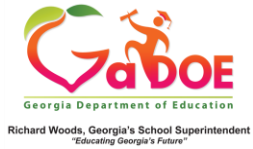


Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Sweetwater ES	District Name: Douglas County	
Principal Name: Teresa Martin	School Year: SY 17	
School Mailing Address: 2505 East County Line Road, Lithia Springs, GA 30122		
Telephone: 77-651-4600		
District Title I Director/Coordinator Name: Lisa Dunnigan		
District Title I Director/Coordinator Mailing Address: 9030 Highway 5, Douglasville, GA 30134		
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 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:



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
Teresa Martin		Principal
Emily Felton		Assistant Principal
Tameka Scott		Instructional Lead Teacher
Amanda Kirk		Kdg.-2 Intervention Teacher
Stephanie Rast		Gr. 3-5 Intervention Teacher
Rochelle Davis		5 th Grade Team Leader
Shiquita Relliford		3 rd Grade Team Leader
Pam Bryant		Kdg. Team Leader
Leigh Ann Fite		1 st Grade Team Leader
Janet Blair		2 nd Grade Team Leader
Reita Johnson		PTA Co-President
Tracy Boberg		School Council/PAC Chairperson
Star Dallas		School Council/PAC Vice Chair
Ludy Lebon		School Council/PAC Parent



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SWP/SIP Components

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

Response: We have conducted a comprehensive needs assessment of the entire school that is based on information which includes the achievement of all children in relation to the state academic content standards and the state academic achievement standards in the following ways:

NAME	POSITION/ROLE
Teresa Martin	Principal
Emily Felton	Assistant Principal
Tameka Scott	Instructional Lead Teacher
Amanda Kirk	Kdg.-2 Intervention Teacher
Stephanie Rast	Gr. 3-5 Intervention Teacher
Rochelle Davis	5 th Grade Team Leader
Shiquita Relliford	3 rd Grade Team Leader
Pam Bryant	Kdg. Team Leader
Leigh Ann Fite	1 st Grade Team Leader
Janet Blair	2 nd Grade Team Leader
Reita Johnson	PTA Co-President
Tracy Boberg	School Council/PAC Chairperson
Star Dallas	School Council/PAC Vice Chair
Ludy Lebon	School Council/PAC Parent

- A. We have developed our school wide plan with the participation of individuals, listed above, who will carry out the comprehensive school wide/school improvement program plan. The principal and the assistant principal collected school-wide testing data and presented the data to the building leadership team for analysis.

Team members (principal, assistant principal, instructional lead teacher, grade level representatives from each grade level, parents) were involved in the overall analysis of test data, researching scientific based strategies, brainstorming, and developing a comprehensive plan based on data, surveys, and feedback.

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

Brainstorming Session

- The group met to review the needs assessment that was completed at the Title I conference June 2016. A needs assessment is a systematic process used to evaluate the strengths and weaknesses of a school community. Formative, summative,

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demographic, and perception data is collected and examined to identify school-wide issues and student academic needs. This data is utilized to determine goals, to develop a plan, and to allocate funds and resources in order to improve student achievement and meet academic state standards.

The Governor's Office of Student Achievement School Report Card

- The Governor's Office of School Achievement (GOSA) School Report Card is an annual publication which reports school, system, and state test results, attendance, and graduation results. This data was used to compare school performance to district and state performance and identify achievement gaps within the testing domain. This information was used as we reviewed longitudinal data.

The State Longitudinal Data System (SLDS)

- The State Longitudinal Data System (SLDS) provides 5 years of historical student data regarding student enrollment, attendance, assessment test scores, etc. This information is used by "States, districts, schools, and teachers to make data driven decisions to improve student learning, as well as facilitate research to increase student achievement and close achievement gaps." Our group used this data to identify academic trends and commonalities over a period of two years to set goals for Title I school wide and long term strategic planning.
(<http://slds.doe.k12.ga.us/DataHubPortal/Documents/SLDS%20FAQs.pdf>)

GMAS

- The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in language arts, mathematics, science, and social studies. Students in grades 3 through 8 will take an end-of-grade assessment in each content area, while high school students will take an end-of-course assessment for each of the eight courses designated by the State Board of Education.

AIMSweb

- AIMSweb is a universal screening assessment developed by Pearson, Inc. Douglas County School System adapted this program during the 2011-2012 school year. "Universal screening is the process of administering brief measures called probes to all students at the beginning, middle, and end of the school year. The same or parallel probes are used at each administration and these measures are always at the students' grade-placement level." Two years of historical data were reviewed.

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Douglas County Common District Assessments

- Douglas County Common District Assessments (CDA) were developed by Douglas County educators. During the 2011-2012 school year, the use of common district assessments was implemented. CDAs are common assessments administered at the end of units of study in Reading, Language Arts, and Math in first through fifth grades. Science and Social Studies CDAs were developed and implemented during the 2012-2013 school year. CDA data is used to monitor students' understanding of the curriculum. The data from the CDAs are stored and manipulated formerly by ThinkGate and now EnGrade.

College & Career Ready Performance Index (CCRPI)

- An Index has been designed around a comprehensive definition of college and career readiness, or the level of achievement required in order for a student to enroll in two or four year colleges and universities and technical colleges without remediation, fully prepared for college level work and careers. This means that all students will graduate from high school with both rigorous content knowledge and the ability to apply that knowledge. A district's overall score is made up of three major areas: Achievement, Progress, and Achievement Gap.

Georgia Kindergarten Inventory of Developing Skills (GKIDS)

- The Georgia Kindergarten Inventory of Developing Skills (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. GKIDS will allow teachers to assess student performance during instruction, record student performance in an on-line database, and generate reports for instructional planning, progress reports, report cards, SST, and/or parent conferences. Throughout the year, teachers may assess students and record GKIDS data based on their system's curriculum map or report card schedule. At the end of the year, summary reports and individual student reports will be generated based on the data the teacher has entered throughout the year.

Assessing Comprehension and Communication in English State to State for English Language Learner (ACCESS for ELLs)

- ACCESS for ELLs is administered, annually, to all English learners in Georgia. ACCESS for ELLs is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. It assesses social and instructional English as well as the



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language associated with language arts, mathematics, science, and social studies within the school context across the four language domains. ACCESS for ELLs meets the federal requirements that mandates require states to evaluate EL students in grades K through 12 on their progress in learning to speak English.

Georgia Alternative Assessment (GAA)

- The Georgia Alternate Assessment (GAA) is a key component of the Georgia Student Assessment Program. An essential tenet of both the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA), is the fact that states must ensure that all students, including students with significant cognitive disabilities, have access to a general curriculum that encompasses challenging academic standards. States must also ensure that all students are assessed for their progress toward meeting academic standards.
- C. At this time there are no migrant students enrolled at Sweetwater Elementary. Every effort will be made to identify and meet the educational needs of these students at the time of registration.
- D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example . . .

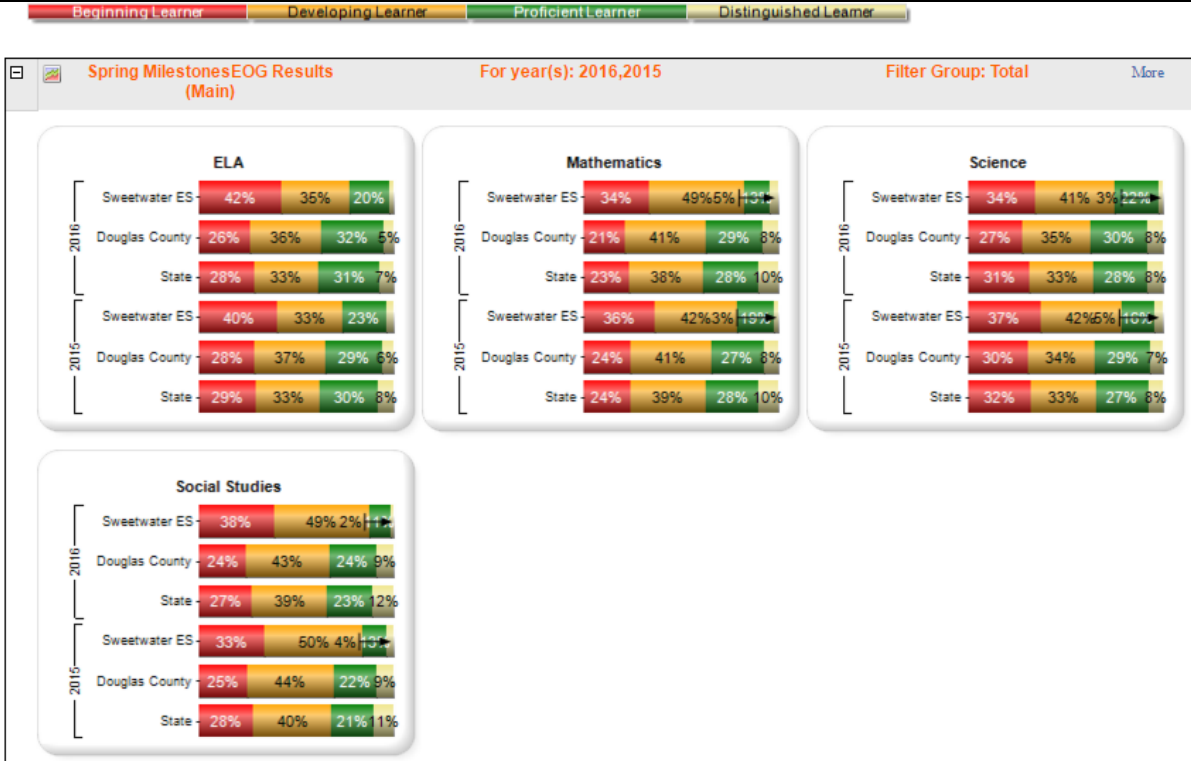
Student Demographics for Sweetwater Elementary for the 2016-2017 school year

Year	Total # of Students	Black	White	Hispanic	Other
2016-2017	531	285	76	135	35

Schoolwide results for GMAS for the Spring of 2015 and 2016:

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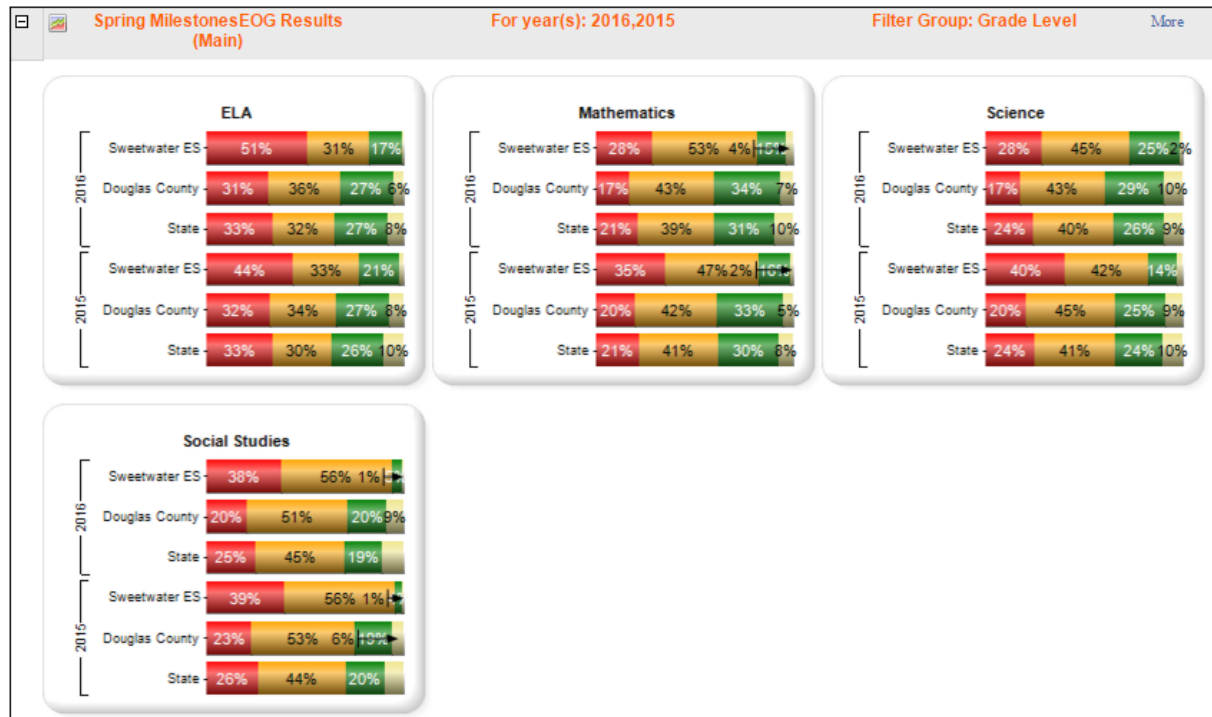


Based on our overall GMAS scores are strengths were meeting the proficiency rate for all students in ELA, Math and Science. SWES increased our level 2, 3 & 4 in Math from SY 15 to SY 16 from 63.7% to 66.6% and Science increased level 2, 3 & 4 in SY 15 from 63.3% to SY 16 65.9%. SWES weaknesses included ELA and Social Studies. Our area of strength was in Math and Science based on the implementation of Eureka Math. Our area of focus is ELA which will also impact our Social Studies content area with cross-curricular writing.

3rd grade GMAS Results for Spring 2015 and Spring 2016:

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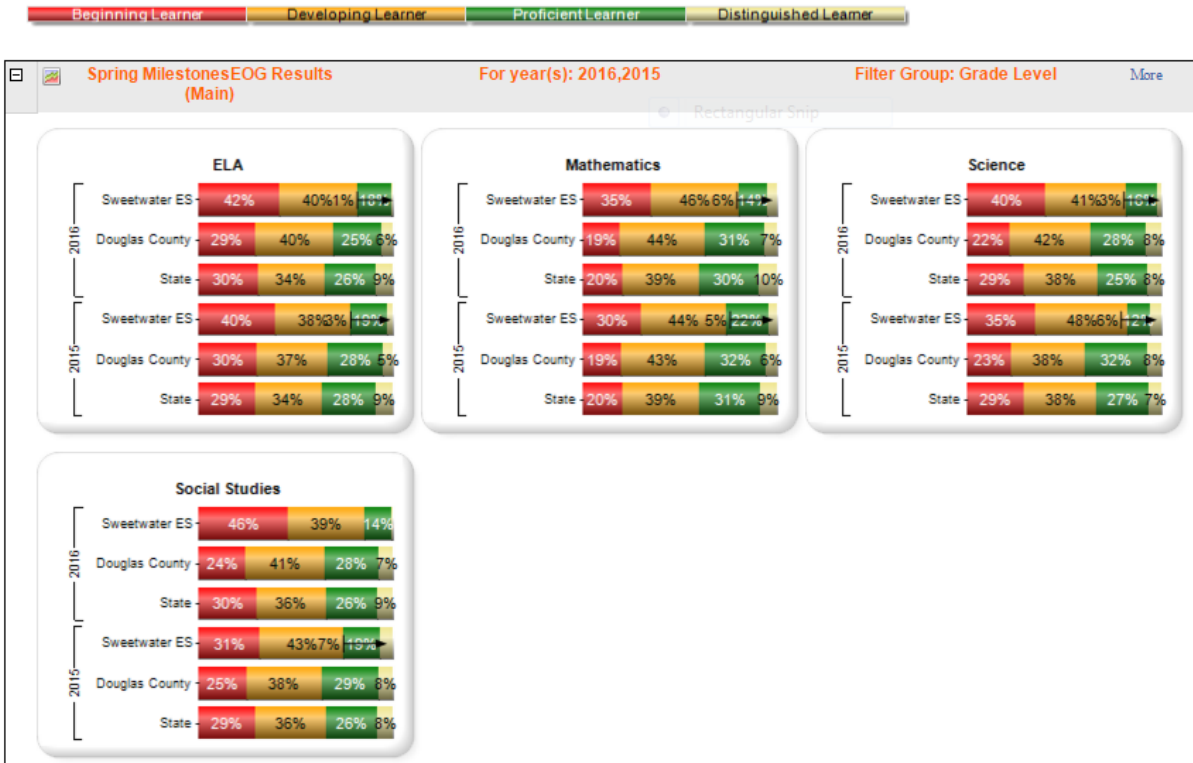


When compared to Douglas County and the State of Georgia, for the Spring 2016 GMAS, Sweetwater ES 3rd graders had a higher percentage of students at the “beginning learner level” (level 1) in all content areas. Areas of strength were shown in math, where only 28% of students were categorized as beginning learners (level 1). The greatest area of concern was shown in ELA, where 51% of students fell into the “beginning learner level” (level 1).

4th grade GMAS Results for Spring 2015 and Spring 2016:

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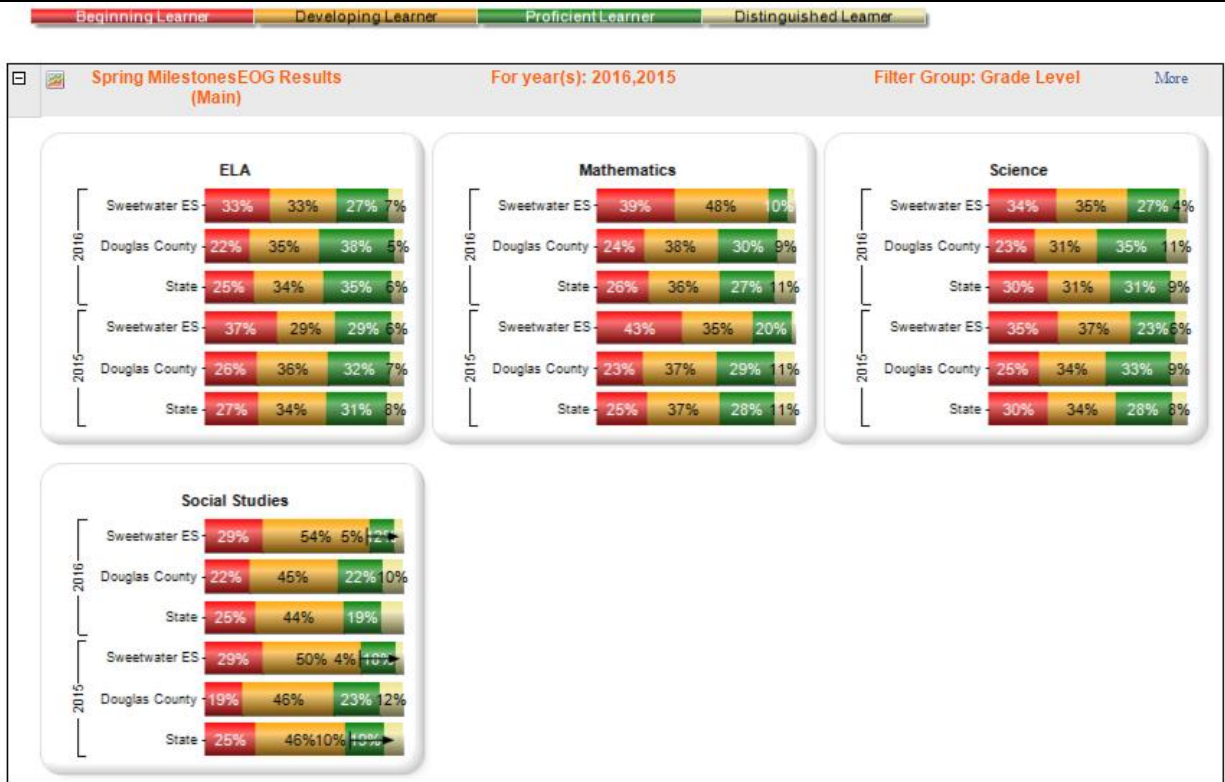


When compared to Douglas County and the State of Georgia, for the Spring 2016 GMAS, Sweetwater ES 4th graders had a higher percentage of students at the “beginning learner level” (level 1) in all content areas. Areas of strength were shown in math, where only 35% of students were categorized as beginning learners (level 1). The greatest area of concern was shown in social studies where 46% of students fell into the “beginning learner level” (level 1).

5th grade GMAS Results for Spring 2015 and Spring 2016:

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When compared to the State of Georgia, Sweetwater 5th graders had a higher percentage of students at the “beginning learner level” (level 1) in all content areas. Areas of strength were shown in social studies where only 29% of students were categorized as beginning learners (level 1). The greatest area of concern was shown in Math where 39% of students fell into the “beginning learner level” (level 1).

Schoolwide AIMSweb Data SY 15/16

SWES AIMSweb SY 15/16 Data Summary (Target)

KDG (MNM: Missing Numeral Measure)	Fall Class Average Target 2	Winter Class Average (9)	Spring Class Average (13)
A	4.0	13.0	19.0
B	4.0	13.0	15.0
C	4.0	14.0	19.0
D	4.0	11.0	17.0



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1st Math Computation (MCOMP)	Fall Class Average (7)	Winter Class Average (26)	Spring Class Average (37)
A	9	30	39
B	9	26	37
C	9	29	37
D	12	28	39
E	11	24	39

2nd Math Computation (MCOMP)	Fall Class Average (15)	Winter Class Average (30)	Spring Class Average (38)
A	18	25	34
B	19	26	40
C	16	24	33

3rd Math Computation (MCOMP)	Fall Class Average (20)	Winter Class Average (40)	Spring Class Average (53)
A	21	39	46
B	20	37	37
C	21	39	40
D	21	34	40
E	18	44	53

4th Math Computation (MCOMP)	Fall Class Average (23)	Winter Class Average (42)	Spring Class Average (55)
A	22	30	41
B	23	45	50
C	21	33	45
D	21	32	45
E	20	34	48

5th Math Computation (MCOMP)	Fall Class Average (12)	Winter Class Average (20)	Spring Class Average (30)
A	15	28	36
B	10	18	23
C	10	17	28
D	8	14	20



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SWES AIMSweb SY 15/16 Data Summary (Target)

KDG (LSF: Letter Sound Fluency)	Fall Class Average (2)	Winter Class Average (20)	Spring Class Average (33)
A	5	32	46
B	11	36	42
C	7	27	36
D	8	27	37

1st RCBM: Reading Curriculum Based Measure	Fall Class Average (baseline)	Winter Class Average (30)	Spring Class Average (53)
A	25	46	68
B	25	48	71
C	19	33	55
D	18	36	49
E	12	31	45

2nd RCBM: Reading Curriculum Based Measure	Fall Class Average (55)	Winter Class Average (80)	Spring Class Average (92)
A	62	89	104
B	69	95	103
C	46	61	74

3rd RCBM: Reading Curriculum Based Measure	Fall Class Average (77)	Winter Class Average (105)	Spring Class Average (119)
A	68	93	108
B	69	87	91
C	77	97	116
D	66	91	100
E	79	95	123



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4th RCBM: Reading Curriculum Based Measure	Fall Class Average (105)	Winter Class Average (120)	Spring Class Average (136)
A	98	121	133
B	96	112	127
C	97	128	139
D	94	104	123
E	91	105	134

5th RCBM: Reading Curriculum Based Measure	Fall Class Average (114)	Winter Class Average (129)	Spring Class Average (143)
A	124	133	151
B	83	111	131
C	109	120	136
D	98	129	142

Reading Curriculum Based Measure is a reading fluency probe. According to the data, between 40% and 50% of our students have reading fluency below the AIMSweb National Normed targets. Third and Fourth grades have the highest percent of students below target on the Fall and Spring 2015-2016 RCBM. An analysis of AIMSweb data showed trends of progression towards the target goals for grades 1-3. In general, our 4th and 5th grade students show a decline in the percentage of students who are at or above target by the end of the school year.

Flags Based on the CCRPI: CCRPI Score 68.7%

	ELA	Math	Science	Social Studies
SWD	Red P	Red P	Red P	Red
ED	Red P	Red P	Red P	Red P
Black	Yellow P-SG	Yellow P-SG	Yellow P-SG	Yellow P-SG
Hispanics	Red P	Red P	Red P	Red P
White	Red P	Red P	Red P	Red P
EL	Yellow P-SG	Red P	Yellow P-SG	Yellow P-SG



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Flags on CCRPI

English/Language Arts

Yellow P-SG = subgroup met participation Rate and Subgroup Performance Target but not State Performance Target

Red – P = Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets

Math

Yellow P-SG = subgroup met participation Rate and Subgroup Performance Target but not State Performance Target

Red – P = Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets

Science

Yellow P-SG = subgroup met participation Rate and Subgroup Performance Target but not State Performance Target

Red – P = Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets

Social Studies

Yellow P-SG = subgroup met participation Rate and Subgroup Performance Target but not State Performance Target

Red – P = Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets

GKIDS 2015-2016 Math Report

% Elements Meets/ Exceeds	Counting and Cardinality	Operations & Algebraic Thinking	Numbers & Operations in Base 10	Measurement and Data	Geometry	Math Total
2014-2015	82.7%	73.0%	58.3%	80.3%	80.0%	78.7%
2015-2016	85.6%	76.7%	90.4%	80.5%	82.2%	82.8%

As a team of kindergarten teachers, we saw significant gain in GKIDS math scores due to the implementation of Eureka Math. As a team homework was specific to targeted math skills.

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GKIDS 2015-2016 ELA Report

% Elements Meets/ Exceeds	Reading	Writing	Speaking and Listening	Language	ELA Total
2014- 2015	75.8%	86.4%	85.3%	81.8%	79.7%
2015- 2016	78.7%	79.4%	90%	79.6%	79.9%

As a team of kindergarten teachers, we saw improvements in GKIDS ELA due to use of collaborative pairs and higher order thinking skills. Homework included leveled reading passages.

ACCESS for ELLs

- 22 students moved to monitoring status in the ESOL program based on the 2016 ACCESS administration.

GAA

- Two 3rd grade students and five 5th grade students were evaluated using GAA. Third grade students' results: ELA 50% Established Progress & 50% Extended Progress; Math and Science 100% Established Progress; Social Studies 100% Extending Progress. Fifth grade results 100% Established Progress in ELA, Math and Science. One-hundred percent (100%) Extending Progress in Social Studies.

Attendance Results



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		Number of Students	5 or Fewer Days Absent (%)	6 to 15 Days Absent (%)	More Than 15 Days Absent (%)
2015-16	Economically Disadvantaged	480	50.0%	41.7%	8.3%
	Female	290	53.8%	37.9%	8.3%
	Limited English Proficient	142	54.2%	40.1%	5.6%
	Male	332	54.2%	39.2%	6.6%
	Not Economically Disadvantaged	142	67.6%	28.2%	4.2%
	Students With Disability	79	41.8%	44.3%	13.9%
	Students Without Disability	543	55.8%	37.8%	6.4%
2014-15	Economically Disadvantaged	536	52.6%	39.6%	7.8%
	Female	311	57.6%	36.0%	6.4%
	Limited English Proficient	146	43.8%	50.0%	6.2%
	Male	348	53.2%	38.5%	8.3%
	Not Economically Disadvantaged	123	66.7%	27.6%	5.7%
	Students With Disability	70	52.9%	40.0%	7.1%
	Students Without Disability	589	55.5%	37.0%	7.5%
2013-14	Economically Disadvantaged	277	58.1%	33.9%	7.9%
	Female	317	64.7%	30.6%	4.7%
	Limited English Proficient	144	57.6%	35.4%	6.9%
	Male	337	59.6%	31.8%	8.6%
	Not Economically Disadvantaged	377	65.0%	29.2%	5.8%
	Students With Disability	63	44.4%	38.1%	17.5%
	Students Without Disability	591	64.0%	30.5%	5.6%

The major strengths we found in our program is that our students are steady making academic gains in math and science. We contribute the growth to Eureka Math that was implemented during the SY15. Our goal for math is that by Spring 2017, 55% or more of our students will perform at or above “Developing Learner” on the Georgia Milestones Assessment Math in 3rd - 5th grade.

The major needs we discovered were based on the Sweetwater Elementary comprehensive needs assessment. Current 2nd through 5th AIMSweb data indicated a need in the following areas:

- Numbers and Operations
- Math Concepts and Applications
- Reading Comprehension

The identified needs will be addressed as funding permits through:

- School-wide implementation of weekly probes for AIMSweb completed with all students.
- School-wide implementation of Guided Reading and the Reading Workshop Model
- During school/summer school tutorial program
- Supplemental instruction during the school day by intervention teachers
- Instructional software
- Professional learning for staff in core subject areas
- Additional instructional resources in core subject areas

The root causes that we discovered for each of the needs were:

- Inconsistent implementation and monitoring of research based interventions

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- Inconsistent use of instructional frameworks in mathematics, reading and writing across grade levels
- Decrease in collaborative planning with a focus on unpacking standards
- Decreased emphasis on AIMSweb progress monitoring in math due to the implementation of Eureka Math
- Minimal cross-curricular vocabulary instruction
- Significant student regression from May to August
- Mobility of faculty and student

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

- By May 2017, the number of Kindergarten – 5th grade students will improve their reading comprehension skills increasing by 5% in each grade level as measured by the Developmental Reading Assessment.
- By April 2017, the average 3-5 grade level Lexile average will increase on the GMAS Assessment. The growth will be as follows:
3rd grade: 40%- 50%
4th grade: 38%-50%
5th grade: 59%- 64%
- By Spring 2017 remediated students (as indicated by the GMAS reading and vocabulary subtest) will improve their vocabulary skills by 15% as measured by an increase in the percentage of students scoring in the “monitor” and “accelerate” levels on the GMAS reading vocabulary assessment.
- Students will be assessed using AIMSweb a minimum of three times throughout the year (fall, winter and spring). We will also have AIMSweb progress monitoring in between testing windows.

2. Schoolwide reform strategies that:

Response: Sweetwater Elementary uses researched based programs, interventions and strategies to improve school-wide academic achievement.

- **The Next Generation of Learning Focused School (NGLFS)** is a research based model for instructional practices that promote student achievement. LFS provides a framework, strategies and resources to increase teaching effectiveness and accelerate learning for all students. The LFS model focuses on higher order thinking, effective assignments and assessments for learning, and acceleration for all students.
- **Number Talks** is a resource to develop computational fluency using number relationships and the structure of numbers for computation. The NCTM states that “Computational fluency refers to having efficient and accurate methods for computing. Students exhibit computational fluency when they demonstrate flexibility in the computational methods they choose, understand and can explain these methods, and

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2.	<p>Schoolwide reform strategies that:</p> <p>produce accurate answers efficiently. The computational methods that a student uses should be based on mathematical ideas that the student understands well, including the structure of the base-ten number system, properties of multiplication and division, and number relationships.”</p> <p><i>Principal and Standards for School Mathematics</i>, NCTM, Reston, VA 2000, p.152</p> <ul style="list-style-type: none"> • Eureka Math is a complete curriculum with a professional development platform. It follows the focus of Common Core Standards and carefully sequences mathematical progressions into crafted instructional modules. • Saxon Phonics is used in kindergarten to help students understand and remember relationships between written and spoken sounds. It promotes fluency and automaticity in word recognition. • MyOn is a complete literary source for students and teachers. Anytime access to more than 9,000 ebook titles. • Accelerated Reader (AR) is a researched based reading program that identifies and addresses the comprehension and vocabulary of individual students. • Lucy Calkins Writer’s Workshop is used as a writing workshop model for writing instruction. The units of study kits are used by K-5 teachers. • Standards Based Classroom is a classroom where teachers and students have a clear understanding of expectations and standards. The teacher must know the curriculum, the relevance and application of the standards. • Implementation of RTI Process identifies students not meeting standards and are in need of remediation. • Flexible groups and guided reading groups are used to provide students with small or one-on-one instruction. • Instructional Lead Teacher meets with teams, teachers and administrators. Data meetings are conducted to discuss and analyze student data. Walk-throughs, professional learning activities and modeling of lessons are key components of an ILT’s duties. In addition, the ILT develops and facilitates parent involvement activities. • Studies Weekly is a state specific weekly newspaper that delivers standards based lessons in the areas of science and social studies. • ReadTheory is a K-12 online reading comprehension program that presents assessments to students at a "just right" level. Using algorithmic science coupled with grade and Lexile® level information, we ensure our assessments are always challenging but never discouraging. After just 20 minutes on ReadTheory, students generate enough data to populate their very own progress reports replete with insights about their unique reading abilities. ReadTheory is a free web-based resource. • iLearn is a web-based program that provides individualized, supplemental support that accelerates progress for every student - below grade level, on grade level or above. • Common District Assessments (CDA) is benchmark testing used across the content areas to assist teachers in monitoring student progress for continued instruction. These assessments were created by classroom teachers measuring the mastery level of key standards.
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2.	<p>Schoolwide reform strategies that:</p> <ul style="list-style-type: none"> ● ELA Checkpoints are administered twice a month to monitor students' progress on comprehension, vocabulary skills and Lexile levels. Passages are selected through the ReadWorks website for administration. "The nonprofit ReadWorks provides K-12 teachers with what to teach and how to teach it—online, for free. ReadWorks provides a quality library of curated nonfiction and literary articles along with reading comprehension and vocabulary lessons, formative assessments, and teacher guidance."
	<ul style="list-style-type: none"> ● 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).
	<p><i>Response:</i> The ways in which we will provide opportunities for all children to meet the state's proficient and advanced levels of student achievement are the following:</p> <ul style="list-style-type: none"> ● Utilize diagnostic and formative assessment data (AIMSweb, DRA, CDAs, Eureka Math End of Module, ELA checkpoints, progress monitoring) to provide flexible grouping and differentiated instruction ● Co-taught classrooms special education and classroom teachers providing instruction to all students. This researched-based strategy will be used to increase inclusion and academics of students with disabilities. ● Reading Workshop (strategies – differentiated instruction, strategic guided reading groups, self-selected reading for application of targeted strategies and graphic organizers.) ● Continue implementation of Learning Focused Schools Next Generation components in lesson planning and best practices during classroom instruction. ● Job-embedded professional learning on LFSNG higher order thinking skills through monthly sessions and lesson planning. ● Continued implementation of use of technology (Promethean Boards, Ladibugs, laptops, ActivExpressions). ● Increase project-based and hands-on learning strategies during instruction. ● Designated common planning days to analyze data, construct lessons and examine student work. ● Recognizing student achievement during announcements, assemblies, grade level newsletters and hall displays. ● Intervention Teachers (Kdg. – 2, Grades 3-5) Two teachers push into classrooms during reading/math instruction to work with students identified as at-risk. ● ACE Tutors – Teacher and tutor assistant work with at-risk students in the classroom. A push-in model is used for students in kindergarten – 2nd grade. Students in grades 3-5 attend tutoring sessions twice a week during specials (PE/Music/Art). ● Integrate and utilize software daily to remediate and enrich students (iLearn, MyOn, Odyssey, ReadTheory, and Accelerated Reader [AR]). ● Plan and implement parent workshops that are informative and support the school's academic goals. ● Utilize Teacher Keys Effectiveness System (TKES) and Statewide Longitudinal Data

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- 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).

System (SLDS).

- Provide a variety of modes for communication between the home and school (newsletters, website, agendas, communication folder, ParentLink, School Council/Parent Advisory Council (PAC) and NotifyMe).
- Vary hours of Parent Resource Center to encourage parents to check out materials for home re-enforcement of skills.

- Use 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: We will use effective methods and instructional strategies that are scientifically research based.

We will strengthen the core academic program in the school by...

- Eureka Math (strategies – direct instructional modeling for students by the teacher, small group activity, peer collaboration, differentiated instruction, thinking probes to identify misconceptions, use of manipulatives, reflection and vocabulary building, higher order thinking, summarizing, and journaling)
- Reading Workshop (strategies – differentiated instruction, strategic guided reading groups, diagnostic reading assessments, self-selected reading for application of targeted strategies, and graphic organizers)
- Increased amount of time during guided reading for students to read informational text
- Extended learning time which may include a tutoring during the day and/or a summer school program with an emphasis on core subject areas.

We will increase the amount and quality of learning time and meet the educational needs of our historically underserved populations by ...

- Intervention teachers pushing in during reading/math instruction for at-risk students identified by AIMSweb/iLearn Multi-Grade Diagnostic
- ACE tutors: Kdg. – grade 2 push-in during reading/math instruction for at-risk students and grades 3-5 pull-out during specials.
- Students are provided login information to access MyOn, iLearn, Odyssey and Accelerated Reader during after-school hours.
- Summer School will be offered for 2 weeks to assist students identified as “beginning learner” or level 1 in the areas of ELA/math on GMAS.

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- ESOL teachers – (1 full-time/2 part-time) Serve ESOL students in grades Kdg. – Grade 5.
- Special Education teachers (1 MID/ALP, 2 SLD, 1 SLP, 4 paraprofessionals) serve students identified as students with disabilities.
- Promote student participation in reading incentive programs: Accelerated Reader, Six Flag's Read to Succeed, Pizza Hut's Book It Program
- Lunch and Learn – Electronic handheld devices and library books are available for students to master core standards, basic facts in all operations and improve comprehension and fluency. School personnel supervise students on the stage during lunch.

- 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 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:

- Eureka Math (strategies – direct instructional modeling for students by the teacher, small group activity, peer collaboration, differentiated instruction, thinking probes to identify misconceptions, use of manipulatives, reflection and vocabulary building, higher order thinking, summarizing, and journaling)
- Reading Workshop (strategies – differentiated instruction, strategic guided reading groups, diagnostic reading assessments, self-selected reading for application of targeted strategies, and graphic organizers)
- Increased amount of time during guided reading for students to read informational text
- Learning Focused Schools Instructional/Planning Framework (LFS): Review and revision to improve the mastery of ELA/Math Standards of Excellence and Science/Social Studies Georgia Performance Standards for all students. The LFS model includes researched based best practices for classroom instruction.
- 21st Century Classrooms: Classrooms have Promethean Boards, ActivExpression voting system, ActivSlates, phones and document cameras.
- SAXON Phonics – Kdg.: Saxon Phonics is a researched based program that explicitly focuses on areas in reading such as phonics, phonemic awareness and fluency.
- Number Talks – Number Talks helps children build mental math computation strategies.

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

This program provides purposeful conversations around computation problems.

- AIMSweb: AIMSweb is based on over 30 years of scientific research. It is used to access basic broad academic skills in reading/math.
- Eureka Math: Eureka Math is a researched based program that relies on understanding number sense, problem solving and conceptual understanding of how something works.
- Co-taught classrooms special education and classroom teachers providing instruction to all students. This researched-based strategy will be used to increase inclusion and academics of students with disabilities.
- Developmental Reading Assessment (DRA2) is a comprehensive reading diagnostic assessment. This assessment aids teacher in planning next steps for whole group, small group and individual classroom instruction.
- Intervention Teachers (Kdg. – 2, Grades 3-5) Two teachers push into classrooms during reading/math instruction to work with students identified as at-risk.
- ACE Tutors – Teacher and tutor assistant work with at-risk students in the classroom. A push-in model is used for students in kindergarten – 2nd grade. Students in grades 3-5 attend tutoring sessions twice a week during specials (PE/Music/Art).

We will address the counseling, pupil services, and mentoring services by:

- The school counselor schedules monthly visits to classrooms to teach lesson on various careers. Lessons also discuss testing tips and bullying.
- The counselor created a student ambassador group to assist with special events and guests to the school.
- Small group counseling gives students an opportunity to discuss topics such as: friendship, social skills, grief, divorce, etc.
- The school counselor schedules the visits of a dental van.
- The school counselor plans celebration days/weeks such as: Red Ribbon Week, GMAS Test Celebration, Goodies for Grandparents, and Muffins for Moms, and Donuts for Dads.
- The school counselor communicates regularly with Partners in Education to promote spirit days, provide services for staff and students and for incentives for students and staff.

We will address the college and career awareness and preparation with the integration of

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

vocational and technical education programs by:

- The 5th grade students have Career Academy where special guests are invited in to discuss their careers and the education that was required. All 5th grade students complete a digital portfolio of their career choice at this time.
- During the day clubs have been established. Students and staff follow an alternate schedule to participate in clubs. This promotes team building, age/ethnic awareness and engages students with the opportunity to try new skills/concepts.

- 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 determine if the needs in the areas of reading and math are met by carrying out the following assessments and strategies which are consistent with the state and local improvement plans.

- **GMAS, AIMSweb, Common District Assessment (CDA's), iLearn Multi-Grade Diagnostic Assessment, Eureka Unit Module Assessments, ELA Checkpoints:** By analyzing data from these assessments, we will be able to determine the weaknesses in reading and math. Therefore, students will be able to receive direct instruction in their areas of need. Furthermore, these assessments will be used to assess the mastery of Georgia Standards of Excellence.
- **DRA2:** This assessment tool will be used to check the mastery of reading skills. Students will be evaluated by the DRA2 on the components of reading fluency and comprehension. Data obtained from the DRA2 assessment will help with differentiating instruction.
- **Teacher created assessments, performance tasks and student portfolios:** These strategies will be used to check for mastery of Georgia Standards of Excellence. Results from these strategies will allow teachers to monitor progress, reteach content if needed by differentiating instruction according to the student's individual need.
- **Response to Intervention (RtI) tier 2 and Student Support Team, progress monitoring of students with disabilities (SWD):** **The Student Support Team can include:** the classroom teacher, administrator, parent(s), counselor and testing evaluator. Intervention teachers meet regularly with classroom teachers to discuss Tier 2 students' progress. The intervention teachers will meet with the Assistant

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Principal monthly to discuss summaries of Tier 2 students to determine if a different placement is needed through progress monitoring. Student Support Team will also monitor the progress and create student support team educational plans. The classroom teacher and special education teacher carries out the plans of the IEP. IEP teams for students with disabilities meet annually to discuss and evaluate progress.

- **Student portfolio and testing for the qualifying of Program Challenge students:** Portfolios of work samples will be created for students that exceed grade-level mastery of Georgia Standards of Excellence through state, county or classroom assessments and/or assessment used for qualification in to the Program Challenge Program. Program Challenge is taught by teachers gifted certified. This program serves students in grades K-5 weekly by completing academically enriching and challenging lessons and activities.
- **Successful implementation of School Improvement Plan** involves using the predetermined county and district wide assessments to determine our school's data and student growth. Sweetwater Elementary will implement the school-wide improvement plan and use the data to progress monitor all children including the targeted populations to meet mastery of GSE/GPS.

3. Instruction by highly qualified professional staff

Response: Currently 100% of the staff Sweetwater Elementary is highly qualified. 36% of the teachers hold a Bachelor Degree, 36% hold a Masters Degree and 28% hold Specialist degrees.

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: Professional development for staff will be provided through Next Generation LFS and aligned to state academic content. Ongoing professional learning opportunities for all school staff support school and school system initiatives are scheduled throughout the school year. Faculty members are encouraged to attend and implement newly learned strategies in the classroom. Professional learning courses are varied to meet the professional learning needs of individual faculty. Each teacher/administrator designates a professional learning goal/plan as part of their evaluation instrument.

- A. We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to address the root causes of our identified needs. For example:
- Professional learning opportunities are provided to teachers, principals, and paraprofessionals in Douglas County based on the needs and root causes of the stakeholder groups. Professional Learning is also provided based on other data, such as student

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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.

assessments results, teacher survey results, and district initiatives determined by student needs. Sweetwater faculty will continue to participate in LFS training, and training in the area of English/Language Arts and Mathematics through use of expert consultants as funding permits. Sweetwater faculty will focus on continuous implementation of higher order thinking skills. Monthly each of the identified higher order thinking skills will be presented by different groups of teachers. Presentations to include artifacts such as: anchor charts, lesson plans, student work samples, flipcharts...

- B. We will align professional development with the State's academic content and student academic achievement standards . . .
- Grade levels meet once per month to review and preview the standards that will be addressed in the upcoming six weeks. Monthly school professional learning for Eureka Math times have been scheduled to provide teachers collaborative planning time, analysis of lessons and reflection on module assessment data. The mathematics and reading/language arts consultants are highly qualified and recognized as experts in their fields. ELA consultants were contracted to provide best practice training focused on guided reading and writing strategies. Douglas County School Improvement Specialist (math, ELA, social studies, science) meet regularly with school academic chairpersons reviewing scope & sequence, development/revision of Common District Assessments (CDA), data analysis and overview/implementation of Georgia Standards of Excellence.
- C. We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example (money, time, resources, instructional coaches, etc.)...
- A portion of our Title I budget will be set aside for the professional learning. These funds will be used for substitutes, consultants, registration, travel, training materials, and stipends as these resources are needed pending approval by the Douglas County Title I Director. Parent Workshops focusing on test taking tips, homework and curriculum. These workshops directed by faculty members address the needs of parental involvement at our school. Parents are empowered with strategies on how to effectively help their children with homework, classwork and assessments.
- D. We will included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the

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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.

achievement of individual students and the overall instructional program in the following ways . . .

- The Sweetwater Elementary testing coordinator provides training prior to all state mandated testing. Teachers engage in in-depth data analysis facilitated by the administration and instructional lead teacher when scores are received. The grade level teams meet monthly to discuss data and student academic progress. The dialog provides teachers with a better understanding of student needs and an opportunity to plan intervention strategies. The Instructional Lead Teacher plans and conducts data analysis training. Teachers focus on district and class assessments when analyzing results to define subgroups for remedial/enrichment needs, strategies to progress monitor toward mastery level, determine/update Tier 2 interventions and monitor mastery of language/vocabulary of ELL students. We have provided professional learning training for implementation/analysis of multi-grade diagnostic assessment.

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

Response: Strategies we use to attract high-quality highly qualified teachers to Sweetwater Elementary are the following:

- The Douglas County School System has incorporated a teacher mentoring program which trained at least one veteran teacher per school to support new faculty. First and second year teachers new to Douglas County School System are provided with mentors from the school or school system (i.e. new speech teacher is paired with a speech teacher from another school who has had more training).
- All newly hired teachers to Douglas County Schools participate in a new teacher orientation. We have incorporated a teacher mentoring program to ensure new teachers feel comfortable and excel at Sweetwater Elementary School. Each teacher is assigned a grade level mentor teacher to provide support with the curriculum, instruction, and day to day practices.
- The district participates in recruitment fairs and utilizes an on-line application process to screen potential teaching candidates. The Sweetwater interview process is conducted via a team process using scripted questions. The process includes review of the student-teacher portfolio, a discussion on instructional practices, classroom management, and a reference check.
- Match first/second year faculty new to Douglas County School System with a mentor.
- Utilize common planning for collaboration with other team members.
- Plan collaborative planning sessions in place of faculty meetings.
- Provide opportunities for education students to complete practicums or student teaching with area colleges/universities.

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- Recognize staff members each month for their school-wide efforts in improving student achievement and monthly perfect attendance. Recognition rewards are provided through the partner agreements with the school's Partner's in Education.
- Job-embedded professional learning for all teachers in the areas of: Eureka Math; Learning Focused Schools Next Generation – Higher Order Thinking Skills; Lucy Calkins' Writing Program, Technology Integration, Response to Intervention; AIMSweb and Developmental Reading Assessment administration and analysis; ENGRADE and guided reading to improve student achievement and curriculum understanding.
- Some of the benefits of working at Sweetwater Elementary include:
 - On-site professional learning
 - Common planning time
 - PTA teacher appreciation activities
 - Technology for the classroom
 - Common incremental discipline program used throughout the school
 - Positive reinforcement opportunities for students with good behavior
 - Relationship with Lithia Springs High School faculty and students
 - Engaging students in enriching activities (Club Days; Google Gravity Games; LSHS Children's Theatre)

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

Response: We have involved parents in the planning, review and improvement of the comprehensive schoolwide program by...

- Combining School Council and Parent Advisory Council to discuss academic progress/strategies
- Analyzing parent surveys
- Maintaining a Parent Resource Center
- Examining feedback on parent workshops planned by Parent Outreach Facilitator
- We received input from PTA Executive Board

We have developed a parent involvement policy included in the appendix that includes strategies to increase parental involvement...

- Parent/Teacher Class Conferences (on school calendar for each semester)
- School Council/Parent Advisory Council (meets four [4] times a year)
- Parent Workshops offered by the school counselor/social worker and Instructional Lead Teacher (offered on a variety of days/times)
- Goodies for Grandparents, Muffins for Moms, Donuts for Dads celebration days
- Thanksgiving Feast during lunch/Winter Wonderland breakfast
- Celebration Around the World (December)
- Transition Workshops (May)
- Real Men Read (December/March)
- Parent Observation Days (September/February)



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

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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: Following are the plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students promoting to the next grade level and/or entering middle school.

- Offer on-site kindergarten registration. Distribute promotional flyers through students and provide flyers to daycares and local businesses. Promote on-site registration date through school marquee, website and sidewalk sign.
- Kindergarten teachers and Instructional Lead Teacher visit local daycares.
- Local daycares visit Kindergarten classrooms.
- Offer school tours to parents of upcoming kindergartners.
- Offer KinderCamp to upcoming kindergartners – 4 half-day sessions prior to the beginning of the school year.
- Schedule additional transition workshops in May to assist students/parents in meeting next grade level teachers and previewing curriculum.
- Coordinate visits with feeder middle schools to meet with 5th graders during the month of May through school counselors.
- Annual “Sneak-a-Peek” for all parents and students prior to the beginning of the school year. The LEA determines the date/time for this event.

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: The ways that we include teachers in decisions regarding use of academic assessments are:

- **Common District Assessment (CDA)** results are discussed upon completion of data analysis. Co-teaching and resource teachers participate with the grade level team with which they work. CDA data is analyzed using Engrade which breaks the data down to standards, elements and specific students. This alerts teachers to standards that need to be retaught. Common planning is provided for grade levels. Teams meet a minimum of three (3) times a week to plan, evaluate student work, analyze data and develop assessments. iLearn Multi-Grade Diagnostic assessment is administered to all students KDG-grade 5 to help identify areas of strengths/weakness on grade level standards.
- **AIMSweb** is administered three times during the year for all K-5 students. This monitors both reading and mathematics growth and progress. At the beginning of the year the data is analyzed to determine where students are beginning. This data is used continually for progress monitoring of students. A formal meeting is held again in January to determine progress of all students. The final data is reviewed to determine student progress and skill mastery during the school year and is provided to the next year’s teacher. When students are considered for tier 2 or tier 3 RTI, teachers implement interventions and collect data from AIMSweb to determine if progression in the RTI process needs to be continued.
- **Georgia Milestones Assessment System (GMAS)** – Upon receipt of the GMAS scores

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teachers analyze the success of their students to determine the success of their teaching strategies and to identify specific domains for strengths and weakness of both groups and individual students

- **Statewide Longitudinal Data System (SLDS)** – Teachers use this as a tool to further drill down into the history of individual student as well as the history of the strengths and weaknesses of the teacher. The teacher also uses SLDS to identify the lexile level of the students.

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: We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance. Those activities are (especially for those students who are struggling):

- When it is determined that an individual student is having difficulty the student is provided small group instruction within the classroom as well as individualized assistance, and additional supplemental instruction through differentiation. Students who have demonstrated difficulty on diagnostic, formative and summative assessments will be provided additional assistance with tutors in the areas of reading and math. Two intervention teachers work daily with identified Tier 2 students. Students are progress monitored regularly to document mastery/progress of intervention strategies.
- In addition to classroom interventions, students not mastering the curriculum are given the opportunity to attend during the school tutoring in the areas of reading and mathematics. All students requiring interventions are monitored through the Response to Intervention process. If problems continue, the student will be referred to a Student Support Team and ultimately could be referred for special education services.
- The lowest performing students (25%) are provided with small group tutoring sessions during the school day. These sessions are offered 2 days a week in ELA and 2 days a week for math.

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

Response: : The school will ensure coordination and integration of federal, state, and local services and programs to support student achievement for all students.

- Title I - Salary for one Instructional Lead Teacher, two full-time reading/math intervention teachers, two part-time tutors, one full-time tutor assistant, instructional materials
- Title II-A Teacher Quality Program funds have been used to ensure that all teachers meet the highly qualified teacher requirements.

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- Title III-D Technology provides opportunities to support instruction and expand the school's technology inventory.
- IDEA, Part B funds are used to provide professional development for regular and special education teachers on the effective implementation of a teach-collaborative delivery model.
- Title VI Instructional Support funds are used to supplement state and local funding for instructional supports to address the needs of at-risk, underachieving student groups.
- State funds are used to provide instructional support for struggling students served in the Early Intervention Program (EIP).
- Partners in Education provide supplemental services/programs to the school
- Homeless benefits provided through Douglas County Schools
- Food back pack program
- Parent Outreach Facilitators helps parents find local and educational resources to support their needs

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

Response: Individual student assessment results and interpretation will be provided to parents in the following ways...

- Standardized test scores (AIMSweb, End of Grade Assessment, GKIDS, GAA, ACCESS) are distributed each spring.
- Progress reports are sent home between report cards (approximately 4 ½ weeks after report cards) reflecting the student's progress in meeting the requirements of the grading period.
- Report cards are sent home each nine (9) weeks.
- Weekly communication folders are sent home with evaluated student work and behavior report.
- Grade Level Class Conferences are scheduled during September. Each grade level presents information to parents concerning curriculum, assessments, website resources and beginning of the year placement assessments. An early release day provides parents and teachers an opportunity to conference in the spring. During this time school administrators distributed GMAS information.

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

Response: The provisions we have in place at Sweetwater Elementary for collection and disaggregation of data on the achievement and assessments results of students in the following ways:

- State required assessment results are disaggregated and analyzed annually to determine the school's improvement plan for the upcoming year. Student placement into classrooms is based on this data (EIP). Students who were not assessed on state standardized test will have an EIP rubric completed to determine services through EIP.
- AIMSweb administered each fall/winter/spring. Teachers use these assessments results to differentiate instruction based on the students' academic needs.

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- iLearn Multi-Grade Diagnostic administered 4 times annually. Teachers use this assessment to monitor mastery of grade level standards in math. This assessment's results will be used to differentiate instruction providing additional practice or enrichment.
- Common District Assessments are administered in reading, social studies and science.
- Eureka Math unit module assessments administered pre-/mid-/post unit modules.
- ACCESS results determining grouping/instructional needs of ESOL students.

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

Response: Provisions have been made to address the validity and reliability of assessments.

- The Georgia Department of Education has assessed the validity and reliability of assessments.
- As reported by AIMSweb, the assessment results for these program have been found to be valid and reliable. AIMSweb subtests are analyzed using web-based software. Individual student assessments were administered by trained certified teachers. Whole group assessments were administered and graded by individual teachers. The data was entered into the website for analysis.
- CDA assessments are graded and analyzed in ENGRADE (assessment management system).
- iLearn Multi-Grade Diagnostic assessment is taken by students online. Assessments are graded and analyzed.

14. Provisions for public reporting of disaggregated data.

Response: Disaggregated data is reported on the system and Georgia Department of Education websites, parent newsletters, and the local newspaper.

- A link on the school system's website connects parents to the GADOE website to view district/school's CCRPI score.
- Share school's CCRPI score and progress at the first School/Parent Advisory Council, PTA and Annual Title I Parent meetings.
- School website

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

Response: The School Improvement Plan will be revised each year based on annual summative data analysis from the previous school year.

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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 plan was developed with the involvement of...

- Administration, the leadership team, parents and students. The plan will be carried out the school staff of Sweetwater Elementary.
- Throughout the school year, results of all assessments were shared with parents by means of weekly communication folders and parent conferences. During grade level team meetings assessment results and remedial/enrichment instructional strategies are discussed. Implementation of strategies are continuously evaluated and recorded on individual student progress reports/report cards.
- Instructional strategies were shared during School/Parent Advisory Council meetings, Annual Title I Parent meetings, PTA meetings and parent/teacher conferences.

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

Response: This plan will be made available to the LEA, parents and the public by posting it on the school web site and by having hard copies available at parent meetings, in the parent resource center, and at the Douglas County School System Title I office. It is also available through school website and in the Parent Resource Center.

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: Every effort is made to provide English/Spanish versions of newsletters, announcements printed for distribution and ParentLink calls.

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

Response: This plan is subject to the school provisions of section 1116 ESEA as amended by Georgia's ESEA Flexibility Waiver.