## SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE

<table>
<thead>
<tr>
<th>School Name: Clinch County Elementary</th>
<th>District Name: Clinch County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Name: Matt Kimbrell</td>
<td>School Year: 2013-2014</td>
</tr>
<tr>
<td>School Mailing Address: 575 Woodlake Drive</td>
<td></td>
</tr>
<tr>
<td>Telephone: 912-487-5385</td>
<td></td>
</tr>
<tr>
<td>District Title One Director/Coordinator Name: Alvin Henderson</td>
<td></td>
</tr>
<tr>
<td>District Title One Director/Coordinator Mailing Address: 46 South College Street</td>
<td></td>
</tr>
<tr>
<td>Email Address: <a href="mailto:ahenderson@clinchcounty.com">ahenderson@clinchcounty.com</a></td>
<td></td>
</tr>
<tr>
<td>Telephone: 912-487-5321</td>
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</tbody>
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### ESEA WAIVER ACCOUNTABILITY STATUS

<table>
<thead>
<tr>
<th>Priority School</th>
<th>Focus School</th>
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<table>
<thead>
<tr>
<th>Title I Alert School</th>
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<tbody>
<tr>
<td>Subject Alert</td>
<td></td>
</tr>
<tr>
<td>List Subject(s)</td>
<td></td>
</tr>
<tr>
<td>Sub-Group Alert</td>
<td></td>
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<tr>
<td>List Subgroup(s)</td>
<td></td>
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<tr>
<td>Graduation Alert</td>
<td></td>
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<tr>
<td>List Subgroup(s)</td>
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</tbody>
</table>

Principal’s Signature: 
Date:

Title I Director’s Signature: 
Date:

Superintendent’s Signature: 
Date:

Revision Date: 
Revision Date: 
Revision Date:
Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.

- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) must be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.

- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.

- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.). Note: The planning team must involve parents in the planning process. See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.

- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf.
Title I Schoolwide/School Improvement Plan

Planning Committee Members:

<table>
<thead>
<tr>
<th>NAME</th>
<th>MEMBER’S SIGNATURE</th>
<th>POSITION/ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt Kimbrell</td>
<td></td>
<td>Principal</td>
</tr>
<tr>
<td>Amanda James</td>
<td></td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Caroline Lankford</td>
<td></td>
<td>Instructional Coach</td>
</tr>
<tr>
<td>Marie McClaine</td>
<td></td>
<td>Counselor</td>
</tr>
<tr>
<td>Jennifer DeLoach</td>
<td></td>
<td>Kindergarten Teacher</td>
</tr>
<tr>
<td>Heather Bell</td>
<td></td>
<td>First Grade Teacher</td>
</tr>
<tr>
<td>Misty McQuaig</td>
<td></td>
<td>Second Grade Teacher</td>
</tr>
<tr>
<td>Beverly Bruorton</td>
<td></td>
<td>Third Grade Teacher</td>
</tr>
<tr>
<td>Maria Palmer</td>
<td></td>
<td>Fourth Grade Teacher</td>
</tr>
<tr>
<td>Ginger Hendrix</td>
<td></td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>Lori Register</td>
<td></td>
<td>Parent Involvement Cord.</td>
</tr>
<tr>
<td>Mandy Thomas</td>
<td></td>
<td>Parent</td>
</tr>
<tr>
<td>Colleen Underwood</td>
<td></td>
<td>Parent</td>
</tr>
<tr>
<td>Jane Welch</td>
<td></td>
<td>Community Representative</td>
</tr>
</tbody>
</table>
SWP 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 schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were the Building Leadership Team, which is comprised of administrators, the school counselor, teachers who serve as grade-level chairs, the instructional coach, as well as parent and community representatives. The ways they are involved include meetings to discuss and develop actions plans throughout the year. When feedback is given, it is documented so that the school improvement plan can be updated annually from feedback obtained at our school improvement plan meetings. After the action plan sections are completed, the committee meets to discuss and analyze each area. At the beginning of school, the committee members met to review the document to edit and make final revisions for the final draft.

B. We have used the following instruments, procedures, or processes to obtain this information. We have used student achievement data based on CRCT scores, benchmark tests, Universal screeners, locally developed literacy inventory, and behavior data collected from discipline referrals. Survey data from family involvement activities and our spring Title 1 survey for planning of our family involvement activities. After reviewing data and research, we brainstorm ideas to implement in our school improvement plan.

C. 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.

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. We review achievement data with our administrative team, leadership team, and faculty. This is done during team meetings and faculty meetings. We identify areas of strengths and weaknesses and make plans to address those needs. For example, based on our writing assessments we identified a need for improvement school wide on written language. We brainstormed ideas for improvement in this area and each grade level has put a plan in place for improvement. We also had faculty attend a writing workshop over the summer and we have implemented
*1. A comprehensive needs assessment of the entire school that addresses all academic areas
and other factors that may affect achievement.

those strategies into our daily curriculum in each grade.

After analyzing our Spring 2013 CRCT/CRCT-M, GAA and the June 2013 Retest Scores, the
committee was able to determine our strengths and weakness. A summary of the results are as
follows for grades 3-4:

Math – 74.1% - Meets or Exceeds
Reading – 87.1% - Meets or Exceeds
ELA – 77.9% - Meets or Exceeds
Science – 70.9% - Meets or Exceeds
Social Studies – 70.8% - Meets or Exceeds

The committee was able to determine from the data that the content areas of Reading, ELA,
Science, Math, and Social Studies were a challenge for grades three and four. While there
were challenges in each of those areas, Reading, Math and Science remain the major areas of
focus.

E. We have based our plan on information about all students in the school and identified
students and groups of students who are not yet achieving to the State Academic content
standards and the State student academic achievement standard including

- Economically disadvantaged students are performing significantly below the state
  standard in Math, 28.9%NM, and Science, 31.8%NM.
- Students from major racial and ethnic groups, our African American students, are
  performing significantly below the state standard in Math, 35.9%NM, and Science,
  42.4%NM.
- Students with disabilities are performing significantly below the state standards in
  Reading, 27.3%NM, Math, 63.6%NM, and Science 57.7%, ELA, 56.5%, and Social
  Studies, 57.7%.
- Students with limited English proficiency, we do not have significant gaps.

The data from the 2013 CRCT/CRCT-M and GAA have been compiled and distributed to
all grade teachers. The administrators and the instructional coach will lead the teachers in
analyzing and disaggregating information to identify the strengths and weaknesses of students.
Additionally, math and reading/ELA benchmarks, STAR Reading, AIMSweb, and the MAP
assessments will also be analyzed. All results will be stored in data notebooks in the Data Room
for teacher reference during grade level meetings and Building Leadership Team meetings.

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

- The major strengths we found in our program were in literary comprehension (3rd

* Required component of SWP as set forth in section 1114 of ESEA
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- The major needs we discovered were in the areas of math, particularly in measurement and data analysis, and in science in the area of earth science (3rd grade) and physical science (4th grade).
- The needs we will address are closing the gaps for our special education populations and African American populations in the identified areas – while maintaining our areas of strength.
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be to ensure that the students with the addressed needs will be included in our after school programs, tutorial programs, receive assistance from our instructional coach, EIP, and special education services. We will provide resources to the classrooms to assist classroom teachers to meet the needs of the students and provide support to the families through our parent involvement programs.

The root cause(s) that we discovered for each of the needs are professional development for teachers to increase their confidence in teaching specific content, differentiated instruction, identifying teacher leaders, across curriculum collaboration, vertical collaboration, and classroom management strategies.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>School Goals</th>
<th>SWD Goals</th>
<th>SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>Math</td>
<td>80% (up from 69)</td>
<td>80% (63)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>85% (80)</td>
<td>70% (60)</td>
<td>80% (61)</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>92% (88)</td>
<td>92% (90)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>80% (74)</td>
<td>86% (81)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>85% (80)</td>
<td>72% (70)</td>
<td>84% (79)</td>
</tr>
<tr>
<td>4th</td>
<td>Math</td>
<td>85% (79)</td>
<td>70% (39)</td>
<td>70% (65)</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>80% (69)</td>
<td>70% (47)</td>
<td>70% (55)</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>92% (87)</td>
<td>70% (67)</td>
<td>80% (73)</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>80% (75)</td>
<td>70% (38)</td>
<td>70% (67)</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>80% (63)</td>
<td>70% (24)</td>
<td>70% (48)</td>
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* Required component of SWP as set forth in section 1114 of ESEA
## 2. Schoolwide reform strategies that are scientifically-researched based.

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<table>
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<tbody>
<tr>
<td>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.</td>
<td></td>
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</tbody>
</table>

**Response:**
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.

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<tbody>
<tr>
<td>2(b). Are based upon effective means of raising student achievement.</td>
<td></td>
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</table>

**Response:**
All of the school wide action steps or strategies are based on a comprehensive approach of researched-based and data driven techniques. The school used the research-based curriculum guided by the Common Core Georgia Performance Standards to provide teaching strategies that facilitate achievement for all students. The school adheres to the Response to Intervention (RTI) pyramid to provide interventions and support to students in both academic and behavior areas. The school improvement plan is developed as a collaborative effort between the school and system to insure that it meets the guidelines provided by Clinch County's Board of Education.

The School Keys: Unlocking Excellence through the Georgia School Standards are the foundation for Georgia’s comprehensive, data-driven system of school improvement and support. Correlated to several well-known and respected research frameworks, the School Keys describe what Georgia’s schools need to know, understand, and be able to do, in the same manner that the Common Core Georgia Performance Standards (CCGPS) describe what Georgia’s students need to know, understand, and be able to do. Through the Georgia Assessment of Performance on School Standards diagnostic process (GAPSS Analysis), a variety of data is collected from multiple sources to assess the status of a school on each of the standards. The data are combined to inform the results of the GAPSS Analysis, which, in turn, drives the development and implementation of school improvement initiatives, including high impact practices, in a school. A Memorandum of Agreement with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI) details conditions under which the School Keys and GAPSS Analysis may count for a SACS/CASI Quality Assurance Review and accreditation visit.

These School Keys are intended to serve as a descriptor of effective, high impact practices for schools. In identifying these School Keys, the Division of School and Leader Quality of the

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* Required component of SWP as set forth in section 1114 of ESEA
Georgia Department of Education along with its collaborative partners aligned the School Keys with the research by Dr. Robert Marzano in the meta-analysis, What Works in Schools (2003), School Leadership that Works, (Marzano, Waters, and McNulty, 2003), and the Standards of the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. The eleven factors identified by Dr. Marzano and similar terms and statements from the other research documents were combined until eight broad strands were determined to encompass the research: Curriculum; Instruction; Assessment; Planning and Organization; Student, Family, and Community Support; Professional Learning; Leadership; and School Culture. The eight strands have been further developed and defined into performance standards, linguistic rubrics, and elements descriptors to assist schools in the process of school improvement.

The School Keys serve as a tool for all schools in the state. The document was field-tested during the 2004-2005 school year. Data from the field test were used to revise the School Keys for the 2005-2006 school year. An external validation study of the School Keys was conducted by the Georgia Partnership for Excellence in Education. This external validation included responses from and critiques by a national panel of experts in school improvement. Based on input from the external validation, further refinements were made to the School Keys, including clarification of language and the development of linguistic rubrics to guide the standards application process.

<table>
<thead>
<tr>
<th>2(c). Use effective instructional methods that increase the quality and amount of learning time.</th>
</tr>
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<tbody>
<tr>
<td><strong>Response:</strong></td>
</tr>
<tr>
<td>Clinch County’s Elementary Principals and teachers are expected to plan for rigorous instruction in collaborative settings using diagnostic data, standards, and curriculum pacing guides to increase the quality and amount of learning time in an effort to enhance student achievement. Intervention is included in the master schedule by scheduling FLEX TIME to provide students additional opportunities for assistance such as reading fluency, math fluency, skill repair, enrichment, and teacher-student data talks. After-school Tutorial for Level I students in Grades 3 and 4 and common planning period for all grade level teachers are also provided, along with daily tutoring for identified at risk students.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>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).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response:</strong></td>
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<tr>
<td>Students take several standardized test throughout the year such as the Criterion Referenced Competency Test (CRCT) in grades 3 and 4, Alternative assessment in 1st and 2nd grade, GKIDS in kindergarten, and the Georgia State Writing Tests in the 3rd grade. AIMSweb and MAP assessments are used in grades K-4th in the areas of reading and math. The data from these assessments and the formative assessments administered by the county and the school are all</td>
</tr>
</tbody>
</table>

* Required component of SWP as set forth in section 1114 of ESEA
used to create a data notebook. Teachers and the instructional coach create and pull this data together at the beginning of the year. The principal and instructional coach meets with teachers monthly to look at student data and assists 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 a way 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 their focus on academic progress. The data helps identify students that are in need of additional interventions such as afterschool tutoring, parent volunteers, mentors, or work with the instructional coach. By using our formative 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.

Students are also identified using the CRCT scores from the previous year to be placed in the Early Intervention Program (EIP). Students may be served in the areas of reading and math based on their score of less than 800 on the CRCT for grade 4. Other grades use a rubric to identify and serve students through the Early Intervention Program.

In addition to the 3rd grade administration of the Georgia State Writing Test, the school brought in Mark Diamond to provide professional development to our teachers with information to guide instruction and to assist students in improving their writing skills. In grades K – 4, writing across the curriculum will be part of the daily instruction. 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.

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 Smart boards and projectors. There is one Smart board that is portable and can be used by various areas of the building. Each classroom has 3-6 student computers and one teacher computer. There are four computer labs in the building that are used for the Study Island, IXL, More Starfall, Fasttmath, A+, and benchmark testing. Computer labs may be used for additional projects upon sign up. 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 we have one first grade class with a classroom set of IPads.

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

* Required component of SWP as set forth in section 1114 of ESEA
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 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 PBS. As research has shown, with consistent implementation, student's discipline should decrease and academic achievement should increase.

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring finding for Georgia.

Response:

*3. Instruction by highly qualified professional staff.

Response: Teacher openings are available only to ‘Highly Qualified’ personnel each school year. The only modification of that requirement would be in the event of a specialty teacher being required, unanticipated vacancy or other circumstances.

It is the goal of Clinch County Elementary to assure that all teachers employed in the school meet the federal definition of Highly Qualified Teachers. The Professional Development Coordinator works with the school principal to assure that existing teachers and all new hires meet this qualification. At this time all teachers at Clinch County Elementary are certified and teaching in field the entire school day.

The System Professional Development Coordinator is responsible for informing principals of those not meeting Highly Qualified criteria, working with teachers to get them Highly Qualified through professional development courses, advising them to take the testout option, or by using TAPP, and tracking their progress toward Highly Qualified/Certified status.

*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 (use HiQ report and school staff roster and describe how certification deficiencies are being addressed)…

* Required component of SWP as set forth in section 1114 of ESEA
*3(a). Strategies to attract highly qualified teachers to high-needs schools.

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. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

Response:

A. We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to address the root causes of our identified needs. For example...

After analyzing the CRCT/CRCT-M data for each domain, professional learning inservices/training will be provided to support Clinch Elementary’s teachers with improving student achievement. Teachers will have an opportunity to attend and participate in various Professional Learning training, such as How Boys Learn and Purposeful Planning for Differentiation with the Core in Mind, and Standards for Mathematical Practice. Some of the Professional Development training provided to the teachers will include, but are not limited to, Data Talks, common core and content webinars.

Training/workshops by the Title 1 Instructional Coach, administrative team and Department of Curriculum and Instruction will provide teachers with strategies for incorporating differentiated instruction, utilizing instructional strategies, and various formative assessments to improve student achievement.

B. We will align professional development with the State’s academic content and student academic achievement standards...

We utilize our data to determine the needs of our school and to plan professional learning opportunities. For example, with the roll out of the common core we have given teachers extended planning and release days to participate in the state lead trainings as well evaluating what we’re doing well with common core and identifying our areas where we need to learn more. We also look at our data on student achievement and identify areas that we need to improve – such as looking at best practices for students in poverty and our African American population, working on team teaching to better deliver instruction in our special education collaborative settings.

C. We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example (money, time, resources, instructional coaches, etc)...

* Required component of SWP as set forth in section 1114 of ESEA

Dr. John D. Barge, State School Superintendent
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* Required component of SWP as set forth in section 1114 of ESEA

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4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

Our Title 1 funds will be used to include two Title 1 teachers, a Parent Outreach Specialist, a technology coordinator, and the use of software programs to support instruction such as Study Island, IXL, Triumph Learning, MAP assessment, etc. Some of our allotted resources include: Technology (web-based software, IPADS), substitutes for training, and training materials.

D. We will include 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 in the following ways . . .

Teachers on each grade level meet during grade level meetings with the instructional coach and administrators to view webinars, and present data to articulate the agreed upon knowledge, skills, and understandings that all students are to meet. Teachers provide support to one another to improve instruction and student learning. Instructional adjustments are made within unit plans. Teachers also articulate how the common assessments utilized in the unit of study clearly demonstrate student learning. Together they work to ensure the goals of the improvement plan are achieved.
5. Strategies to increase parental involvement.

* In completing this section, you should review the parental involvement strategies already defined in your school’s parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.

Response:

A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy by . . .

Parent involvement is a priority at Clinch County Elementary, 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 have had over 50 attendees per session throughout the year. As a result of our Family Reading Nights, more than 150 CCES students earned 100 or more Accelerated Reader points during the 2012-2013 school year.

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 Elementary 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 Schoolwide 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.

B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community, by…

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.

C. We will conduct an annual meeting, at a convenient time, to inform parents about the school’s Title I program, the nature of the Title I program, the parents’ requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by…

Placing a reminder on our marquee sign, sending a flyer home with each child, sending out phone, text and e-mail messages with our School Messenger System, placing notification on system webpage, and putting it in the local newspaper.

D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by…

All parents are encouraged to complete our annual parent survey each spring. The surveys are collected and compiled and the following year’s parent involvement activities are built around

* Required component of SWP as set forth in section 1114 of ESEA
the responses. Parent Involvement Coordinator is encouraged to use volunteers to help compile survey results. Meetings are planned based on the data received from the parent surveys. Meeting times and dates are scheduled based on the survey results.

E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by …

Clinch County Elementary 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
- Twitter
- Family nights
- Volunteering
- E-mail communications
- Text Communication
- Phone calls
- Parent workshops and activities

* Required component of SWP as set forth in section 1114 of ESEA
• Student Handbooks
• Ensure school communications are distributed in home languages
• Articles published in local newspaper
• Parent Resource Center

F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards by…

All parents will be invited, via newspaper, webpage, flyer, AlertNow, school sign to a meeting to review and revise the school’s compact in addition to the Title I Annual Meeting which all parents are also invited to attend. 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.

G. We will provide assistance to parents of participating children, as appropriate, in understanding the state’s academic content standards, the state’s student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child’s progress, and how to work with educators, by…

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. Including, but not limited to, those listed below:

• Annual Open House
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• School and classroom newsletters
• Newsletters/flyers/brochures
• Website information

* Required component of SWP as set forth in section 1114 of ESEA
- Facebook Page
- Family nights
- Volunteering
- E-mail communications
- Texting
- Phone calls
- Parent workshops and activities
- Student Handbooks
- Ensure school communications are distributed in home languages
- Articles published in local newspaper
- Parent Resource Center meetings/workshops held at each school and at the Title I Parent Resource Center
- Dissemination of Georgia Parental Information and Resource Center (GA PIRC)

H. We will provide materials and training to help parents to work with their child to improve their child’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by…

All parents are encouraged to complete our annual parent survey each spring. The surveys are collected and compiled and the following year’s parent involvement activities are built around the responses. Parent Involvement Coordinator is encouraged to use volunteers to help compile survey results. Training activities that help parents improve their child’s achievement are developed based on these parent surveys and feedback received at meetings and conversations throughout the year.

I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by …

The principals and parent involvement coordinator will conduct presentations with materials from GA Doe Parent Involvement website and other sources to educated teachers in the importance of utilizing parents as partners to promote the academic achievement of students.

J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education
of their children, by …

The Elementary school will host open house meetings, activities, and training sessions with these parents to make the transition to kindergarten as smooth and seamless as possible. Also, we will survey the parents of these students to determine additional programs and trainings that the school can develop and implement to assist these parents in educating their children.

K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by…

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.

L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by…

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.

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

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

Data is used to drive instruction and decisions at Clinch County Elementary. Teachers use formative data from common assessments, running records, observations, and benchmark assessments to make instructional decisions for individual students. 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. Faculty 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. 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. This is especially true in the spring as we look at CRCT data.

The Technology and Media Committee oversees our Accelerated Reader (AR) program and STAR program, and establishes our technology goals and plan for expanding the resources for our media center. There are representatives from every grade level on this committee and 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 suggestionss for student awards, and make recommendations for books to purchase.

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

8(a). Measures to ensure that student’s difficulties are identified on a timely basis.

Response:
We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance. Those activities are (especially for those students who are struggling) . . .
Each classroom teacher keeps a data notebook on their 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.

Some of the interventions used by the school to ensure that students experiencing difficulty mastering standards are provided with assistance include:

- EIP Reading
- EIP Math
- FLEX Time
- Parent Volunteers used for tutoring
- Instructional Coach
- Migrant Education Specialist
- Special Education Teachers and paraprofessionals
- Study Island
- IXL
- Fasttmath
- A+
- 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

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

Response: Our school is involved in ongoing professional development through 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 provided to professional development/support to

* Required component of SWP as set forth in section 1114 of ESEA
teacher to better meet the instructional needs of the students.

8(c). Parent-Teacher 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 student support team process invites parents to attend conference to discuss interventions and strategies the school is using to help student master standards in which they may be struggling. If students are served in EIP, the classroom teacher will make a parent contact at a minimum of 3 times per semester to discuss their child’s progress in the program. Students served in our special education program meet at least once a year to review and update the student’s IEP. Our district requires all K-4 teachers to meet at least yearly after the first grading period to review a student’s Record of Progress. The district has scheduled evening conferences in the school calendar for parent conferences. Our school has an open door policy and encourages parent teacher conference to occur throughout the school year.

*9. Coordination and integration of federal, state, and local services and programs.

This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.

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

Response: At Clinch County Elementary, we use a collaborative approach for prioritizing and making determinations about funding regardless of the funding sources, whether it is federal, state or local. The administrative team, leadership team, and School Council all give input in to the allocation of funds. All funding sources go toward the support of our school improvement plan. 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

* Required component of SWP as set forth in section 1114 of ESEA
9(b). Description of how resources from Title I and other sources will be used.

*Response*

At Clinch County Elementary, we use a collaborative approach for prioritizing and making determinations about funding regardless of the funding sources, whether it is federal, state or local. The administrative team, leadership team, and School Council all give input in to the allocation of funds. All funding sources go toward the support of our school improvement plan.

9(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: N/A*

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

*Response*

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.

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

*Response*

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.

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

*Response*

The state mandated assessments meet reliability and validity requirements. There are researchbased and statistically sound.

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* Required component of SWP as set forth in section 1114 of ESEA

Dr. John D. Barge, State School Superintendent
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13. **Provisions for public reporting of disaggregated data.**

*Response:*
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.

<table>
<thead>
<tr>
<th>14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.</th>
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<tbody>
<tr>
<td><em>Response:</em></td>
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<tr>
<td>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 the 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 2012- present. The Leadership Team and parent council were instrumental in determining the needs of our school based on data and stakeholder feedback and developing the schoolwide goals for the plan.</td>
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<tr>
<th>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).</th>
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<td><em>Response:</em></td>
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<tr>
<td>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 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.</td>
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* Required component of SWP as set forth in section 1114 of ESEA
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<td>16.</td>
<td>Plan available to the LEA, parents, and the public.</td>
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<tr>
<td><strong>Response:</strong></td>
<td>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.</td>
<td></td>
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</table>

| 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:** | The majority of the parents of participating students in the school speak English as their primary language. For those homes in which other languages are spoken the school's registration process seeks to ascertain whether alternate print materials are needed. Translations will be provided to fulfill this requirement as necessary for parents at Clinch County Elementary School. |

| 18.  | Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia’s ESES Flexibility Waiver. |   |
| **Response:** | The Schoolwide Title I Plan of Clinch County Elementary is subject to the school improvement provisions of section 1116 of Title I. |

* Required component of SWP as set forth in section 1114 of ESEA