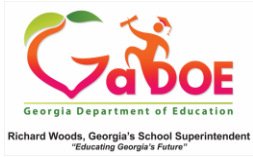


**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

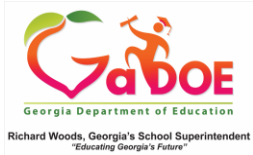
SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Eastside Elementary School		District Name: Douglas
Principal Name: Sean Roach		School Year: 2016-2017
School Mailing Address: 8266 Connally Drive, Douglasville, GA 30134		
Telephone: 770-651-3800		
District Title I Director/Coordinator Name: Lisa Dunnigan		
District Title I Director/Coordinator Mailing Address: 9030 Highway 5, Douglasville,		
Email Address: Lisa.Dunnigan@douglas.k12.ga.us		
Telephone: 770-651-2150		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information)		
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:



Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP Template Instructions

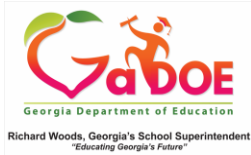
- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components 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.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Sean Roach		Principal
Leigh Sheffield		Assistant Principal
Mary Jackson		Leadership Member
Lisa Lindley		Leadership Member
Amy Shadix		Leadership Member
April Littles		Leadership Member
Janice Davis		Leadership Member
Rena Gill		Leadership Member
Jennifer Waits		Leadership Member
Teri George		Leadership Member
Mary Moore		Leadership Member
Nicole Smith-Hall		Leadership Member
Pam Harrington		Leadership Member
Latita Bell		Leadership Member
Toni Franklin		Leadership Member



Georgia Department of Education Title I Schoolwide/School Improvement Plan

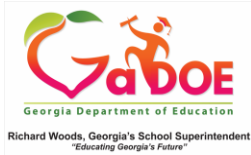
SWP/SIP Components

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 comprehensive needs assessment of the entire school addressing all academic areas and other factors affecting achievement has been conducted in the following ways:

- A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement plan. The persons involved represented the leadership team. Those individuals are Assistant Principal Mrs. Leigh Sheffield, Instructional Lead Teacher Dr. Mary Jackson, Kindergarten Teacher Mrs. April Littles, First Grade Teacher Ms. Janice Davis, Second Grade Teacher Mrs. Jennifer Waits, Third Grade Teacher Mrs. Nicole Smith-Hall, Fourth Grade Teacher Mrs. Pam Harrington, Fifth Grade Teacher Mrs. Latita Bell, Fifth Grade Teacher Mrs. Toni Franklin, Librarian Mrs. Amy Shadix, Computer Teacher, Dr. Lisa Lindley and Principal Mr. Sean Roach. The School Leadership Team of Eastside Elementary School met once a month to analyze student achievement data from many formal and informal assessments. The leadership team focused on the following task:
 - To develop strategies for teachers to implement in the classroom.
 - To create an RTI team to review and discuss data strategies monthly.
 - To devise plans of professional development that included the creations of teams such as Learning Focused School Team, Data Team, Technology Team, and a Multiple Intelligence Team.
- B. We have used the following instruments, procedures, or processes to obtain this information.
 - Georgia Milestone in Language Arts Grades 3-5
 - Georgia Milestone in Math Grades 3-5
 - Georgia Milestone in Science Grades 5
 - Georgia Milestone in Social Studies Grades 5
 - Common District Assessments in Language Arts/Reading Grades 1-5
 - Common District Assessments in Science Grades 2-5
 - Common District Assessments in Social Studies Grades 2-5
 - Common District Assessments in Math Grades 1-5
 - Aimsweb in Reading Grades K-5
 - Aimsweb in Math Grades K-5
 - GKIDS for Kindergarten



Georgia Department of Education Title I Schoolwide/School Improvement Plan

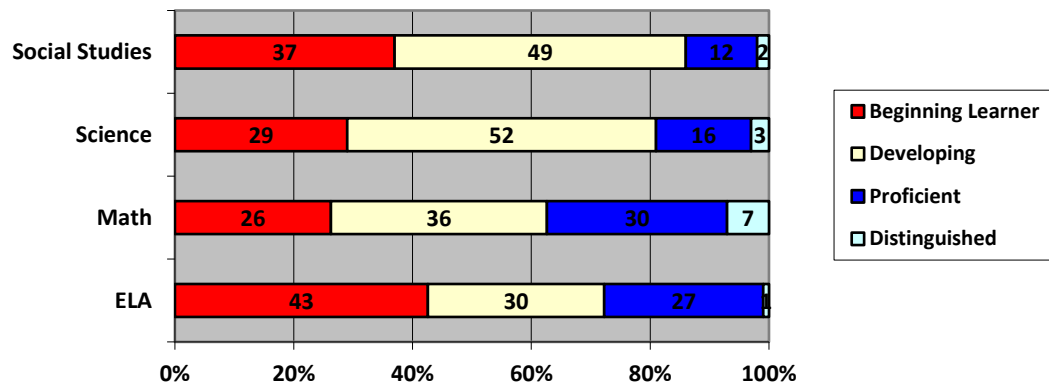
- C. We have taken into account the needs of migrant children by providing pull out, intensive ESOL services daily in all grade levels.
- D. We have reflected on current achievement data that will help the school. Such data was derived from GKDS, AIMSWEB and Common District Assessments. However, as part of our comprehensive needs assessment, data from the spring administration of the Georgia Milestone Assessments were used to determine the specific needs of all individual students as well as those in specific subgroups.
- 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 (The Georgia Standards of Excellence –GSE) and the State student academic standards including:
- Economically disadvantaged, those who receive free/reduced meal benefits comprise 80% of the entire school.
 - 38% of Blacks in grades 3, 4, and 5 scored at the beginning learner level in English Language Arts.
 - 26% of Blacks in grades 3, 4, and 5 scored at the beginning learner level in Mathematics.
 - 27% of Blacks in grades 3, 4, and 5 scored at the beginning learner level in Science.
 - 32 % of Blacks in grades 3, 4, and 5 scored at the beginning learner level in Social Studies.
 - 23% of Hispanics in grades 3, 4, and 5 scored at the beginning learner level in English Language Arts.
 - 17% of Hispanics in grades 3, 4, and 5 scored at the beginning learner level in Mathematics.
 - 23% of Hispanics in grades 3, 4, and 5 scored at the beginning learner level in Science.
 - 21% of Hispanics in grades 3, 4, and 5 scored at the beginning learner level in Social Studies.
 - 55% of English Language Learners in grade 3 scored at the beginning learner level in English Language Arts.
 - 36% of English Language Learners in grade 3 scored at the beginning learner level in Mathematics.
 - 36% of English Language Learners in grade 3 scored at the beginning learner level in Science.
 - 36% of English Language Learners in grade 3 scored at the beginning learner level in Social Studies.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

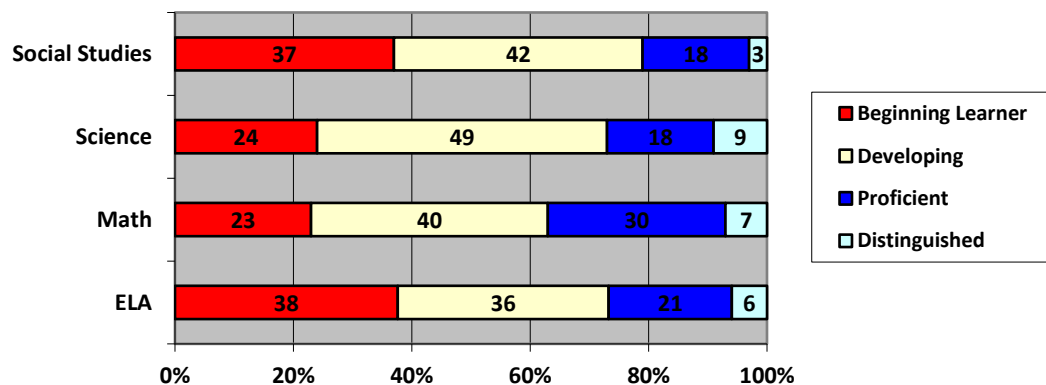
- 81% of Students with Disabilities in grades 3 and 4 scored at the beginning learner level in English Language Arts.
- 65% of Students with Disabilities in grades 3 and 4 scored at the beginning learner level in Mathematics.
- 65% of Students with Disabilities in grades 3 and 4 scored at the beginning learner level in Science.
- 72% of Students with Disabilities in grades 3 and 4 scored at the beginning learner level in Science.
- 5th grade didn't have a sub group for students with disabilities and English Language Learners.

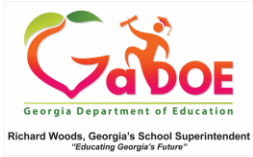
The table below shows the percentage of students that were beginning learners, developing learners, proficient learners, and distinguished learners on the Georgia Milestone Assessment System Test in Mathematics, English Language Arts, Science and Social Studies. Georgia Milestones testing dates were April 12th -22nd.

3rd Grade



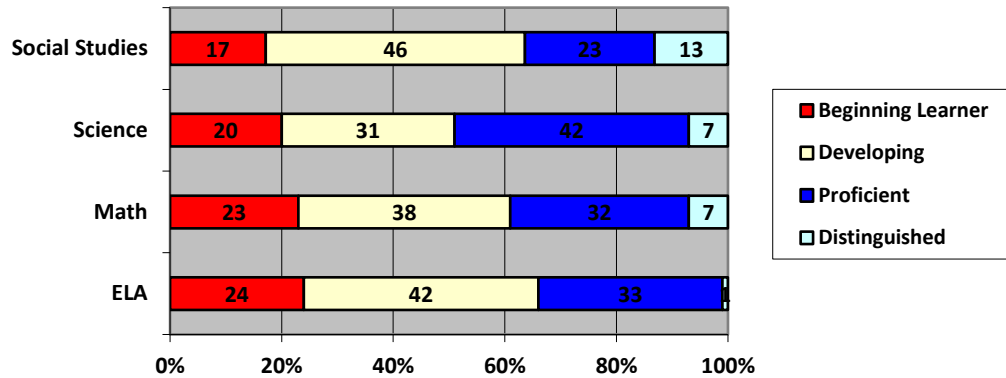
4th Grade





Georgia Department of Education Title I Schoolwide/School Improvement Plan

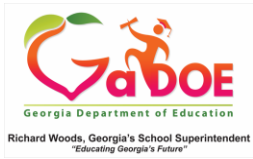
5th Grade



F. The data has helped us reach conclusions regarding achievement.

GEORGIA MILESTONE SCORES BY GRADE LEVEL

- Third grade strength lies in Science with 76% and Math with 74% of the students performing at the developing learner level or above.
- Whereas, third grade lowest percentage performing at the developing learner level or above was English Language Arts with 57%.
- Fourth grade strength lies in Math with 77% and Science with 76% of the students performing at the developing learner level or above.
- Whereas, fourth grade lowest percentage performing at the developing learner level or above was English Language Arts with 53%.
- Fifth grades strength lies in Social Studies with 83%, Science 81%, and Math with 77% of the students performing at the developing learner level or above.
- Whereas fifth grade lowest percentage performing at the developing learner level or above was English Language Arts with 64%.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

To address student academic needs in English Language Arts, Eastside Elementary Staff will incorporate tutorial services for all students but target those lowest performers. Tutoring will be provided:

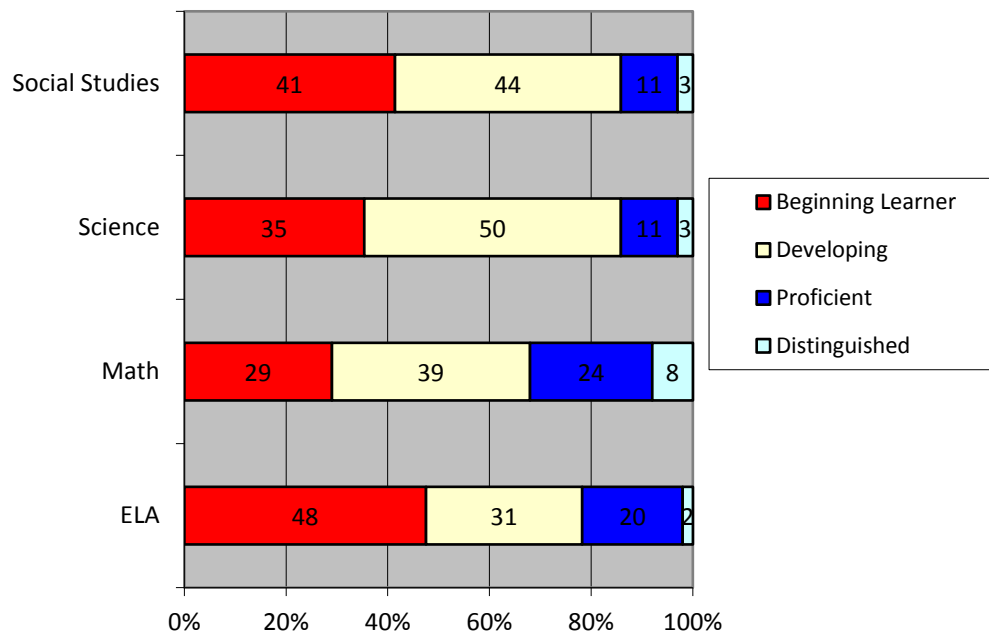
- Tutoring will be given to students during specials.
- During class, tutors will push in to give assistance when needed.
- Before school tutoring is available to students in the computer lab. Students will work on their individualized areas of weakness.
- After school tutoring in select individual classrooms.

Title I tutors will address both math and Language Arts.

Georgia Milestones Testing Data:

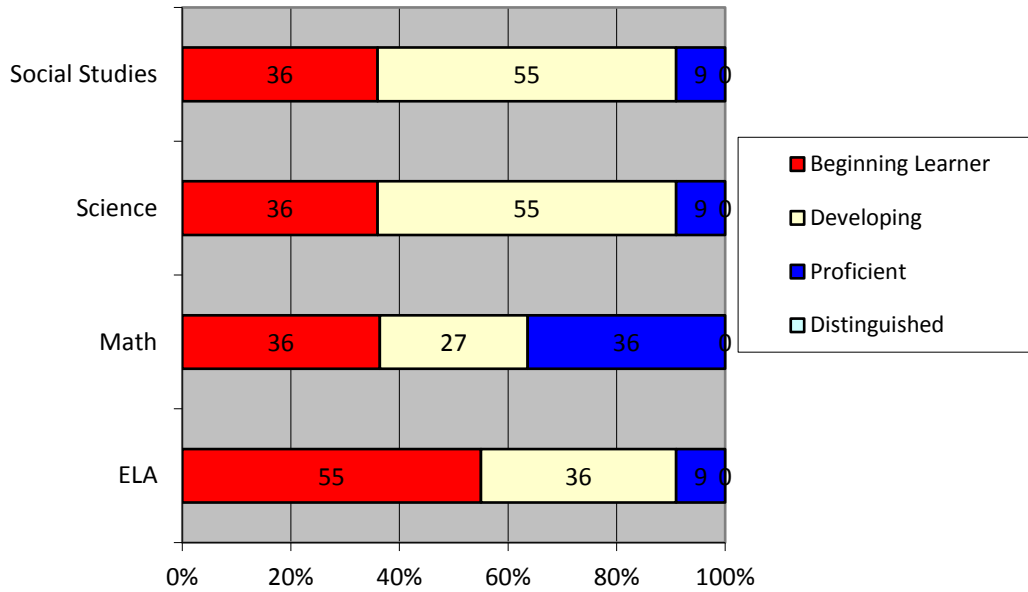
3rd Grade Subgroup:

Black

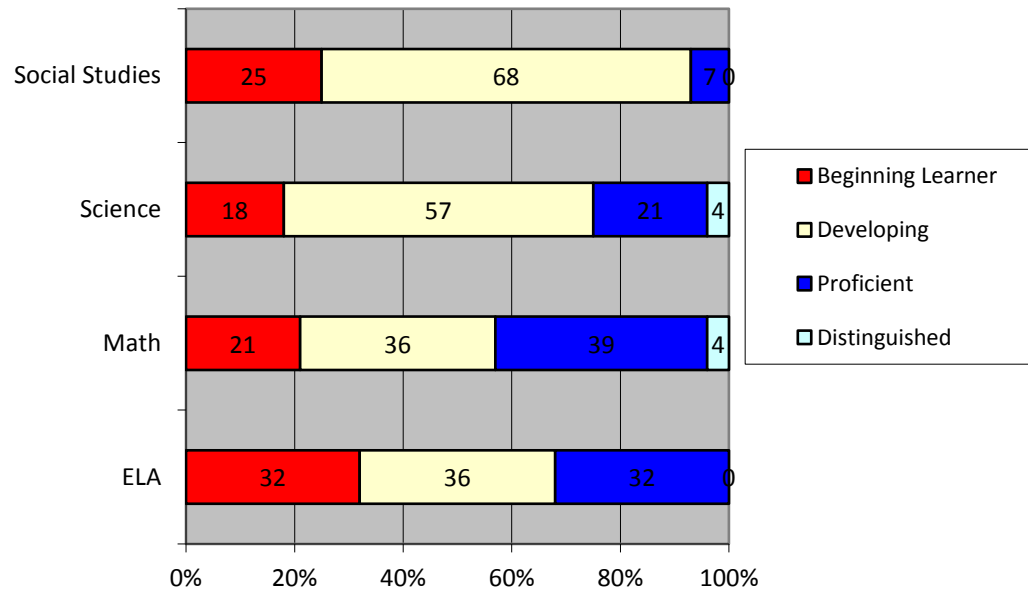


Georgia Department of Education Title I Schoolwide/School Improvement Plan

ELL

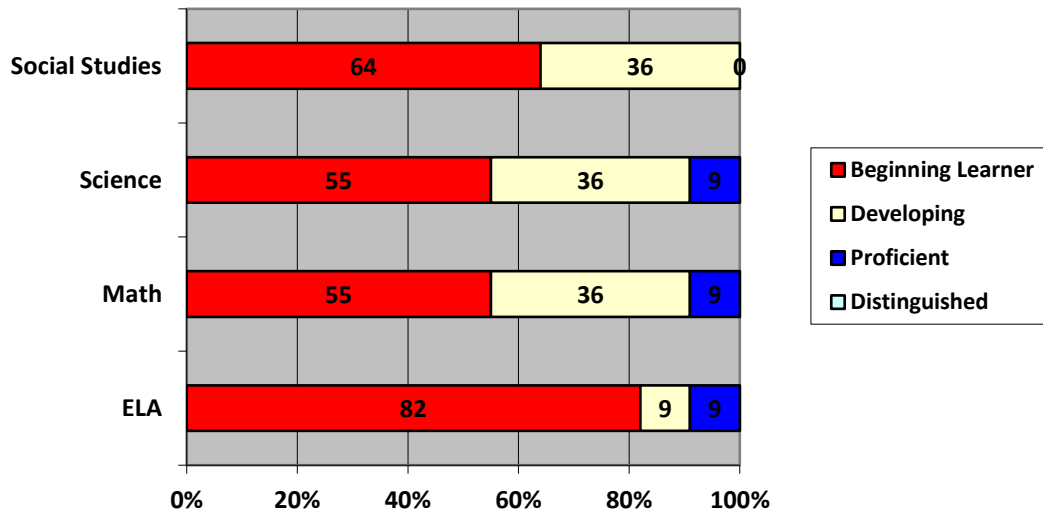


Hispanic



Georgia Department of Education Title I Schoolwide/School Improvement Plan

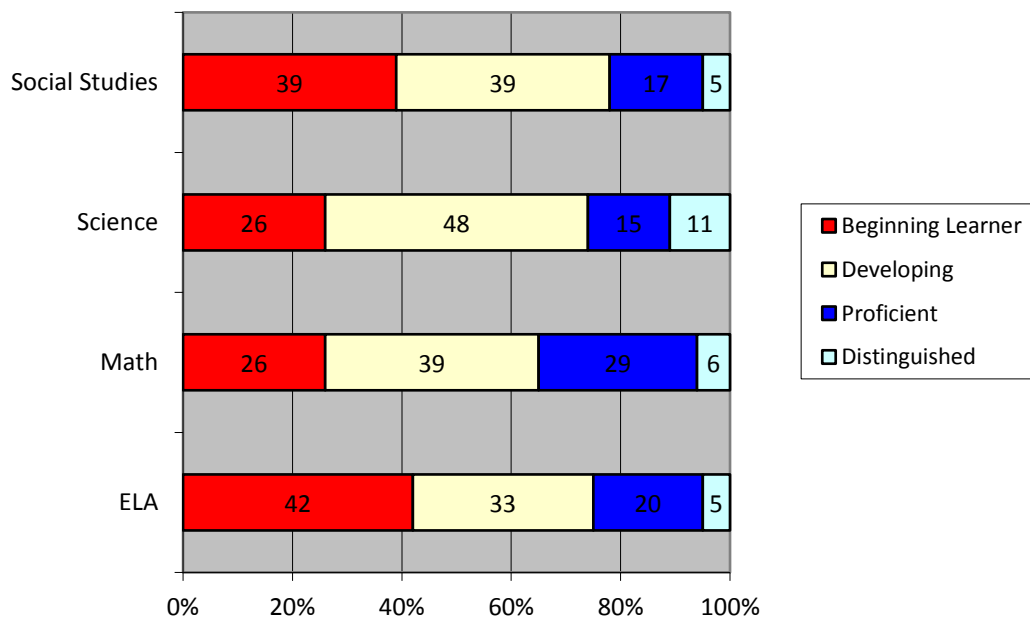
Students with Disabilities



No 3rd grade subgroups for white

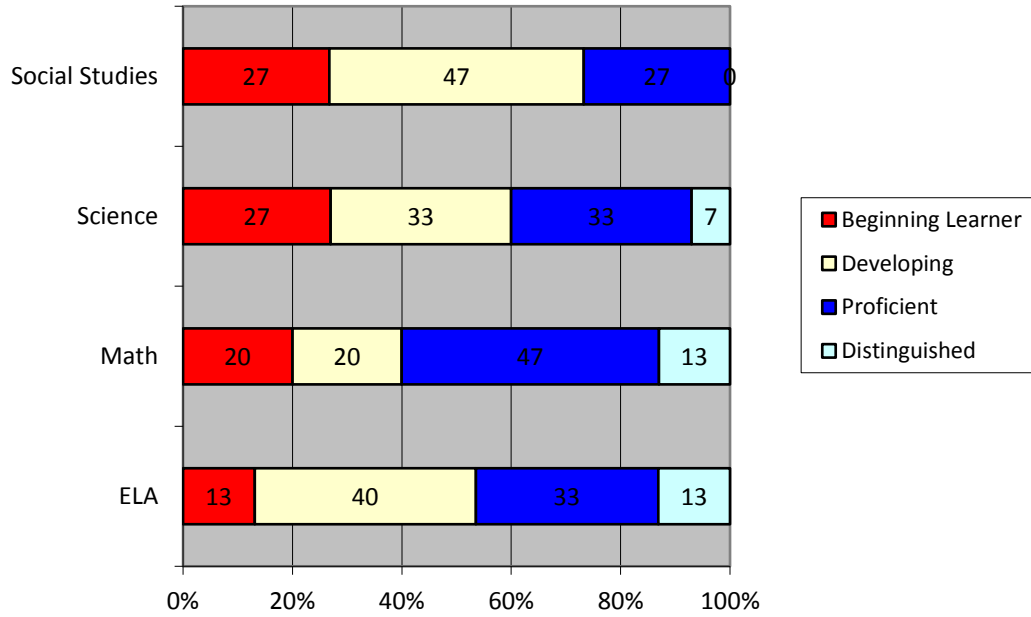
4th Grade Subgroup:

Black

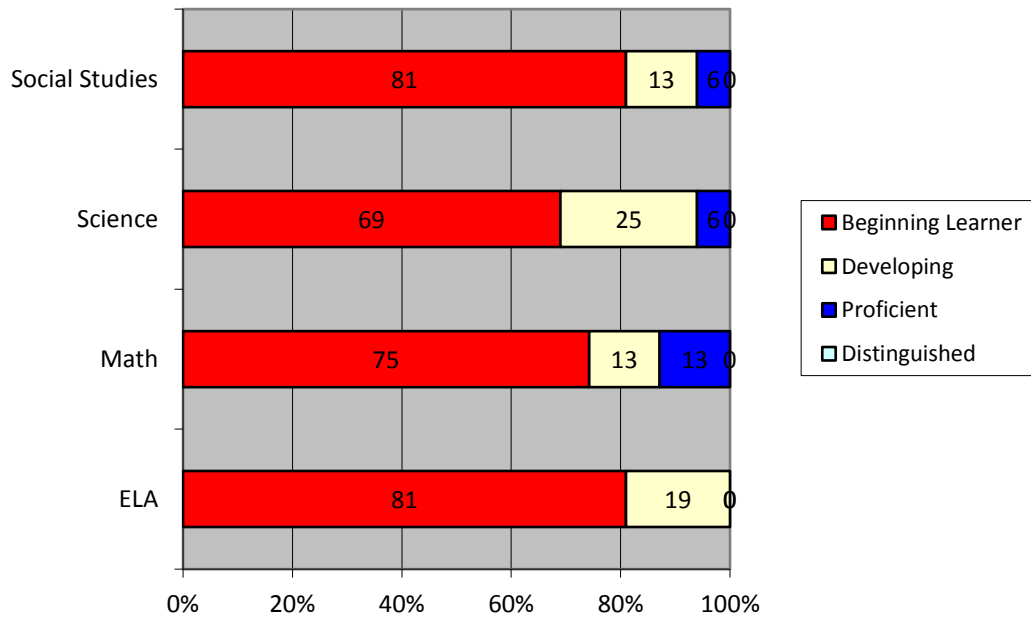


Georgia Department of Education Title I Schoolwide/School Improvement Plan

Hispanic



Students with Disabilities

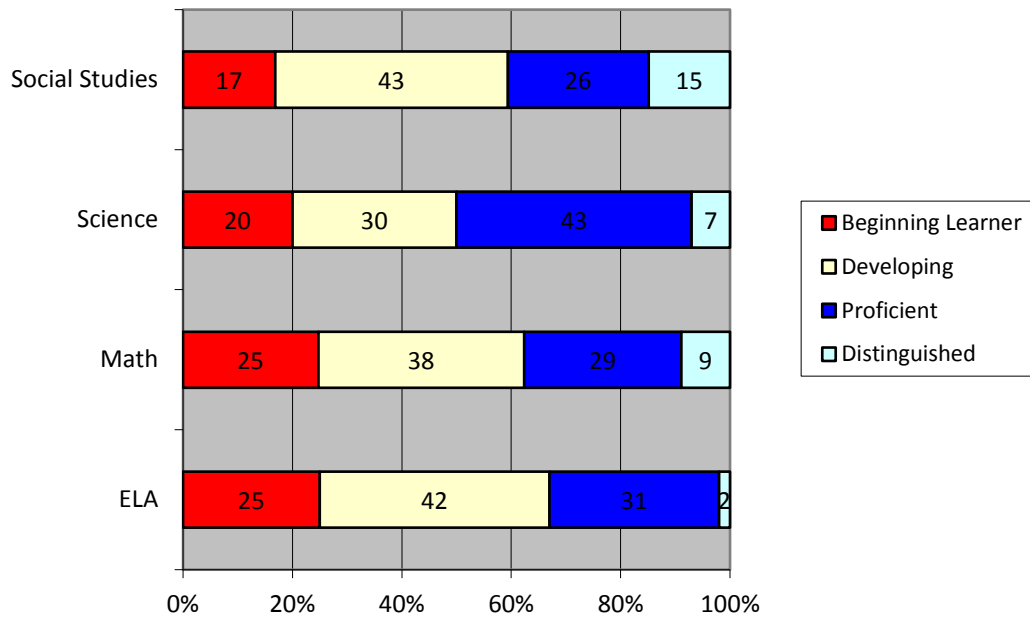


No 4th grade subgroups for ELL or White

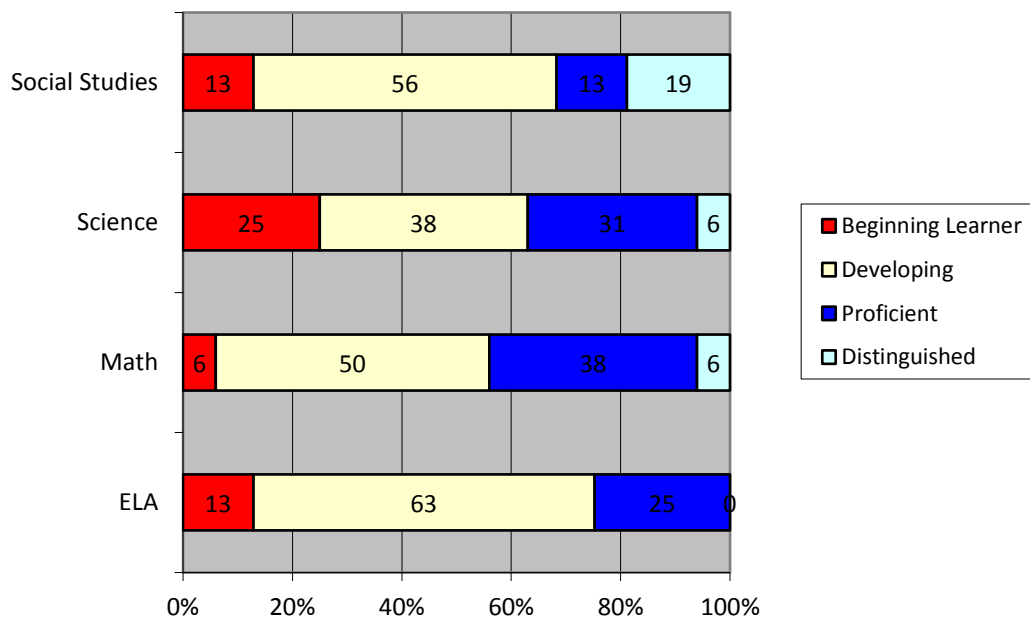
Georgia Department of Education Title I Schoolwide/School Improvement Plan

5th Grade Subgroups:

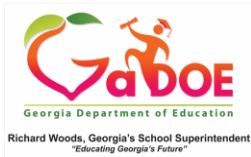
Black



Hispanic



No 5th grade subgroups for ELL, White, or Students with Disabilities



Georgia Department of Education Title I Schoolwide/School Improvement Plan

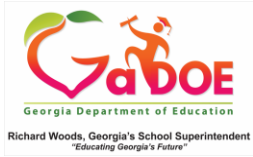
Subgroups

Third grade subgroups testing results for students were as follows:

- Black students showed strength in Math with 71% performing at the developing learner level and above. Yet, the lowest percentage of Black students performed at the developing learner level or above in English Language Arts with 53%.
- Hispanic students showed strength in Science with 82% performing at the developing learner level and above. Yet, the lowest percentage of Hispanic students performed at the developing learner level or above in English Language Arts with 68%.
- Students with Disabilities showed strength in Science and Math with 45% performing at the developing learner level and above. Yet, the lowest percentage of Students with Disabilities performed at the developing learner level or above in English Language Arts with 18%.
- English Language Learners showed strength in Math and Social Studies with 64% performing at the developing learner level and above. Yet, the lowest percentage of English Language Learners performed at the developing learner level or above in English Language Arts with 45%.

Fourth grade subgroups testing results for students were as follows:

- Black students showed strength in Science and Math with 74% performing at the developing learner level or above. Yet, the lowest percentage of Black students performed at the developing learner level or above in English Language Arts with 58%.
- Hispanic students showed strength in English Language Arts with 86% performing at the developing learner level or above. Yet, the lowest percentage of Hispanic students performed at the developing learner level or above in Social Studies with 73%.
- Students with Disabilities students showed strength in Science with 31% performing at the developing learner level or above. Yet, the lowest percentage of Students with Disabilities students performed at the developing learner level or above in English Language Arts and Social Studies with 19%.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

Fifth grade subgroups testing results for students were as follows:

- Black students showed strength in Social Studies with 84% performing at the developing learner level or above. Yet, the lowest percentage of Black students performed at the developing learner level or above in English Language Arts with 75%.
- Hispanic students showed strength in Math and English Language Arts with 88% performing at the developing learner level or above. Yet, the lowest percentage of Hispanic students performed at the developing learner level or above in Science with 75%.

Math Domains

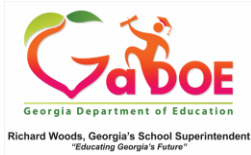
- In reviewing third grade Math scores by domains, the strongest area of performance is Operation and Algebraic Thinking. The weakest domain is Geometry.
- In reviewing fourth grade Math score by domains, the strongest area of performance is Operation and Algebraic Thinking. The weakest domain is Geometry.
- In reviewing fifth grade Math scores by domains, the strongest area of performance is Numbers and Operation-Fractions. The weakest domain is Geometry.

English Language Arts Domains

- In reviewing third grade performance in reading 61% of the students are at grade level or above and 39% of the students are below grade level.
- In reviewing fourth grade performance in reading 53% of the students are at grade level or above and 47% of the students are below grade level.
- In reviewing fifth grade performance in reading 64% of the students are at grade level or above and 36% of the students are below grade level.

Science Domains

- In reviewing third grade Science scores by domains, the strongest area of performance is Life Science and the weakest area of performance is Earth Science.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

- In reviewing fourth grade Science scores by domains, the strongest area of performance is Physical Science and the weakest area of performance is Earth Science.
- In reviewing fifth grade Science scores by domains, the strongest area of performance is Life Science and the weakest area of performance is Earth Science.

Social Studies Domains

- In reviewing third grade Social Studies scores by domains, the strongest area of performance is Economics and the weakest area of performance is Geography.
- In reviewing fourth grade Social Studies scores by domains, the strongest area of performance is Government/Civics and the weakest area of performance is Geography.
- In reviewing fifth grade Social Studies scores by domains, the strongest area of performance is History and Economics and the Weakest area of performance is Geography.

After disaggregating the above data the following goals have been set by each grade level team:

G. The data has helped us reach conclusions regarding achievement:

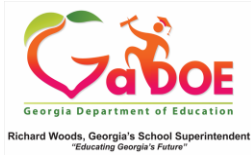
1. The major academic strengths of Eastside students for 3rd grade are:
 - 71% Black students performing at the developing learner level and above in Math
 - 82% Hispanic students performing at the developing learner level and above in Science

The major academic strengths of Eastside students for 4th grade are:

- 86% Hispanic students performing at the developing learner level or above in English Language Arts
- 74% Black students performing at the developing learner level or above in Math and Science

The major academic strengths of Eastside students for 5th grade are:

- 88% Hispanic students performing at the developing learner level or above in English Language Arts and Math
- 84% Black students performing at the developing learner level or above in Social Studies



Georgia Department of Education Title I Schoolwide/School Improvement Plan

2. The major academic needs include the following areas:
 - Third grade Students with Disabilities in all subjects
 - Third grade students in English Language Arts
 - Fourth grade students in English Language Arts
 - Fifth grade students in English Language Arts

3. The needs of students will be addressed in the following ways:
 - Providing professional development for teachers
 - Reviewing benchmarks and common district assessments
 - Providing specific indicators of students strengths and weaknesses
 - Tutoring students during specials at least once a week
 - Tutoring students in the morning before school begins
 - Tutoring students after school

4. Root causes of the low English Language Arts performance of third, fourth, and fifth graders can be attributed to lack of endurance for reading long passages.

H. The measureable goals/benchmarks we have established to address are:

School Improvement Goals

For each subject we believe a 4% growth goal is attainable for the 2016-2017 school year.

English Language Arts – Listed are the goals for the 2016-2017 school year.

3rd Grade - 70% of all students will be at the developing learner level or above on the Georgia Milestone for the 2016-2017 school year.

4th Grade – 70% of all students will be at the developing learner level or above on the Georgia Milestone for the 2016-2017 school year.

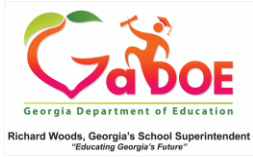
5th Grade – 80% of all students will be at the developing learner level or above on the Georgia Milestone for the 2016-2017 school year.

Mathematics – Listed are the goals for the 2016-2017 school year.

3rd Grade – 78% of all students will be at the developing learner level or above on the Georgia Milestone for the 2016-2017 school year.

4th Grade – 81% of all students will be at the developing learner level or above on the Georgia Milestone for the 2016-2017 school year.

5th Grade – 81% of all students will be at the developing learner level or above on the Georgia Milestone for the 2016-2017 school year.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

Science - Listed are the goals for the 2016-2017 school year.

5th Grade – 84% of all students will be at the developing learner level or above on the Georgia Milestone for the 2016-2017 school year.

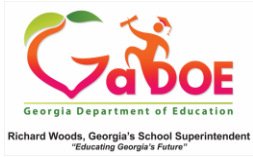
Social Studies – Listed are the goals for the 2016-2017 school year.

5th Grade – 86% of all students will be at the developing learner level or above on the Georgia Milestone for the 2016-2017 school year.

Subgroup Goals – We will continue to meet the needs of our Limited English Proficient students in all subjects.

70% of all Limited English Proficient students will be at the developing learner level or above in English Language Arts on the Georgia Milestone of the 2016-2017 school year.

70% of all Limited English Proficient students will be at the developing learner level or above in Math on the Georgia Milestone of the 2016-2017 school year.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

2. Schoolwide reform strategies that:

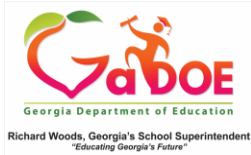
Response: The School Improvement Team and School Leadership Team identified the following strategies to strengthen student achievement at Eastside Elementary School.

- Analyze Georgia Milestone Assessment Data
- Perform Writing Assessment Practice
- Administer COACH Assessments (Reading/Math)
- Facilitate Shurley English/Lucy Calkin
- Review District Level Common Assessment Data
- Review AimsWeb Data
- Identify Demographic Data subgroups
- Monitor Attendance
- Implement Learning Focused Schools Strategies

- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Response: We will provide opportunities for all children by:

- Interpret and analyze school wide data (AIMSweb, Common District Assessments, Student Learning Objective Data, and Georgia Milestone Assessments).
- Allow planning times/days for effective collaboration amongst the teachers
- Implement the Next Generation of Learning Focused Schools
- Provide Tutoring in math and reading during specials
- Sponsor Monthly Title I meetings with parents covering topics such as: Homework and Organization Skills and Discover Your Child's Learning Styles



Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Effective methods and instructional strategies that are based on scientifically based research that:
 - strengthen the core academic program in the school.
 - increase the amount and quality of learning time, such as providing and extended school year and 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

Response: Following are examples of the **SCIENTIFICALLY BASED RESEARCH** supporting our effective methods and instructional practices or strategies used to strengthen our core academic program.

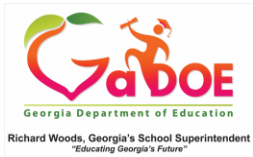
- The Georgia Standards of Excellence is a curriculum and is designed to meet the level of rigor needed to increase student achievement.
- AIMSweb is a research-based screening and progress monitoring system used to efficiently and quickly assesses reading and math skills. At Eastside, K-5th students are assessed using AIMSweb throughout the school year.
- Teacher Effective Measurement Score
- Assistance of the Instructional Lead Teacher
- Writers Workshop along with Lucy Calkin
- MyOn Reading
- iLearn Online Math Program

We will increase the amount and quality of learning time by:

- Providing pull out opportunities during specials where students gain more academic assistance.
- Incorporating one on one and small group instruction through in class tutor.
- Facilitation of before and after school tutorial programs

Additionally, to ensure that the educational need of historically underserved populations we also make sure that students that students in these populations are given opportunities to participate in:

- Before and after school tutorial free of charge
- Small group instruction
- Pull out to assist students during specials



Georgia Department of Education Title I Schoolwide/School Improvement Plan

- 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: The ways in which we will address the needs of all students are:

- Interpreting and analyzing school wide data (AIMSweb, Common District Assessments, Student Learning Objective Data, and Georgia Milestone Assessments).
- Allow planning times/days for effective collaboration amongst the teachers
- Implement the Next Generation of Learning Focused Schools
- Tutoring in math and reading during specials
- Monthly Title I meeting with parents covering topics such as Homework and Organization Skills to Discover Your Child's Learning Styles
-

Counseling, pupil services, and mentoring services:

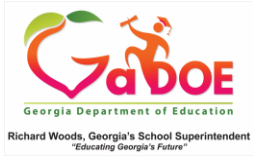
- Mentoring programs for at risk students
- Incentives for positive behavior
- Family Health Center

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:

- Classroom guidance sessions focusing on conflict resolution, self-esteem, career and college preparation
- Incorporate Academic Nights – Math night, Homework and Organizational Skills, Learning Styles

Integration of vocational and technical education programs:

- Classroom guidance sessions on college and career prep
- Parent meetings



Georgia Department of Education Title I Schoolwide/School Improvement Plan

- 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.

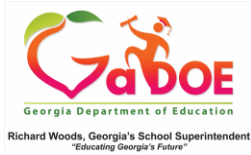
Response: Our school will determine that the needs of our children are met by:

- Constant analyzation and disaggregation of test data during monthly meetings.
- Continued Response to Intervention meeting to monitor progress
- Incorporation of practice testing in classrooms

3. Instruction by highly qualified professional staff:

Response: All of the teachers at Eastside Elementary Schools are certified and highly qualified.

- 41.9% of the teachers have a minimum of a bachelor's degree
- 48.3% of the teachers have a minimum of a master's degree
- 6.4% of the teachers have a minimum of a specialist's degree
- 3.2% of the teachers have a minimum of a Ph.D. or Ed. D.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

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: The leadership team at Eastside Elementary recognizes professional development opportunities as essential elements of good teaching. Hence, to ensure that all staff receive the necessary professional development to enhance the learning of our students, we have:

- Included all certified and support staff as well as parents in staff development workshops and seminars.
- Aligned our professional development with the state's academic standards.
- Devoted resources to carry out professional development activities. Resources include:
 1. personnel (instructional coaches and consultants),
 2. funding (for presenters and substitute teachers)

Including teachers in professional development activities regarding the use of academic assessments. For example, teachers will receive training in writing constructive responses in math and reading by trained consultants.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Response: As a high needs school, strategies will be used by Eastside Elementary leadership personnel to attract highly qualified teachers.

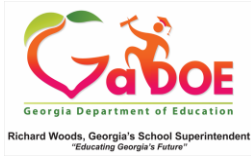
The following strategies will be implemented to attract highly qualified teachers:

- Attend job fairs
- Visit Colleges
- Utilize professional contacts

Once teachers are hired they are provided with mentors who can assist them with day to day duties and routines of the school. When highly qualified teachers are experiencing difficulties, we will provide them with training (PD 360, MyPDC), resources and support. Additionally, teachers are encouraged to remain at Eastside Elementary:

- By having common planning
- By having an abundance of instructional resources
- By being supported in a collaborative environment

Finally, local college students interested in teaching are welcomed to Eastside Elementary. During college visits and via professional contacts, leadership personnel at Eastside Elementary communicate the desire to have student teachers and students conducting practicum experiences to come to Eastside Elementary.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

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

Response: The leadership team at Eastside Elementary recognizes parents as important stakeholders in our mission to assist the learning of our students.

Strategies to promote parental involvement include:

- VIP, Very Important Parent Meeting
- Creation of a parent resource room where parents may access instructional materials to assist students at home.
- Ongoing school to home communication via updated school newsletter and website. Student agendas are also in place for teacher/parent communication.
- Availability of a Parent Outreach Facilitator who provides developmental workshops for parents and instructional resources.

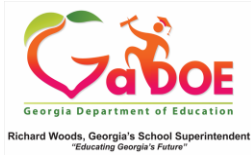
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary s Ensuring that our students' transition from early childhood programs to Eastside remains significant to our students' academic success. Our role in the process involves:

Response:

Ensuring that our students transition from early childhood programs to Eastside remains significant to our students' academic success. Our role in the process involves:

- Kindergarten Day where preschoolers are provided a guided tour and welcomed to Eastside
- Incoming Kindergarten students participate in a weeklong half day orientation during the summer at Eastside
- Conduct Principal visits to feeder daycare

Also in the spring of each year, fifth grade students visit their perspective middle schools in order to facilitate the transition from elementary to middle school.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

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.

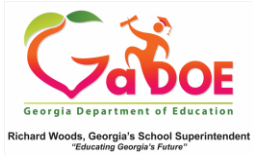
Response: Because teachers are the personnel with direct impact on and contact with students, Eastside Elementary Leadership Team meets monthly and works to include teachers in decisions regarding the use of assessments by working with teachers to:

- Identify the desired results for student achievement during monthly RTI meetings
- Disaggregate data from the Ga. Milestone, AIMSweb, Student Learning Objectives (SLO), Common District Assessments and IPASS during spring and fall planning meetings
- Discuss student data by specific subgroups during spring and fall planning meetings
- Analysis domains that are tested, and using the data to drive and improve instruction
- Allow teacher collaboration time weekly
- Monitor the progress of the goals in the School Improvement Plan monthly

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: Activities to ensure that students' difficulties are identified on a timely basis are following:

- AIMSweb universal screener in reading and math is given to each student.
- Pre and Post math assessment are given before each math unit.
- Benchmark assessments are given twice per year in reading, math and writing.
- Professional development is provided when instructionally deficit areas have been identified.
- Teacher-parent conferences are held system wide two times per year as well as parent classes are held throughout the school year.
- The teachers are able to review the assessment results monthly and plan accordingly to address student needs.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

10. Coordination and integration of federal, state, and local services and programs, 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 federal, state and local services are coordinated and integrated to benefit students at Eastside:

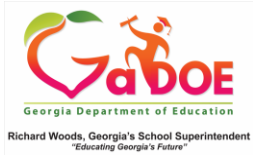
- EIP (Early Intervention Program) funding is used to provide instructional support for struggling students.
- Title I Supplements Title I designated teachers' salaries and purchases supplemental program materials.
- Title II-A Teacher Quality Program funds have been used to ensure that all teachers meet the highly qualified teacher requirements.
- IDEA, Part B-Funds are used to provide professional development for regular and special education teachers.

Title VI Instructional Support- funds are used to supplement state and local funding for at risk, underachieving student groups.

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

Response:

- The Georgia Department of Education provides detailed information for interpreting the Georgia Milestone test scores and the CCRPI. Results of the Georgia Milestone and the College and Career Readiness Performance Index will be shared with parents in Parent Advisory Council meetings as well as our School Council meetings.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

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

Response: The following are provisions for collecting and disaggregating data at Eastside collects:

- Data on the achievement and assessment results of students are given to each teacher during collaboration time, staff meetings and during summer leadership.
- The data is discussed during our data team meetings. A representative from each grade level shares the information during team meetings. During our school leadership team meetings we clarify any concerns.

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

Response: The Eastside Elementary administration team relies on the Georgia Department of Education with regard to ensuring that all assessments results are reliable and valid. Prior to sending completed test documents to Georgia Department of education for scoring, the Eastside Elementary administration team follows all testing protocol and procedures as provided in testing training and the testing manual.

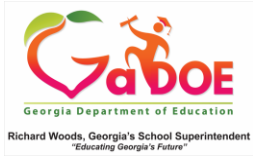
Any testing irregularities are reported promptly to the district office.

The Georgia Milestone test results are disaggregated by all students, ethnic groups, gender, and students with disabilities. This information is then used by each classroom teacher to:

- Identify trends such as strengths and weaknesses
- Inform instruction
- Design remediation

14. Provisions for public reporting of disaggregated data.

Response: Disaggregated data is shared through our parent advisory meetings, school council meetings, our title I meetings school website and also on the GADOE (Georgia Department of Education website).



Georgia Department of Education Title I Schoolwide/School Improvement Plan

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 school leadership team reviews the plan several times a year.

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 Improvement Plan is developed with the involvement from the community being served as well as assistance from individuals who will carry out the plan including teachers, principals, other staff, community members, parents and students. The School Council reviews the plan periodically and helps the school to carry out and implement the school-wide plan.

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

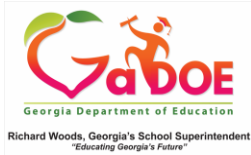
Response: The Title I School Improvement Plan is sent home with each student and is available upon request to any stakeholder.

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: All information that is sent to parents is translated into Spanish and sent home with our Hispanic students. Interpreters are available for parents.

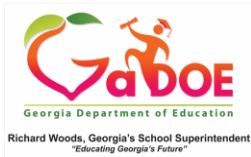
19. Plan is subject to the school improvement provisions of Section 1116.

Response: The plan is subject to the school improvement provisions of section 1116



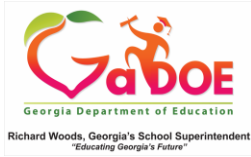
**Georgia Department of Education
Title I Schoolwide/School Improvement Plan
Strategies for Improvement
Based on Areas of Need**

Proposed Strategies	Means of Evaluation	Person Responsible	Timeline	Cost
*Identify students who scored at the beginning learner level on the Georgia Milestone Assessment. *All Coach Books, Writing Source, Brain Pop, Reading A-Z *SWD: SRA, Six Min. Solution, beginning learner level on the Georgia Milestone Bubble –Raz Kids and Ipass *ELL-ESA Brain Pop, Administrative: GCEL Conference	Meeting or Exceeding measureable goals as evidenced by the results of the 2017 Georgia Milestone	Teachers Instructional Lead Teacher	08/08-05/26	\$25,000 Title I School Funds
Provide teachers with Data Driven Collaboration Training (1/2 day for each teacher)	Meeting or Exceeding measureable goals as evidenced by the results of the 2017 Georgia Milestone	Administration & Teachers Instructional Lead Teacher	08/08-05/26	\$2,000 PLU Funds
Students in grades kindergarten through fifth grade will participate in school-wide reading campaign. All students are required to read at least 25 books.	Increased AIMS Web Scores as well as Lexile Level on 2017 Georgia Milestone	Administrators & Teachers Students & Parents	08/08-05/26	\$5,000 Title I Funds
Writing training with Dr. Rozlyn Linder	Meet or Exceeding measurable goals as evidenced by the results of the 2017 Georgia Milestone	Administrators & Teachers	08/08-05/26	\$4,000 Title I Funds
Learning Focused School, Unit Planning of Common Core and Eureka Math with Dr. Maurice Wilson and Dr. Jill Drake	Meet or Exceeding measurable goals as evidenced by the results of the 2017 Georgia Milestone	Administrators & Teachers	08/08-05/26	\$6,000 Title I Funds
Use of standards base reporting	Benchmark Data 2017 Georgia Milestone	Administrators & Teachers	08/08-05/26	Local Funds



Georgia Department of Education Title I Schoolwide/School Improvement Plan

Increase student participation in Least Restrictive Environment by providing special education co-teaching	2017 Georgia Milestone	Administrators & Teachers	08/08-05/26	Local Funds & Title I Funds
Instructional Lead Teacher will be used to support reading and math instruction	2017 Georgia Milestone	Administrators & Instructional Lead Teacher	08/08-05/26	Title I Funds
New Teachers will participate in Learning Focused Schools' training.	Meeting or Exceeding measureable goals as evidenced by the results of the 2017 Georgia Milestone	Teachers Instructional Lead Teacher	08/08-05/26	PLU Funds
Provide Mentoring for new teachers	Teacher retention	Teachers Instructional Lead Teacher Administrators	08/08-05/26	\$350.00
Provide parents support and communication	Growth of Parental Involvement	All Staff Members	08/08-05/26	
Coordinate with local pre-kindergarten programs to provide support	Smooth transition from pre-kindergarten to kindergarten	Administrators Instructional Lead/Parent Outreach Facilitator Kindergarten Teachers	08/08-05/26	
Very Important Parent (VIP) Meetings will be held during the months of September, October, November, January and February	Meeting or Exceeding measureable goals as evidenced by the 2017 Georgia Milestone	Administrators Instructional Lead Teacher/Parent Outreach Facilitator Teachers	08/08-05/26	
System Wide Title I Summer School in Math, Reading and Technology.	Meeting or Exceeding measurable goals as evidenced by subject pre-test compared to post-test	Administrators Academic Lead Summer School Teachers	06/08-06/30	



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

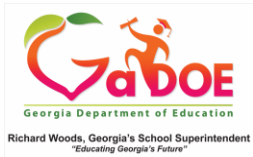
Weakest Domain Areas for 2016-2017

Grade	ELA	Math	Science	Social Studies
3rd	Writing and Language	Geometry	Earth Science	Geography
4th	Writing and Language	Geometry	Earth Science	Geography
5th	Writing and Language	Geometry	Earth Science	Geography
6th				
7th				
8th				

**Core Content Area-Science-
Percentage of students that did not meet standards on the CRCT or at the beginning learner level on the Georgia Milestone**

Grade Level	2016 (GA Milestone)	2015 (GA Milestone)	2014 (CRCT)	2013 (CRCT)	2012 (CRCT)	2011 (CRCT)
3	29	22	31.0	22.6	28.3	26.9
4	24	23	18.5	22.0	20.6	18.1
5	20	37	16.3	19.1	20.4	22.3
Combined	24	27.3	21.9	21.2	23.1	22.4
SWD	69	71		52.6	56.4	52.6
White		16		12.9	16.7	15.2
EL	36	30		28.6	50	47.6
Black	27	31		22.8	25.7	24.4
Hispanic	23	16				

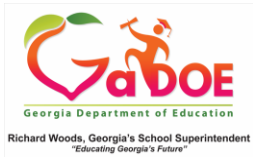
Core Content Area-Social Studies



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

Percentage of students that did not meet standards on the CRCT or at the beginning learner level on the Georgia Milestone

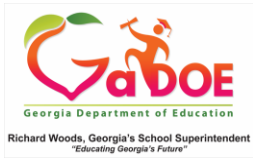
Grade Level	2016 (GA Milestone)	2015 (GA Milestone)	2014 (CRCT)	2013 (CRCT)	2012 (CRCT)	2011 (CRCT)
3	37	30	21.0	19.3	31.5	23.3
4	37	27	16	19.5	23.5	21.3
5	17	27	17.0	14.9	23.7	22.8
Combined	30	28	18	17.9	26.2	22.4
SWD	72	79		52.6	71.8	57.9
White		28		19.4	36.1	21.9
EL	36	33		17.9	61.1	38.1
Black	32	30		18.2	25.2	23.9
Hispanic	31	19				



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

**Core Content Area- English Language Arts
Percentage of students that did not meet standards on the CRCT or at the beginning learning level on the Georgia Milestone**

Grade Level	2016 (GA Milestone)	2015 (GA Milestone)	2014 (CRCT)	2013 (CRCT)	2012 (CRCT)	2011 (CRCT)
3	43	34	15	14.6	17.8	14.6
4	38	28	6	7.6	9.6	14.8
5	24	33	8	11.1	4.5	8.2
Combined	35	31.6	9.6	11.1	10.6	12.5
SWD	81	82		33.3	20.8	29.2
White		29		6.9	11.1	9.7
EL	55	50		14.3	23.5	19.0
Black	38	35		12.2	11.7	15.6
Hispanic	19	24				



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

Core Content Area-Math

Percentage of students that did not meet standards on the CRCT or at the beginning learning level on the Georgia Milestone

Grade Level	2016 (GA Milestone)	2015 (GA Milestone)	2014 (CRCT)	2013 (CRCT)	2012 (CRCT)	2011 (CRCT)
3	26	20	24.0	22.9	26.7	14.6
4	23	23	18	11.4	16.7	14.8
5	23	38	12	9.1	8	8.2
Combined	24	27	18	14.4	17.1	12.5
SWD	55	76		33.3	34.6	37.5
White		28		13.3	22.2	16.7
EL	36	40		10.7	23.5	14.6
Black	26	29		15.3	17.9	18.6
Hispanic	15	18				