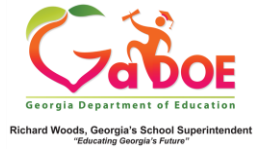


Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Clinch County Elementary School	District Name: Clinch	
Principal Name: Amanda James	School Year: 2015-2016	
School Mailing Address: 575 Woodlake Drive, Homerville, GA 31634		
Telephone: 912-487-5385		
District Title I Director/Coordinator Name: Lori James		
District Title I Director/Coordinator Mailing Address: 46 South College St., Homerville, GA 31634		
Email Address: ljames@clinchcounty.com		
Telephone: 912-487-5321		
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
Amanda James		Principal
Jarred Morris		Assistant Principal
Caroline Lankford		Instructional Coach
Marie McClaine		Counselor
Jennifer DeLoach		Kindergarten Teacher
Heather Bell		First Grade Teacher
Misty McQuaig		Second Grade Teacher
Cheri Miller		Third Grade Teacher
Maria Palmer		Fourth Grade Teacher
Ginger Hendrix		Special Education Teacher
Lori Register		Parent Involvement Cord.
Clay Tomlinson		Parent
Carla Barber		Parent
Misty Corbitt		Community Representative

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP/SIP Components

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

Data is collected, disaggregated, and reported on a consistent basis. During the beginning of the school year, grade level teams begin looking at year end data (state assessment results, benchmark data, RTI data, report card data and school-wide attendance) in preparation for the upcoming year. This process will continue for the 2015-2016 school year. Results from the GA Milestones assessment will be available in the fall of 2015. When we receive the scores, grade level teams will analyze data. The administrators and the instructional coach will lead the teachers in analyzing and disaggregating information to identify the strengths and weaknesses of students. All results are stored in data notebooks for teacher reference during grade level meetings and leadership team meetings.

Teachers continue to analyze data, formative and summative, every 9 weeks. During data review time, teachers gather, examine and develop action plans. Teachers make adjustments to instruction based on information gained from the data analysis. CRCT teachers use the CCRPI Performance Targets, State Averages, and their own trend data to establish goals. The goal for all CRCT subject areas is to exceed both the CCRPI Performance Targets and state averages. Non CRCT teachers will use pre/post-tests and/or benchmark assessments, along with an end of year Instructional Assessment to measure students mastery (SLOs—Student Learning Objectives).

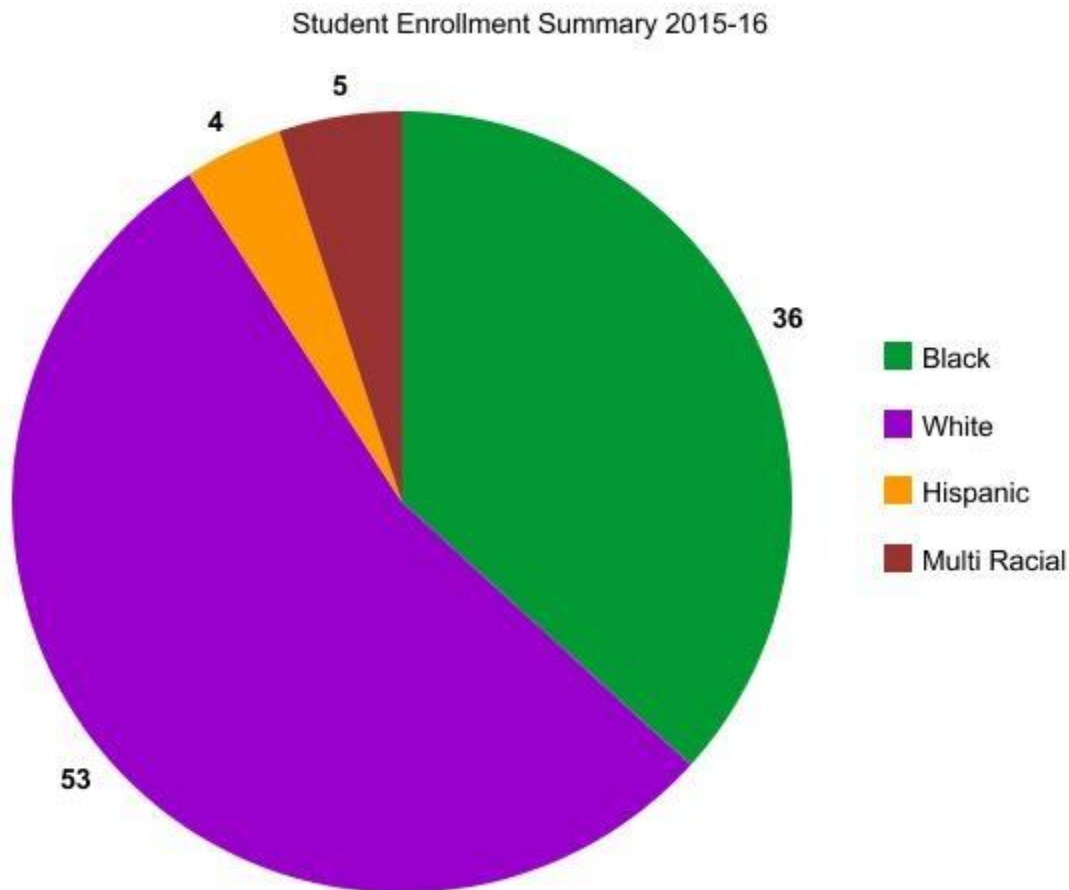
A comprehensive needs assessment of the Migrant Education program at Clinch Elementary is conducted in the spring of each academic year. At this time, Clinch Elementary does not have a large migrant population. Migrant students are afforded a variety of services through the Migrant Education Program. Students are eligible to participate in summer programs, tutoring and education workshops activities. Students and their families are linked with community health care providers and offered school accident insurance. Parents of migrant students are invited to participate in parental involvement opportunities and the Migrant Parent Advisory Council. We have taken into account the needs of migrant children by working with Southern Pine Migrant Education Agency and employing a full time Migrant Education Specialist. The procedures we will follow include: At the time of registration, students will be identified and screened and evaluated to determine academic needs. Migrant students are eligible for Title I services based on grade level. The Migrant Education Specialist, in coordination with Southern Pine MEA, will recruit, identify, and assist Migrant families in enrollment procedures and possible supplemental services for migrant children.

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

Student Achievement

The State Longitudinal Data System (SLDS) is used to track how all students are performing on state mandated assessments as well as their attendance trends. Subgroup data is available using SLDS. Classroom teachers use the SLDS to see which areas (i.e. academic and attendance) students are deficient. The teacher and instructional coach uses the SLDS along with other pieces of data to identify students at-risk of failing and/or not passing state mandated states. The purpose of Title I under the Elementary and Secondary Education Act of 1965 (ESEA) is to meet the educational needs of low-achieving children, limited English proficient (LEP) children, migrant children, children with disabilities, neglected or delinquent children, and young children in need of reading assistance.



Based on enrollment figures for 2015-16, the racial subgroups are primarily black and white with

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a slight increase in the multi-racial subgroup. The Limited English Proficiency (LEP) population is not large enough to be considered a subgroup. However, interventions set up for other subgroups (Flextime, Tier 1, support instruction, and after school tutoring) are used. We have two interventionists who work with the at risk population due to language barriers in academic deficiencies. These students are served through the RtI process by analyzing Tier 2 -3 data monthly during data review sessions where the stakeholders present include: teachers, principals, Instructional Coach, and interventionists. These meetings are used to discuss student progress and to ensure research-based instructional strategies are being used. This also allows strategizing by teachers and interventionists. Teachers also address concerns of Tier 1 students who have been identified as at risk.

Beginning this year, the student data that will be analyzed will include grades 3 and 4 EOG results from GA Milestones, SLO data, benchmark data from Measures of Academic Progress (MAP) and AIMSweb, student discipline data from Educator's Handbook, SLDS attendance and report card data, and RTI data. Smart goals will be determined based on the analysis of this data.

We are currently using past CRCT data to help us reach conclusions regarding student achievement (see table below).

Grade 3	2013 (% meets/exceeds)	2014 (% meets/exceeds)
Reading	88	91
ELA	80	77
Math	68	76
Science	74	68
Social Studies	79	73
Grade 4	2013 (% meets/exceeds)	2014 (% meets/exceeds)
Reading	86	90
ELA	76	81
Math	79	88
Science	68	80
Social Studies	62	85

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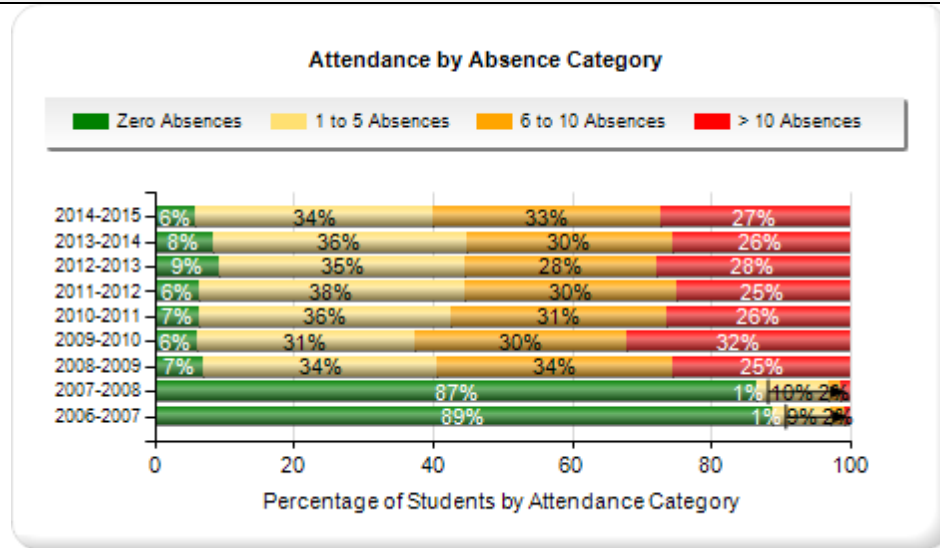
CCRPI Data	2013	2014
Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650	41.3	47.3
Percent of CRCT assessments scoring at the Exceeds level in each subject	17.7	23.4
Progress Points		
ELA	38	50
Reading	57	59
Math	60	64
Science	26	68
SS	40	70

Attendance

In 2104-15, there was an increase of student absences with 32-33 % of students missed 6-10 days of school. As a result of this data and an effort to be proactive, our goal this year is to decrease student absenteeism by making parent contact on the third absence and on fifth absence, parent contact and a meeting with attendance support team. As shown by research and data, students cannot learn and be successful if they do not attend school. Students falling into tthe 32-33 % are considered at risk and are more likely to experience achievement gaps due to missed instruction attendance. (See appendix A)

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Student Behavior

In 2014-15 because of disproportionality in discipline between subgroups, our school implemented the Positive Behavior Intervention System (PBIS). Last year, the number of student suspension decreased to fewer than 10%. Research and data have shown a correlation between achievement and behavior. Students with excessive discipline referrals perform lower than better behaving peers.

School Climate

The overall school climate rating in 2014 indicates a favorable feeling about the school with a score of 89.5 %. In looking at specific areas, such as the teacher and staff section, the participation rate was too low for a score. This compiled with data from the principal's Leadership Keys Effectiveness System (LKES) staff survey school climate ranked the lowest below state average of 2.35. This indicates that one area of change that can be targeted is in staff morale. One immediate was shifting of responsibility and allowing more opportunities to have more input in areas that affect them. A leadership team met and responded to concerns of the teachers and staff.

Conclusions

In analyzing the data, we have identified potential causes. Some of the causes we have identified include but are not limited to: socioeconomic status of families; lack of parental involvement; staff members' awareness and training regarding impoverished students; plus, staff morale, instruction based on standards and TKES

We have based our plan on information about all students in the school and identified students

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and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including:

- Economically disadvantaged students are performing significantly below the state standard in all areas with greatest emphasis in math, science, and social studies.
- Students from major racial and ethnic groups. Our Black students are performing significantly below the state standard in all areas with an emphasis in math, language, social studies and science.
- Students with disabilities are performing significantly below the state standards in reading, math, science, and social studies.
- Students with limited English proficiency show no significant gaps.

(see table below)



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

AREA	TARGETED GOAL
Student Achievement	<ul style="list-style-type: none"> ● Students in grades K-4 will improve their Lexile goals by 10 points. ● Instructional goals will target SWD, ED, and Ethnic groups performing below level, with the emphasis placed on the growth model in ELA, Math, and Science. ● We will close the gap between high performing students and low performing students. ● Emphasis in the growth model will be placed on number of students who exceed.
Attendance	Increase Average Daily Attendance from 66% (2014-15) to 76% for the 2015-16 school year (students missing 5 or less days of school) (See Appendix A)
Professional Development	Implement a plan that focuses on professional learning in the areas of, Formative Instructional Practices (FIP), Learning Targets based on Georgia Standards of Excellence, Differentiation, Higher-Order-Thinking Questions and Strategies, Overall Teacher Effectiveness Keys System training with a focus on Differentiation and Assessment. The expectation of these trainings is to promote student and teacher growth. 100% teacher participation is expected.
Parent Involvement	Increase the percentage of parent attendance for Parent-Teacher Conferences Increase the number of parent or family participants in family engagement programs/activities/trainings, etc. Promote student support by building teacher parent relationships.
Behavior	Decrease suspension rates through continued effective use of PBIS. Build positive classroom climates to foster better behavior. Increase positive behavior through effective teaching and modeling of desired behavior.
School Climate	Increase staff participation in school climate surveys. Improve staff morale for all employees.

2. Schoolwide reform strategies that:

- 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).

Student Achievement	<p>Strategies:</p> <ul style="list-style-type: none"> • AR – move from point system to growth model • SSRW – implement phonic based instruction/remediation in grades K-2 • FLEX – intervention/enrichment time added at to instruction time • Technology – increase number of labs, IPADS, and computers per classroom • Grade Level Planning – monthly data driven team meetings • FIP – implementation of Formative Instruction Practices to focus on learning • TKES – familiarization with TKES standards to build quality instructional practices • RTI – Maintain focus on achievement of subgroups • PBIS – increase student instructional time by implementing positive behavior supports in the classroom
<ul style="list-style-type: none"> • Students in grades K-4 will improve their Lexile goals by 10 points. 	
<ul style="list-style-type: none"> • Instructional goals will target SWD, ED, and Ethnic groups performing below level, with the emphasis placed on the growth model in ELA, Math, and Science. 	
<ul style="list-style-type: none"> • We will close the gap between high performing students and low performing students. 	
<ul style="list-style-type: none"> • Emphasis in the growth model will be placed on number of students who exceed. 	
Attendance	<p>Strategies:</p> <ul style="list-style-type: none"> • Change attendance policy to reflect increase in parent contact and meetings • Continue PBIS to reduce number of school suspension • Continue Perfect Attendance Incentives
Behavior	<p>Strategies:</p> <ul style="list-style-type: none"> • PBIS • Parent Involvement – PAWS program to increase parent participation and support in the school and classrooms • TKES – familiarization with TKES standards #7 – Positive Climate
<ul style="list-style-type: none"> • Decrease suspension rates through continued effective use of PBIS. 	
<ul style="list-style-type: none"> • Build positive classroom climates to foster better behavior. 	
<ul style="list-style-type: none"> • Increase positive behavior through effective teaching and modeling of desired behavior. 	

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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 an 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

Clinch County Elementary strives to increase student achievement by utilizing best practices conducted by teachers during their daily routines and the Response to Intervention (RTI) strategies to support students in reading, ELA, mathematics, writing, science, and social studies content. Student achievement is continuously monitored, so that interventions can be added, enhanced, changed, or eliminated to the student's individualized plan over the course of the year based on assessment results. Additionally, students who did not pass the CRCT/CRCT-M are identified as not performing on grade level and are recommended to receive services through the Early Intervention program. Furthermore, the RTI team meets regularly to identify specific individualized strategies for students that the classroom teacher is then responsible for monitoring and charting the student's progress to be used as evidence at later RTI and grade level meetings.

- 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

Student Achievement	Strategies:
<ul style="list-style-type: none"> ● Instructional goals will target SWD, ED, and Ethnic groups performing below level, with the emphasis placed on the growth model in ELA, Math, and Science. 	<ul style="list-style-type: none"> ● AR – move from point system to growth model ● SSRW – implement phonic based instruction/remediation in grades K-2 ● FLEX – intervention/enrichment time added at to instruction time ● Technology – increase number of labs, IPADS, and computers per classroom ● Grade Level Planning – monthly data driven team meetings ● FIP – implementation of Formative Instruction Practices to focus on learning ● TKES – familiarization with TKES standards to build quality instructional practices ● RTI – Maintain focus on achievement of subgroups ● PBIS – increase student instructional time by implementing positive behavior supports in the classroom
<ul style="list-style-type: none"> ● We will close the gap between high performing students and low performing students. 	

- 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.

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Students take several state mandated standardized test. These tests include the GA Milestones, in grades 3 and 4, Alternative assessment in 1st and 2nd grade, and GKIDS in kindergarten. AIMSweb and MAP assessments are used in grades K-4th in the areas of reading and math . In addition, CogAT will be given to second grade as a screener for gifted and for additional information on student learning abilities. The data from these assessments are all used to create a data notebook per grade. Teachers and the instructional coach create and pull this data together at the beginning of the year. The principal and instructional coach meet with teachers monthly to look at student data and assist teachers in choosing appropriate strategies and interventions from the state and school-based pyramid of intervention to insure that students are making progress necessary to meet the goals set up in the school improvement plan. This allows the administration of the school to track and monitor progress for all the students in the school.

The data is shared with the administrative team and counselors to be used when meeting with students and parents to keep focus on academic progress. The data helps identify students that are in need of additional interventions during FLEX time, afterschool tutoring, parent volunteers, mentors, or work with the instructional coach. By using our diagnostic and summative data, we can make sure that low achieving students get the additional support needed to help them be more successful. The school administrators' work with teachers to insure Tier 1, Tier 2, and Tier 3 of the RTI process is implemented and monitored. The instructional coach works with the school psychologist, special education teachers, and classroom teachers through the Student Support Team – Tier 3 to address specific student needs.

In grades K – 4, writing across the curriculum will be part of the daily instruction and incorporate the Mark Diamond writing training. During extended planning times each month, teachers will collaborate on writing samples, provide feedback for teaching points, and select student samples to be used as exemplars for instructional purposes in a standards based classroom.

In grades K-2, the implementation of Sing, Spell, Read, Write in the Tier 1 classroom and the Souday System for Tier 2 and 3 Intervention will offer direct phonics instruction to increase student achievement.

To foster a learning environment that is conducive to all learning styles and to help engage all learners, Clinch County Elementary will continue to update technology and provide training in the classrooms. Currently all classrooms are equipped with interactive boards and projectors. Each classroom has 3-6 student computers and one teacher computer. There are four computer labs in the building that are used to enhance instruction in Tier 1 classes and for FLEX time. The following programs have been purchased::

- Study Island
- IXL,
- More Starfall
- Fastmath
- Benchmark Testing
- Reading Eggs
- Math Seeds
- Moby Max

All classrooms spend at least 1 hour a week in the computer labs. Additional technology components added to promote student engagement were document cameras, poster printer, up-graded AR program, and two grades have classroom sets of iPads that will be used during FLEX time or other instruction.

Another resource that is vital to meeting the needs of student is leveled text for reading. We continue to purchase more level text to meet the needs of the curriculum and interest levels of the students. As we have moved to common core we have needed to purchase additional informational text and historical fiction text. We also try to insure that we have a wide range of topics to meet the needs of students and motivate them to read. Grade level chairs represent each grade level and they will be the planning team for Positive Behavior Intervention Support (PBIS) Team. The goal is to use a



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proactive, positive approach to help students learn appropriate behaviors and increase instructional time and engagement. The school has established the school wide expectations and implemented systems that use Class Dojo's, class tickets, etc... We continue to work on developing parent components for the program and home activities to support PBIS. As research has shown, with consistent implementation, student's discipline should decrease and academic achievement should increase.

3. Instruction by highly qualified professional staff

Each year the Clinch County School District recruits Highly Qualified teachers through job fairs and university visits. Efforts are made to retain them through a strong professional development program and the assignment of mentor teachers.

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.

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.

- 2014-15: Staff received training in Formative Instructional Practices (FIP), TKES training, Positive Behavior Intervention Support (PBIS),
- 2015-16: Staff will receive training in TKES, PBIS, developing learning targets; phonics instruction through Soudy System, Sing Spell Read Write; Reading grant initiative, various technology training; Teacher academy.

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

In a small, rural school, we are fortunate that many of our high-quality, highly qualified teachers are products of our local system and community. However, when there are openings in the system, TeachGeorgia and the school web site are used to advertise the position.

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

Parent involvement is a priority at Clinch County Elementary School, and we continuously take steps to increase that involvement. Title I funds our Parent Involvement Coordinator, who collaborates with administrators, staff, and the Parent Advisory Committee to lead parent involvement efforts for both the elementary and middle schools. Results of parent surveys guide the work of the Parent Involvement Coordinator and the Parent Advisory Committee. Parent policies and compacts are distributed to all families at the beginning of each school year. Parent contacts, initiated by teachers, administrators, and the Parent Involvement Coordinator, are made on a regular, ongoing basis throughout the school year to keep parents abreast of their children's academic, behavioral, and attendance progress.

A Parent Newsletter is distributed regularly to keep parents informed of happenings and celebrations at the school. The Parent Advisory Committee, along with the School Council, meets regularly to further enhance our parent involvement initiatives. We greatly value the connection between our schools and this group.

One of our most successful parent involvement activities is Family Reading Night. This is held once per month, with two sessions being offered to accommodate the schedules of working parents. On average, we had more than 50 attendees per session throughout the year.

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We experience a high rate of return on our Title I Parent, Teacher, Student Compacts, as well as our parent surveys. Our surveys allow us to seek parent input on all of our school's programs and procedures on an annual basis. The results of the surveys are used to improve/enhance various aspects of our school.

Clinch County Elementary highlights the importance of good customer service, establishing and maintaining a positive rapport with parents. As a result, parent/guardian involvement opportunities occur throughout the school year. We will continue to expand these opportunities by attempting to obtain more feedback from parents.

The parent involvement coordinator helps us focus on making connections with parents and helping us find ways to eliminate the barriers that prevent parents from being more involved in their child's education. The parent involvement coordinator helps survey parents, set up workshops, build communication, and increase the level of participation of parents in our school.

Parental involvement in school wide planning will be encouraged in a variety of ways. Parents will be invited to participate on the School Council, the hiring of administrative staff, and other school decision making committees. Parents will be given the opportunity to provide feedback to the school and teachers through the use of the weekly courier homework folder, agenda planners, and through teacher email.

Clinch County Middle will utilize the social media (Facebook and Twitter), the local newspaper, weekly newsletters, and the School Messenger system to notify parents of teacher-parent conferences, the Annual Title I Parent Meeting, the six mandated Title I Parent Meetings, Title I School-wide Plan Committee Meetings, as well as School Council Meetings in an effort to involve parents in the school-decision making process and development of the SWP.

Parent involvement plans are reviewed and revised annually with parents. Plans include the required components of the parent involvement checklist. Plans are reviewed by the Title I director during on-site monitoring. Plans include activities/workshops that have been identified and requested through the previous year's annual parent involvement survey. Parent involvement plans are posted on the website, Parent Resource Center, available at the school, or hard copies may be sent home upon request. Also, The Parent Involvement Plan is in the student handbook which each student receives.

CCES will provide assistance to parents of children served by the school district or school, as appropriate, in understanding the following: the State's academic content standards; student academic achievement standards; State and local assessments including alternative assessments; the requirements of Title I; how to monitor their child's progress; and how to work with educators through activities. Many opportunities are provided for building strong parent capacity. The purpose is to ensure effective involvement of parents and to support a partnership among the schools, parents, and the community to improve student academic achievement, though, at minimum, the following activities. Including, but not limited to, those listed below:

- Annual Open House
- A minimum of one parent teacher conference per year
- Annual notification of ESEA status
- Parent Advisory Committee meetings
- School Council meetings
- Parent Involvement/Engagement meetings
- Board of Education meetings
- School and classroom newsletters
- Newsletters/flyers/brochures
- Website information
- Facebook Page
- Family nights



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- Volunteering
- E-mail communications
- Text Communication
- Phone calls
- Parent workshops and activities
- Student Handbooks
- Ensure school communications are distributed in home languages
- Articles publishes in the newspaper
- Parent Resource Center

In addition to the Title I Annual Meeting, all parents will be invited, via newspaper, webpage, flyer, AlertNow, social media, and school sign to meetings to review and revise the school's compact. Principals hold meeting with faculty and staff to gather that input into school compacts each year. Also, students are randomly selected and asked for their feedback before any compact is revised.

Title I schools will provide assistance to parents of children served by the school district or school, as appropriate, in understanding the following: the State's academic content standards; student academic achievement standards; State and local assessments including alternative assessments; the requirements of Title I; how to monitor their child's progress; and how to work with educators through activities. Many opportunities are provided for building strong parent capacity. The purpose is to ensure effective involvement of parents and to support a partnership among the schools, parents, and the community to improve student academic achievement, though, at minimum, the following activities.

Clinch County Elementary will provide full opportunity for the participation of parents with limited English, parents with disabilities and parents of migratory children. CCES will ensure that all information related to school and parent programs, meetings, and other activities is published in both English and Spanish, to the extent practicable, and posted on the school website and included in the monthly school newsletter for all parents. If need language specific translators will be available a meeting, to the extent practicable.

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.

We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering middle school or high school and for students entering from private schools including students entering our school throughout the school year.

Transition from Pre-k to elementary school is important to the success of students in our schools. Transitional programs provide students with the confidence and overall information to succeed at the next level of their education. To help assist pre-k students and parents with the transition to kindergarten, in the spring of the year pre-k students visit kindergarten classrooms during story time and centers to see what it will be like the following year and to meet some of teachers and paraprofessionals. Also. In the spring of the year, the pre-k teachers and students have an evening program called "Away to K". During this program one or several of the kindergarten teachers speak to the parents about expectations for their students.

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

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achievement of individual students and the overall instructional program.
<p>Data is used to drive instruction and decisions at Clinch County Elementary. Teachers use diagnostic data from common assessments, observations, and benchmark assessments to make instructional decisions for individual students.</p> <p>Grade level teams analyze data collected on a variety of assessment measures, formative and summative, to make instructional decisions for the grade level and adjust the pace and deliver of units. As a school, the administration along with the Leadership Team work together to use assessment and survey data to set goals for the school improvement plan that are in line with the school's vision, mission, and values. As weaknesses and strengths are identified the professional learning opportunities are planned to help us best meet the needs of our students. Monthly grade level meetings are set up to be instructionally focused and to deliver professional learning opportunities for the staff. This time is often used to for experts within our school, such as instructional coaches, lead teachers, special education teachers, or Migrant Specialist to redeliver training information and model best practices that would benefit our instructional plans.</p> <p>The development of the school improvement plan is an on-going process. Throughout the year we are constantly reviewing our SWP to make sure that the actions steps in the plan are making a difference in reaching the target goals we have set. As we receive new data from benchmark assessments or standardized tests throughout the year, the administration meets with grade level teams and the Leadership Team to disaggregate the data and make any adjustments to our plan as needed.</p> <p>The Technology and Media Committee oversee our Accelerated Reader (AR) program and STAR program, and establishes our technology goals and plan for expanding the resources for our media center. Representatives from each grade level serve on this committee with the principal. The grade levels gain input from the faculty as they formulate the school-wide goals for our AR program, look at the guidelines for the program, make suggestions for student awards, and make recommendations for books to purchase.</p>

<p>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.</p>
<p>Each classroom teachers keeps a data notebook on his/her class and meets with the Principal/instructional coach monthly to review data and monitor student progress and recommend interventions based on the school's pyramid of interventions. Each administrator and instructional coach has a copy of/access to the latest data to use in planning and implementation of resources and programs for students. The instructional coach works with each grade level to conduct progress monitoring on strategies and interventions used to help students who are not making the academic progress necessary to meet standards.</p> <p>Some of the interventions used by the school to ensure that students experiencing difficulty mastering standards are provided with assistance include:</p> <ul style="list-style-type: none"> EIP Reading EIP Math FLEX Time Parent Volunteers used for tutoring Instructional Coach Migrant Education Specialist Special Education Teachers and paraprofessionals Study Island IXL

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Fastmath
 Classroom Guidance with counselors
 Small Group Guidance with counselors
 Individual Guidance with counselors
 Collaboration between SPED, EIP, and Migrant teachers regarding student needs and planning for instruction
 School Social Worker
 School Psychologist
 School Nurse and Dental Tech
 Special Education Program Specialist
 Weekly signed papers, progress reports, and report cards
 More frequent communication with parents - phone calls, use of agenda, Social Media

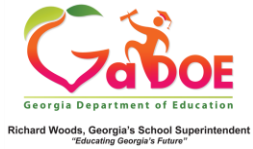
Our school is involved in on-going data driven, student oriented development using monthly faculty meetings, daily planning time for grade levels, monthly extended collaborative planning meetings, attendance at conferences and county workshops, district professional learning meetings, monthly collaborative meetings with administrators and instructional coaches to look at RTI data and interventions for students. These meetings are structured around the needs of our school improvement plan and data. Training is to provide professional development/support to teachers to better meet the instructional needs of the students.

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

Clinch County Elementary uses the following programs in coordination with federal, state and local services:

- EIP Reading /Math
- Focus - gifted program
- Special Education Services
- Migrant Education Services
- Classroom Guidance- Safe and Drug Free/Good Touch-Bad Touch
- Okefenokee RESA
- Southern Pine Migrant Education Agency
- Professional Learning
- Flu Mist - sponsored by Health Department
- School Nurse
- Unison (Behavioral Health)
- Alapaha Judicial District Attorney
- Governor's Office of Student Achievement (Reading Grant Initiative)
- Clinch Cultural Arts

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



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Letters are sent home to parents that explain the results of standardized tests as well as how the test data should be interpreted.

Translation or interpretation of the plan, to the extent feasible, shall be provided for any language that a significant percentage of the parents of participating students in the school speak as their primary language.

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

The system Director of Testing will ensure that all test data is collected in accordance with state guidelines. The GA Department of Education will disaggregate the data and provide documentation to the system and school. This information is provided to the media through the central office.

At the school level the administrators, instructional coaches, and teachers look at student data for such sources as, universal screeners, Benchmark test data, CRCT data, and GA Writing Assessment and MAP assessment data in order to meet the needs of students. School Achievement Data is shared with parents through School Council Meetings and newsletters.

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

All test results that are sent home to parents provided by the Georgia Department of Education, are valid and reliable in that unaltered state. Other test results sent home from MAP, are printed directly from their website and are deemed valid and reliable in their unaltered state.

14. Provisions for public reporting of disaggregated data.

The disaggregated data will be reported to the public in accordance with state guidelines. The State Report Card and local system reports will be disseminated to the media at system and state levels. CCES uses both The Clinch County News and Chalktalk (a BOE publication).

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

Although the initial plan was developed within a year, the plan will be revised each subsequent year. The Clinch County Elementary Schoolwide Title I Plan was developed through the efforts of administrators, faculty, and staff, stakeholders, and support from the Clinch County BOE staff. The current school wide plan covers data and feedback over the period of time from August 2013- present. The Leadership Team and parent council were instrumental in determining the needs of our school using data and stakeholder feedback. These were used to develop the school-wide goals. This is a living document and may be re-visited as a need arises.

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).

Stakeholders assisted in the development of the school improvement plan as members on the Leadership Team, and School Council. The Leadership Team consists of administrators, instructional coach, counselors, classroom teachers from each grade level. These members represent the entire staff and provided

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feedback throughout the development process of the school improvement plan. Many of the parents represent businesses in our community. Through collaborative efforts this group provided feedback on school standards and input from surveys that help identify strengths and weakness of the school and school system to consider in developing the improvement plan. The School Council has the principal, teachers, and parent representatives, who provided feedback on the school improvement plan.

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

A copy of this plan is available at the school in the office and media center for distribution. In addition, notification of these whereabouts will be posted on the school's website. Copies of this plan will also be available at the Clinch County Board of Education. Copies will be made available to parents and stakeholders upon request.

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..

The majority of the CCES parents/guardians speak English as their primary language. For those homes in which other languages are spoken the Migrant Program ascertains whether alternate print materials are needed. Translations will be provided to fulfill this requirement as necessary for parents at Clinch County Elementary School.

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

The Schoolwide Title I Plan of Clinch County Elementary is subject to the school improvement provisions of section 1116 of Title I.