicably possible, by ...

Administration and teachers provide/guardians with information regarding the operation of the school. PTO meetings are scheduled throughout the school year to continuously inform. Surveys are utilized to gather data and input from students, parents, and teachers to identify needs. The results of the surveys are incorporated into the Elbert County Elementary School Improvement Policy and School wide Plan.

- 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 and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards by...

ECES School Council has met and will continue to meet four times a year to review and develop a School Improvement Plan and Title I School wide Plan for the school based on the needs assessment.

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A parent/student/teacher compact has been created with the assistance of the School Council and distributed to all students of the targeted assistance population. The compact was revised for the 2014-2015 school year and will be distributed to all students. The compact has been and will continue to be taken home, read, and signed by all stakeholders stating the school's philosophy with regards to student participation, parent involvement, and the teacher commitment for quality. Parent letters of information are sent home in the language that is spoken primarily in the home.

- 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, by...

During our PTO, parent conferences, Title I meetings, and special events we provide information brochures about the state's academic content standards. Teachers also provide information on the items mentioned above in weekly newsletters. ECES provides information on our website, handbook, newsletters and school sign.

- H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by...

The Title I Parent Involvement Coordinator offers a wide variety of parenting materials provided at the Parent Resource room located at the Elbert County Board of Education building.

ECES newsletters will offer information on how parents can improve their child's achievement through software that is internet based, reading programs, and various other types of resources.

- 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, by ...

Various professional learning activities are offered each year to teachers.

Teachers have access to training on PD 360.

The instructional lead teacher will train teachers on the RTI process that includes parent meetings.

Data Team Specialist will train teachers to analyze data to be able to share student progress with parents.

Classworks Coach will assist teachers in interpreting Classworks reports.

- J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction

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Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by ...

Elbert County Pre-K has a partnership with Head Start and they are housed in the same facility. Each year, the school system conducts a Pre-K and Kindergarten registration. ECES distributes information about registration for these programs.

Information is given to parents regarding the parent's resource center in our handbook, newsletters, and website.

- 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 practicable, in a language the parents can understand, by...

Parent letters of information are sent home in the language that is spoken primarily in the home. If needed, parents whose first language is not English are provided an interpreter at conferences, and any written documentation is translated to the appropriate language.

- L. We will provide full opportunities, to the extent practicable, 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 practicable, in a language parents understand, by...

Parent and teacher conferences are held throughout the school year. Administration ensures that all teams meet with students who are failing two or more subjects and the teachers notify parents. Teachers are required to meet with RTI students' parents.

Our special education teachers will provide assistance to help parents understand their child's learning needs and how the school and parents can work together to provide the best learning environment possible.

Parent letters of information are sent home in the language that is spoken primarily in the home. If needed, parents whose first language is not English are provided an interpreter at conferences, and any written documentation is translated to the appropriate language.

- *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 middle school or high school and for students entering from private schools including students entering our school throughout the school year . . .

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In the spring of 2015, first grade students from Elbert County Primary will tour our facility to introduce them to our school and second grade.

In the spring of 2015, all of the ECES fourth graders will visit the Fifth Grade Academy at the Elbert County Middle School during the normal school day. The students will tour the school and visit classes. In addition, fourth grade families will be provided with a brochure about the school. The principal, assistant principal, counselor and fifth grade teachers will provide a parent orientation so that the students and their parents can receive information about the transition to the middle school in a comfortable and familiar environment.

Prior to the first day of school, Elbert County Elementary conducts an open house for students coming to second through fourth grade. Parents are given an opportunity to tour the school and meet the teachers.

***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:

The ways that we include teachers in decisions regarding use of academic assessments are . . .

Each grade level team meets weekly to assess student progress and success toward identified improvement goals, covering such topics as: Classworks and classroom assessments, common formative assessments, disaggregation of data, standards-based classrooms, student work, peer observations, and effective instructional strategies. Teachers meet and plan weekly within grade level subject areas to plan and develop common instruction and formative and summative assessments.

Teachers are required to progress monitor students in the RTI program in Tier 2 and Tier 3.

The administrative team follows up to discuss areas of strengths and weaknesses with an emphasis on improving weaknesses, especially in the subgroups that have been identified with significant gaps.

Teachers are required to use a common rubric for assessing writing based on state standards.

Grade level representatives present how they use assessment to enhance instruction during the school's leadership team meetings.

***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 shall be provided with effective, timely, and additional assistance. Those activities are (especially for those

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students who are struggling)...

ECES uses Reading Mastery Direct Instruction for its core reading program. Students are tested to determine their reading level and placed in the appropriate group. There are students who are in lower or higher grade level reading texts, but are taught within the same grade level. Small groups are used in the lower levels to assist students in making large gains to close the gap.

ECES includes RTI in the master schedule. We are currently using Classworks as a universal screener for reading and math. The assessment is given at the beginning of school, mid-year, and at the end of school. Our system implemented ClassWorks as an intervention in November 2012. ClassWorks is a computer based instruction and is given in the regular classroom by the homeroom teacher.

For the reading fluency piece, we use STAR Reading to screen; DIBELS to assess weaknesses; and the San Diego Assessment to determine the level. Hot Read/Cold Read is the intervention for Fluency. The passages are CBM and Six Minute Solutions. After the screening, STAR reports designate if the student is weak in phonics, fluency, or comprehension. After a pre-test in ClassWorks it creates individualized lessons in the area of weakness. The program also designates the number of minutes it takes for the intervention to be successful. Progress monitoring is done within the ClassWorks program. Teachers are responsible for providing the intervention and tracking progress.

Another measure to identify students that are struggling is through the Early Intervention Program (EIP). A checklist is used to identify the students and includes students who do not pass on the CRCT or who are not performing on grade-level. EIP students are served in math and reading through a push-in model.

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

Response:

Elbert County Classworks Coach, Elbert County Reading Coach, RTI Coordinator, Classworks consultant and instructional lead teacher will train teacher periodically in the identification of difficulties and appropriate assistance for identified difficulties.

PD 360 is also a resource available for teachers to learn how to identify students having difficulty.

Training will be provided on SLDS to identify students having difficulty on the CRCT.

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 are requested to attend at least one face to face conference each year to discuss

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student progress. Parent(s) may request conference at any time by calling the school or by sending the teacher a written request.
 RTI meetings are scheduled by the teachers and RTI Coordinator for all students who struggle to perform on grade-level. Parents are invited to attend these meetings, as well as the school psychologist.
 Parents are informed of progress through the student’s daily agenda, Infinite Campus, newsletter, e-mails, progress reports, report cards, etc.

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

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

<i>Response:</i>	
PROGRAM	How funds will be used
Title I, Part A and Title I, Part A ARRA	Will hire academic data specialist and an instructional lead teacher to train teachers in providing effective instruction for students in all subject areas and incorporate effective technology into the CCGPS; continue to provide supplementary educational supplies and technology equipment to assist in addressing students at risk of failing all content areas. Paraprofessionals will also be funded.
Title II A – Improving Teacher Quality	Will continue to provide support for Gifted Endorsement; salaries for instructional coaches to support math and literacy; stipends for TSS mentors; 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	Continue to provide Translation/interpretation of parental 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; plans are to provide transportation for summer program.
Title IV – Safe and Drug Free Schools	None
Title VI-B, Rural and Low Income	Continue to utilize Classworks to progress monitor for struggling students; Study Island computer program for all schools in system; paid subs for staff members to attend professional learning

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	activities.
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; 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 21 st 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 Reading program; Provide activities to support teachers and school administrators.

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

9(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.
<p><i>Response:</i></p> <p>Does not apply to elementary school.</p>

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

Response:

Report Cards are sent each nine weeks and progress reports are sent every four and a half weeks. Teachers have parent conferences on an as needed basis throughout the school year and will continue to do so during the 2014-2015 school year. Daily and weekly communication is done through the use of communication folders. Parents and teachers communicate through e-mail, remind 101, Facebook, school sign, school website, and reading group change letters, and notes. Infinite Campus is the parent portal that ECES uses for access to information and newsletters as well as grades. This information can be found on the Elbert County website.

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

Response:

Classroom teachers and support staff are thoroughly trained and participate in the collaborative data team process. Teachers review assessments, both summative and formative, to pinpoint specific weaknesses as a grade level. We collect pretest data, pinpoint specific skills and areas, and collaborate on strategies and interventions to produce mastery of those skills. Afterwards, we collect and analyze post test data to determine the effectiveness of the strategies. The benchmark tests are used to insure that students are performing on grade level. Data is tracked for all learners and progress is monitored to increase success for all learners. This data also assists teachers in identifying learners needing additional support. Once these students are identified, classroom teachers begin implementing interventions and strategies through RTI. Using the RTI process and framework, teachers collaborate and develop specific interventions to use as well as receive needed support for those learners, such as Early Intervention Support, support from ESOL teachers, Speech Teachers, Special Education Teachers, EIP Teachers, reading coach, academic data specialists, Reading Coach, and paraprofessionals and administrators.

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

Response:

Data from the CRCT test serves as a baseline for identifying individual strengths and weaknesses at the beginning of the year. Classroom pre-tests, formative assessments, summative assessment provide student data as the year progresses. The Georgia On-line Assessment System (OAS) can also be used for assessment data. Classworks is used for universal screeners in reading and math. Reading Mastery/SRA has built-in benchmarks, check-outs, and Curriculum Based Measurements. Administrators, reading coach,

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academic data specialist, instructional lead teacher and teachers analyze the data mentioned above, plus, the 3rd grade Georgia Writing Assessment results and CRCT results in order to identify strengths and weaknesses to direct teaching strategies that guide instruction.

13. Provisions for public reporting of disaggregated data.

Response:

ECES is aware of the importance of reporting data to its stakeholders. The information is made availability utilizing: newsletters, School Council, PTO, Open House, and Title I brochure. The Superintendent makes data available to the local paper.

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 schoolwide program.

Response:

This School Wide Title I Plan is revised and developed at the beginning of every school year. It is evaluated periodically throughout the year and revised or enhanced as needed. As administration, faculty, and staff identify or observe problem areas, they will be addressed. The leadership team as well as school council will help to evaluate and revise the plan as needed.

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 Elementary School develops the Title I School wide Plan in conjunction with our School Improvement Team, and School Council. Team members include:

Chuck Bell - Superintendent
Angela Moton – Assoc. Superintendent
Celina Brown - Principal
Patricia Graham - Assistant Principal for Curriculum
Connie Garrett - Instructional Lead Teacher
Kristen Anderson – Media Specialist
Kristen Albertson – School Council
Barbara Davis – School Council
Jackie Bryant – School Council
Jasper Huff – School Council
Sara Cone – School Council
Tammy Bowers – School Council
Joanna Jarvis – School Improvement Team
Melissa Brady – School Improvement Team

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Renee Dove – School Improvement Team Denise Callaway – School Improvement Team
16. Plan available to the LEA, parents, and the public.
<i>Response:</i> The school wide plan will be sent to all faculty and staff electronically. The school wide plan is available to all stakeholders upon request. Parents are made aware of it in the school handbook and the first PTO meeting of the year. It can also be found on the school's website.
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.
<i>Response:</i> The School wide plan is available in Spanish upon request. Enrollment forms, as well as other letters, including newsletters, 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.
<i>Response:</i> 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