



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

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Cloud Springs Elementary		District Name: Catoosa County
Principal Name: Cliff Brittingham		School Year: 2016-2017
School Mailing Address: 163 Fernwood Drive		
Telephone: 706-866-6640		
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		
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
Cliff Brittingham		Principal
Kellie Yarbrough		Assistant Principal
Marcetta Wong		Academic Coach
Michelle Allmond		Kindergarten Teacher
Dena Newsome		First Grade Teacher
Rhonda Duncan		Second Grade Teacher
Carol Tindell		Third Grade Teacher
Stephanie Davis		Fourth Grade Teacher
Mary Blackwell		Fifth Grade Teacher
Patti Raines		Special Ed. Teacher
Kathy Honeycutt		PI Coordinator
Rusty Parkhill		Parent
Angela Dorsey		Parent

SWP/SIP Components

- | |
|---|
| <ol style="list-style-type: none"> 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). |
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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 schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were:

B.

Cliff Brittingham	Principal
Kellie Yarbrough	Assistant Principal
Marcetta Wong	Academic Coach
Michelle Allmond	Kindergarten Teacher
Dena Newsome	First Grade Teacher
Rhonda Duncan	Second Grade Teacher
Carol Tindell	Third Grade Teacher
Stephanie Davis	Fourth Grade Teacher
Mary Blackwell	Fifth Grade Teacher
Patti Raines	Special Ed. Teacher
Angela Dorsey	Para Pro/ Parent
Kathy Honeycutt	PI Coordinator
Rusty Parkhill	Parent
Angela Dorsey	Parent

School Data is collected, disaggregated, and reported on a consistent basis. During the summer, the School Improvement leadership Team, which includes administrator, grade level representatives, instructional coach, resource coordinator, classified representative, and parents from school council. The results are shared with the faculty and parents and targets are identified for improvement. Parents and community stakeholders receive data information throughout the year in newsletters, at meetings, on the website, and at our annual Title I meeting in September. Teachers continue to analyze data, formative and summative, every 2 weeks during data team planning meetings.

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

As a part of the strategic planning, the Cloud Spring's Elementary School Improvement Planning committees developed a comprehensive needs assessment by analyzing various types of data throughout the school year (CCRPI, Georgia Milestones, GKIDS, ACCESS for ELLs, Star Reading, Star Mathematics)

Georgia Milestones End of Grade Assessment -The Georgia Milestone is designed to measure how well students acquire the skills and knowledge described in the state mandated content standards in english/language arts, mathematics, science and social studies. The assessments

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yield information on academic achievement at the student, class, school, system, and state levels.

Georgia Milestones - The GaMilestones is designed to measure how well students acquire the skills and knowledge described in the state mandated content standards in reading, English/language arts, mathematics, science and social studies. The assessments yield information on academic achievement at the student, class, school, system, and state levels.

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.

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.

IXL -IXL combines a rigorous content that is highly customized to specific state standards in mathematics and reading with interactive features and games that engage students and reinforce and reward learning achievement. IXL's programs enable educators to track student performance in real-time to address individual learning gaps, while allowing administrators to monitor student progress and teacher effectiveness.

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.

The committee met regularly at the school to discuss the needs of the school and give input to

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system level needs. The School Leadership Team will meet four times throughout the 2016-2017 school year to monitor the school's progress on the plan and update/revise plan as needed. Grade levels and/or whole faculty meetings with the principal/assistant principal and academic coach to analyze school, grade level, and individual student data. The principal meets regularly with teachers to analyze data, focusing on formative assessments and student's mastery of standards. The Local School Council meets four times per year to discuss school improvement.

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 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. Cloud Springs Elementary School has no migratory 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.

Georgia Milestones End-of Grade Assessment (% at level 3 and 4)

Grade	Language Arts		Mathematics		Science		Social Studies	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
3 rd	33	28	31	27	24	16	20	5
4 th	49	26	33	23	32	28	27	25
5 th	44	38	19	18	28	26	13	11

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. ELA and Math scores show a decrease in third through fifth grade. Science also shows a decrease in third through fifth grade. Third graders show a significant decrease in social studies.

Mathe-matics	% at level 3 or 4 on Georgia Milestones									
	All Students	Black	White	Hispanic	Asian	Am. Indian	Multi Racial	SWD	LEP	ED
2014-2015	22	na	23	11	na	na	na	0	na	20
2014-2015	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA

Our strengths and weaknesses are listed on this table with a high mobility, high poverty(75%) student population our scores have fluctuated for our total demographic population.

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ELA	% at level 3 and 4 on Georgia Milestones									
	All Students	Black	White	Hispanic	Asian	Am. Indian	Multi Racial	SWD	LEP	ED
2014-2015	35	na	35	23	na	na	na	0	na	31
2015-2016	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA

Our strengths and weaknesses are listed on this table with a high mobility, high poverty(75%) student population our scores have fluctuated for our total demographic population.

Science	% at level 3 and 4 on Georgia Milestones									
	All Students	Black	White	Hispanic	Asian	Am. Indian	Multi Racial	SWD	LEP	ED
2014-2015	24	na	24	33	na	na	na	6	na	23
2015-2016	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA

Our strengths and weaknesses are listed on this table with a high mobility, high poverty(75%) student population our scores have fluctuated for our total demographic population.

Social Studies	% at level 3 and 4 on Georgia Milestones									
	All Students	Black	White	Hispanic	Asian	Am. Indian	Multi Racial	SWD	LEP	ED
2014-2015	16	na	17	11	na	na	na	0	na	16
2015-2016	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA





































Our strengths and weaknesses are listed on this table with a high mobility, high poverty(75%) student population our scores have fluctuated for our total demographic population.

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:

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Legend:	 Subgroup met both State and Subgroup Performance Targets	 SG Subgroup met Subgroup but not State Performance Target	 S Subgroup met State but not Subgroup Performance Target	 Subgroup did not meet either the State or Subgroup Performance Targets
 NA Not Applicable	 P Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target	 P-SG Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target	 P-S Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target	 P Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets

Subgroup Performance	End of Grade			
	English Language Arts	Mathematics	Science	Social Studies
American Indian/Alaskan				
Asian/Pacific Islander				
Black				
Hispanic				
Multi-Racial				
White				
Economically Disadvantaged				
English Learners				
Students With Disability				

- Economically Disadvantaged (ED) students did not meet standards in the area of Mathematics, Science, or social studies. They did meet the benchmark in reading.
- Students with disabilities did not meet standards in the area of mathematics, science and social studies, English language arts.

CCRPI flags appear to align with our comprehensive needs assessment in showing our need to improve in the area of mathematics and Social Studies. 2015 Milestones data in the Statewide Longitudinal Data System (SLDS) indicate that algebra, geometry, and numbers/operations are our school's greatest area of need. Social Studies domains show that government/civics and history are the greatest area of need. Initial 2016 milestones scores indicate SWD students should be a major focus in all academic areas. 25% of students at Cloud Springs are labeled SWD.

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

- The major strengths we found in our program were as follows:
Reading – reading skills and comprehension
- The major needs we discovered were in math in the areas of numbers and operations measurement, and geometry. SLOs results demonstrate that students can't remember basic mathematic facts and lack common mathematics vocabulary.
- The needs we will address are Math- Numbers and Operations, Geometry, and measurement.
- Social Studies – Government and History was the lowest domain in this content area.
- Science – Earth Science was the lowest domain in all EOG grades.
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be the need to help students build number relationships to provide the foundation for strategies that help students remember basic facts. We will help students develop number concepts through hands-on use of manipulatives and visuals using strategies from Seeing Numbers and to build mathematics vocabulary with strategies from My math, IXL math, front row math, collaborating with other teachers using data team meetings, and RTI. Teachers will also develop their math knowledge, skills, and teaching strategies through professional learning in math courses through RESA.
- The ROOTCAUSE/s that we discovered for each of the needs were . . .
(How did you get in this situation? What are some causes?) Mathematics instruction has been teacher-focused and most of the instructional time spent on paper-and-pencil drill. Differentiation is needed to support our SWDs and ED students. We also have not done enough to reach out to our parents to involve them in how to help their child at home with mathematics. Social Studies instruction has primarily been teacher-focused and lecture style learning basic content facts. More student engagement and exploration is needed to enhance and make the instruction meaningful for our students.

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

Increase the percentage of students moving from developing to proficient by 5% in grades 3 through 5 on the Georgia Milestones end of grade assessment. Increase the percentage of students moving from proficient to distinguished by 3% in grades 3 through 5 on the Georgia Milestones end of grade assessment. Students will also make 40% growth between the fall and spring STAR benchmarks.

Student progress will be monitored throughout the school year. Interventions will be provided for students who do not master all the elements of the standard during the school day and after school. Title I funds will be used to hire intervention staff for this purpose.

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Reduce the number of students in sub-groups who did not meet the state or subgroup performance targets according to CCRPI. Focus will be placed on meeting targets with our special needs population.

Will increase the percentage of students scoring proficient or distinguished by 5% in grade 5 on the Social Studies Georgia Milestones end of grade assessment.

2. Schoolwide reform strategies that are scientifically research-based directly tied to the comprehensive needs assessment and academic standards:

Response:

Teachers will continue to implement a standards-based classroom structure throughout the school day. They will use the Catoosa County Adopted instructional framework which includes an opening(explicit instructions aligned to standard/elements/modeling/teacher and students set performance goals and expectations for the work session); work session (teacher facilitates while students work independently to apply learning/ engage in performance tasks); closing (students assess their work using language of standard/summarize main concepts; teachers identifies revisions for future use/ informally assesses student understanding/ clarify misconceptions).

Grade Level Data Teams. We will continue to train teachers and implement data teams specifically for the purpose of improving instruction. These small grade level teams will develop formative assessments, common scoring guides, and prioritize standards. Teachers will plan collaboratively through common planning time to analyze student work from formative assessments, to develop and share strategies to meet individual student needs, and to monitor, provide feedback, and give support to each other.

Teachers will utilize the RTI process to address the needs of individual students. The school will review, adjust, and modify the pyramid of interventions used for differentiating instruction for the purpose of meeting all student needs. Staff will be hired for the purpose of providing these interventions in all academic areas.

A math/science lab will be implemented to enhance the learning and provide students the opportunity to explore and discover ideas and solutions through problem solving and engagement.

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2 . Schoolwide reform strategies that are scientifically research-based directly tied to the comprehensive needs assessment and academic standards:

- 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).

A. *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 :

- classroom instruction that reflects a balance of skills, conceptual understanding and problem solving,

Data analysis insures that highly qualified teachers and paraprofessionals have the knowledge needed to prepare individualized instruction and provide opportunities for students to improve academically. Programs such as Special Education, Early Intervention, Instructional Extension and Horizon assist teachers in helping all students succeed. As listed in our Pyramid of Interventions, We have a plan in place to make sure each child is provided with opportunities to meet or exceed Georgia’s Proficient and advanced levels of student performance.

After school tutoring is provided for students for at-risk students in grades 3-5. An after- school tutoring bus is available for students needing transportation.

- Use effective methods and instructional strategies that are based on scientifically based research that:
- The following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies:
1. Standards-Based Instruction
 2. Georgia Keys
 3. Positive Behavior Support
 4. Parent Involvement Coordinator for increases parental involvement
 6. Computer lab teacher to monitor student progress with reading and math.
 7. Intervention teachers

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

National Council of Teachers of Mathematics. 2000. Principles and Standards for School Mathematics. Reston, VA: National Council of Teachers of Mathematics

Van de Walle, John A. 2000. Elementary and Middle School Mathematics: Teaching Developmentally. 4th ed. New York: Longman.

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Van de Walle & Lovin. 2006. Teaching Student-Centered Mathematics. New York: Pearson

Burns, Marilyn. 2000. About Teaching Mathematics. 2nd ed. California, Math Solutions Publications.

Parrish, Sherry. 2010. Number Talks. California, Math Solutions Publications.

Gottlieb & Slavit. 2013. Academic Language in Diverse Classrooms: mathematics, grades 3-5, Corwin Publications.

Burton & Kappenberg. 2013. Mathematics, the Common Core, & RTI: an integrated approach to teaching in today's classrooms. Corwin Publications.

- 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
 - After school tutoring program
 - Mentor program

Response: The School Counselor will provide college and career awareness activities and will coordinate with feeder middle school on the inclusion of information regarding vocational and technical education programs. The School Counselor also provides counseling in small group and individual sessions and arranges for mentors in our school mentor program.

- 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: We will progress monitor the identified sub-group students in numbers and operations, geometry, and measurement through their benchmark assessments and performance tasks. Prompt student feedback on math work will be provided in the classroom for major math tasks and projects. Social Studies in the 5th grade will be progress monitored through Moby Max, an online assessment tool which will identify individual deficiencies in the area of Social Studies. This tool will also provide specific remediation and extended learning instruction for these students.

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3. Instruction by highly qualified professional staff
Response: All of the staff at Cloud Springs Elementary School is highly qualified (Highly Qualified letter will be sent home to parents)

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.

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 . . .

- 13 Math teachers will attend the 3rd Northwest Georgia RESA math endorsement classes to increase skills in making math relevant for students and learn new methods of differentiation, researched-based strategies in the areas of numbers and operations, algebra, and geometry.
- Academic Coach will model Math Workshop strategies and all grade levels will participate in monthly meetings with the coach to support their implementation of Math Workshop strategies
- Academic Coach will meet with grade levels to facilitate the use of Depth of Knowledge (DOKs) in developing classroom instruction and assessments.
- Data Team training will continue by the grade level coordinators at the beginning of the year to support the school improvement plan, to guide and monitor the instruction.
- The Parent Involvement Coordinator in cooperation with school administration, Academic Coach and classroom teachers will provide Math Nights/Math Activities for parents that support parents in knowing how to support their child at home with mathematics, particularly numbers and operations.

5. Strategies to attract high-quality highly qualified teachers to high-need 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. Indicate how certification deficiencies are being addressed.)

It is the philosophy of Catoosa County Schools to provide quality instruction through highly qualified teachers and paraprofessionals. We work to meet this requirement by hiring teachers who are served in the area of instruction or are actively involved in the testing and evaluation process of obtaining this certification Paraprofessionals must meet state requirements for licensure and professional development.

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6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

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.

A Parent Involvement Coordinator (PIC) has been hired by the school to work specifically on increasing parental involvement. The school website includes a separate tab for Title I/Parent Involvement activities and support resources. The school website will continue to be reviewed and updated to make it more parent friendly. Parents can access the Parent Involvement Policy and Plan, School Improvement Plan, Title I School-wide Plan, and the Parent/Student/School Compact from the Title I and Parent Involvement tabs on the school website. The PIC will also send out the information via flyers, email, and newsletters and will send the information home to parents who request a hard copy. We will involve parents in our school by:

1. Asking all parents to become involved with the Parent Advisory Committee—this committee is open to all parents of students at CSE. The Parent Advisory Committee, along with the principal, PIC and teachers will work on providing programs based on needs and concerns of the parents.
2. Conducting an Annual Title I meeting to present various plans and ask parents to provide input on revisions and other feedback to meet the needs of both students and parents. Parents and community stakeholders receive data information during the system wide Parent Involvement Meeting and the CSE Open House in August. During the Annual Title I meeting in September, data results are shared with parents and community stakeholders.
3. Surveying parents and community member throughout the school year. We administer the surveys at various programs/activities and in the Spring. The school council also assists in surveying the community. The completed surveys provide feedback and input from all stakeholders on the Title I School-wide Plan, Parent Involvement Policy and Plan, School Improvement Plan, how Title I funds are utilized, and the Parent/Student/School Compact. Survey results are used in revising plans, addressing needs and concerns of parents, and making plans for the upcoming year.
4. Maintaining a School Local Governance Team consisting of parents, teachers and community members. All Title I information is shared with the group and they are asked to complete surveys and to

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assist in administering surveys to community members. The team provides feedback/suggestions for revising all Title I documents.

5. Sending out monthly parent/student newsletters. Each grade level provides information that is relative to the various grades. Information for parents about upcoming meetings, parental involvement opportunities, and how to contact the various support staff is also provided through our website. Posting of the comprehensive school-wide plan (Title I School-wide Plan), School Improvement Plan, Parent Involvement Policy and Plan, Parent/Student/School Compact and additional information on parental involvement on the system and school's website.

6. Conducting a Title I annual meeting for all parents and the community at the beginning of the year (August). The principal will share CCRPI Progress, explanation of the data, trends among subgroups, explanation of strategies and programs used, and what changes are coming in the near future. The principal will also explain Title I programs, School Improvement Plan, Parental Involvement Policies and Plans, as well as other pertinent information.

7. Having teachers/parents/students work together to achieve academic success for all students through goal-setting and Infinite Campus Parent Portal. Teachers contact parents to discuss grades and attendance as well as to verify student information for Infinite Campus.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Response: 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.

Annually, Cloud Springs holds a spring meeting for the purpose of preparing fifth grade students and their parents for the middle school transition. The middle school principal then shares his/her expectations for middle school students and what parents should expect for their child academically in middle school.

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.

Response: Catoosa County School teachers were included in the development of grade levels and content area SLOs. Teachers are included in decisions regarding use of academic assessment during collaborative planning. Through collaborative planning that

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occurs with the leadership, 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 benchmarks 3 times a year in ELA and Math to assess instruction and comprehension of the students on the material covered each 9 weeks. School Improvement Goals address assessment and teachers working to analyze results in order to provide the most appropriate instruction bases on assessment results and learning styles. Cloud Spring's School Improvement Team is composed of teacher representatives, parent/community representatives, standards coach, parent involvement coordinator, principal, and the assistant principal. The team studies data trends, strengths and weaknesses. Pearson Inform helps teachers look at data and assist teachers in looking at trends of student performance. Georgia Online Assessment is used to help students practice the concepts and skills needed for Georgia Milestone. Teacher made assessments, Georgia Frameworks, My Math, Open Court, DIBELS, and STAR Math and Reading assist teachers in monitoring student progress

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.

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 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

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also be assigned for after-school tutoring based on the monitoring of academic data analysis.

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 understanding: the state's academic standards, local and state assessments, the requirements of Title I, who to monitor their child's progress and how to work with educators to improve the achievement of their children.
- **Academic Coach** provides professional development and support to teachers for the purpose of implementing standards- and research-based instructional strategies.
- **Intervention Teacher: Hire intervention teachers to provide additional instructional support and interventions in the areas of math and reading.**
- **HiQ Title I Paraprofessional** who will work under the supervision of teachers to provide additional instruction/academic intervention in mathematics, ELA, Science, and Social Studies.
- **Instructional Supplies** copy paper, staples, paper clips, pens, pencils, office supplies, post it notes, white out, tape markers, white dry erase boards, timers, Flash Cards, calculators, index cards, open court Imagine it supplemental materials-workbooks, coach books, EIR workbooks/kits, Projector Bulbs, Seeing numbers, Chart Tablets, Georgia Studies Science and social studies Materials, Open Court Supportive materials, Write to Win materials, Gallopade/social studies, McGraw Hill/My Math support materials. McGraw-Hill Reading Wonders supplemental materials-workbooks, leveled readers, intervention materials, leveled readers. Support materials for reading wonders, handwriting paper/tablets.
- **Technology Supplies** "supplemental" ink cartridges, ipad cases (20),
- **Computer Expendable Equipment**
20 Document cameras to be used in classrooms to assist the teacher in demonstrating work, show student work samples, and project other media for classroom instruction.

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- **Computer Program Lease** Brainpop, Brainpop Jr., IXL math, STAR fall, enchanted learning, RAZZ kids, Moby Max, Lexia reading program, Write score assessment
- **Tutoring Services** – hire HQ teachers to provide tutoring services to at-risk students after school beginning in October and going through March.
- **Professional Learning**-(describe professional learning you have planned that supports your Title I goals).
13 Math teachers will attend Northwest Georgia RESA math endorsement classes to increase skills in making math relevant for students and learn new methods of differentiation, researched-based strategies in the areas of numbers and operations, algebra, and geometry.

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: Catoosa County 4-H, Catoosa County Family Collaborative, Title I, Part A and Part C (Migrant), , Part A, Title III, Part A, Transition activities with Head Start, and referral process for GED and other Adult education programs with Georgia Northwestern Technical College,

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

Response: Cloud Springs Elementary will host GEORGIA MILESTONES ASSESSMENT meetings to explain to parents how to read and interpret the GEORGIA MILESTONES ASSESSMENT scores of their children. In addition, progress reports and report cards are sent out every 9 weeks. Parent conferences are also set up which allows for opportunities to discuss and interpret 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 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

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link to the CCRPI will be placed on the school website.

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.

14. Provisions for public reporting of disaggregated data.

Response:
State online report card CCRPI data is made available for all stakeholders. We will send newsletters home with students advertising this data. We also discuss school data at School Council meetings, PTO meetings, annual Title I meeting, and faculty/committee meetings. Title I progress report is sent to parents at the beginning of the school year. School improvement plan and balanced scorecard is made available to parents on school website.

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:
Our school improvement plan is a 1-year plan, designed to support the county 3-year plan.

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: :
Cloud Springs Elementary solicits input from students, parents, community, and faculty and staff in the development of the School Improvement Plan, Parent Involvement Policy and Plan, Parent/Teacher/Student compact and the Title I School-wide plan. The School Council is provided with copies of the SIP, Parent Involvement Policy and Plan, and School-wide Plan for review and revision comments.

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

Response: The Title I Schoolwide Plan is available to all stakeholders on our website and the parent resource center. 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 all parent meetings, Open House, Title I Annual Meeting, and Local 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

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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.

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.