



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

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Tiger Creek Elementary		District Name: Catoosa County
Principal Name: David A. Beard		School Year: 2016-17
School Mailing Address: 134 Rhea McClanahan Drive, Tunnel Hill, GA 30755		
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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 School-wide 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
Rickey Kittle		Parent (LSGT)
Tisha Goldsmith		Parent (LSGT)
Holly Caputi		Teacher (LSGT)
Whitney Hood		Teacher (LSGT)
John Donahoo		Business/Comm. (LSGT)
Sandy Matheson		Business/Comm. (LSGT)
Margaret Phillips		Academic Coach
Jackie Klopfer		Assistant Principal
David Beard		Principal (LSGT)

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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 teachers of various grade levels, special education, and early intervention departments in addition to the academic coach and school administration. Ways these representatives were involved include the following:

- Maintain the role of liaison between administration and teachers as shared decision makers
- Academic Coach works with teachers and Interventionist works with students to facilitate the disaggregation of data from both formal and informal measurements at the respective grade levels
- Collect, analyze, and summarize data/findings from multiple sources
- Determine programming needs based on outcome of data and recommend interventions
- Consider root causes of present achievement or lack of progress
- Gather input from respective grade levels on appropriate focus and goals for school improvement efforts
- Consistently review school improvement documents and progress toward goals
- Participate in brainstorming options to maintain an environment of best practice

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

- Networking with Academic Coach in weekly grade level meetings to review recent data outcomes
- Interventionist maintains a regular class schedule to allow for common planning at each grade level
- Brainstorming with entire faculty, Leadership Team, and Grade Levels/Specialties
- Walkthroughs by Horizontal and Vertical Grade Level Teams
- Local "eleot" walkthrough where 55 classroom observations were completed by District supervisory personnel in the AdvancEd format.
- STAR (Reading, Math, Early Literacy)
- Qualitative reading inventories
- Teacher profiles
- Intervention by Design Benchmarking
- Writescore, CAI (computer assisted instruction) benchmark testing in reading and writing

As a part of the strategic planning, The Tiger Creek Elementary School Improvement Planning committee developed a comprehensive needs assessment by analyzing various types of data throughout the school year (CCRPI, CRCT, GKIDS, ACCESS for ELLs, Writing Assessments,

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Intervention by Design Benchmark Assessment, Star Reading, Star Mathematics, and SLOs)

Criterion Referenced Competency Test (CRCT)-The CRCT 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.

Georgia Milestones - The GA Milestones 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.

Intervention by Design Benchmark Assessment - traditionally administered on an annual or semi-annual basis. The test measures nine categories of reading behavior and six types of errors. It was developed in 1995 (and revised in both 2003 and 2005) by a committee of educators and is intended to evaluate certain aspects of your child's reading level.

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/Education City/ Moby Max- These additional computer assistive technologies are used in math, ELA, reading, social studies, and science.

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The committees met regularly at the school to discuss the needs of the school and give input to system level needs. The School Leadership Team will meet monthly throughout the 2016-17 school year where monitoring may take place with the school's progress on the plan and update/revise the plan as needed. Grade levels and/or whole faculty meetings take place with the principal/assistant principal and system academic coach to analyze school, grade level, and individual student data. Regular weekly meetings take place with teachers to analyze data, focusing on formative assessments and student's mastery of standards. For schoolyear 2016-17 a visual wall will be produced to show each student and how that student is progressing through levels I-IV on benchmarks given throughout the year. In the past, The Local School Council met four times per year to discuss school improvement in 2015-16. During the 2016-17 schoolyear the Catoosa County district will be a Charter System necessitating the new body used for school governance to be known as the Local School Governance Team. This body will replace the Local School Council and will meet on a monthly rather than quarterly basis where achievement can be monitored and new ideas extracted in a more regular manner. The new members and positions are reflected on the Planning Committee Member page of this document (see Page 3.)

As a part of a new direction and based on the new 5-year Catoosa County Continuous Improvement Plan, all students at Tiger Creek will have access to one-to-one technology. All Kindergarten through 2nd Grade students will have their own assigned I-PAD, and all 3rd-5th Grade students will have their own Chromebook. The digital learning resources above will be utilized to enhance the learning opportunities afforded by these technology improvements to our school.

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. Tiger Creek 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. It should be noted that internal test parameters and formulas may not have been consistent when looking at GM data as the test has undergone revision these past two years.

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Georgia Milestones (%Developing, Proficient, Distinguished)

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	77%	78%	88%	88%	86%	89%	86%	87%		
4 th	69%	66%	72%	73%	63%	72%	72%	70%		
5 th	83%	69%	76%	73%	71%	68%	76%	69%		

Precise Schoolyear 2015-16 summary data is not yet available; the data reflected in the above chart for 2015-16 is preliminary and may change. The data above displays the percentage of students within each grade level that were developing, proficient or distinguished learners concerning standards in the core content areas eligible for consideration for Title I purposes. The chart demonstrates that all grade levels need to increase rigor and direction of learning for current standards. The chart further shows that fourth grade showed some good gains in Science. Considering the preliminary data and the fact that GA Milestones is a new assessment, these numbers are only a shadow that should be corrected as future data become available.

English/ LA	% Developing, Proficient, Distinguished on Georgia Milestones									
	All Students	Black	White	Hispanic	Asian	Am. Indian	Multi Racial	SWD	LEP	ED
2014-2015	76%	NA	76%	NA	NA	NA	NA	25%	NA	NA
2015-2016										

Mathematics	% Developing, Proficient, Distinguished on Georgia Milestones									
	All Students	Black	White	Hispanic	Asian	Am. Indian	Multi Racial	SWD	LEP	ED
2014-2015	79%	NA	77%	NA	NA	NA	NA	32%	NA	NA
2015-2016										

Science	% Developing, Proficient, Distinguished on Georgia Milestones									
	All Students	Black	White	Hispanic	Asian	Am. Indian	Multi Racial	SWD	LEP	ED
2014-2015	73%	NA	74%	NA	NA	NA	NA	32%	NA	NA
2015-										

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2016										
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Social Studies	% Developing, Proficient, Distinguished on Georgia Milestones									
	All Students	Black	White	Hispanic	Asian	Am. Indian	Multi Racial	SWD	LEP	ED
2014-2015	78%	NA	78%	NA	NA	NA	NA	38%	NA	NA
2015-2016										

Schoolyear 2015-16 summary data is not yet available. The summary data that is available currently is limited to “all” students, “white” students, and “students with disabilities”. Because of the non-diverse nature of the school population, many sub-groups do not form and are not available on the School Summary of All Student Populations as published by the Georgia Department of Education.

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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:

Legend:	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 Rate, State Performance Target and Subgroup Performance Target	Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target	Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target	Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets

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

- White students met the participation rate but did not meet either the State or Subgroup Performance Targets in math or social studies.
- As referenced above students from major racial and ethnic groups- do not indicate a clear subgroup at Tiger Creek Elementary.
- Students with disabilities did not meet standards in the areas of ELA, mathematics, science or social studies.

CCRPI flags appear to align with our comprehensive needs assessment in showing our need

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to improve particularly in the area of mathematics. 2015 Georgia Milestones data in the Statewide Longitudinal Data System (SLDS) indicate that Geometry (3rd Grade) and Number and Operations—Fractions (4th & 5th Grades) are our school's greatest area of need.

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

- The major strengths we found in our program is 3rd Grade ELA: Reading and Vocabulary
- The major needs we discovered were:
Math: 4th & 5th Grade Numbers and Operations—Fractions
ELA: Reading and Vocabulary
Science: Life and Earth Science
- The needs we will address are:
Math : 3rd Grade Geometry and 4th & 5th Grade Numbers and Operations—Fractions
ELA: Reading and Vocabulary (with emphasis especially in 4th Grade)
Science: Life and Earth Science
- The specific academic needs of those students that are to be addressed in the school-wide program plan will be: to help students build number relationships to provide the foundation for strategies that help students remember basic facts. We will implement strategies for building vocabulary that were successful in improving Reading outcomes to support mathematics vocabulary learning. We will help students develop number concepts through hands-on use of manipulatives and visuals.
- The ROOTCAUSE/s that we discovered for each of the needs were:

For years, our focus has been on improving teaching in the areas of Reading and ELA with minimal support for mathematics professional learning. Mathematics instruction has been teacher-focused and 75% of time spent on paper-and-pencil drill. A new focus utilizing New York Engage has only begun and is in the second year. We have been operating on a reduced number of instructional days and increased class sizes due to financial constraints imposed on our school system by State of Georgia. For the first time in many years the 2016-17 schoolyear will be the first year to have the full complement of 180 school days with students. We are continuing efforts to reach out to our parents to involve them in how to help their child at home with mathematics in a geographical area where parental support is lacking. Additionally since the beginning of the 2014-15 schoolyear through the 2016-17 schoolyear, 6 teachers including Kindergarten through 5th Grade (and 1 SPED teacher) are going through the local RESA to complete the Math Endorsement credential.

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

- Increase the percentage of students who score in the Developing, Proficient, or Distinguished categories on Georgia Milestones in mathematics by 5% during the 2016-17 schoolyear.
- Increase percentage of students by reading status in 4th & 5th grades to above 70 %+ as shown on the Georgia Milestones Spring 2015 (baseline) ELA Summary.

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	<ul style="list-style-type: none"> • Increase the percentage of students who score in the Developing, Proficient, or Distinguished categories on Georgia Milestones in Science by 5% during the 2016-17 schoolyear.

2 .	School-wide reform strategies that are scientifically research-based directly tied to the comprehensive needs assessment and academic standards:
	<p><i>Response:</i></p> <ul style="list-style-type: none"> • Math structured small group instruction – CGMI (Cognitive Guided Math Instruction) • Daily Five Reading and Math • Researched Based Guided Reading- University of Virginia “Reading First” • Morning Meeting • Thinking Maps • Differentiation of Instruction and Student Management • Co-teaching with Special Education and an Early Intervention Program teacher • RTI • Continuous Progress Monitoring • Eureka (formerly Engage New York) curriculum enhancement for Math • Vocabulary Acquisition through “Literacy by Design” • Literacy Design Collaborative providing literacy into math, science, and social studies.

	<ul style="list-style-type: none"> • 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).
	<p>A. <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> <ul style="list-style-type: none"> • In-depth data analysis from multiple sources • Planning of instruction according to state frameworks • Effective scheduling of Early Intervention Teacher • Prioritize time of academic coach to impact teaching and learning • Participate and embed professional development to ensure each teacher is equipped with strategies to meet the needs of students • Differentiated Instruction Specialist to consult with teachers and administration to

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<ul style="list-style-type: none"> • 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).
<p>manage behaviors disruptive to the instructional setting</p> <ul style="list-style-type: none"> • On-going communication with parents and guardians through multiple sources • Rely on school counselor, social worker, and family liaison when situations require intervention to address barriers which will then enable identified students to learn. • Specific science and math classroom instruction that reflects a balance of skills, conceptual understanding and problem solving, • Specific science and math performance tasks that provide students opportunity to discover new mathematical knowledge through problem-solving, • Specific science and math opportunities for students to converse, discuss and debate using mathematical vocabulary. • Specific science and math opportunities for students to represent mathematical solutions in multiple ways (tables, charts, graphs, pictures, symbols, and words) • Specific science and math opportunities for students to demonstrate their knowledge of abstract relationships using symbols, pictures, manipulatives, explanations and individualized, creative, hands-on products.
<ul style="list-style-type: none"> • Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> ○ strengthen the core academic program in the school. ○ increase the amount and quality of learning time, such as providing before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum ○ include strategies for meeting the educational needs of historically underserved populations
<p><i>Response:</i> Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. . (Cite Research to support selected strategies.)</p> <ul style="list-style-type: none"> • Brain Research – using manipulatives, tactile and movement, concrete to abstract instruction • Neuronet activities embedded in teaching strategies • Research Based Guided Reading – instructing students at their reading level using leveled books, and flexible grouping which provides low teacher to student ratio • Daily 5- provides modules which provide scaffolding in areas of comprehension, basic skills, and learning stamina in an automatic format • GA Workshop Model – Mini Lesson activating Prior Knowledge, Workout Session in small groups, pairs, and individuals, Closing while including Depth of Knowledge questioning and student work. • Marzano’s top 9 strategies incorporated into all subject areas. • Kagan's strategies on student engagement, systematic instruction of vocabulary

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- with emphasis on directional and problem solving vocabulary.
- MTSS – multi-tiered system of support (all, some, few, individual) Progress monitoring of entire student body to help produce groups.
- 6-Trait Writing Researched and used by the majority of states in state assessed writing.

- 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 school-wide 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: 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 and measurement and data analysis 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.

3. Instruction by highly qualified professional staff

Response:

- TCE will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Tiger Creek recognizes the importance of effective teachers; therefore TCE is staffed with highly qualified teachers and paraprofessionals. All staff at Tiger Creek Elementary is Highly Qualified, and an effective sign-off was completed in June 2016.

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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.
	<p><i>Response:</i> 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.</p> <ul style="list-style-type: none"> • Teacher will take part in the Formative Instructional Practices (FIP) trainings designed to guide participants through learning how to give instructional feedback and analyze student work. • Academic Coach will model Math and Science Workshop, and all grade levels will participate in "Lesson Study" with the coach to support their implementation of combination Math/Science project-based activities. • Academic Coach will meet with grade levels to facilitate the use of Depth of Knowledge (DOKs) in developing classroom instruction and assessments. • The Parent Involvement Coordinator in cooperation with school administration, the 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, math vocabulary. This core group will also examine the Georgia Standards of Excellence & Response to Intervention Pyramid which provides specific techniques for developing productive relationships with parents that will help students achieve. • A Tiger Creek site-based Medical Clinic known as the Tiger Care Clinic will enable parents and guardians to have access to quality Medical Care on the same campus as the school itself. A dental outlet will be utilized in the same facility. These services take advantage of Medicaid payments and create resolution for attendance concerns of "at-risk" students.

5.	Strategies to attract high-quality highly qualified teachers to high-need schools.
	<p><i>Response:</i></p> <ul style="list-style-type: none"> • The Human Resources Department at the Central Office takes the responsibility in making sure teachers and paraprofessionals are highly qualified before the hiring process is completed. On-going, open communication with county office personnel takes place as positions for qualified teachers arise to ensure all regulations are followed for hiring highly qualified candidate. Using research-based programs, best practices, and providing adequate resources results in teachers seeking employment in Catoosa County and specifically Tiger Creek Elementary. Several universities and college programs send practicum students and student teachers to TCE. There is a sense of high expectations and high support for teachers at TCE.

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6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.
<p><i>Response:</i></p> <p>We will survey 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. We will take the results of this survey and share the feedback gathered with the faculty and staff. Then, we will work as a faculty and staff to improve communication, remove obstacles, and meet the needs of parents in their effort to be a partner with the school in their child's education. One of the end products of these activities will include a parent compact between school and parents.</p> <p>A. Our District has become a Charter System as of June, 2016. Tiger Creek Elementary will now use this upcoming schoolyear to develop and implement flexible scheduling to create individualized and expanded learning environments allowing for acceleration, remediation and participation in high interest subjects to improve student achievement</p> <p>B. We have involved parents in the planning, review, and improvement of the comprehensive school-wide program plan by including them in discussions of data analysis, programming options, local, state, and federal mandates, and issues relevant to the population at Tiger Creek Elementary and have gained feedback from these participants.</p> <p>C. A Parent Engagement Center is established with areas for volunteering, use of computer equipment as needed, workshop presentations, and networking. Parents are invited to School Council meetings. On-going communication is sought out and supported by Grade Level and School wide newsletters as well as with the use of the Messenger Dog texting program. Parent input for the Title I Grade Level Compacts further engages involvement at the beginning of the year as well as throughout the school year.</p> <p>D. The school will provide information to explain to parents how to read and interpret the GEORGIA MILESTONES ASSESSMENT scores of their children at a designated time tentatively scheduled in late fall and dependent upon receipt of Georgia Milestones results.</p> <p>E. The school will make the comprehensive school-wide program plan available to parents, and the public digitally via school website and by paper copy at the front receptionist desk.</p>

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- F. Here are additional strategies Tiger Creek Elementary will use to increase parental involvement:
- (a) flexible dates/times for parent involvement activities,
 - (b) providing child care for parent involvement activities when necessary,
 - (c) providing parents with information to include outside resources regarding family needs,
 - (d) provide assistance to parents in understanding the state's academic content standards and assessments,
 - (e) show parents how to monitor their child's learning and assist their child at home with learning, specifically how to help their child with numbers and operations, and show parents how to help their child understand feedback given
 - (f) ensure that notices of parent activities are sent in a timely manner

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, the feeding pattern middle school holds a spring meeting for the purpose of preparing fifth grade students and their parents for the middle school transition. Rising middle school students are afforded several opportunities to visit the middle school campus and interact with visiting middle school teachers at TCE. Middle school band, chorus, athletic, and cheer representatives visit with TCE students in the Spring of their 5th grade year. Grade level and special education teachers meet with sending and receiving schools to assure unique needs of students are addressed and preparations are made for successful transitions.
 - To assist in literacy both pre-K and Head Start use both the media center and the expertise of literacy lessons with the media specialist

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:*
- Teachers collaborate horizontally and vertically to determine the most effective methods of using assessment and results to impact learning. Core Academic Based Committees meet regularly to monitor progress and

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implement change of any instructional practice as deemed necessary for continued student growth.

- 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 three times per year in ELA and Math to assess instruction and comprehension of the students on the material covered each 9 weeks. The staff has also agreed that rubrics should be used to assess student performance in all content areas. Rubrics should be shared with students (and parents when appropriate) prior to introduction of instructional units. Students should be taught to use rubrics to set their own performance goals and assess their progress. Rubrics should be linked to content standards. Self-assessment should be a component of each school's authentic assessment strategy. Students should participate in self-assessment of their own knowledge and skills.
- The use of Literacy Design Collaborative in grades 4 and 5 to include rigorous assessments using teacher design rubrics. The use of backward design and task analysis are used to design each module.

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. 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 may include teachers, parents, 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.).
- Tiger Creek will work in the coming year to assess interventions in conjunction

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with district personnel providing additional opportunities for students gain mastery of objectives.

- A new initiative is underway for 2016-17 to show a “super-visual” with every student’s name on graph wall showing growth or lack of growth in both reading and math based on benchmark data.

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 school-wide programs. Title I funds will be used to support the following where possible:

- Parent Involvement Coordinator (full-time) to provide assistance to parents in understanding: the state’s academic standards, local and state assessments, the requirements of Title I, and how to work with educators to improve the achievement of their children.
- Academic Coach who will provide Professional Learning, Data Analysis and Instructional competency training and guidance to teachers for all areas tested under Georgia Milestones.
- HiQ Mathematics Interventionist: to provide instructional support to students in the area of Mathematics using computer assisted and technology aided supports for direct instruction.
- Instructional Supplies: Copy paper, bulbs for projectors, post-it notes, chart tablets, markers, folders, pocket folders, binders, sheet protectors, timers, stackable file trays, leveled readers, math manipulatives, Science/Social, Literacy By Design Intervention Reading Kits, chart stand/easels, white boards, magnetic letters, laminating film, scantron sheets, poster maker paper, EZ Reader Strips, Calculators, Flash Drives,
- Supplies-Technology Related (list instructional supplies you plan to purchase) ink cartridges, laptop battery replacements, iPad Protector cases, headphones, external mouse (mice)
- Expendable Equipment Digital Projectors-For use in math, reading, ELA, science, and social studies classrooms to feature student work during workshop where students explain their work, defend their answers, and discuss their mathematical/problem-solving representations. The projectors will also be used by the teacher during the mini-lesson for instruction.
- Computer Expendable Equipment iPads, Laptop computers, Desktop computers, and Chromebook computers for students who experience difficulty mastering the state’s academic achievement standards. They will use this technology in subject

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area classrooms in order to provide effective, timely additional assistance in core academic content areas and to access computer-aided instructional activities for math and reading skills.

- Computer Program Lease: IXL (Math, ELA, Science, and Social Studies) Pebblego, Bookflix, Science Flix, True Flix, Brain Pop and Brain Pop Jr., Education Galaxy, Big Word Club, Flocabulary, Moby Max, Math Seeds, STAR Reading, Reading Eggs, Microsoft Office
- Non-textbooks/Periodicals: Leveled Readers
- Professional Learning: Professional learning for 2016-2017 is 6-Trait writing, student engagement with one to one technology in the classroom, design collaborative in Grades 4-5, and technology integration with academics. Professional Training Learning Books, Differentiated Instruction, Active Engagement (Kaplan Series), Cooperative Learning (Kaplan Series), notebooks, paper, markers, post-it notes, pens, chart tablets, Ink for coach printer, Cables (USB, VGA, RCA).
- Parent Involvement: Travel and registration for PIC to Family Engagement Conference. Supplies to include snacks purchased at grocery stores for parent meetings/workshops during mealtimes , paper cups, paper plates, napkins, plastic eating utensils, colored paper, Pens, pencils, staples, paper clips, post its, envelopes, copy paper, and ink for parent involvement printers.
- A 3-D Printer will be purchased to enhance student progress with hands-on learning helping with Mathematics and Science academic achievement.

Other Sources

Instructional/Supply (local/state) funds will be used to support the instructional program in all core content areas, art, music, PE,

STEM Materials and activities are funded through a collaborative between TVA (or local funds), state grant, PTO, Fund Raisers, etc.

Attendance Incentives will be funded by the PTO and/or school fundraisers.

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

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job training
<i>Response:</i> 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, YMCA Summer Nutrition Program

11. Description of how individual student assessment results and interpretation will be provided to parents.
<i>Response:</i> <ul style="list-style-type: none"> • The school will send out individual reports as provided by the State of Georgia via student folders, mail or other expeditious means. • The school will provide information to explain to parents how to read and interpret the GEORGIA MILESTONES ASSESSMENT scores of their children at a designated time tentatively scheduled in late fall and dependent upon receipt of Georgia Milestones results.

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
<i>Response:</i> 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 Public 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.

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
<i>Response:</i> The GaDOE provides the disaggregation of State assessment results; therefore, the results are valid and reliable.

14. Provisions for public reporting of disaggregated data.
<i>Response:</i> The Title I School-wide Plan is available to all stakeholders on our website, parent resource center and receptionist desk outside our front office. A copy remains on file in the Title I Coordinator's office, the Principal's office, and the parent resource room. The SWP will be discussed at parent meetings, Open House, Title I Annual Meeting, and Local School Council meetings.

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 school-wide program

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Response: The plan was developed during a one-year period in 2012 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 Title I School-wide plan was developed with the involvement of the community to be served and as a part of strategic planning. All faculty were part of Catoosa County Schools' revision of the strategic plan giving input to develop goals and action steps. The Leadership Team of Tiger Creek Elementary helped to develop the needs assessment by analyzing various types of data throughout the school year. The Leadership committee met monthly at the school to discuss the needs of the school. The administration shared some proposed goals and strategies with grade level and department teachers and gathered feedback. The administration then met with Local School Council at the end of school to propagate ideas. On-going data and ideas will be received throughout the school year in anticipation of next year's plan. By June 30, 2016 the Title I Planning Committee input was addressed where final necessary changes to the school-wide plan were completed.

TCE Leadership Team Members

- David Beard, Principal
- Jackie Klopfer, Assistant Principal
- Margaret Phillips, Academic Coach
- Rickey Kittle, Local School Governance Team Parent Rep.
- Tisha Goldsmith, Local School Governance Team Parent Rep.
- Holly Caputi, Local School Governance Team Teacher Rep.
- Whitney Hood, Local School Governance Team Teacher Rep.
- John Donahoo, Local School Governance Team Community Rep.
- Sandy Matheson, Local School Governance Team Community Rep.

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

Response: The Title I School-wide Plan is available to all stakeholders on our website, parent resource center and receptionist desk outside our front office. A copy remains on file in the Title I Coordinator's office, the Principal's office, and the parent resource room. The SWP will be discussed at parent meetings, Open House, Title I Annual Meeting, and Local School Governance Team 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.

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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.