



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

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: Carver Elementary School			District Name: Terrell County		
Principal Name: Mrs. Loretta Williams			School Year: 2014-2015		
School Mailing Address: 435 Greenwave Blvd. Dawson GA 39842					
Telephone: 229-995-5451					
District Title One Director/Coordinator Name: Mrs. Tonya Perkins					
District Title One Director/Coordinator Mailing Address: P. O. Box 151, Dawson, Georgia 39842					
Email Address: tperkins@terrell.k12.ga.us					
Telephone: 229-995-4096					
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: May 23, 2014		Revision Date: May 27, 2014		Revision Date: August 4, 2014	
Revision Date: September 4, 2014					



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

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>.



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

Title I Schoolwide/School Improvement Plan

Planning Committee Members: Please submit original sign-in sheet when you submit revisions.

NAME	MEMBER'S SIGNATURE	POSITION/ROLE



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

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 ways they were involved include . . .

- Mrs. Williams, Principal
- Mr. King, Assistant Principal
- Mrs. Paul, Instructional Leader
- Ms. Hartman, Counselor
- Mrs. Rogers, 3rd Grade Math Support Teacher
- Mrs. Johnson, Media Specialist
- Ms. Norris, 3rd Grade Teacher
- Ms. Shivers, 4th Grade Teacher
- Ms. Cladd, 5th Grade Teacher
- Ms. McDowell, Special Education teacher
- Ms. Priscilla Pickett, Grandparent
- Ms. Janice Countryman, Parent
- Ms. Mary Brooks, Parent
- Ms. Shoreale Ford, Parent
- Ms. Kanashaia James, Parent

The ways they were involved include: reviewing, analyzing and sharing school data including formative and summative assessments, CRCT scores, and writing assessment scores. The team also evaluated whether the school goals were met; participated in a data analysis meeting with the faculty and staff; facilitated a “Munch and Learn” data workshop and open discussion with parents; and held an open discussion with the third, fourth and fifth grade students. Throughout the year, the entire faculty participated in parent-teacher conferences and parent, teacher and student surveys.

A leadership team will be established and will meet monthly to continuously review and plan for the implementation of CES School Improvement Plan (SIP).

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

Instruments Used to Complete a Comprehensive Needs Assessment:

- CRCT for 3rd, 4th and 5th Graders

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



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

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

- 5th Grade Georgia Writing Assessment
- STAR Reading
- STAR Math
- DIBELS
- Results of common assessments in reading, ELA, math, science and social studies
- Student attendance data from the Tyler Educational Management Systems (TEMS)
- Teacher attendance data from sign-in log and leave request forms
- TCSS Parent Surveys (using Survey Monkey)
- Student Surveys (using Survey Monkey)
- Teacher Surveys (using Survey Monkey)
- 3rd -5th Grade Lexile Scores
- Fitness Gram
- Class size trends including student population groups (ELL, SWD, Gifted, EIP)

- Procedures and Processes for Comprehensive Needs Assessment
 - System Level

In the Spring of the previous year, the system-wide planning meeting is held. The Schoolwide Planning team reviews results from teacher, parent, and student surveys, prioritizes the needs, and identifies areas of focus. A system-wide instructional focus is determined by the teams from all schools. The system-wide focuses for 2014-2015 include increasing Lexile scores, improving math with the CCGPS and improving science GPS.

 - School Level

At the school level, the Instructional Leader (IL) leads the disaggregation of data from Criterion Referenced Competency Tests (CRCTs), 5th Grade Georgia Writing Assessment, FitnessGram, STAR Reading, STAR Math and DIBELS. All data is analyzed by reviewing the gap between students in the regular education program and students being served by the early intervention program (EIP), English to Speakers of Other Languages (ESOL) and the exceptional students program (ESP). Trend data is also provided. The disaggregated data is shared with the faculty. The data is also shared with parents. At the end of each school year, every parent is invited to attend a data meeting. During the meeting, the results of all the state mandated assessments and school-level assessments are discussed. Parents are invited to ask questions and provide suggestions of ways to improve the data.

 - Parent and Community Members

All parents and community members were given the opportunity to be involved in the review of the SWP, Parent-Teacher-Student Compact and other documents during meetings. Fliers were sent home to all parents inviting them to attend the meetings, notices were placed in the monthly newsletter that goes home to all

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



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

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

parents in the Tuesday folder and meetings were placed on the monthly calendar of events that is distributed to all parents via the Tuesday folder. Those in attendance were encouraged to provide suggestions for improvement and ask questions about issues relevant to academics and parental involvement. Special parent meetings are held throughout the year to inform parents of various components of the SWP (i.e. Curriculum Nights, Parent -Teacher conferences, Munch and Learn, Reading Improvement workshop, and Read Around the Community).

➤ **Students**

All students were encouraged to participate in a round table discussion about school improvement with members of the school wide planning team. Members of the School Wide Planning Committee went to each classroom, asked three questions and invited the students to answer with specific ways that Carver Elementary School could be improved. The questions were as follows:

1. How can we improve Carver Elementary School?
2. What can the teachers and administrators do to help you have a successful school year?
3. What are YOU willing to do to have a successful school year?

The students offered insight from their perspective on how to improve their educational experience and opportunities. Suggestions were written on chart paper and presented to School Wide Planning Committee to use when writing the School Wide Plan, School-Parent Compact and School Improvement Plan. The students who participated in the survey signed a sign-in sheet to document their participation.

- 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 . . .)

Carver Elementary has one migrant student. These are the procedures that are in place for the student and any other migrant student that may enroll at Carver Elementary School. When a migrant student enrolls, academic assessments will be conducted and appropriate placements determined. Available staffing including ESOL endorsed teachers, counselor, system parent coordinator, and the GADOE Migrant Education Program Consortium Region 2 will assist with connecting the migrant families to community resources as needed, and help the students' transition into a new school setting. Any academic deficiencies will be identified and interventions planned and implemented appropriately to meet the needs of the students.

- 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 . . .

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



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

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

The CRCT was administered to third, fourth, and fifth grade students at Carver Elementary School in the spring of 2014. The results will be used to inform instructional decisions. However, due to the fact that the summative assessment will change from the CRCT to Georgia Milestones for the 2014-2015 school year, comparisons between the 2013-2014 CRCT results and the 2014-2015 Georgia Milestones will not be made for reading, ELA and Math.

The results of the Spring 2014 CRCT are as follows:

3 rd Grade CRCT Results – Spring 2014					
	Reading	ELA	Math	Science	Social Studies
DNM	10%	15%	19%	26%	13%
Meets	67%	63%	49%	63%	60%
Exceeds	23%	22%	32%	11%	27%
Meets + Exceeds	90%	85%	81%	74%	87%

4 th Grade CRCT Results – Spring 2014					
	Reading	ELA	Math	Science	Social Studies
DNM	14%	20%	32%	44%	44%
Meets	60%	65%	57%	45%	51%
Exceeds	26%	15%	12%	10%	5%
Meets + Exceeds	86%	80%	68%	56%	56%

5 th Grade CRCT Results – Spring 2014					
	Reading	ELA	Math	Science	Social Studies
DNM	16%	12%	14%	35%	35%
Meets	65%	65%	53%	49%	61%
Exceeds	19%	23%	32%	16%	4%
Meets + Exceeds	84%	88%	85%	65%	45%

3 rd – 5 th Grade CRCT Results – Spring 2014					
	Reading	ELA	Math	Science	Social Studies
DNM	13%	15%	20%	34%	29%
Meets	64%	64%	53%	54%	57%
Exceeds	23%	21%	27%	13%	14%
Meets + Exceeds	87%	85%	80%	67%	71%

5 th Grade Writing Assessment		
	Narrative	Persuasive
	Informational	

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



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

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

Ideas	3.2	2.6	2.8
Organization	3.0	2.8	2.7
Style	3.0	2.5	2.6
Conventions	2.7	2.5	2.5

Lexile Level (Measured by STAR Enterprise)

Grade Level	PreTest – Nov./Dec.	PostTest – March	+/-
3 rd	185	310	+125
4 th	365	405	+40
5 th	612	603	-9

The skills in which teaching and learning need to be improved are as follows based on the percentage of problems that the students answered correctly on the Spring 2014 CRCT:

- Math - Measurement
- Science – Earth Science, Life Science
- Social Studies - History
- Writing – Style, Conventions

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:

Race/Ethnicity

% of Students Who Did Not Met the Standard

	Asian	Black, Non-Hispanic	Hispanic	White	Undefined
Reading	0%	12%	30%	17%	0%
ELA	0%	15%	10%	50%	0%
Math	0%	21%	10%	29%	0%
Science	0%	34%	30%	40%	0%
Social Studies	0%	29%	20%	38%	0%

Based on the data, it was determined that the following groups are not meeting the State's Academic Content Standards:

- Black non-Hispanic Students – Science
- Hispanic Students – Reading, Science
- White Students- Science, Social Studies

Students With Disabilities

% of Students Who Did Not Met the Standard

Subjects	% of SWD Who DNM
----------	------------------

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



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

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

Reading	41%
ELA	59%
Math	52%
Science	79%
Social Studies	72%

Based on the data, it was determined that the SWD did not meet the State's Academic Content Standards in the following subjects: All Subjects

**Gifted Students
% of Students Who Did Not Met the Standard**

Subjects	% of Gifted Students Who DNM
Reading	0%
ELA	0%
Math	0%
Science	0%
Social Studies	0%

Based on the data, the Gifted students met the State's Academic Content Standards.

**Economically Disadvantaged (ED)
% of Students Who Did Not Met the Standard**

Subjects	% of ED Students Who DNM
Reading	13%
ELA	15%
Math	20%
Science	34%
Social Studies	29%

Based on the data, it was determined that the Economically Disadvantaged students did not meet the State's Academic Content Standards in the following subjects:

- Science
- Social Studies

**English Language Learners (ELL)
% of Students Who Did Not Met the Standard**

Subjects	% of ELLs Who DNM
Reading	40%
ELA	20%
Math	20%
Science	60%
Social Studies	0%

Based on the data, it was determined that the English Language Learners did not meet the State's

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



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

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

Academic Content Standards in the following subjects:

- Reading
- Science

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

- The major strengths we found in our program were . . .
 1. **Reading**: Reading Skills and Vocabulary Acquisition
 2. **English-Language Arts**: Grammar and Sentence
 3. **Math**: Number and Operations
- The major needs we discovered were . . .
 1. Lexile -Increase the Lexile scores of all students in 3rd -5th grades
 2. Math – Measurement
 3. Science – Earth Science, Life Science
 4. Social Studies – History
 5. Writing – Style, Conventions
 6. The need for professional development in differentiation of instruction
 7. The need for professional development in the models of co-teaching
 8. The need to increase parental and community involvement
 9. Improve the use of technology by teachers and students
- The needs we will address are . . .
 1. Increase academic achievement in all content areas by implementing researched based strategies that support the CCGPS/GPS and standards based teaching and learning
 2. Increase the amount of extended response and critical thinking questions that students respond to both during instruction and on biweekly assessments and end of 9 week assessments to reflect changes to the state mandated summative assessment Georgia Milestones
 3. Implement instructional strategies to encourage critical thinking skills and journal writing
 4. Increase the Lexile score of all students so that they have reached the benchmark Lexile score at the end of each grade level
 5. Increase the active participation of families and community members and promote parent and community involvement
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .
 1. Raising achievement for all students in Science and Social Studies by:
 - ❖ Utilizing more hands-on activities and in class projects

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



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

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

- ❖ Creating meaningful hands-on activities/projects for the students to complete at home to reinforce the classroom instruction (one per 9 week period)
 - ❖ Journal Writing – The students will complete a minimum of one journal entry each week in Science and one journal entry each week in Social Studies
 - ❖ Utilizing technology
 - Promethean Boards, Activotes, Document Cameras and Internet Resources to help student make connections between concepts and embark on virtual field trips
 - Purchasing computers for teachers to use to enhance instruction
 - Purchasing the science and social studies components of Study Island for reinforcement of standards
 - Purchasing Brainpop to for reinforcement of science and social studies standards
 - ❖ Providing cross curricular instruction
 - 2. Improving Lexile scores by:
 - ❖ Monitoring A.R. and STAR Reading Assessments
 - ❖ Providing interventions for all students who are two grade levels below
 - ❖ Purchasing computers for the classroom to facilitate computer based interventions
 - ❖ Providing opportunities throughout the day for students to read complex text
 - ❖ Providing opportunities for students to access specific reading instruction and additional opportunities to access complex text during the afterschool program
 - 3. Increasing the percentage of Students with Disabilities (SWD) who meet or exceed the standards in all subject areas by:
 - ❖ Providing professional development on the models of co-teaching and monitoring the use of the models in the classroom setting
 - ❖ Scheduling time for classroom teachers and Special Education teachers to collaborate and plan for effective instruction
 - ❖ Providing computer based interventions for SWD
 - 4. Improving communication with parents and community members by:
 - ❖ Providing monthly opportunities for parents to volunteer and actively engage with students at Carver Elementary School
 - ❖ Creating a Parental Involvement Committee to organize events, evaluate activities and solicit feedback from parents
 - 5. Utilizing a leadership team to ensure that data drives instruction
- The root cause(s) that we discovered for each of the needs are . . .
(How did you get in this situation? What are some causes?)
1. Teachers not teaching from concrete to abstract (Need more manipulative work and hands-on activities/projects)
 2. Need to incorporate more research based instructional strategies to meet the needs

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



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

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

of all students

3. Data from all assessments both formal and informal must be used to drive classroom instruction
4. More emphasis needs to be placed on reading and Lexile levels
 - Designated time for reading each day
 - Incentives for students who are meeting the individuated reading goals and growth targets
 - Emphasis on reading schoolwide
5. More time needs to be devoted to science and social studies
6. Opportunities for parents to be involved in their children's education have been sporadic. The parental involvement team needs to organize activities that will make parents feel welcome and help to build a partnership between the parents and the school.
7. A systematic intervention system needs to be developed to ensure that all students who have not mastered a standard are provided opportunities for remediation.
8. Professional development to share instructional strategies about critical thinking skills and creating and answering extended response questions
9. Professional development on research based instructional strategies

G. The measurable goals/benchmarks we have established to address the needs are . . .

1. Bi-weekly uniform assessments in all content areas (Reading, ELA, Math, Science, Social Studies and Writing)
2. Quarterly Benchmark Assessments in all content areas (Reading, ELA, Math, Science and Social Studies)
3. Analysis of the data to determine if the students mastered the standards or need remediation/intervention by teachers and the leadership team
4. Focus Walks and classroom walk throughs to monitor the implementation of journal writing, best practices for standards based classrooms and utilization of the instructional framework
5. Administering the STAR Reading Assessment quarterly, analyzing the Lexile levels and providing intervention for students who are two grade levels below
6. Monitor Accelerated Reader to determine if the students are meeting the 9 week individual point goals which will also have a positive impact Lexile reading levels
7. Schedule and attend professional learning on the models of co-teaching; Monitor the implementation of the strategies with classroom walkthroughs and discussion at leadership team meetings
8. Schedule and facilitate job imbedded professional learning on research based strategies for instruction, the Georgia Milestone Assessment, Student Learning Objectives (SLO), Depth of Knowledge (DOK) and using data to drive instruction
9. Utilize PD360 for professional learning for all faculty and staff members
10. Meeting with the parental involvement committee and the district parent

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



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

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

involvement coordinator monthly to evaluate parental involvement activities, discuss feedback from parents and record the number of volunteer hours by grade level

11. Monthly leadership team meetings to ensure that data drives instruction

*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)...

- Inclusion/Co-teaching
- Research Based Strategies and Best Practices for all Content Areas
- Differentiation
- Monitor the Implementation of Instructional Framework
- Writing-to-Win Journal Writing Strategies
- Teaching CCGPS Standards
- Lexia Core 5
- Study Island
- Brainpop
- Purchase of computers for teachers to enhance instruction and facilitate intervention
- Leadership Team Meetings
- Focus Walks (Classroom Walk Throughs)
- Collaborative Faculty and Grade Level meetings to discuss data
- Accelerated Reader (A.R.)
- Title I Math Support Teachers (3rd – 5th Grades) to support math instruction
- PD 360
- Technology Based Instruction (Promethean Boards, Activotes, Internet Resources)
- Using manipulatives to introduce and extend mathematical concepts

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



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

- Afterschool Program
- Using appropriate Depth of Knowledge levels on Assessments

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)...

The evidence-based strategies and interventions used at Carver Elementary include Extended Learning Time, Differentiated Learning, Standards Based Classroom, and Technology Based Learning.

Extended Learning Time

Carver Elementary School provides the students with extended learning opportunities during the school day to expand their learning and participate in small group or one-on-one instruction. There is a growing body of research evidence indicating that high-quality extended learning programs can provide positive developmental opportunities and improve the academic performance of students, particularly those at risk of academic failure. Research shows that the correlation between time and student achievement gets stronger with more engaged time. Students at Carver are given more academic learning time in the areas of reading and math by receiving an additional segment of each daily. Students who attend the afterschool program receive extra segments of reading and math weekly. "As would be expected, the research shows that the correlation between time and student achievement gets stronger with more engaged time. Students who are given more allocated school time have outcomes only slightly better than those who receive less. But the correlation between time and achievement increases when students are given more instructional time, and it is even greater when students' academic learning time increases."

Silva, E (2007). On the Clock: rethinking the way schools use time. Education Sector Reports. Retrieved from http://www.educationsector.org/research/research_show.htm?doc_id=442238 on October 6, 2011.

Differentiated Learning

Differentiation is demonstrated in all subject areas through creating a learning environment that addresses student's diverse learning needs – physical, social/emotional, and cognitive. "According to the proponents of differentiation, the principles and guidelines are rooted in years of educational theory and research. For example, differentiated instruction adopts the concept of "readiness." That is, the difficulty of skills taught should be slightly in advance of the child's current level of mastery. This is

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



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

grounded in the work of Lev Vygotsky(1978), and the zone of proximal development (ZPD), the range at which learning takes place. The classroom research by Fisher et al., (1980), strongly supports the ZPD concept. The researchers found that in classrooms where individuals were performing at a level of about 80% accuracy, students learned more and felt better about themselves and the subject area under study (Fisher, 1980 in Tomlinson,2000).

Hall , T. (2002). Differentiated Instruction. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved October 9, 2011 from http://www.cast.org/publications/ncac/ncac_diffinstruc.html

Technology Based Learning

Technology Based Learning has been implemented in a wide array of forms here at Carver Elementary School through the use of Promethean Board technology, Elmo Document Cameras, computer labs, and online instructional supplements including STAR Reading, STAR Math, Accelerated Reader, Go Math online resources, Activotes and other internet resources. The internet resources that we are considering include Study Island, Lexia Reading Core 5, Ascend Math and Symphony Math. “Using technology in the classroom makes the environment more authentic to students because the computer provides access to data and information, expands interaction and collaboration with others via networks, promotes laboratory investigation, and emulates tools experts use to produce artifacts.” (Krajcik et al., 1994, pp. 488-489).

Leadership Teams

A leadership team is a group of administrators, teachers, and other staff members who make decisions in a school. Many of the decisions are focused on teaching and learning. “Schools must address the challenges of meeting the needs of all learners. One way to improve practices is to create a school team that will structure and lead processes designed to transform teaching and learning. According to Fullan (2001), ‘the litmus test of all leadership is whether it mobilizes people’s commitment to putting their energy into actions designed to improve things’ (p. 9).” “Simply put, AI focuses on “learning from moments of excellence” (Mohr & Watkins, 2002, p. 2) rather than focusing on what the organization is lacking. As such, it enables leaders to “discover the best of what is; imagine what might be; dialogue what should be; and create what will be” (Mohr & Watkins, p. 2).

"Strategies for Creating Effective School Leadership Teams." Considerations Packet. William and Mary, n.d. Web. 14 Aug. 2014. <http://education.wm.edu/centers/ttac/documents/packets/strategiesforCreatingEffectiveSchoolLeadershipTeams.pdf>.

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



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

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) offering an afterschool program, providing an additional daily math period and offering summer school for students who failed a class during the regular school year and those who require remediation for state mandated tests.

After School Program:

The after school program provides quality, small-group and differentiated instruction to students. The program provides additional academic support and learning opportunities to help children master challenging curricula and meet state standards in core academic subjects. The teachers use a variety of instructional strategies to reinforce the regular reading and math curriculum.

Daily Additional Math Period:

The Title I Math Support Teachers enhance mathematics instruction and student learning during an additional daily math segment. The math support teachers provide the teachers with resources and strategies to teach mathematics concepts effectively and engage the students with hands-on activities, creative lessons and rigorous performance tasks. These practices allow all students to reach high standards.

Summer School:

Carver Elementary provides summer school for remediation of skills. Students in third, fourth and fifth grades that did not pass reading or math on the CRCT or did not pass an academic class are required to attend summer school. Class sizes during summer school are reduced. The teachers use a variety of research based strategies to assist the students in mastering the standards and provide the skills necessary for the students to be successful.

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



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

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 needs of all students, particularly targeted populations, will be met in the following ways:

- Direct Instruction, using Reading and Math CCGPS, through the use of additional Math Skills (math support) and Reading Skills (reading support) segments for all students.
- Teachers will utilize Lexia Core 5 and Study Island to provide additional support for content areas.
- Student Support Driven Learning: Interventions for students requiring additional assistance in the areas of difficulty will be implemented and conducted with fidelity.
- SWD (Students with Disabilities) will be served in their LRE (Least Restrictive Environment). Co-teaching models will be used in all inclusion classes.
- Tutorial sessions (afterschool program) opportunities will be offered
- Standardized testing practice utilizing coaching materials and other resources for the Georgia Milestone assessment
- Increase time for students to use the computer lab and technology based interventions.
- We will utilize the after school program and summer school to provide additional opportunities for instruction.

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: Carver Elementary School will not be requesting funds for field trips.

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

Response:

All members of the Carver Elementary School satisfy the highly qualified teacher standard established by the state of Georgia. All teachers and paraprofessionals participate in on-going professional development to maintain their training. Professional development is offered at RESA, GLRS and through PD360.

The Terrell County School System and/Carver Elementary School will:

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



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

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

- Reimburse for the GACE testing and tutorials
- Assign mentors to GA TAPP teachers and attend workshops required by those guidelines
- Use a variety of formative assessments (e.g. peer response groups, constructed response, rubrics, reflective assessments, performance tasks) to monitor student progress over the units and adjust instruction to meet the needs of the students
- Make funds available to help educators maintain their skills by attending significant professional development, which includes upper-level college courses. These funds are available to pay for teachers to become highly qualified in their own area, or in an area for which the district is lacking. Teachers are encouraged to take advantage of these funds and are even required to complete two-four professional development activities as part of their yearly requirements to qualify for Quality Teaching Funds.
- Schools notify parents of non-highly qualified personnel in writing
- Distribute information from colleges to teachers regarding current educational opportunities.

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

The following strategies are used at Carver Elementary School to encourage and attract highly qualified teachers to employment in our district:

- Extra-curricular positions (coaching jobs, activity advisors, etc) are offered to incoming teachers, as available, to improve salary and give new teachers the opportunity to become involved in the community.
- Math and science teachers that are certified and highly qualified are given a stipend due to critical areas of need at Carver Elementary School.
- Local supplements are paid to teachers: 4 Year degree \$1080; Masters \$1540; 6th year \$2040 and Doctorate \$2540.
- Administrators attend regional Teaching Fairs and offer on the spot contracts to selected new teachers.
- Veteran mentors are provided for all new teachers (less than 3 years' experience in the Terrell County system).
- Professional development is an ongoing program to help meet the needs of the students. Each year the system establishes prioritized needs for staff and students. Professional development is based on these prioritized needs

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

Response:

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



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

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

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 . . .

1. Writing to Win Journal Writing Strategies with Dr. Warren Combs
2. Professional Development to incorporate reading and writing across the curriculum especially science and social studies
3. Analyzing Data from State Mandated Tests (Georgia Milestone), biweekly assessments, end of 9 week assessments, STAR reading and STAR math; Identifying areas of strength and areas of weakness; Brainstorming strategies and resources to address the areas of weaknesses; Creating school and grade level goals
4. Analyzing and Pacing the CCGPS to ensure that adequate time is spent addressing each standard (Focus on Writing, Science and Social Studies)
5. Lexile Levels – Discussion of Spring 2014 CRCT Lexile Data and its correlation to the STAR Lexile level that is being used for progress monitoring of Lexile levels throughout the year
6. Using technology effectively to enhance instruction
7. Parent Orientations
8. Instructional Strategies
9. Differentiation

Carver Elementary School provides professional development sessions at the following times throughout the school year:

- Afterschool
- Teacher Work Days
- Early Release Days
- Occasionally on Saturday

B. We will align professional development with the State's academic content and student academic achievement standards related to the CCGPS by . . .

- Providing planning time for subject area teachers/co-teachers to develop rigorous assessments that include written responses.
- Provide professional learning to all teachers on journal writing, which is aligned to CCGPS through Writing to Win's professional development.
- Content specific training that are offered at the SWGA RESA , GLRS, and GADOE
- On-campus workshops and webinars on effective instructional strategies, the instructional framework, differentiation, models of co-teaching, understanding the CCGPS standards and Lexiles

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



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

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

C. 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.)...

Title I funds are used for the following:

- Parent Information and Communication Meetings
- Professional Learning
- Math Support Teachers (3rd Grade, 4th Grade and 5th Grade)
- PD 360
- Purchase of computers for teachers

Professional development at Carver Elementary School will be ongoing and comprehensive. Professional development time will be embedded throughout the school year, during teacher planning periods, offered after school, some Saturdays and during the summer. Opportunities to extend teacher's knowledge and apply effective techniques will be supported through workshops, observation of other teachers using the techniques effectively, coaching and modeling.

Periodic faculty meetings will be dedicated to examining student work to help establish common expectations for student performance and to share instructional strategies that will help all students achieve required standards.

Utilize teacher planning time to create and maintain an effective professional learning community to:

- Implement the Instructional Framework
- Align assessment items to CCGPS (Reading, Language Arts, Math) and GPS (Science and Social Studies)
- Analyze assessment items to ensure that they are rigorous enough to meet the standard for the Georgia Milestone Assessment
- Data driven instruction
- Professional learning will be provided for teachers on analyzing student work and writing teacher commentary to enhance students understanding of standards
- Professional Learning on Writing 2 Win Journal Writing Strategies
- Professional Learning for teachers to understand Lexile levels and strategies to increase a student's Lexile level
- Use a variety of formative assessments (e.g. constructed response, rubrics, performance task and projects) to monitor student progress and adjust instruction to meet the needs of the students
- Effectively use research based instructional strategies
- Mentoring Sessions - New teachers will be assigned a mentor to guide them throughout the year.
- Administrators will use a common observation/feedback form to regularly monitor

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



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

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

and support curriculum, instruction and assessment practices

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

- Using data to monitor student progress, inform instruction and improve instructional practices
- Professional Learning on effectively analyzing data
- Using the instructional framework
- At the end of each academic year, all teachers, staff members and administrators complete a Professional Learning Survey to determine areas of needed professional development.
- The Instructional Leader, Math Support Teachers, Media Specialist, Special Education teachers, and Homeroom teachers have been and will continue to be provided training in the instructional framework and other research-based strategies.
- A portion of every biweekly faculty meeting is devoted to professional learning.
- Teachers participate in biweekly grade level meetings and collaborative planning sessions for professional growth.

*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 . . .

Carver Elementary School has involved parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy. Multiple informative sessions were held to give all parents the opportunity to take an active role in the creation of the Title I School Improvement Plan, the Title I School Wide Plan and the School-Parent Compact. All parent were invited to multiple meetings to review the plans and suggest improvements. Carver has also created a Parental Involvement Committee to advertise, organize and facilitate parental involvement activities and parent volunteer opportunities. Monthly events have been scheduled by the committee. The events are as follows:

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



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

September:

- Back to School Family Dinner and Student Led Curriculum Night –Invite parents to learn about the standards that the students are being taught at Carver Elementary Lexile levels and ways to best help them with academics
- Annual Title I Meeting - An evening of learning and sharing about our Title I program including our parent involvement policy, the schoolwide plan, the school-parent compacts, parental requirements, status of the school, HIQ and the Parent Resource Center.
- Food, Family and Fun – Learn about math, science and reading through cooking

October:

- Fall Festival (Parent Volunteer Opportunity)
- Study Stations – Learn about study strategies, organization and other helpful hints through stations and games in teacher’s classrooms
- Parent-Teacher Conferences – At each parent-teacher conference, teachers will use the School-Parent Compact as a tool to discuss student progress.

November:

- Science Project Week – Parents join the students in the classroom to work on hands-on science projects (Parent Volunteer Opportunity)

December:

- Multiplication Fact Math Bowl – Parents are invited to attend or participate in the Multiplication Fact Bowl (Parent Volunteer Opportunity)

January:

- Spelling Bee – Parents are invited to attend or participate in the Spelling Bee
- Read-A-Thon – (DEAR) Drop everything and read with your child at school
- Georgia Milestone Assessment Information Night
- Parent-Teacher Conferences

February

- Multicultural Awareness Month Activities – Multiple activities on a flexible schedule will be conducted to increase the awareness of the world’s cultures

March

- Career Month – Parents will be invited to speak to the classes about their careers including education, salary, time and resources (Parent Volunteer Opportunity)
- Parent Teacher Conferences

April

- Testing Scavenger Hunt – Parents will be invited to solve academic problems and find clues to prepare for standardized tests

May:

- Parent Appreciation Day
- Parent Awards Presented at Honor’s Day

Additional ways that all parents are involved: monthly newsletters, monthly calendars, weekly progress folder, progress reports, report cards, communication with the teacher via telephone and

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



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

email when needed, volunteering at the school and participating on committees.

- 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 parental involvement policy and School-Parent Compact will be updated annually at the end of each academic school year and periodically as needed to meet the needs of the parents and the school. The plan will be distributed to all parents at the county-wide registration, sent home with the beginning of the year forms to parents who are unable to attend registration and a copy will be in the Carver Elementary School handbook. The documents will be made available to the community via the Terrell County website, the newspaper, parent meetings in the morning and evening, telephoning parents, sending emails and sending fliers and notices home with the students. Copies of the parental involvement policy and the School-Parent compact will be available in the Carver Elementary Media Center, the Parent Resource Center and additional copies distributed upon request.

- 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...

- Sending home an invitation to the meeting in the student's weekly folder
- Placing an announcement about the annual meeting in the monthly newsletter and the monthly calendar
- Displaying notification about the meeting in the front office
- Displaying notifications at local businesses such as Family Dollar, Piggly Wiggly, Freds, Dawson Pharmacy and Dollar General
- TEMS Parent Portal
- Church Bulletins
- The Dawson News (the local newspaper)
- School website

- D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by...

Carver Elementary School will provide a flexible number of meetings and other services as related to parental involvement such as transportation, child care and home visits as necessary. We will survey parents to determine the best time to meet, if childcare is needed and if a translator is needed. Morning and afternoon meetings will be conducted when necessary to accommodate needs of parents.

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



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

Each August, parents are also invited to attend the annual Title I Meeting to discuss the purpose of Title I, use of Title I funds, parental involvement, the School-Parent-Student Compact and other information related to Title I. Meetings on a flexible schedule are held to discuss forms of academic assessments used to measure student progress and the proficiency levels students are expected to meet.

Parents are provided opportunities to provide suggestions, ask questions and request additional meetings and conferences through surveys, workshops, parent-teacher conferences, phone calls to the school or scheduled conferences. Responses will be made in a timely manner.

- 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...

CES will share data with the faculty, staff, parents, and students. The data will be discussed with the faculty during biweekly faculty meetings, grade level meetings and collaborative planning sessions. Data will be shared with parents through Parent-Teacher Conferences, the TEMS Parent Portal, system planning sessions and other meetings throughout the year. Data is constantly shared with students in the classroom.

After reviewing the data with parents, faculty members and students, each group will be asked to identify strengths and weaknesses. A discussion will ensue about ways that Carver can capitalize on the strengths and work to improve the areas of weakness. Lists of suggestions will be created and used to create a compact outlining the shared responsibilities of each party for increased student achievement. The compact will be reviewed and accepted by all parties before being finalized. All parents, teachers and students will be asked to sign the compact as a pledge to complete the requirements of the compact. The compact will be discussed throughout the year and become a tool for discussing student progress toward the school and district goals.

- G. We will provide assistance to parents of participating children, as appropriate, in

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



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

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...

CES, the Parent Involvement Coordinator and the Parent Resource Center will provide assistance to parents in understanding the state standards, local and state assessments and the requirements of Title I by conducting an annual Title I Meeting, Parent Orientation and other informational workshops for parents. Information on the current standards being taught in the classroom will be sent home each nine weeks to inform parents of the topics that the students will be learning. Information concerning workshops that would be helpful to parents will be solicited at regular intervals to ensure that parents are up-to-date and able to assist the students when needed. Conferences can be scheduled with teachers and administrators at the parent's convenience to discuss ways to monitor student progress and work most effectively with educators.

- 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...

Materials and resources will be sent home to parents periodically in order to allow parents to help improve their child's achievement. All parents are encouraged to use the TEMS Parent Portal to monitor their child's grades and progress toward the school goals. Training on how to access the portal will be provided if needed. Renaissance Home Connect can be used by parents to monitor their child's A.R. progress and reading comprehension, and the Georgia Online Assessment System can be used to provide practice in all content areas for Georgia Milestone. Training, directions and guides for each of the programs will be sent home to parents, however one-on-one training will be available upon request. Carver Elementary School will work closely with the Parent Involvement Coordinator to make sure that the needs of the parents are being met. Parents are invited to use the computers and other helpful resources at the Parent Resource Center located at the County Office. Other workshops and activities will be held throughout the school year to discuss the importance of organization, study strategies, and ways to improve student achievement in the content areas. Other resources will be sent home as needed or upon parent request.

- 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 ...

CES in conjunction with the Terrell County Parental Involvement Coordinator will provide training for teachers, administrators and other faculty and staff members on effective communication with parents as equal partners with the school, the value of

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



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

parent's contributions, implementing and coordinating parent programs and building ties between the parents and the school.

- J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction 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 coordinating the time, location and content of presentations with the TCSS Parent Coordinator. The PC has a schedule of all parent focus events in the county. All dates, times, and location must be cleared by the proper officials.

- 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...

All Title I information, invitations to workshops and parent information will be in "parent friendly" language. The information will also be translated and sent home in a language that parents can understand. The information will be in a uniform format and alternate formats will be made available upon request.

- 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...

All Title I information, invitations to workshops and parent information will be translated using Google translate or TRANSACT and sent home in a language that parents can understand. For parents with limited English proficiency, parents with disabilities and parents of migratory children the information will be in a uniform format and alternate formats will be made available upon request.

The GaDOE Migrant Education Program Consortium Region 2 in conjunction with ABAC will also provide assistance with Migrant Students and Parents.

- *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

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



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

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

We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering third grade and for students entering from private schools including students entering our school throughout the school year. Students scheduled to enter 3rd grade at CES along with their parents will be invited to visit the school during Open House. This activity introduces the students and the parents to the academic and behavioral expectations, and promotion requirements. The time will be spent having the students and parents visit teachers as well as discussing pertinent information.

Students exiting fifth grade will be provided the opportunity to visit Terrell Middle School and learn about the expectations of sixth grade. Fifth and sixth grade teachers will have conversations about expectations in order for the students to be fully prepared for the transition.

Students transitioning into the Terrell County School System or from one grade to the next will be monitored closely to ensure that they are making the progress that is needed for academic success. Interventions will be put into place when needed and the student's progress will be monitored.

Ongoing communication between the school and the parents will be essential to a smooth transition. Teachers will make sure that the parents are informed about the student's progress through the student agenda, weekly folder, the TEMS parent portal, conferences, meetings and the other communication as necessary.

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



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

*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 . . .

- Development of Assessments – Grade level teachers create the biweekly formative assessments collaboratively using a variety of resources
- Grade Level Meetings – Teachers meet by grade levels biweekly for collaborative planning and to address assessment needs
- Leadership Team and Administrative Team meetings
- Data Analysis- Teachers constantly look at the data to determine which students need acceleration and which students need remediation, alternative ways to address standards, hand-on opportunities to enhance instruction and if the assessment needs to be revised to get a more clear picture of student understanding
- The process of assessment, analysis, and planning for future learning is repeated throughout the school year.

*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 students who are struggling)...

At Carver Elementary School the entire staff is committed to ensuring that each child succeeds. Students at CES experiencing difficulty are identified by teachers and administration and an intervention is implemented. Students are identified as needing intervention according to the following criteria:

- Scoring in performance level 1 (Did not Meet the standard) on the CRCT in any subject area
- Academic achievement falling below potential
- Low grades on assessments, progress reports and report cards
- STAR reading and math assessment data two grade levels below the current grade level
- Teacher Observation
- Chronic absenteeism
- Consistent, inappropriate behavior patterns
- Referral to the school’s Intervention Team, guidance counselor, social worker, and/or administration
- Dramatic life changes

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



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

Upon determination of a student being classified as being “at risk,” teachers contact the counselor to schedule a Response to Intervention (RTI) meeting. The RTI team which includes administrators, the counselor, parents and teachers meet on a weekly basis to discuss students in need of interventions and additional instruction in order to meet grade level standards. The Intervention Team not only prescribes interventions, but they also assign personnel and arrange for scheduling so that the interventions will be successfully carried out. The student’s progress is monitored throughout the intervention to determine if the intervention is effective or if it needs to be changed. The student’s progress and data is discussed at the Response to Intervention team meetings. Decisions about the student including the type of intervention, progress monitoring tool, the effectiveness of the intervention, additional strategies to help the student achieve success and whether to move a student to another Tier are all made by the RTI team.

Individual and small group instruction is in place for struggling students through creative and flexible scheduling of personnel. Instructional assistance is also provided through EIP, Special Education, and ESOL (EL) services. Struggling students are referred to the afterschool program where they receive small group instruction.

Leadership Team members will conduct frequent observations to help monitor progress toward meeting school goals as outlined in the school wide plan and collect data. The data will be used to make informed decisions about student performance and instruction.

The CES Title I Plan enables the teachers, parents, and community members to provide essential assistance to struggling students. Staff members will work with parents in supporting the at-risk learners. Referrals will be made to the school’s social worker, psychologist, and other support systems will be made as needed. Information and other resources will be made available through the school’s parent resource center and counseling department.

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

Response:

Periodic training for teachers will be provided by the Terrell County Special Education Director, facilitators at SWGA RESA, and through PD360. Outside consultants will be used if needed.

- Professional Learning Opportunities (On and Off Site) and redelivery of material to the entire faculty and staff
- Strategies for teaching youth experiencing homelessness
- Academic strategies for ELL students
- Using WIDA standards to accommodate ELL students

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



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

- Differentiation of Instruction
- Formative, Summative, and Diagnostic Assessment
- Implementing Intervention
- Technology in the Classroom
- Computer based Educational Supplements (Implementation, Student Progress, Reports, Interpreting the Data)
- Classroom management
- Strategies for working with SWD, students with 504 Plans (EBD, ODD, Students with ADD and ADHD and Autism)
- Models of co-teaching
- LRE - Vocabulary, State Regulations, expectations of classroom teachers, expectations of inclusion teachers and paraprofessionals
- IEP Training – Components of an IEP, Proper protocol for a meeting, implementing accommodations and modifications in the regular education classroom
- Workshops provided by the Special Education Department and the Counselor
- Data Analysis

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:

Parent-teacher conferences are scheduled three times throughout the school year. All parents are invited to attend the conferences to discuss the student's progress toward the school goals. Other items that can be discussed during parent-teacher conferences include standards in which the students are weak, strategies and resources that parents can use to help their children at home, assessment results, expectations and absences. During the conferences, parents will be informed of computer based programs that the students can use to practice standards that they have learned in the classroom, strategies for helping students complete homework, ways to help students read and comprehend the Accelerated Reader reading books, ways to help students study for assessments and steps to help students with problems that they may encounter both in and out of the school setting. Parents will also be given information about the after school program and resources that can be accessed at the Parent Resource Center. The School-Parent Compact will be discussed at each conference to ensure that the school, parents and students are contributing to the student's success.

Communication between teachers and parents is extremely important. Teachers are encouraged to communicate with parents often and in a timely manner concerning student achievement. School-Parent communication is conducted by phone, newsletters, weekly progress folder, student agenda, letters, email, TEMS Parent Portal and parent-teacher conferences. Teachers are required to keep parent communication logs of all contact with parents or attempts to contact parents.

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



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

*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.

Response:

The following funding sources and local service and programs were used to address the needs of the School Improvement Plan:

- Title I, Part A – Programs for Disadvantaged Children
- Title I, Part C-Migrant Education-(Not direct funded, Part of the Consortium)
- Homeless Education
- Title II Part A – Teacher Quality
- Title II Part D – Enhancing Education through Technology
- Title IV – Safe and Drug Free Schools
- IDEA – Programs for Exceptional Students
- Title III- English Learners (Not direct funded. Part of the Consortium)
- Early Intervention Program (EIP)
- Free/Reduced Meal Program
- Regular state funds from the QBE formula
- Professional Learning

9(b). Description of how resources from Title I and other sources will be used.

Response:

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.

Carver Elementary School Title I, State and Local funds will be spent in the following ways:

- Parent Involvement

Funds will be spent to create opportunities for communication between the parent and the school including weekly folders and student agendas. Resources to invite parents to the workshops, materials to provide information about Title I, materials to provide information about student achievement and progress toward goals will be purchased as well as student agendas for ongoing communication with parents and weekly progress folders. Snacks for parents who attend the meetings will also be provided. Being able to provide these services will enable us to strengthen

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



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

our parent/school ties.

➤ Supplementary Math Teacher Salaries

Title I funds will be used for the salaries of the third, fourth and fifth grade math support teachers. These teachers assist the students in the mastery of math standards by facilitating an additional math segment each day to supplement the classroom teacher's instruction.

➤ Materials and Supplies

Title I funds will be utilized to purchase resources including technology based supplemental materials for reading (Lexia Core 5) and science and social studies (Study Island), lab materials such as headphones and mouse pads, classroom resource materials, materials to assist with hands-on activities in science and social studies and other materials which will assist students in mastering Common Core Georgia Performance Standards (Reading, ELA, Writing and Math) and the Georgia Performance Standards (Science and Social Studies) on their specific grade levels. Complex texts focusing on science and social studies will be purchased for the Media Center along with additional instructional materials including composition notebooks for journal writing in reading, math, science and social studies for the classrooms. All materials purchased will be used for educational purposes and to increase academic achievement.

➤ Professional Development

Funds set aside for professional development will allow the administration to provide training sessions for paraprofessionals and teachers based on staff members' needs, school, county and state initiatives, and curriculum needs. PD360 will be used for professional learning and teacher enrichment. Funds will also be used for stipends for teachers who participate in professional learning opportunities after hours.

➤ Afterschool Program

➤ Communication

Title I funds will provide parent and community communication in the form of newsletters, printing, etc. Materials such as color and black ink cartridges for the printers, toner for the copy machines and other materials necessary School-Parent communication will be purchased. Homeless students will be provided the assurance of a fair and equitable education.

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.

Response:

- The Title I Director works to ensure that all Title I programs in the district are integrated with and do not conflict with other federal programs and laws. This plan was 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.

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

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



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

Response:

Test results for state and county assessments are provided for parents in a timely manner. Once the results of state assessments are received, the parents are sent a hard copy of the test results. Parents are encouraged to set up a meeting with the teacher if clarification or an explanation of the results is needed. Interpretation of the results may also be given in a workshop and/or conference setting. Weekly classroom assessments are sent home in the Tuesday folder along with rubrics and scoring procedures.

Examples of items communicated include:

- Annual CCRPI scores
- Progress report/report card
- Benchmark Scores

All schools and the district will share progress with teachers, parents, and students in the following ways:

- TEMS Parent Portal
- Parent conferences
- Newsletters
- Report cards
- System website
- Newspapers
- State DOE Website
- Letters and memos
- Phone calls
- Individual student test results
- Email
- As Part of the registration process
- Transition orientation

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

Response:

Disaggregated results for state assessments are provided in hard copy. The GADOE also provides disaggregated data on state assessments via the State Longitudinal Data System (SLDS). Teachers and administrators in local schools view results for school information as well as current classroom and individual student results. Teachers and administrators can also view up to 3 years of historical data for their school or class, disaggregated into subgroups via the SLDS.

Student results on school level assessments such as biweekly assessments, benchmark assessments, in-class projects, STAR Reading, and STAR Math assessments are disaggregated by teams of teachers. Teachers and administrators work collaboratively to examine and analyze the data for instructional purposes, including the need for remediation, acceleration or enrichment. Staff uses data from multiple sources to improve instruction.

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



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

--

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

Response:

The data collected is from the SLDS and data sent by the system test Coordinator.

Data is collected for:

- 3rd Grade Reading SLO
- 3rd Grade Math SLO
- 5th Grade PE SLO
- 3rd – 5th Grade Georgia Milestone Assessment

13. Provisions for public reporting of disaggregated data.

Response:

CES ensures that all stakeholders have access to our school's data by using the following:

- Newsletters
- Website
- Parent conferences
- School Council
- Open House
- Parent Orientation
- Open Terrell County Board of Education Meetings

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:

The plan will be developed annually based on newly disaggregated data and reviewed throughout the year.

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:

This plan was developed by the Carver Elementary School Wide Planning Team with feedback solicited from all stakeholders, including school staff, parents and students through multiple meetings, surveys and open discussion.

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

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



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

Response:

All components of our Title I School-wide Plan including the Parent Involvement Plan and School- Parent Compact are available to all stakeholders upon request. Our plans are also available on the school's website, in the Title I office and in the Parent Resource Center.

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:

To the extent feasible, all documents will be translated into any language that a significant percentage of the parents speak as the primary language in the home. Currently, the majority of the parents of participating students in the school speak English as their primary language. CES will provide full opportunities for all parent participants by utilizing available resources to format or translate information into a language parents can understand. We will determine which languages need written translations by using the data from the Home Language Survey.

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

Response: The revised school-wide plan of Carver Elementary school is subject to the school improvement provisions of section 1116. As stated in the GA ESEA Flexibility Waiver, Georgia is no longer held accountable for requirements of the Elementary and Secondary Education ACT (ESEA) section 1116(b) that require LEAs to identify schools for improvement, corrective action, or restructuring when they have not made AYP for two or more years. The Georgia ESEA Flexibility Waiver instead requires the SEA to identify Title I schools as having a Priority, Focus, Alert, or Reward status.

The ESEA requirement for parent involvement and parent notification has not changed. There are specific requirements for parental notification of a Title I school's status as Priority, Focus or Alert. Title I schools that are identified as Priority or Focus are required to provide Flexible Learning Programs (FLPs) to increase time spent on learning. Priority and Focus schools are required to invite all parents to be involved in the design of the FLP. In addition, these schools are required to notify parents of their child's eligibility to participate in FLPs. Furthermore, Priority and Focus schools are required to develop a Memorandum of Agreement (MOA) between the LEA and the SEA. Carver Elementary has not been identified as a Priority, Focus, or Alert School for the 2014-2015 school year and is therefore, not required to provide a Flexible Learning Program at this time.

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