

**Cornelia Elementary Title I
Schoolwide/School Improvement Plan**

Revised 9/24/14

School Name: Cornelia Elementary	
School Mailing Address: 375 Old Cleveland Rd., Cornelia, GA 30531	
LEA Name: Habersham County Schools	
LEA Title One Director/Coordinator Name: Dr. Renee Pryor	
LEA Title One Director/Coordinator Signature:	Date:
LEA Title One Director/Coordinator Mailing Address: Habersham County Schools P.O. Box 70 132 Stanford Mill Rd. Clarkeville, GA 30523	
Email Address: rpryor@habershamschools.com	
Telephone: 706-754-2110	
Fax: 706-754-4141	

SWP/SIP Template Instructions

Notes:

- 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 asterisk (*) denotes 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.

DRAFT

Title I Schoolwide/School Improvement Plan

Planning Committee Members:

NAME	POSITION/ROLE
Amy McCurdy	Principal
Kevin Weems	Asst. Principal
Karen Myers	Kindergarten Teacher
Julie Caudell	Second Grade Teacher
Stephanie Williams	First Grade Teacher
Brooke Westbrook	Paraprofessional
Natasha McEntire	Third Grade Teacher
Sherry Savage	Academic Coach
Sylvia Kern	ESOL Teacher
Natalie Fricks	EIP Teacher
Liz Meighan	SPED Teacher
Sandy Martin	Fourth Grade Teacher
Staci Dean	Art Teacher
Laura Peoples	Fifth Grade Teacher
Natalie Hendrix	Media Specialist
Stephen Miraglia	Counselor

SIP Components

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

A. We have developed our Title I School wide plan and our School Improvement plan with the participation of our Leadership Team Members, School Council and parents. All parents were invited to give input at the September 24th Annual Title I Meeting, at the September 24th Parent Compact Meeting and at the September 16th School Council Meeting.

Cornelia Elementary teachers will focus on refining Georgia Content Standard units and work on Next Generation best practices and assessment. Teachers will continue to trained on the use of “Write From the Beginning” and “Thinking Maps”. Teachers will be able to articulate and show student work that is evidence that the implementation of learned strategies have resulted in student learning. We will continue to utilize the inclusion, co-teaching, and push in models to accelerate primarily LEP students and students with disabilities in grades K through 5.

B. Student performance is assessed in a variety of ways at Cornelia Elementary. Students are assessed through teacher observations, reading and writing portfolios, performance assessments, running records, literacy assessments, text level reading, and nine weeks benchmark assessments. Parents are informed of student progress through graded work, progress reports, and report cards, as well as telephone calls and parent conferences. Parents of students in grades 1st through 5th also are given login and password information to access their child’s grades through the on-line PowerSchool database. The database allows parents to view their child’s grades and track progress throughout each grading period.

Cornelia Elementary participates in the statewide and local testing programs. These tests include:

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Test Name	Grades Tested
Georgia Kindergarten Inventory of Developing Skills (GKIDS)	Kindergarten
Georgia Milestones End of Grade Test	Third through Fifth
Literacy Assessments	Third through Fifth
Observation Survey	Kindergarten through Second
Nine Weeks Benchmark Assessment	First through Fifth
Math Unit Common Assessments	First through Fifth
Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) - All ELL students Kindergarten through Fifth	

Kindergarten students participate in the following classroom assessments: Hearing and Recording Sounds, Benchmark Texts and Fluency Rubric/Rate, Kindergarten Word List Assessment, scored writing samples from daily/ongoing writing workshop using the system rubric, anecdotal records, and universal screenings using STAR Early Literacy (letter naming fluency, letter sound fluency, and quantity discrimination). Kindergarten teachers administer the GKIDS to students throughout the year and this data of their progress is recorded online. This information can be used as a source to determine promotion to first grade.

First grade students participate in the following classroom assessments: Hearing and Recording Sounds, Benchmark Texts and Fluency Rubric/Rate, First Grade Word Assessment List, scored writing samples from daily/ongoing writing workshop using the system rubric, Universal Screenings using STAR Early Literacy (Reading Fluency, Reading Comprehension and Math Computation). In addition to these assessments, teachers keep anecdotal records on students, recording conference notes during reading and writing workshop. A record of reading progress is also kept on each child.

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Second grade students participate in the following classroom assessments: Benchmark Tests (Study Island) and Fluency/Accuracy/Rubric/Rate, Sight Word List Assessment, scored writing samples from daily/ongoing writing workshop using the system rubric, Universal Screenings using STAR Early Literacy (Reading Fluency, Reading Comprehension, Math Computation and Math Application), and Running Records.

Intermediate students (in third through fifth grade) participate in the following literacy assessments: High Frequency Assessments, Study Island Benchmark Assessment, STAR Assessments and writing samples in multiple genres (narrative, informational, persuasive, and response to literature). Reading response journals are used to evaluate comprehension strategies that students use during independent reading. Third grade also uses a sight word test.

Before 2014, third and fifth grade students were assessed in writing using the Georgia Writing Assessments. Both assessments used an analytic scoring rubric across four domains of writing: ideas, organization, style, and voice. Third grade students were assessed in four genres: narrative, informational, persuasive, and response to literature. Independent samples were collected across the year, scored by teachers using the analytic scoring rubric, and compiled in portfolios. The scores were submitted to the state in February. Fifth grade students were assessed in three genres during the first week of March. Students received a topic for either narrative, informational, or persuasive writing, and they had two sixty-minute sessions on the same day during which to respond to the topic. The 2006-2007 school year was the first year these assessment changes were implemented, and the scores from this year created the baseline data. In Spring 2014, in third grade, the percentage of students who met or exceeded in each of three domains was averaged across the three genres. The average percentage of students that met or exceeded the standard in Informational Ideas was 81%, Persuasive Ideas was 76%, and Narrative Ideas was 78%. Informational Organization was 71% (down from 74% in 2013), Persuasive Organization was 68% (68% in 2013), Narrative Organization was 78% (up from

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66% from 2013). Informational Style was 75% (76% in 2013) and Persuasive Style was 63% (67% in 2013), Narrative Style was 64% (65% in 2013). Conventions for Informational was 71% (75% in 2013), Persuasive Conventions was 67% (67% in 2013), and Narrative Conventions was 70% (65% in 2013). In fifth grade 76% of students met or exceeded the standard. The mean domain score for Ideas was 2.7 (State score was 3.0), Organization was 2.8 (State score was 3.0), Style was 2.6 (State score was 3.1) and Conventions was 2.6 (State score was 2.8). 2013-2014 was the last year the state administered the Fifth Grade Writing Assessment.

Fifth Grade State Writing Assessment			
Year	DNM%	M%	EXC%
2008-2009	25%	72%	8%
2009-2010	32%	67%	1%
2010-2011	31%	66%	4%
2011-2012	44%	51%	5%
2012-2013	25%	66%	9%
2013-2014	24%	70%	6%

Math performance is assessed in kindergarten through fifth grade in a variety of ways. End of unit common assessments are used in first through fifth grades. Benchmark assessments are administered at the end of the nine weeks. In addition to the assessments, teachers use other informal observations to assess math performance. We are using SuccessMaker and AIMS WEB as progress-monitoring tools.

The following results from the ITBS were reported for 2013: 37% (37% in 2012) of fifth grade students scored at or above the national average in reading, 36% (36% in 2012) of fifth grade students scored at or above the national average in language, and 50% (50% in 2012) of fifth grade students scored at or above the national average in mathematics.

As of March 30, 2012, Georgia was one of only 10 states to have been granted a waiver from No Child Left Behind (NCLB). No longer will Georgia be bound by the narrow definitions of

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success found in NCLB. The waiver enables the state to hold schools accountable and reward them for the work they do in all subjects and with all students. In order to receive the waiver, the U.S. Department of Education required that states identify Title I Priority Schools, Focus Schools, and Reward Schools (details listed below). Achievement data from all core content areas and graduation rate data will be used to identify Priority and Focus Schools, which will replace the current Needs Improvement Schools designation. Reward Schools – which will be determined based on math, reading and English language arts results – will replace the current Title I Distinguished Schools designation and were announced in September 2014. CES was designated as a Title I Reward School for High Progress. This is the second year in a row that CES received this designation. Georgia also identified Alert Schools in three categories: Subgroup Alert Schools, Subject Alert Schools, and Graduation Alert Schools. These Alert Schools were identified based on a more detailed evaluation of subgroup performance and include non-Title I schools. Georgia began using the College and Career Ready Performance Index (CCRPI) in 2012 for state accountability purposes. The CCRPI has multiple indicators to determine a school's performance, rather than using a single test score given at one point in time. See the appendix for the College and Career Readiness Performance Index Indicators. Cornelia Elementary's overall score was 84.2 in 2012. The CCRPI score for 2013 was 85.6. The CCRPI score for 2014 was 73.2.

The Georgia Milestones replaced the CRCT in 2014 and results will not be released until late fall, 2015. The assessment and performance information from 2014 will be used in this plan until the Georgia Milestone data is released. Based on 2013-2014 data, CES students made gains in every grade level and every subject except 3rd grade math and 5th grade Language Arts. We also had more students to exceed. Over half of our third graders exceeded standards in reading. We also had 44% of our fifth graders exceed on the math portion of CRCT. Fifth graders made a drastic improvement on the 5th grade Writing Test (from 44% not passing to 25% not passing). We also had 9% of our fifth graders to exceed on the writing test. Almost 70% of our students made typical or high growth so that also contributed to our score. We also did a better job of closing the gap in ELA. Our ED/EL/SWD performance also improved-

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especially our SWD subgroup. We were extremely pleased with their growth. Our teachers collaborated on designing CCGPS units and lessons. CES teachers and administrators are knowledgeable of instructional and intervention strategies in order to respond to specific student needs (RTI). Our CES RTI team consists of an administrator, an academic coach, a SPED teacher, and SST members. This team meets regularly to review student data and determine specific instructional or behavioral strategies to help students. CES also added a computer lab during the 2013 school year. We thought that it was important to increase student and teacher utilization of technology as an effective instructional tool to reinforce higher order thinking skills and increase opportunities for differentiation of instruction. The test data has provided information that is helpful in implementing several interventions to help improve yearly progress. We also continue to strive to develop and implement student work that is both challenging and satisfying for students.

The information below shows Spring CRCT results for the 2010-2011, 2011-2012, 2012-2013, and 2013-2014 school years. Retests and CRCT-M are not included. The first number listed indicates performance in the spring 2010-2011 school year. The second number indicates results for the spring 2011-2012 school year. The third number indicates results for the spring 2012-2013 school year. The fourth number indicates results for the spring 2013-2014.

(Numbers are rounded.)

CRCT Categories	% Meeting and/or Exceeding Standard
5 th Grade- Reading	85.7% 91.4 % 90% 99%
5 th Grade- Language Arts	86.4% 94.7% 93% 96%
5 th Grade- Math	88.9% 85% 90% 86%
5 th Grade- Social Studies	69% 76.4% 77% 78%
5 th Grade- Science	58.6% 73.3% 79% 67%
4 th Grade- Reading	80.6% 90.8% 94% 99%
4 th Grade- Language Arts	85.3% 91.2% 95% 92%
4 th Grade- Math	74.3% 82.5% 86% 85%
4 th Grade- Social Studies	73.6% 80.9% 89% 86%

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4 th Grade- Science	68.9% 76.8% 86% 87%
3 rd Grade- Reading	94.9 % 92.4% 95% 95%
3 rd Grade- Language Arts	88.5% 91.3% 93% 93%
3 rd Grade- Math	79.6% 83.4% 81% 87%
3 rd Grade- Social Studies	82% 80.1% 85% 85%
3 rd Grade- Science	80% 78.2% 85% 83%

ACCESS is a large-scale test that first and foremost addresses the English language development standards that form the core of the WIDA Consortium's approach to instructing and testing English language learners. These standards incorporate a set of model performance indicators (PIs) that describe the expectations educators have of EL students at four different grade level clusters and in five different content areas. These levels describe the spectrum of a learner's progression from knowing little to no English to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra support. This test is given to English Language Learners from Kindergarten to Fifth Grade. In 2011 65.6% of English Learners had positive movement from one Performance Band to a higher Performance Bank as measured by ACCESS. In 2012 65.6% of English Learners had positive movement from one Performance Band to a higher Performance Bank as measured by ACCESS. In 2013 68% of English Learners had positive movement from one Performance Band to a higher Performance Band as measured by ACCESS. In 2014 72.36% of English Learners had positive movement from one Performance Band to a higher Performance Bank as measured by ACCESS. In 2014-15 19.36% of English Learners exited the ESL program. By using the ACCESS, we can better assure that as a child progresses through the grades and in English proficiency, we get an accurate picture of his or her real advances from year to year.

Cornelia has continued to utilize the inclusion, co-teaching, and push in models to target and accelerate students consistently throughout the day. These classroom models give smaller teacher to student ratios. These ratios allow for more teacher directed small group instruction to meet the needs of various leveled learners while everyone receives grade level material.

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These students continue to make steady progress. The inclusion, co-teaching, and push-in models also help Cornelia meet the needs of our LEP and students with disabilities sub groups in the area of mathematics. Students are able to work with a teacher in a small group setting to receive more individualized instruction and support. Teachers are better able to pinpoint problems and help their students master concepts through these small groups which is critical in the elementary years.

The Cornelia staff has also done many things to help improve student writing scores on the Georgia Writing Assessment. Teachers plan and analyze student writing scores. Fifth grade teachers perform a mock writing test each nine weeks. Teachers post student writing in the hallways which administrators, other teachers, and parents can read. This leads to further discussions with teachers and the academic coach. We realize that writing needs to be a specific focus in our school. Addressing writing is part of our School Improvement Plan.

The student population of 647 continues to reflect varied ethnic backgrounds in the year 2015-2016. Included in this population were: 32% Caucasian, 53% Hispanic, 4.5% African American, 4.5% Asian, and 6% Multi-ethnic. The Migrant Education Program serves 3 students. In 2014-2015 Cornelia Elementary enrollment continued to be transient.

For the 2014-2015 school year, 88.64% of students received free and reduced lunches.

Cornelia faces many challenges in meeting our goals in the areas of reading, language arts and math. The fact that our student population represents various ethnic and economic backgrounds contributes to the three greatest challenges which are: our growing population of non-English speakers, transient rate, and a lack of parent involvement.

Busy schedules, language barriers, and varying cultures often limit parent involvement. Therefore, our emphasis is to provide opportunities for parents to become involved in the school setting. Parent opportunities such as Parent Orientation, Curriculum Nights, Art Night, the Talent Show, Muffins with Mom, Biscuits with Dad, Career and Field Day are but a few we've implemented to promote

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effective parental involvement. To further address the issue of parent involvement, we employ a full time, Parent Involvement Coordinator (formerly parent liaison) who is bilingual. In order to further strengthen the home school connection for all parents, we have parent resource materials available to promote understanding of educational concepts in order to support their children.

Each year, test results from numerous assessment pieces are analyzed to identify specific strengths and weaknesses in student performance. This information is used to redirect teaching strategies and guide instruction. Data is collected from Georgia Milestones, ACCESS for ELL (English Language Learners), Study Island Benchmark Assessments, STAR Literacy and Math assessments, portfolios, student writing samples, Accelerated Reader, and GKIDS.

Stakeholder Surveys

We used a combination of information gathered from the Title I student, parent, and staff surveys as well AdvancED surveys that were completed in October 2013. These surveys provide a comprehensive overview of our stakeholders' opinions about our school. See appendix for results.

C. We have taken into account the needs of migrant children by:

The Habersham County Board of Education strives to ensure the continuity of services for children who migrate from one state or school district to another. This coordination helps reduce the effects of educational disruption that migrant children suffer as a result of repeated moves. Appropriate agency personnel (i.e. school counselor school secretary/registrar, migrant advocates, and/or Migrant Education) notify receiving school districts about migrant families who have moved to those districts. These same personnel promote the exchange of student educational records and develop academic credit accrual and academic credit exchange programs. Among the educational services offered to these students are regular education classes, EIP services, remedial education services, gifted services, SST services, special education services, ESOL services, after school program, mentoring and counseling services. Teachers report academic achievement to the specific parties and parents on an ongoing basis.

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Habersham County's Migrant Education Advocates and ESOL Instructors collaborate on translation needs for migrant students and their families. Graduation coaches, school counselors, and school improvement specialists, in partnership with collaborative agencies, develop and implement a dropout prevention program. System personnel, such as school nurses, exchange information on health screenings and health problems that interrupt a student's education. The Habersham County Board of Education focuses on four areas to promote the continuity of education for migrant students: Alignment of district policies (Superintendent); Improved student information exchange and access; PowerSchool to record migrant student demographic, educational and health data (System Coordinator of Student Information); Staff resources to promote academic credit accrual (Elementary Schools Director), and Opportunities for Supplemental Instruction, such as Supplemental Educational Services and After-School Programs (Elementary Schools Director and Federal Programs Director).

D. Cornelia Elementary has reviewed our current achievement data to help us to create our School Improvement Plan. Our School Improvement plan reflects the Habersham County School's district School Improvement Plan. This plan helps us to determine our Professional Learning Plan and how to better support our stakeholders. We are able to identify our strengths and weaknesses as a school by reviewing the data.

E. The Cornelia Elementary School Improvement Plan is focused on the different areas of need by analyzing our student achievement data. We look at the various grade levels, teachers, individual students and areas within our school such as our economically disadvantaged students, our ethnic groups, students with disabilities, and our students with limited English proficiency. Each year, test results from numerous assessment pieces are analyzed to identify specific strengths and weaknesses in student performance. This information is used to redirect teaching strategies and guide instruction. Data is collected from Georgia Milestones Assessments, Georgia Writing Assessments for grades 3 and 5, ACCESS for ELL (English Language Learners), Study Island Benchmark Assessments, STAR Literacy and Math assessments, portfolios, student

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writing samples, Accelerated Reader, GKIDS and common assessments.

F. After reviewing the results of the data collected and discussing them with our Leadership Team, the following are prioritized needs for Cornelia Elementary. These needs are outlined in our School Improvement Plan. (See appendix.)

- The principal will communicate, establish expectations, provide support, and monitor the urgent need for all teachers to provide next-generation instruction and assessments. During regularly-scheduled conferences such as grade level meetings, professional learning meetings, etc., building leaders and teachers will collaborate to examine existing assessments and student work samples to ensure that DOK levels 2 and 3, constructed, and extended response items are evident. These collaboration sessions will yield assessments and student work samples that demonstrate a depth of knowledge at levels 2 and 3 and multiple opportunities for students to respond to constructed and extended response items. Teachers will collaboratively write lesson plans with a focus on differentiation and DOK levels. They will also work on Next Generation best practices.
- Teachers will analyze benchmark data to determine areas for targeted instruction and create an action plan to address areas of need.
- Paraprofessionals will participate in Pioneer RESA's training to support them in their roles and enhance their effectiveness in the school setting.
- Teachers will continue to be trained on the use of "Write from the Beginning".
- Administrators and teachers will become more familiar with how to prevent/manage aggressive behavior.
- We want to foster a sense of students having respect for others to ensure that students maximize their capacity for learning.
- Teachers and administrators will collaborate to provide more student leadership opportunities within the school to support 21st century skills for all students including collaboration, communication, and problem-solving.
- We will collaborate to use positive behavioral interventions and supports so that the number of state reportable discipline referrals will decrease from 36 total incidences in

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2013-2014 to 28 total incidences in 2014-2015. Teachers in 1st through 5th grades will use ClassDojo. Teachers will also use "Positive Office Referrals" to submit to an administrator. Administrators will hand out green "Doing the Right Thing" tokens when they see students making good choices. Students will return the tokens to the office for a special treat from the Treasure Chest. If students are not making good choices, they are handed a red "Make a Better Choice" token. They return it to the office later in the day with an explanation of their behavior, a description of the better choice they will make next time, and the reason why it is a better choice. These will also be handed out in the cafeteria by lunchroom monitors.

- 80% of Third, Fourth and Fifth grade students will demonstrate a proficiency of maintaining our performance at a similar level to the state performance in Science as measured by GMAS. Teachers will incorporate science notebooks in first through fifth grades. Science notebooks will be used to help students develop, practice, and refine their science understanding, while also enhancing reading, writing, mathematics and communications.

*2. Schoolwide reform strategies that are scientifically researched based.

Response: Students will demonstrate proficiency in reading, writing and math through the use of scientifically researched based strategies.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

A. *Response:* The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are listed below:

- Implement Standards Based Classrooms
- Balanced Literacy Block
- Academic Coach
- Literacy Centers
- Parenting Workshops
- Word Walls
- SuccessMaker, Education City, Keyboarding without Tears, Study Island, OAS, Accelerated Reader, GoNoodle, ClassDojo and BrainPop Computer Programs will

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

be used.

- Differentiated Lesson Plans
- Use of technology in instruction
- Training in the use of SuccessMaker
- Continuous use of data to guide instruction
- Provide rigorous instruction
- Curriculum Maps
- Common Assessments
- Teacher Collaboration
- Awareness Walks
- TKES/LKES
- School-wide Discipline Plan
- Instructional Materials (materials needed by teachers and students in order to maximize effective instruction)- copy paper, colored copy paper, toner, laminating film, toner, colored pencils, rulers, calculators, markers, dry erase markers, construction paper, graph paper, pencils, pens, ink, lined paper, folders, Monday Folders, etc.
- Provide Early Intervention Program (EIP support) for students in areas of need
- Provide Response to Intervention (RTI) support for students in Tiers
- Progress Monitoring of students in RTI and special education
- Implement Universal Screenings for all students periodically throughout the school year
- Create common planning time opportunities for teachers within the same grade level and for support teachers
 - Opportunities for mentors to help support the students
 - Flexible grouping of students based on student performance data
 - Professional Learning for staff members
 - Title I Support Teachers
 - After School Instructional Extension Plan
 - Summer Remediation Program

2(b). Are based upon effective means of raising student achievement.

Response: In our appendices are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. Cornelia Elementary is focused on providing the best educational experience for our students. We have an academic instructional coach who helps to support or students and teachers as needed. According to Annenberg Institute for School Reform, academic coaching should be designed in a way to build leadership and to improve teacher instructional strategies to support student learning. Coaching

is a way to provide professional development to improve instructional strategies in the classroom (Kowal and Steiner, 2007). Cornelia Elementary is committed to providing support for the teacher with the support of the academic coach.

The classrooms are standards based classrooms that are based on the Georgia Standards of Excellence. The expectation for the students is that they each reach their maximum potential by having high standards of expectations for them. Our new teachers will be trained to use Thinking Maps to support our teachers as they work with our students.

Cornelia Elementary utilizes the RTI Pyramid of Intervention. Fall, Winter, and Spring RTI cut scores have been established for all grades. The students' guided reading levels are also used as a secondary measure. Data are gathered from AIMS Web probes, STAR Literacy and Math assessments, Sight Word Assessments, CAPS, STAR/AR tests, benchmark tests, local assessments and universal screenings to identify students who need additional support and to determine appropriate interventions for students. Teachers contact parents to inform them of their child's progress. An action plan is developed for students for whom the baseline data indicates that the classroom instruction does not sufficiently meet his/her needs. At this point, additional instruction is provided and monitored through RTI Team meetings. Students who did not meet grade level standards in reading and math based on data gathered during the 2014-2015 school year will receive additional services through the Early Intervention Program (EIP). After data are analyzed and student progress is reviewed, students can be considered for additional screenings to assess if a referral to special education is warranted.

2(c). Use effective instructional methods that increase the quality and amount of learning time.

Response: Students experiencing difficulty mastering proficient or advanced levels of academic achievement standards are provided with effective and timely additional assistance. We will serve students in an extension program in a twenty-one week after school program. We will also provide additional intervention to Tier 2 and Tier 3 students during a designated intervention time during the instructional day.

Students who experience difficulty mastering proficient academic achievement standards are also

2(c). Use effective instructional methods that increase the quality and amount of learning time.

provided assistance through our Early Intervention Program (EIP) and Title I Program. Most EIP students are served through the Reduced Class Size Model. One EIP teacher employs the Pull Out model and pulls groups of students who have specific needs.

Our school also has an on-site Homework Center, which operates Monday through Friday until 5:30. All supervisors and employees of the Homework Center are available to assist students who may be having difficulties with their class work.

Response to Intervention (RTI): The Georgia Student Achievement Pyramid of Interventions is the process of aligning appropriate assessment with purposeful instruction for all students. In Georgia, Response to Intervention is based in the general education classroom where teachers routinely implement a strong and rigorous standards-based learning environment. The tiered approach to providing layers of intervention for students needing support requires a school wide common understanding of the Georgia Standards of Excellence, assessment practices, and instructional pedagogy.

All students participate in general education learning. Students requiring interventions to meet individual learning expectations will receive support through a systematic and purposeful process. The number of students requiring interventions will decrease as the level of intensity of the intervention increases. Our school has an identified grade level 30-minute intervention times. This time is used to intervene with students at Tier 2 and Tier 3 by having intense instruction and systematic progress monitoring. If a student does not progress at the Tier 3 level, a referral to Special Education may be warranted. Tier 1 and Tier 2 students are served during this intervention time by flexible grouping within the grade level. Teachers participate in job imbedded professional development and have training in ways to meet student needs through the RTI process. The students' individual progress is monitored to ensure that their needs are being met.

Students that need interventions or remediation are identified through the use of universal

2(c). Use effective instructional methods that increase the quality and amount of learning time.

screening tools, state mandated tests, and teacher made assessments.

Students may also have the opportunity to attend after school (if funding is available) to help support them in their areas of need. According to the National Education Association, research shows that participation in after school programs often provides academic and social activities that can positively impact a student's academic and social development. Studies have also shown that the summer break can have a negative impact on student learning so the need for additional support throughout the summer is needed (Extended Learning Time, 2008).

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

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 additional assistance.

Students who do not meet standards in math and/or reading as measured by state mandated tests, grade level assessments, and universal screenings, qualify for our summer instructional extension program entitled Explorer Express. Once these students are targeted, classroom teachers begin implementing interventions and strategies through the Tier 2 or Tier 3 Response to Intervention Process.

Using the RTI process and framework, teachers collaborate and develop lists of interventions to use for struggling learners, as well as receive needed support for those learner, such as Instructional Extension Plan, Early Intervention Program, and also support from support staff, such as ESOL teachers, Speech teachers, Academic Coaches, Psychologists, Counselors, Administration, etc. Teachers are trained based on our School Improvement Plan. The training is to assist the teachers in

helping them to better support our students.

***3. Instruction by highly qualified professional staff.**

Response: All of the certified teachers at Cornelia Elementary School are currently highly qualified. Cornelia Elementary began the school year with the following personnel: principal, assistant principal, 36 regular classroom teachers, four full-time special education teachers, one half-time special education teacher, and one EIP teacher. The faculty also included one Academic Coach, three and one part-time ESOL teachers, one art teacher, one music teacher, one PE teacher, one full-time speech pathologist, one media specialist, and one counselor. Itinerant certified personnel who served the students included an occupational therapist, a migrant educator, and a physical therapist. The staff also consisted of 14 paraprofessionals, two and a half administrative assistants, one nurse, four custodians, and six school nutrition employees.

The Special Education department provided services for 66 students, including speech and language therapy, during the 2013-2014 school year. The department consisted of three full-time teachers and three paraprofessionals. A county full-time speech pathologist, occupational therapist, assistive technology specialists, physical therapist, and autism specialist served students at Cornelia Elementary. The school is dedicated to providing the Least Restrictive Environment (LRE) for all special education students. Co-teaching classrooms and consultation programs continued to support this environment. Four students in the self-contained classroom also participated in inclusion settings throughout the day. This year our Special Education department provides services for 88 students.

***3(a). Strategies to attract highly qualified teachers to high-needs schools.**

Response: We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Many strategies to attract highly qualified teachers are used by our school. We work to provide a professional and positive work environment where teachers are given the opportunity to maintain a certain level of autonomy while being expected to

***3(a). Strategies to attract highly qualified teachers to high-needs schools.**

contribute to and benefit from the other professional staff members. Teachers have the chance to provide leadership on a classroom and school-wide basis. Professional learning opportunities are made available to staff members. Teachers are expected to take responsibility for the success of their students and are held accountable for their results.

We also believe that once a teacher is hired their experiences with us also serve to attract other highly qualified teachers. We strive to support our teachers, maintain proper student discipline, and include teachers as much as possible when decisions must be made. We have found that addressing all these issues has proven to be successful in allowing us to have all our teachers meet the criteria for being highly qualified. Therefore we do not hire any teacher or paraprofessional that does not meet Highly Qualified certification requirements.

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*4. Professional development for staff to enable all children in the school

Response:

A. Cornelia Elementary has created a Professional Learning Plan (see appendix) based on our School Improvement Plan that addresses our areas of needed professional learning to help support our students. We have identified our root causes by analyzing student data to identify our needed areas of growth.

B. We have designed professional development to increase student achievement of our students by supporting teachers, paraprofessionals and administrators through ongoing professional development. Stakeholders on the Leadership Team developed the professional learning plan for the 2015-2016 school year using the School Improvement Plan as well as district initiatives. Teachers will take part in job-imbedded professional learning in the following areas:

- Teachers and paraprofessionals who have not been trained will be trained on how to use Handwriting without Tears.
- Teachers and paraprofessionals who have not been trained will be trained on the implementation and effective use of “Thinking Maps”.
- Leadership Team will collaborate to elicit input and provide opportunities for shared decision-making and problem solving to enhance staff and student achievement.
- Teachers will collaboratively write lesson plans with a focus on differentiation and DOK levels. They will also work on Next Generation best practices.
- Teachers will collaboratively develop next generation assessments with a focus on DOK levels, constructed and extended response items.
- Teachers will analyze benchmark data to determine areas for targeted instruction and create an action plan to address areas of need.
- Paraprofessionals will participate in Pioneer RESA’s training to support them in their roles and enhance their effectiveness in the school setting.
- Teachers will continue to be trained on the use of “Write from the Beginning”. The Academic Coach will train teachers to: 1)Establish a common focus and shared accountability for school-wide writing performance 2)Establish a plan for providing continuous writing instruction for students 3)Help teachers differentiate instruction according to the individual needs of their students 4) Help to assess areas of strengths and areas that need improvement using analytic rubrics.
- The RTI Team will participate in professional learning to improve implementation of interventions with fidelity, discuss results of the intervention during grade level and SST meetings, and further refine progress monitoring.
- Teachers will receive additional training on guided reading, administering and interpreting running records to increase lexile levels for all students.

***4. Professional development for staff to enable all children in the school**

- C. We have devoted sufficient resources to carry out effectively the professional learning plan based on our student data needs. The Academic Coach and teachers will receive training and then will redeliver the training to the staff.

- D. Cornelia Elementary has included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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*5. Strategies to increase parental involvement.

Response:

We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan. Language barriers, demographic areas, and varying cultures often limit parent involvement. Therefore, our emphasis will be to provide opportunities listed below for parents to become involved in the school setting.

- Open House
- Curriculum Nights
- Parenting Classes
- Fall Fundraiser
- Math Night
- Literacy Night
- Talent Show
- Lunch with Our Grandparents
- Weekly Email Newsletters
- Book Fairs
- Movie Nights
- Classroom Newsletters
- Recognition of holidays/events such as Constitution Day, Black History Month, etc.
- Parent Involvement Coordinator
- ESOL Nights for Parents
- Honors Days
- Volunteer Opportunities
- Translation

- We have developed a parent involvement policy included in our appendices that
- includes strategies to increase parental involvement (such as family literacy services)
 - describes how the school will provide individual student academic assessment results, including a interpretation of those results
 - makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
 - compacts required – include with policy
 - Parent Involvement checklist included

Our Parent Involvement Coordinator (PIC) is instrumental in working with our parents, partners, and community members. She is trained in Parents as Teachers (birth through age 3 and ages 3-5). She sets up our parenting workshops and encourages their participation in our school events. Additionally our PIC works with our school social worker on attendance and school-wide incentives for students. She also organizes efforts to help families in need, and we are able to use Title I funds for parent activity nights.

*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

Response:

To help make the transition from pre-kindergarten to kindergarten, our school has a Georgia approved preschool program. Using the OWL (Opening the World of Learning) curriculum as our guide, our students in pre-kindergarten are provided with an enriched curriculum that includes: language/literacy, math, science, social studies, creative, social and emotional, and physical development. The students in this program are integrated into the school atmosphere at Cornelia as they are provided with lunch in the cafeteria, participate in the media center, and are also provided with times to play on the kindergarten playground. Students from the pre-kindergarten class are able to make an easy transition to kindergarten because they are already a part of the school community. Forty-four children are in this program.

Our kindergarten students are screened before being placed in classrooms to assure that they will receive appropriate services. In 2013 our Pre-K students were involved with Volunteers for Literacy in a program where they all received flashcards and where parents were presented with strategies on how to use the flash cards.

Potential kindergarten students and parents are invited in May to attend a “Kindergarten Preview” to visit the school and meet with teachers and administrators. Local daycares are notified about the Kindergarten Preview.

Transitioning from elementary to middle school is a major event in the lives of children and parents. One way that we provide students to help them be successful in the transition is to visit the middle school in May. Students visit with administrators and teachers and attend middle school classes during the school day. The middle school also hosts a parent night for upcoming sixth graders.

*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:

Cornelia Elementary believes that we can all learn and succeed. We also believe that all students have varying strengths, learning styles, and levels of learning. Using multiple measures of assessing students, classroom teachers begin implementing interventions and strategies through the Tier 2 or Tier 3 Response to Intervention Process. Using the RTI process and framework, teachers collaborate and develop lists of interventions as well as the RTI Reference Guide to use for struggling learners, as well as receive needed support for those learners, such as the Early Intervention Program, and also help from support staff, such as ESOL teachers, Speech teachers, Academic Coaches, Psychologists, Counselors, Administration, etc.

Through staff, grade level, and leadership meetings, parent /community surveys, staff questionnaires, and program evaluations, we have been able to determine the strengths and the areas that need improvement. Information on the perspective quality of education is obtained from all participants in the Cornelia learning community. Data results are carefully considered in making adaptations and changes in programs, procedures, and facilities that affect our school climate.

Our local School Council meets to share dialogue regarding our school goals, test results, and program planning. The School Council is comprised of administrators, local community partners, parents, and staff members. All stakeholders are invited to various committee and staff meetings.

*8. Coordination and integration of Federal, State, and local services and programs.

Response:

Because Cornelia Elementary has been a Title I school, it has afforded us additional funds that can be used for additional staff and programs to help meet the needs of our "at-risk" students. Due to the impact of subgroups we have provided staff development to implement specialized instruction to increase academic growth. The strength of our Title I program lies in the positions it funds to help meet the needs of all students, all teachers, all parents and community members. Title I funds an Academic Coach, Title I teachers and a Parent Involvement Coordinator.

The vast majority of our EIP classes are using Title I funds to reduce class size in kindergarten, first, second and third grades in order to meet the specific needs of students. Instructional strategies being used as a result of reduced class sizes (Kindergarten, 1st, 2nd and 3rd grades) that are not being used in the same way in non-reduced class size grades:

- More frequent assessments (weekly progress monitoring)
- More help for individual students
- Instruction is more effective because fewer students remain unsupervised while small groups meet with the teacher
- More hands-on projects during science
- More instructional feedback (having writing conferences are longer and more often)
- Students have more opportunity to speak when sharing their writing during Writer's Workshop
- Greater variety of instructional strategies
- We are able to meet more often with our reading groups and reading groups are smaller. This allows for more individualized instruction, and we are better able to meet the needs of our students.
- We are able to help students sharpen their fine motor skills so they can correctly hold a pencil, crayon, and scissors.
- We have been able to meet more frequently with students to practice basic skills.

We have 3 and one half special education teachers and 3paraprofessionals that serve our students with disabilities. Our special education program is a combination of self-contained, small group pull out, and most commonly inclusion to meet the needs of students with disabilities and their IEP goals.

Funds from Title I allow Cornelia an Academic Coach. The Academic Coach serves teachers in grades K-5. Throughout the year the coach provides staff development for all K-5 classroom teachers, special education staff, and paraprofessionals in the area of standard based instruction. Resources, such as articles and chapters from professional books, are often provided and discussed during professional learning opportunities to provide further understanding of teaching the components of a standards-based classroom and other instructional strategies. In addition to professional development, teachers receive coaching allowing them to refine skills in the components of standards based instruction. Coaching supports ongoing professional learning, allowing classroom teachers to reflect on their teaching practices and refine skills.

Title II provides funding for professional learning opportunities for teachers, administrators and paraprofessionals. Teachers learn about literacy and how to incorporate this into other content areas: math, science, and social studies.

The Migrant Education program serves qualifying students at Cornelia. The local education agent works with students whose parents are migratory agricultural workers and whose family has moved within the last thirty-six months to seek employment. Assistance is given to students and their families both academically and socially in matters that affect the children's learning experience.

Cornelia Elementary has partnered with the Parents as Teachers Program. They provide parent education and family support to families throughout pregnancy until their child enters kindergarten, usually age 5. The families receive personal visits, parent group meetings, health screenings, and other resources.

To help make the transition from pre-kindergarten to kindergarten, our school has a Georgia approved preschool program. Using the OWL (Opening the World of Learning) curriculum as our guide, our students in pre-kindergarten are provided with an enriched curriculum that includes: language/literacy, math, science, social studies, creative, social and emotional, and physical development. The students in this program are integrated into the school atmosphere at

Cornelia as they are provided with lunch in the cafeteria, participate in the media center, and are also provided with times to play on the kindergarten playground. Students from the pre-kindergarten class are able to make an easy transition to kindergarten because they are already a part of the school community. Forty-four children are in this program.

Our school also has an on-site Homework Center, which operates Monday through Friday until 5:30. Two paraprofessionals supervise the Homework Center. Additional people are also employed to work in our Homework Center. All supervisors and employees are available to assist students who may be having difficulties with their class work.

Provision has been made for K-5 teachers and professional support staff to learn strategies for improving students' communication skills. Workshops have taken place to increase students' effective use of reading, writing, and oral communication skills by building an approach to collaborative work. Coaching support has been given to improve and strengthen the implementation of instructional strategies.

Title I funds provide our Parent Involvement Coordinator. She is instrumental in working with our parents, partners, and community members. She organizes efforts to help families in need. She sets up our parenting workshops and encourages their participation in our school events. Additionally she works with our school social worker on attendance and school wide incentives for students. We are also able to use Title I funds for parent activity nights.

Cornelia has 3.5 ESOL teachers who serve our ELL students through an inclusion/push in models. We also utilize support through teachers, and SIOP (Sheltered Instructional Observation Protocol).

In the area of community outreach, Cornelia currently works cooperatively with local businesses and service agencies to plan and provide services for our students, families and teachers. Community and parent volunteers, PTO and family events continue to enhance our stakeholders' involvement. Habersham Central High School students are involved in providing extra assistance in our school. Student participation in community services and projects, such as the canned food drive, Red Ribbon

Week, and Safety Patrol provides opportunities to accept responsibility for developing a community that cares. Cornelia Elementary's Partners In Education are United Community Bank, Chase Sanitation Group, Inc., McGahee, Griffin, & Stewart Funeral Home, Cornelia Christian Church, El Patron, Arby's and Renew Dental. They team with us to educate our children and make our school excellent. They participate in many school wide activities through the year.

In 2014, Cornelia Police began the P.A.L. program at Cornelia Elementary School. Police officers volunteer time in Kindergarten and First Grade classrooms each week in an effort to demystify the role of policy in the community and to help young students feel more comfortable around officers.

8(a). List of State and local educational agency programs and other federal programs that will be included.

Response: Sources of funding are listed below:

Title I provides funding for the salary of our Academic Coach and other instructional personnel. Title I also provides funds for instructional materials for literacy and math as well as our Parent Involvement Coordinator and parent involvement activities.

Title II provides funding for professional learning opportunities for teachers, administrators, and paraprofessionals. Teachers learn about literacy and how to incorporate this into other content areas: math, science, and social studies.

Early Intervention Program (EIP) provides salaries for teachers who work in classrooms to assist struggling students.

State Funds provides funds for teachers who work in an instructional extension program that serves students who are in need of additional instructional support.

Professional Learning funds are used for providing professional learning opportunities for teachers. These funds are also used to provide leadership training for our leadership team in regards to what research proves works to improve schools.

Instructional funds provide reading and math materials for our classrooms.

State ESOL funds provide funds for ESOL teacher salaries.

Title III provides funds for materials and professional development.



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

Response: The resources that are received from Title I and other sources will be used to meet the needs of our students based on student achievement data. The teachers and paraprofessionals will receive professional learning to learn how to better support the students' academic needs. We will purchase instructional materials (books for the bookroom, copy paper, colored copy paper, toner, laminating film, poster paper, colored pencils, rulers, calculators, markers, dry erase markers, construction paper, graph paper, pencils, pens, ink, lined paper, dry erase boards, folders, math manipulatives, reading and math instructional materials, Monday Folders, etc.) for literacy and math as needed to help support our students. Reading and math intervention software such as SuccessMaker and BrainPop will be purchased. We will also use this money to fund salaries for reduced class size teachers as appropriate. Funds (if available) will be used to operate a remediation program for students. This will include administrative salaries, teacher salaries, Parent Involvement Coordinator and Academic Coach salaries, transportation costs and instructional materials for the program. Funds will be used to purchase technology such as SMARTboards and installation hardware, document cameras, DVD players, listening stations, computers, iPads, BrainPop, GoNoodlePlus, Keyboarding without Tears or a similar keyboarding program, and iPad applications as well. Title I funds will also fund additional instructional personnel to reduce class size.

8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response: **Coordination of Services**

Habersham County School System works with multiple agencies to ensure coordination efforts on behalf of migrant students, homeless students, immigrant students, ELL students, neglected and delinquent students, at-risk students, and early childhood students. The following information outlines procedures for identifying and serving these students.

Migrant: The Habersham County Board of Education strives to ensure the continuity of services for children who migrate from one state or school district to another. This coordination helps reduce the effects of educational disruption that migrant children suffer as a result of repeated moves. Appropriate agency personnel (i.e. school counselor school secretary/registrar, migrant advocates, and/or Region 3 Migrant Agency) notify receiving school districts about migrant families who have moved to those districts. These same personnel promote the exchange of student educational records and develop academic credit accrual and academic credit exchange programs. Among the educational services offered to these students are regular education classes, EIP services, Remedial education services, gifted services, SST services, special education services, ESOL services, after school program, mentoring and counseling services. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Habersham County's Migrant Education Advocates and ESOL Instructors collaborate on translation needs for migrant students and their families. Graduation coaches, school counselors, and school improvement specialists, in partnership with collaborative agencies, develop and implement a dropout prevention program. System personnel, such as school nurses, exchange information on health screenings and health problems that interrupt a student's education. The Habersham County Board of Education focuses on four areas to promote the continuity of education for migrant students: Alignment of district policies (Superintendent); Improved student information exchange and access; PowerSchool to record migrant student demographic,

educational and health data (System Coordinator of Student Information); Staff resources to promote academic credit accrual (System Curriculum Director), and Opportunities for Supplemental Instruction, such as Supplemental Educational Services and After-School Programs (System Curriculum Directors/Title I Director).

Homeless: Habersham County School System collaborates with DFACS, Habersham County Family Connections, and social workers to monitor mobility/identification and needs of the homeless population. School counselors in collaboration with principals and teachers identify homeless children each year and strive to keep the list as accurate and current as possible. As these students enter the school system, school secretaries/registrars ask a series of questions in conjunction with the Home Language Survey to access the status of students. School counselors meet with the students and families often in collaboration with DFACS to determine student/family needs. Among the educational services offered to these students are regular education classes, EIP services, Remedial education services, gifted services, SST services, special education services, ESOL services, after school program, mentoring and counseling services. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the system social worker/homeless liaison monitors and reports status to other necessary agencies throughout the school year. Title I has set aside funds to satisfy any unmet needs of the homeless population of students after collaborating with the homeless liaison, school counselors, and community agencies. The set-aside determination was based on needs after collaborating with liaison and community agencies. Additional needs may consist of tutoring, school supplies and whatever unmet needs are identified from the collaboration with the Homeless liaison and community agencies. If the-set aside funds are determined throughout the year to be inadequate, the consolidated application will be amended to allocate funds to support the additional needs of homeless students.

Immigrant: Habersham County School System collaborates with Region 3 Migrant Agency, Habersham County Chamber of Commerce, DFACS, Habersham County Family Connections, the system social worker, and school counselors to monitor mobility/identification and needs of the immigrant population. As these students enter the school system, school secretaries/registrars

ask a series of questions in conjunction with the Home Language Survey to access the status of students. Following the initial interview, the school counselor meets with the students and families in collaboration with previously named agencies to determine student/family needs and a plan to meet the needs. Among the educational services offered to these students are regular education classes, EIP services, Remedial education services, gifted services, SST services, special education services, ESOL services, after school program, mentoring and counseling services. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the system social worker monitors and reports status to other necessary agencies throughout the school year.

ELL: Habersham County School System collaborates with Region 3 Migrant Agency, Habersham County Chamber of Commerce, DFACS, Habersham County Family Connections, the system social worker, and school counselors to monitor mobility/identification and needs of the ELL population. As these students enter the school system, school secretaries/registrars ask a series of questions in conjunction with the Home Language Survey to access the status of students. Following the initial interview, the school counselor meets with the students and families in collaboration with previously named agencies to determine student/family needs and a plan to meet the needs. ELL students are administered the W-APT to determine eligibility for ESOL services. These students are served through the ESOL program in pullout, co-teaching and sheltered class models. Additionally, ELL students may participate in regular education classes, EIP services, remedial education services, gifted services, SST services, special education services, after school program, mentoring and counseling services. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the system social worker monitors and reports status to other necessary agencies throughout the school year. Title III funds are used for computers, Rosetta Stone software, supplies, materials, training and services.

Neglected and Delinquent: Habersham County School System collaborates with DFACS, Habersham County Family Connections, DJJ, the system social worker, and counselors to monitor mobility/identification and needs of the neglected and delinquent population. As these

students enter the school system, school secretaries/registrars ask a series of questions in conjunction with the Home Language Survey to assess the status of students. School counselors meet with the students and families often in collaboration with DFACS to determine student/family needs. Among the educational services offered to these students are regular education classes, EIP services, remedial education services, gifted services, SST services, special education services, ESOL services, after school program, mentoring and counseling services. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the system social worker/homeless liaison monitors and reports status to other necessary agencies throughout the school year. Title I has set aside funds to satisfy any unmet needs of the neglected and delinquent population of students after collaborating with community agencies, DFACS, Habersham County Family Connections, DJJ, the system social worker, and counselors. The set-aside determination was based on needs after collaborating with the school social worker/homeless liaison and community agencies. Additional needs may consist of tutoring, school supplies and whatever unmet needs are identified from the collaboration with community agencies. If set aside funds are determined throughout the year to be inadequate, the consolidated application will be amended to allocate funds to support the additional needs of neglected and delinquent students.

At-Risk: Habersham County School System collaborates with Region 3 Migrant Agency, DFACS, Habersham County Family Connections, Habersham County Chamber of Commerce, DJJ, the system social worker and counselors to monitor mobility/identification and needs of the at-risk population. As these students enter the school system, school secretaries/registrars ask a series of questions to assess the status of students. Following the initial interview, the school counselor meets with the students and families in collaboration with DFACS to determine student/family needs. Students are administered the appropriate screening tests and interviewed to determine needs. Among the educational services offered to these students are regular education classes, Alternative School Program, EIP services, remedial education services, gifted services, SST services, special education services, ESOL services, after school program, mentoring and counseling services. The graduation coach works with students in grades 9-12 who are at risk for dropping out of school. At-risk and mobile students are referred on an ongoing

basis by principals, assistant principals, counselors and teachers at each school to the system social worker. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the system social worker monitors and reports status to other necessary agencies throughout the school year.

Early Childhood: Preschool children are identified each spring through registration for Georgia Pre-K classes. Currently, we have two classes of Georgia Pre-K with a total of 44 students. Habersham County School System also provides services for those early childhood students determined to have special needs. The Special Education Department oversees two preschool classes for these students. The system collaborates with other Preschool programs in the system including Headstart and private preschools. As these students enter the early childhood program, school secretaries/registrars ask a series of questions in conjunction with the Home Language Survey to access the status of students. Pre-K teachers, counselors, and special education staff meet with families as needed to determine needs of these students. Students are administered the appropriate screening tests and interviewed to determine needs. Among the educational services offered to these students are: SST services, special education services, mentoring and counseling services. Students are referred on an ongoing basis by teachers, principals, and counselors to the special education director. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports status to other necessary agencies throughout the school year.

*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

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 additional assistance.

9(a). Measures to ensure that students' difficulties are identified on a timely basis.

Response: Students who do not meet standards in math and/or reading as measured by Georgia Milestones, grade level assessments, and universal screenings, qualify for our summer instructional extension program entitled Explorer Express. Once these students are targeted, classroom teachers begin implementing interventions and strategies through the Tier 2 or Tier 3 Response to Intervention Process.

9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Response: Using the RTI process and framework, teachers collaborate and develop lists of interventions to use for struggling learners, as well as receive needed support for those learner, such as Extended Day Tutoring, Early Intervention Program, and also support from support staff, such as ESOL teachers, Speech teachers, Academic Coaches, Psychologists, Counselors, Administration, etc. Teachers are trained based on our School Improvement Plan and Professional Learning Plan. The training is to assist the teachers in helping them to better support our students. This year our teachers are working on the implementation of the Georgia Standards of Excellence.

9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

Response: Our teachers and administrators are prepared to meet with parents to share individual student assessment results and to help with the interpretation of those results if parents have questions or concerns. Georgia Milestones and other standardized tests individual student test scores are sent home to parents. Parents are invited to attend on a regular basis by the classroom teacher for conferences when the need arises. During the conferences appropriate standardized and state test scores are shared and explained to parents. Progress reports are sent home during the middle of each nine weeks period. Report cards and data from other assessments are sent home every nine weeks to parents. Phone calls are made regularly by our teachers as well as written communication sent home in the agenda. The school also has an open door policy where parents are encouraged to come in and request a meeting or conference at any needed time. For all of the above, if parents do not speak English, a translator is present to assist with translations if needed.

There are many opportunities for parents to be involved in the process of identifying and supporting struggling learners. Teachers send home weekly newsletters discussing the curriculum covered that week. Parents are also notified and invited to attend in the RTI Tier process.

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

Response: Parents are invited to attend on a regular basis by the classroom teacher for conferences when the need arises. During these conferences appropriate standardized and state test scores and shared and explained to parents. Teachers are required to meet with parents of students who are failing one or more subjects at the end of the first semester and will meet with the school committee to discuss strategies for improvement. During conferences, as appropriate, teachers and parents discuss what each can do to assist a child who is struggling and identify what interventions can be used to address the deficiencies. Student Support Team meets with parents of Tier 3 students and encourages participation of the parents in decisions concerning student progress. Progress reports are sent home every 4.5 weeks. Report Cards and data from other assessments are sent home every nine weeks to parents. Phone calls are made regularly by our teachers, as well as written communication sent home. The school also has an open door policy where parents are encouraged to come in and request a meeting or conference at any needed time. For all of the above, if the parents do not speak English, the parent involvement coordinator and/or other translator is present to assist.

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

Response: Classroom teachers and support staff are thoroughly trained and participate in the Collaborative Data Teaming process. Teachers review assessments, both summative and formative, to pinpoint specific weaknesses as a grade level. Teachers highlight those weaknesses, collect pre-test data, pinpoint specific skills and areas, and collaborate on strategies and interventions to produce mastery of those skills, and then collect and analyze posttest data to determine the effectiveness of the strategies. Data is tracked in various subjects using formative and summative assessments for each student and progress is monitored to increase success for all learners.

This data also assists teachers in targeted struggling learners. Once these students are targeted, classroom teachers begin implementing interventions and strategies through the Tier 2 or Tier 3 Response to Intervention Process. Using the RTI process and framework, teachers collaborate and develop lists of interventions to use for struggling learners, as well as receive needed support for those learners such as Instructional Extension Programs, Early Intervention Support, and also support from support staff, such as ESOL teachers, Speech teachers, Academic Coaches, Psychologists, Counselors, Administration, etc.

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

Response: Each year, test results from numerous assessment pieces are analyzed to identify specific strengths and weaknesses in student performance. (See the appendix for Habersham County Schools Required Assessments). This information is used to redirect teaching strategies and guide instruction. Data is collected from Georgia Milestones (which will replace CRCT and Georgia Writing Assessments), ACCESS for LEP (Limited English Proficient), County Benchmark Assessments, OAS practice materials, portfolios, student writing samples, Accelerated Reader, G-KIDS (after 2008), and EIP checklists. Disaggregated data is provided by testing publishers, SuccessMaker, GADOE, and Pioneer RESA.

13. Provisions for public reporting of disaggregated data.

Response: This information is communicated in meetings held with parents, community members, and stakeholders. This data is also available in our SIP which can be located on our website as well as in the Parent Resource Center. The Governor's Office of Student Achievement produces annual accountability reports that we share with parents as well as communicating our CCRPI status in a letter to parents that are sent home. This information is also posted on our website.

**Cornelia Elementary Title I
Schoolwide/School Improvement Plan**

Revised 9/24/14

14. Plan developed during a one-year period, unless 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 wide plan and the School Improvement plan is developed, reviewed, and revised as needed throughout the school year with stakeholder input. The plan was developed for one school year and is revisited for revisions and additions including all stakeholders. Cornelia’s School wide plan was initially developed in 2010-2011 and is revised annually. This revision was completed on [REDACTED].

15. 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: We have developed our School wide plan and our School Improvement plan with the participation of individuals who will carry out the comprehensive School wide program plan and input from parents at our annual Title I meeting.

The Title I plan is reviewed annually. All stakeholders are involved in reviewing the plan as we share the information through our school leadership team and school council.

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

Response: Our School wide Plan as well as our School Improvement Plan is available from the principal. The plans are also accessible on Cornelia’s school website. Paper copies are also available in the front office as well as in the Parent Resource Center.

17. 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: Our plan is available in English and can be translated into Spanish upon request.

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

Response: Our plan is subject to the provisions of Section 1116.

Cornelia Elementary was identified as a Reward school in 2014. The designation of Highest Progress Reward school means that Cornelia Elementary School was among the 10 percent of the state’s Title I schools making the most progress in improving the performance of the “all students” group over three years on the statewide assessments. A school may not be classified as a High-Progress school if it has been identified as a Priority, Focus, or Alert School.