



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

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Battlefield Primary		District Name: Catoosa County
Principal Name: Geoff Rhodes		School Year: 2016-2017
School Mailing Address: 2204 Battlefield Parkway Fort Oglethorpe, Ga. 30742		
Telephone: 706-861-5778		
District Title I Director/Coordinator Name: Lisa Miller/ Gina Haynes		
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ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:

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SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Geoff Rhodes		Principal
Hiram Celis		Ass't Principal
Michelle Rodgers		Academic coach
Sheila VandeLune		EIP teacher
Bobbi Marshall		SPED teacher
Sara Pickens/Jennifer Romans		K teachers
Leslie Watson/Holly Collett		1 st grade teachers
Julie Winters		2 nd grade teacher
Kevin Stricklin		Kevin Stricklin
Julie Rhodes		Parent

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SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Response:

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

- Geoff Rhodes, Principal*
- Hiram Celis, Ass't Principal*
- Michelle Rodgers, Academic Coach*
- Sheila VandeLune, EIP teacher*
- Bobbi Marshall, SPED teacher*
- Sara Pickens, K teacher*
- Jennifer Romans, K teacher*
- Leslie Watson, 1st grade teacher*
- Holly Collett, 1st grade teacher*
- Julie Winters, 2nd grade teacher*
- Kevin Stricklin, parent*
- Julie Rhodes, parent*

Ways that the panel were involved were meeting formally twice a month to analyze data that would guide the instruction of Battlefield Primary. The parents involved in this process met on a less regular basis due to their work and family requirements, however they had input into the plan and were made aware of any changes to it. Data concerning parental involvement was also analyzed and strategies were put in to place to increase the number of parents involved in the school. The school improvement team also identified areas where professional development was needed. Plans are also being made for training and offered learning opportunities in Kagan strategies, going one to one with tech. devices, and the Reading Wonders Program. Research at the school level is also going into implementing online intervention strategies by using the Reading Eggs and Math Seeds programs.

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

As a part of the strategic planning, the BPS School Improvement Planning committees developed a comprehensive needs assessment by analyzing various types of data throughout the school year (CCRPI , GKIDS, ACCESS for ELLs, Writing Assessments, Star Reading, Star Mathematics, and SLOs)

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The Georgia Kindergarten Inventory of Developing Skills (GKIDS)-GKIDS is a year- long, performance based assessment aligned to the state mandated content standards. The goal of the assessment program is to provide teachers with information about the level of instructional support needed by individual students entering kindergarten and first grade.

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)- This assessment measures the individual student's progress in English language acquisition. It is a large-scale test that first and foremost addresses the English language development standards that form the core of the WIDA Consortium's approach to instructing and testing English language learners. These standards incorporate a set of model performance indicators (MPIs) that describe the expectations educators have of ESOL students. Currently BPS does not have the required number of ELL students to qualify for a sub group under the CCRPI standards. However this in not restraining the school in assisting these students progress.

STAR Reading-STAR Enterprise assessments use the most sophisticated statistical and test-creation technology and psychometrics to get more value out of each testing session. Extensive item calibration determines each test item's difficulty in relations to thousands of real students, applying advanced principles of Item Response Theory (IRT) and computer adaptive testing.

STAR Math- STAR Enterprise assessments use the most sophisticated statistical and test-creation technology and psychometrics to get more value out of each testing session. Extensive item calibration determines each test item's difficulty in relations to thousands of real students, applying advanced principles of Item Response Theory (IRT) and computer adaptive testing.

Student Learning Objectives (SLOs)-District determined SLOs are content-specific, grade level learning objectives that are measureable, focused on growth in student learning and aligned to curriculum standards. As a measure of teachers' impact on student learning, SLOs give educators, school systems, and state leaders an additional means by which to understand, value, and recognize success in the classroom. At this point the district is using custom SLO's for kindergarten math, P.E. and music appreciation for Battlefield Primary. As of this year (16-17), the state of Georgia has allowed districts to opt out of the SLO requirements. However, the data from this year's SLO's will be used to evaluate the BPS math program.

C. We have taken into account the needs of migrant children by immediately identifying migrant students using the Parent Occupational Survey (POS). Migrant students travel with their parents as the parents follow seasonal work like picking vegetables and fruit or cutting

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timber, working poultry, dairy, and livestock. All POS forms are forwarded to Tom Tyler, Title III Coordinator, who reviews the information provided by parents and forwards appropriate forms to the Migrant Consortium Specialist. Battlefield Primary has no migrant students at this time. Catoosa County Schools are part of the Title I, Part C-Migrant consortium and this consortium will provide appropriate services to identified migrant students.

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

** Due to state mandates which require for primary schools (K-2) to use data from 3rd grade state assessment scores, the data presented does not show the school's current CCRPI status. In addition since the state of Georgia's Student Learning Objectives came into existence during the 14-15 school year, the data from 13-14 will not directly compare to the data from 14-15. Also of note is that the benchmark percentage decreased 10% from the year 14-15 to 15-16.*

STAR READING/EARY LITURATURE RESULTS 13-14

(% of those that made benchmark):

Kindergarten:

Fall: 53% Spring 93%

1st grade:

Fall: 69% Spring:86%

2nd grade:

Fall: 49% Spring 68%

STAR MATH RESULTS 13-14

(% of those that made benchmark):

2nd grade STAR Benchmark results

Fall: 57% Spring: 74%

STAR READING/EARY LITURATURE RESULTS 14-15

% of students who made 30% SGP

Kindergarten: 92%

1st grade: 88%

2nd grade: 91%

Median Growth

Kindergarten: 66%

1st grade: 61%

2nd grade: 69%

% at or above benchmark

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Kindergarten
Fall: 32% Spring: 83%
1st grade
Fall: 50% Spring: 78%
2nd grade
Fall: 41% Spring: 68%

STAR MATH/ CUSTOM MATH SLO FOR KINDERGARTEN 14-15
% of students who made 30% SGP

Kindergarten: 92%
1st grade: 86%
2nd grade: 87%

Median Growth

Kindergarten: Custom SLO (median growth not given)
1st grade: 67%
2nd grade: 70%

% at or above benchmark

Kindergarten
Custom SLO (benchmark not given)
1st grade
Fall: 46% Spring: 70%
2nd grade
Fall: 50% Spring: 77%

STAR READING/EARY LITURATURE RESULTS 15-16

% of students who made 20% SGP

Kindergarten: 89%
1st grade: 90%
2nd grade: 89%

Median Growth

Kindergarten: 77%
1st grade: 63%
2nd grade: 73%

% at or above benchmark

Kindergarten
Fall: 34% Spring: 66%

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1st grade
Fall: 43% Spring: 71%
2nd grade
Fall: 42% Spring: 66%

STAR MATH/ CUSTOM MATH SLO FOR KINDERGARTEN 15-16
% of students who made 20% SGP

Kindergarten: 91%
1st grade: 91%
2nd grade: 84%

Median Growth

Kindergarten: Custom SLO (median growth not given)
1st grade: 73%
2nd grade: 60%

% at or above benchmark

Kindergarten
Custom SLO (benchmark not given)
1st grade
Fall: 49% Spring: 73%
2nd grade
Fall: 54% Spring: 75%

GKIDS SCHOOL SUMMARY REPORT 13-14

Meets or exceeds elements
ELA: 84.3%
Math: 85%

GKIDS SCHOOL SUMMARY REPORT 14-15

Meets or exceeds elements
ELA: 84.4%
Math: 88%

GKIDS SCHOOL SUMMARY REPORT 15-16

Meets or exceeds elements
ELA: 85.2%
Math: 89.1%










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The data above displays the percentage of students within each grade level, meeting or exceeding the standards in the core content areas eligible for consideration for Title I purposes. *When looking at the data through the past three years, but especially comparing 14-15 to 15-16, there are some noticeable strengths and areas of growth. In reading the benchmark scores were lower across all grade levels. However, the median student growth increased in all grade levels. In math, the benchmarks saw a slight overall increase. The median student growth was mixed. First grade saw their student growth increase while second grade's median student growth decreased by 10%. GKIDS results were similar between years in reading and math with less than 1% difference in reading and slightly more than 1% in math.*

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 standards including the 2015 CCRPI Report. The chart below shows subgroups that did not meet standards:

Performance Flags

<i>Legend:</i>		Subgroup met both State and Subgroup Performance Targets		Subgroup met Subgroup but not State Performance Target		Subgroup met State but not Subgroup Performance Target		Subgroup did not meet either the State or Subgroup Performance Targets		
		Not Applicable		Subgroup met Participation		Subgroup met Participation		Subgroup met Participation		Subgroup met the Participation

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Rate, State Performance Target and Subgroup Performance Target	Rate and Subgroup Performance Target but not State Performance Target	Rate and State Performance Target but not Subgroup Performance Target	Rate, but did not meet either the State or Subgroup Performance Targets
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End of Grade

	English Language Arts	Mathematics	Science	Social Studies
American Indian/Alaskan	NA	NA	NA	NA
Asian/Pacific Islander	NA	NA	NA	NA
Black	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA
Multi-Racial	NA	NA	NA	NA
White	P-S	P	NA	NA
Economically Disadvantaged	P-SG	P	NA	NA
English Learners	NA	NA	NA	NA
Students With Disability	NA	P	NA	NA

While the above flags do not represent Battlefield Primary or it's current students, it does show the strengths and weaknesses of the 3rd grade students of Battlefield Elementary. A goal of BPS is to prepare our second grade students for the future by looking at this data.

- F. The data has helped us reach conclusions regarding achievement or other related data.
- The major strengths we found in our program were *an overall increase in student growth (mean) in all grade levels with the exception of one grade and one subject. First grade in particular showed an increase in students making the benchmark in math as well as improving their student growth percentile.*

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<ul style="list-style-type: none"> ➤ The major <u>needs</u> we discovered <i>in second grade math and students making the overall district benchmark. Second grade math was the only grade level and subject that did not show a median growth increase and was down by 10% from the previous year's score. While SGP is the strongest indicator of student growth and teacher effectiveness, the school cannot ignore the importance student's achieving the district benchmark.</i> ➤ The <u>needs we will address</u> are <i>students who are at risk in mathematics with special attention given to second grade, students who are struggling to perform on grade level in reading. Both academic areas will be measured by progress monitoring and the Early Literacy/STAR programs. Students being able to think critically is essential as well . With this in mind Kagan strategies will continue to be implemented and possible training will occur. Title monies will be used to employ interventionist teachers to assist students that are academically struggling.</i> ➤ ➤ The <u>specific academic needs</u> of those students that are to be addressed in the school wide program plan will be <i>a mastery of the standards. The needs for this year will be to increase the meeting and exceeding of these standards. As mentioned previously, higher order thinking skills, and an increase in students meeting math and reading standards will be specifically targeted by interventionist teachers.</i> ➤ The ROOTCAUSE/s that we discovered for each of the needs were . . . (How did you get in this situation? What are some causes?) <i>Students entering the school at a low academic level as measured by the Kindergarten checklist and being being able to think critically on their own. Kagan activities were incorporated into the classrooms this year to promote critical thinking. This was monitored by the administration as walkthrough observations were performed. For parental involvement, offering workshops that are of interest to the parents should increase participation and thus aid rising students in meeting academic standards. Increasing technology continues to improve. As our district will soon be moving to every student having an Ipad or chrome book, BPS will look at the purchase of technology programs to benefit the students in creative thinking as well as improving their skills in reading and math. Teachers are also progress monitoring on a more regular basis using the STAR/Early Lit. program. This progress monitoring will now happen more often as the district is not required to use this program as a way to measure teacher effectiveness (SLO's)</i> <p>G. The measurable <u>goals/benchmarks</u> we have established to address the needs . . . <i>To increase the median academic growth of all students in the area of math and reading. Across grade levels (K-2), a minimum of 60% of the students will show 20% growth from the fall to the spring.</i> <i>The assessment tools that will be used to measure student mastery are STAR Math, STAR Reading, and Early Literacy, as well as district created assessments for K math. Critical thinking will also be done on a consistent basis throughout the school through the use of Kagan activities.</i></p>

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<i>Technology goals will be to use programs that will increase math and reading skills as well as critical thinking. Examples of these programs are Reading Eggs, Math Seeds, and OSMO. BPS will also be looking for additional programs and equipment that would assist the students in increasing their knowledge in these content areas.</i>	
<i>For parental involvement, goals of 120-135 parents attending our parent nights will be set. Special attention will be given to a math night as this was the highest requested informational program on the annual Title I survey. We will also have a goal of 6 to 7 additional workshops to provide to the parents to aid them with their children. 125 parents is also the goal of parents who will volunteer this year.</i>	

2.	Schoolwide reform strategies that are scientifically research-based directly tied to the comprehensive needs assessment and academic standards:
<i>Response:</i>	
<ul style="list-style-type: none"> • <i>After data analysis is completed, the faculty uses the information to develop teaching strategies that address the need area(s). When it is determined that the regular classroom curriculum is ineffective several researched based intervention tools are available for use. The programs that are available for use are:</i> • <i>Eaobics</i> • <i>Thjnkng Maps</i> 	

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2 .	Schoolwide reform strategies that are scientifically research-based directly tied to the comprehensive needs assessment and academic standards:
	<ul style="list-style-type: none"> • <i>KWL Charts</i> • <i>Quick Reads</i> • <i>Cooperative learning</i> • <i>Jack and Jilly</i> • <i>Lucy Calkins Writing Program</i> • <i>Reading Mastery</i> • <i>Read Naturally</i> • <i>Math Workshop Model</i> • <i>Engage NY Math program</i> • <i>Seeing Numbers</i> • <i>MacGraw Hill Reading program</i> • <i>Kagan strategies</i> • <i>Reading Eggs (to be purchased with future Title monies)</i> • <i>Math Seeds(to be purchased with future Title monies)</i>

•	Provide opportunities for all children to meet the state’s proficient and advanced (exceeding) levels of student academic achievement described in Section 1111(b)(1)(D).
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A.	<p><i>Response:</i> The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard are :</p> <p><i>Struggling students are given assistance through the Title I services, the Early Intervention Program, Special Education services, and English Language Learners. Data analysis indicates that in classrooms where the co-teaching model is utilized, student performance is much higher. For this reason, schedules are structured in such as way to allow the co-teaching model to be used in a number of the classrooms as well as podding. With podding, BPS is able to group students that are academically like one another in order to assist in differentiating instruction for the students. Many times this differentiation is accomplished with the use of a Title I interventionist instructor. Computer software such as EARLY LITERACY, Brain Pop Jr., STAR Math and Reading, RAZ kids and Reading Eggs/Math Seeds will assist in this process. This includes:</i></p> <ul style="list-style-type: none"> • <i>Horizon</i> • <i>Special Education</i> • <i>Title I</i> • <i>Early Intervention Program (EIP)</i> <p><i>This provides students with the benefit of having multiple certified teachers in the classroom for a portion of the school day. By structuring the day to accommodate these models, the majority of students are able to receive instruction in small group settings which greatly enhances the effectiveness of instruction. The afterschool program offers students the opportunity to get</i></p>
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- Provide opportunities for all children to meet the state's proficient and advanced (exceeding) levels of student academic achievement described in Section 1111(b)(1)(D).

assistance with homework or class work on a daily basis. Computer software programs are also available to assist with the learning process. Additional assistance is provided in the way of

- *Peer tutoring*
- *Mentors (faculty and community)*
- *High School Buddies*
- *Practicum students-when applicable*
- *Student Teachers*
- *Parent Volunteers*

○ populations

Response: Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. . (Cite Research to support selected strategies.)

Battlefield Primary School utilizes programs that have been proven to be effective in raising student achievement. The faculty has been well trained in the previous state standards and is currently immersed in training to promote critical/higher order thinking in students. We are currently using components of the Math Workshop Model and Engage NY Math for instruction in mathematics. The Reading Wonders program is currently being implemented into the school as well. Kagan strategies are also being used and our teachers will continue to be trained in this. This knowledge is used in conjunction with research based curriculum to provide highly structured and effective learning environments. Data collected across academic years indicate that achievement is increasing.

Kagan, S. Kagan Structures: Research and Rationale. San Clemente, CA: Kagan Publishing. Kagan Online Magazine, Spring 2001. www.KaganOnline.com

Achieving Exemplary Performance in Reading Comprehension for Students, Regardless of a Student's Background and Experiences, Parent's Income or Ethnic Group, Margaret Kilgo, founder Kilgo Consulting Inc

*National Mathematics Advisory Panel Report
<http://www.ed.gov/about/bdscomm/list/mathpanel>*

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- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs; and

Response: As mentioned previously, BPS provides mentors, high school buddies (LFO High School), student teachers, parent volunteers, and peer tutoring. BPS will look into incorporating the Reading canine program to assist students who have difficulty in reading. A Fitness Gram is done yearly with the assistance of student nurses from a nearby medical college to measure the physical health of the students as well as special attention being given students making healthy choices during the month of February.

- Address how the school will determine if such needs have been met; and
 - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Response: In addition to the 3 major benchmark assessments that the school uses, the teachers will also progress monitor their students (monthly-minimum) to measure the effectiveness of these programs. Fitness gram results will help drive instruction in physical fitness.

3. Instruction by highly qualified professional staff

Response: There are no core teachers that are teaching out of their field for one or more periods during the day. The faculty at Battlefield Primary School consists of 36 certified teachers (allotments)- 100% are highly qualified to teach in that field for the entire day. Instruction for all students is delivered by highly qualified teachers who are part of a mentorship program for the first year they are employed by Catoosa County Public Schools. In addition all of the para professionals are highly qualified and are properly trained.

4. In accordance with Section 1119and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.

Response: We will include teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example . .

- *Teacher and paraprofessionals will take part in additional Kagan strategies training this year so as to improve student critical thinking*

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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

skills which has been identified as a reason that can prohibit math and reading comprehension growth. This will be done under the direction of the Title I paid academic coach. The school will look at bringing in a trainer as opposed to sending groups of teachers away to another school being trained.

- *The academic coach will also monitor the school in the continuing implementation of the Reading Wonders program. This will be done through training days set aside.*
- *Components of the math program, Engage NY, will also be incorporated into the teaching strategies this year at the same time while keeping components of the Math Workshop Model. Once again, this will be done under the supervision of the academic coach and administration. Vertical planning will occur between the grade levels.*
- *Reading and math nights will be offered under the supervision of the Title I parent coordinator. The purpose of these evenings will be to reinforce key curriculum components that are taught during the regular school day. This is also a way to involve the community directly with the school's goals.*
- *Under the supervision of the Title I academic coach, administration, and the BPS tech. team, the school will offer any professional development needed for new technology programs and devices purchased with Title monies.*
- *Some past curriculum initiatives that are still in use at BPS but no longer need training because of full implementation are*

- *Autism Training(08-09)_*
- *Co-Teaching Training(08-09)*
- *Infinite Campus training (09-10)*
- *Higher Order Thinking (09-10)*
- *Promethean and Smart Board Training (09-10)*
- *Guided Reading (09-10)*
- *Thinking Maps(10-11)*
- *Common Core Georgia performance Standards Training with Academic Coach (11-12)*
- *Math Workshop Model with Academic Coach and math consultant (11-12)*
- *Mindset training (12-13)*
- *Seeing Numbers (12-13)*
- *CCGPS-ELA training (12-13)*
- *Great Books Training (12-13)*
- *Implementation, data interpretation and interventions based up STAR/Early Lit.(13-14)*
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4.	In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

5.	Strategies to attract high-quality highly qualified teachers to high-need schools.
<p><i>Response: Catoosa County Public Schools has the reputation as the district that provides environments where all students' needs are met and an equally strong commitment to the highest quality instructional programs. This reputation has afforded Battlefield Primary School the opportunity to recruit the best teachers in the area. This commitment to academic excellence draws high quality teachers to the school when moving into the area, as well as those graduating from area colleges and universities. The director of Human Resources posts all job openings on the school system's website. Applicants are screened and interviewed by the school's leadership team and administrators. References are checked carefully. Strong administrative guidance, training and a new teacher mentoring program provide all new teachers with the support they need to assist students in attaining high academic achievement. Every teacher new to the school, whether experienced or not, has a mentor. The mentors receive training and support from the central office as well as the school. New teachers are expected to work closely with all teachers in the same grade level to plan curriculum and instruction and monitor student progress.</i></p>	

6.	Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.
<p><i>Response: To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, each school and local educational agency assisted under this part shall educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.</i></p>	

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In the spring of 2016, BPS surveyed our parents asking them questions regarding communication, challenges/obstacles, and needs the parents have in being a partner with the school in their child's education. BPS took the results of this survey and shared the feedback with the faculty and staff. Common themes were looked for so as to see the most pressing needs of the community. For example, a large number of the parents said that it is difficult to attend meetings and workshops offered at school during the school day. Because of this BPS will look at offering more of the workshops at times when it is most convenient for the parents (5:30- 8:00 p.m.). Another pattern from the survey was for improvements to be made to the Title I math night.

- A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by . . . *having regular school council meetings, PTO meetings, and Title I sponsored nights (Camp Read A Lot is an example) where the parent coordinator actively requests parental input on how to improve the school. In the future under the district's charter system status, the Local School Governance Team (consists of community members and parents) will be involved directly in the review and any improvement plans to be done at the school level.*
- B. We have developed a parent involvement policy included in our appendices that
 - includes strategies to increase parental involvement:
 - (a) *flexible dates/times for parent involvement activities,*
 - (b) *providing child care for parent involvement activities,*
 - (c) *providing parents with resources such as family literacy services and English classes,*
 - (d) *provide assistance to parents in understanding the state's academic content standards and assessments*
 - (e) *curriculum programs (math and reading) that are not only educational but enjoyable as well (Math cooking night, Camp Read a Lot night).*
 - (f) *Title I parent /student compact that shows the goals of the school and how parents can help achieve these goals at home.*
 - describes how the school will provide individual student academic assessment results, including a interpretation of those results. *Battlefield Primary School will have special grade level nights where the STAR/EARLY LIT. bench mark assessments will be discussed. How the state measures all schools (CCRPI) will be explained and how it is markedly different for primary schools.*
 - makes the comprehensive school wide program plan available to the LEA, parents, and the public *copies of the school improvement plan will be available on the school website or upon request in the main office or a copy in the school's parent resource center.*

7. Plans for assisting preschool children in the transition from early childhood programs,

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<p>such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.</p>
<p><i>Response: Battlefield Primary School hosts a pre open house night for all rising Prek and Kindergarten students to come tour the school and get more information. The parent coordinator assists with this. Typically the date for this is in late May. Additionally, the Friday before school starts all rising K students are invited back to BPS to meet teachers individually and begin the kindergarten screening process to be able to better serve them once school starts. PreK students attending a PreK program in Catoosa County eat lunch in the same cafeteria and visit the same media center they will utilize as a kindergarten student. PreK students who live within our school zone area but attend the local Head Start, and other private preschools are invited to tour the school facilities on a day specified for Pre-K to Kindergarten transitions.</i></p>

<p>8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.</p>
<p><i>Response: Battlefield Primary School teachers were included in the decision to choose from the limited amount a data sources available at the primary school level. Teachers are included in decisions regarding use of academic assessment during collaborative planning. Through collaborative planning that occurs with the leadership of the Academic Coach and the administration, the teachers discuss and determine which assessments will be most beneficial for them. Through these collaborative planning efforts we have determined that we will give benchmark exams two to three times a year in ELA and Math to assess instruction and comprehension of the students on the material covered. Based on the data and agreement among the teachers at BPS, we will continue our focus on critical thinking skills through the use of Kagan strategies as well as focus on refining the math program and maintaining the Reading Wonders program.</i></p>

<p>9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.</p>
<p><i>Response: Response to Intervention is a process through which students who are experiencing academic, behavior, or speech difficulties may receive additional assistance, accommodations, or modifications to ensure success. Students in the RTI</i></p>

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process receive a combination of classroom interventions, along with services from school academic and/or behavior interventionists. The process is teacher-driven and based on formative and summative performance data, which is collected on a regular basis, in a timely manner. When modifications and accommodations are not enough as documented through tiers of classroom and additional interventions, the school psychologist may screen a student for possible learning problems using appropriate diagnostic assessments. The RTI team members include teachers, parents, the RTI Interventionist, administrators, school psychologist, and other support personnel. RTI team members are notified of meetings through the use of email, mail, notes home, and phone calls. RTI meetings are scheduled during the teachers' planning times. Accommodations are made for our parents who must attend outside of typical school hours. Success of the RTI relies heavily on parent attendance and the fulfillment of all duties by team members (including documentation, administration of interventions, progress monitoring, etc.).

Administrators monitor report card grades, benchmark assessments, performance tasks and meet with grade levels/content specific teachers as appropriate to ensure students are receiving appropriate interventions. Students in need of effective, timely assistance may also be assigned to an interventionist teacher to assist them.

At Battlefield Primary School, assessment scores and assignments are constantly and consistently analyzed in an effort to identify any area of weakness. As areas of challenge are identified, instruction is adapted to meet these challenges. The employment of additional intervention teachers through Title monies will also assist these students who are struggling in their mastery of the standards.

Additional strategies are in place for dealing with individual student deficiencies and a timeline is in place for addressing academic needs. Regularly scheduled meetings will be held where student performance is evaluated in light of expectations for specific skill acquisition.

Remediation is determined based on student needs and is offered both during the school day and through tutoring in the afterschool program. The following tools are used to assess progress for struggling students:

- *Early Intervention in Reading Assessments*
- *STAR/Early Lit. results in both math and reading*
- *Teacher made checklists*
- *Running records*
- *Progress reports*

One of the above mentioned tools (STAR/Early Lit.), will be used to progress monitor the students on a regular basis to identify any areas that a child might be struggling in.

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

Response: Title I funds are not intended to serve as replacement for State/local funds. Title I funds are used ONLY to **supplement** the core academic program of reading, English language arts, mathematics, science and social studies as noted within the required needs assessment for schoolwide programs. Title I funds will be used to support the following:

- *Parent Involvement Coordinator (part-time) to provide assistance to parents in*

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understanding: the state's academic standards, local and state assessments, the requirements of Title I, how to monitor their child's progress and how to work with educators to improve the achievement of their children. The coordinator will act as the liaison between the school and parents.

- *Title I interventionist teachers to support the classroom teacher in working with those students who have been identified as below grade level. This will involve working in small groups either in the classrooms or computer lab.*
- *Academic coach (part time)whose role will be to help lead the teachers in curriculum and instructional strategies. The coach will also help with the school improvement process and analyze/ disaggregate data. Proctoring during the bench mark testing windows will also be done.*
- *Instructional Supplies such as toner cartridges, copy paper, writing tools, math manipulatives ,intervention reading and math materials, programs etc. will be used to assist the teachers in their instruction of the students*
- *Instructional Substitutes will be used to cover classrooms while the teachers are being trained by the Title I academic coach in new instructional practices such as Kagan.*
- *Technology equipment such as computers, monitors, LCD's, Google Chrome Books, headphones, activwands, renewal of web based programs such as Brainpop Jr. and Accelerated Reader. As the district is going through a one to one technology initiative, BPS will also look to spend monies on programs that will increase math skills, reading comprehension and critical thinking. Examples of these would be OSMO, Reading Eggs and Math Seeds program.*
- *Professional Learning Registration and Travel to possibly bring a Kagan trainer to Battlefield Primary School. If monies are unavailable for that then teachers may be sent to Kagan training elsewhere in a smaller group. Additionally other conferences may arise that would assist the school in it's goal of improving student's reading, mathematics and critical thinking skills.*
- *Possible Professional Learning Books or Periodicals * Special Note as the year progresses and Title I monies become available there may be materials that would be beneficial for the teachers of BPS to study to further their student's academic goals. The Title I plan would be amended and approved at that time. One possible book study would be on the effects of student retention.*

Other Sources

School fundraisers will be an additional source of monies that will assist with student incentives and the purchase of additional essential items that will be necessary for Battlefield

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Primary to operate successfully .

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response: The following is a list of programs and services that have been accessed at Battlefield Primary School:

- *Georgia Lottery Pre-K Program*
- *Special Education Pre-K Program*
- *Free and Reduced Lunch Program*
- *Special Education Services including Medicaid for qualifying students*
- *Title I Program*
- *Partnership 2000/Mentoring Program*
- *Early Intervention Program (EIP)*
- *Homeless Grant Services*
- *Migrant Worker Services*
- *English Language Learners Services*
- *Head start program*

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

Response: Regarding ongoing assessment of student performance, work sent home on a weekly basis along with good communication between teacher and parent, ensure that parents are kept up to date and aware of areas with which their child may be struggling.

Major assessment results will be dealt with in much the same manner, with simplicity of interpretation being emphasized, thus ensuring that parents understand fully the nature of their child's academic difficulties and how they will be remediated.

The following is a list of methods utilized to inform parents of assessment results:

- *Progress reports*
- *Report cards*
- *Early Intervention Program (EIP)/Title I reports*
- *Individual Education Plan (IEP) progress reports*
- *Kindergarten/1st grade screenings*
- *Phone calls*
- *E-mails*

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- **Daily folders and agendas**
- **School report card**
- **System level report card**
- **Newsletters**
- **A report from the STAR or EARLY LITERACY programs**
- **Parent conferences**
- **Parent Portal of student data base**
- **Twitter- to be used to inform of school assessment results**

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

Response: Our school will communicate to the widest range of stakeholders. The results of the disaggregated data is given to them by providing them with the Georgia Department of Education (GaDOE): Office of Student Accountability website, the Catoosa County Schools website, as well as local newspapers. The GaDOE provides a comprehensive report for each school known as the College and Career Readiness Performance Index (CCRPI). A link to the CCRPI will be placed on the school website.

In addition to this, BPS looks at the results from the previously mentioned assessment tools (STAR, EARLY LIT, GKIDS) to plan instruction. Results of these assessments are shared at school council, LSGT, PTO and Title I meetings. When applicable those results will be posted on the website as well.

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

Response: The GaDOE provides the disaggregation of State assessment results; therefore, the results are valid and reliable. When administering the bench mark assessments, a team of teachers helps to administer and monitor these tests. The Renaissance Learning Place computer program provides the disaggregation of these results.

14. Provisions for public reporting of disaggregated data.

Response: The Title I Schoolwide Plan is available to all stakeholders on our website, parent resource center and community information table outside our front office. A copy remains on file in the Title I Coordinator's office, the Principal's office, and parent resource room. The SWP will be discussed at parent meetings, Open Houses, Title I Annual Meeting, and school council meetings.

Other ways that Battlefield Primary has at it's disposal to release this and other data are:

- **Monthly newsletter (The Cub Report)**
- **System level monthly newsletter**

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- **School website**
- **School report card**
- **System level report card**
- **Local media**
- **Frequent letters home**
- **School Council and Title I meetings**
- **Partnership Meetings**
- **PTO Meetings**
- **County/ school's texting system**
- **BPS twitter account**

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

Response: The plan was developed during a one-year period in 2016 and has been updated annually since that date.

16. 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: The school wide plan developed by Battlefield Primary was created with input from a variety of sources. The initial draft was developed with the assistance of the school principal and the School Improvement team. The Leadership and School Improvement Teams brought to the table input from grade level meetings, specialists and the community. The community gave input at Title I functions, surveys, school council meetings and PTO programs. The draft was then presented to a meeting of the School Council. This group is comprised of parents elected by their peers to represent them. In addition, the draft was presented to the Office of School Improvement of the Central Office. Finally, the plan was and will be shared with the entire staff at a faculty meeting for discussion.

Leadership Team Members
Geoff Rhodes, Principal
Kelly Simpson, K teacher
Jessica Rymer, 1st grade teacher
Debbie Southerlin, 1st grade teacher
Jayme Dills, 2nd grade teacher
Amanda Taylor, PreK teacher
Angie Owens, EIP, gifted teacher

School/ Parent Council
Jeff Hall
Angie McKeehan
Kevin Stricklin

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*Julie Rhodes
Angie Owens
Kelly Cloud*

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

Response: The Title I Schoolwide Plan is available to all stakeholders on our website, parent resource center, media center and community information table outside our front office. A copy remains on file in the Title I Coordinator's office, the Principal's office, and the Assistant Principal's office. The SWP will be discussed at parent meetings, Open House, Title I Annual Meetings, and BPS School Council meetings.

18. 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: Translation or interpretation of the plan, to the extent feasible, shall be provided for any language that a significant percentage of parents of participating students in the school speak as their primary language. The languages include, but are not limited to Spanish. Currently BPS has 10 ELL families of which Spanish is the predominant language.

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

Response: The plan is subject to the school improvement provisions of section 1116 and the School Wide Plan is based on the needs assessment of the school. This document provides the framework for improving academic achievement. Teachers and administrators refer to this document when planning for student instruction as well as professional development. Comments, suggestions, and requirements that will help Battlefield Primary School improve are always welcome.