


| TITLE 1 SCHOOLWIDE IMPROVEMENT PLAN ADDENDUM | | |
|--|--|--------------------------------------|
| School Name: Battlefield Primary | | District Name: Catoosa County |
| Principal Name: Geoff Rhodes | | School Year: 18-19 |
| School Mailing Address: 2204 Battlefield Parkway Fort Oglethorpe, Ga. 30742 | | |
| Telephone: 706-861-5778 | | |
| District Title I Director/Coordinator Name: Gina Haynes | | |
| District Title I Director/Coordinator Mailing Address: 307 Cleveland Street Ringgold, GA 30736 | | |
| Email Address: ghaynes@catoosa.k12.ga.us | | |
| Telephone: 706-965-6067 | | |
| Principal's Signature:  | | Date: 9/27/18 |
| Title I Director's Signature: | | Date: |
| Revision Date: | | |

Planning Committee Members:

| NAME | POSITION/ROLE |
|------------------|--------------------------------|
| Geoff Rhodes | Principal |
| Sheila VanDeLune | Interventionist (EIP) |
| Michelle Rodgers | Academic Coach |
| Angie Owens | Interventionist (EIP)/Horizon |
| Anita Gaines | Lead Sped. instructor |
| Leslie Watson | 1st grade teacher |
| Amy Bradford | 2nd grade teacher |
| Jennifer Romans | Kindergarten teacher |
| Kevin Stricklin | parent |
| Emily Ford | parent |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Catoosa County Public School
Title 1 Schoolwide/School Improvement Plan

1. What evidenced based practices are in place to ensure the increasing quality of the district and school staff's knowledge and skills?

Response:

At the core of all of our current and future professional learning are our professional learning communities. Through the PLC's our staff has been able to learn about the foundations of what response to intervention should truly be about. The intention of our future PLC's will focus on what common formative assessments are and how to implement them effectively. In implementing the CFA's one of the results will be determining effective tier 3 interventions. In addition to this it is the hope of the school to use the PLC's to grow in knowledge in the following areas:

- Guided Reading
- Guided Math
- Lexia (basic knowledge is there but it is our hope to use Title monies to implement this program school wide)
- Symphony Math
- Kagan strategies
- PBIS components
- Effective Reading training

2. What processes are in place to ensure that effective collaboration is occurring in your school to advance student achievement?

Response:

As mentioned previously, professional learning communities will factor heavily in the weekly life of Battlefield Primary School. It will be during this time that common formative assessments will be created based upon the essential standards that the teachers have agreed upon. The CFA's will then be implemented and the results will be used to identify students who would need remediation or enrichment. The students will then be grouped in such a way to increase understanding of these essential standards.

The PLC's will also be used for the staff to share best practices in the classroom, any training from outside the school that would advance student achievement or training on any Tier 3 interventions.

There is also the intention of using substitute teachers to cover the classrooms occasionally during the school year. This will be done so that teachers may meet collectively with the academic coach to discuss student achievement, data interpretation, and best practices. Vertical planning between the grade levels will also take place during this time.

Title 1 Schoolwide/School Improvement Plan

3. What professional learning will be provided for the teachers in the content, pedagogy, supports, and interventions, and leadership?

Response: Professional learning will focus primarily but not exclusively to the following areas:

- professional learning communities
- common formative assessments
- data interpretation
- Tier 3 interventions that focus on reading, writing, number sense, and social behaviors (PBIS)
- guided reading
- wonderworks
- number worlds
- training on effective reading
- critical thinking strategies such as Kagan

4. What processes are in place to ensure the support of families and communities feel welcomed at your school?

Response:

One of our main tools in this area is the employment of our parent involvement coordinator. Our parent coordinator acts as the intermediary between the home and school. In the past she has coordinated and created many events to make parents and children feel more comfortable at Battlefield Primary. Some of these events include:

- tours of the school
- parent involvement room
- themed family nights that focus on reading/math
- involvement with the family collaborative program
- coordinating the creation of Title school compacts

- assisting with family and community based activities such as grandparent’s day, Fitness February

Communication is also a vital aspect when it comes to involving the families and communities that surround Battlefield Primary School. Some of the tools that are used are:

- social media (Twitter, Facebook)
- Texting systems such as schoolcast and Remind
- school website
- weekly newsletters sent by the teachers
- monthly newsletter sent by the school

Battlefield Primary has also instituted a school wide initiative called , We not Me, during the school year where the main focus is assisting a local organization. The purpose of this is to make the students aware of the needs of other around them as well as help raise funds or materials that a local organization may need. Examples from this past year include collecting cereal bars for children who may not have adequate food on weekends and creating backpacks for the homeless filled with essential items.

Title 1 Funds

Please check the activities that the school may include in its detailed program budgets for Title 1.

| | |
|--|---|
| Curriculum for additional interventions | X |
| Professional development to teach curriculum with fidelity | X |
| Supplemental curriculum | X |

| | |
|--|---|
| Multi-Tiered System of Supports (MTSS) | X |
| Progress monitoring | X |
| Mid-year review process with each school | X |
| Online programs | X |
| Blended learning | X |
| Data and evaluation team | X |
| Early warning systems | |
| College and career readiness preparation | |
| Preschool | X |
| Full-day kindergarten | X |
| Instructional materials | X |
| Positive Behavioral Intervention and Supports (PBIS) | X |
| Extended Instructional time during the school year | |
| Instructional interventionist | X |
| Behavior specialist | X |
| Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators) | X |
| Instructional coaches | X |
| Supplemental tutoring | X |
| Preschool supports | X |
| Technology | X |
| Summer school | |
| Job-embedded professional learning | X |
| Dual-concurrent enrollment programs/courses | |
| Efforts to reduce discipline practices that remove students from the classroom | X |
| Career and technical education programs | X |
| Credit recovery and acceleration | |
| Other: (describe) | |

Supportive Learning Environment (Choose all that apply.)

| | |
|---|---|
| Creating a culture of high expectations | X |
| School improvement (restructuring, reform, transformation, planning & design) | X |
| Bullying Prevention | X |
| Home school liaison | X |
| Home visit programs | X |
| Assemblies (e.g., suicide prevention, bullying prevention, etc.) | X |

| | |
|---|---|
| Parent, family, and community engagement | X |
| Family surveys | X |
| Restorative justice programs | X |
| Efforts to reduce discipline practices that remove students from the classroom | X |
| Building Parent Capacity | X |
| Building School Staff Capacity | X |
| Continuous communication and meaning consultation with parents and family members | X |
| Other: (describe) | |

Family and Community Engagement (Choose all that apply.)

| | |
|--|---|
| Non-academic support (socioeconomic/emotional/cultural) | X |
| Dropout prevention and student re-engagement | X |
| Engaging parents/families (may include materials in a language families can understand, interpreters, and translators) | X |
| Family literacy | X |
| College and career awareness preparation | X |
| Positive Behavioral Interventions and Supports (PBIS) | X |
| Services to facilitate transition from preschool | X |
| Support for children and youth experiencing homelessness | X |
| Classes for parents and families (e.g., ELS, GED, citizenship, parenting, etc.) | X |
| Internet safety | X |
| Community liaison | X |
| Parent liaison/family engagement coordinator | X |
| Welcome center/community school centers | X |
| Child care for parent engagement events | X |
| Back-to-school kick-off | X |
| PD for family engagement liaisons | X |
| Homeless liaison | X |
| Efforts to reduce discipline practices that remove students from the classroom | X |
| Career and technical education (CTE) programs | |
| Academic Parent-Teacher Teams (APTT) | X |
| Other: (describe) | |

Professional capacity (Choose all that apply.)

| | |
|--|---|
| Differentiated, job-embedded professional learning opportunities | X |
|--|---|

| | |
|---|---|
| Provided by school or district staff | X |
| Recruit and retain effective educators | X |
| Teacher advancement initiatives | X |
| Improvement of teacher induction program(s) | X |
| Conference attendance (registration, travel, etc.) | X |
| Curriculum specialists | X |
| Improvement of teacher or other school leader induction program(s) | X |
| Preparing and supporting experienced teachers to serve as mentors | X |
| Preparing and supporting experienced principals to serve as mentors | X |
| Other: (describe) | |

Effective Leadership (Choose all that apply.)

| | |
|--|---|
| Leadership Development | X |
| Improvement Planning Development | X |
| Safety and Security Training | X |
| Training for monitoring and evaluating interventions | X |
| Other: (describe) | |

Catoosa County Public Schools Title 1 Schoolwide/School Improvement Plan

Each of the items listed below are required for the completion if the CCPS Title 1 Schoolwide plan.

- _____ 1. Front cover signature page
- _____ 2. Planning committee meeting signature page

- _____ 3. Professional Learning Documentation Question
- _____ 4. Plan for assisting students from Pre-school, Elementary
Middle school, and High School
- _____ 5. Title 1 Funds check list sheet
- _____ 6. Schedule showing an intervention time is provided for
students.
- _____ 7. School Profile

- _____ 8. School Improvement Plan

SIGNATURE

DATE

Data used for School Comprehensive Needs Assessment may include the following:
Georgia Milestones, STAR Reading & Math, easyCBM, Symphony Math, Reading Plus, Ascend, Common Formative Assessments, Lexia, Parent Surveys, Climate surveys, and CCRPI.