



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

School Name: Center Elementary School	
School Mailing Address: 2114 Dorothy Street Waycross, GA 31501	
LEA Name: Ware County School System	
LEA Title One Director/Coordinator Name: Dean Moody	
LEA Title One Director/Coordinator Signature:	Date:
LEA Title One Director/Coordinator Mailing Address: Ware County BOE 1301 Bailey Street Waycross, GA 31501	
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Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

SWP/SIP Template Instructions

Notes:

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists all components/elements marked as "Not Met" need additional development.
- Please add your planning committee members on the next page.
- The asterisk (*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

Title I Schoolwide/School Improvement Plan

Planning Committee Members:

NAME	POSITION/ROLE
Sonya Bennett	Principal
Cathy McGee	Instructional Coach/Title I Parent Involvement Coordinator
Pam Barnhill	School Improvement Chairperson
Sheryl Andrews	Kindergarten Teacher Representative
Lisa Tyre	First Grade Teacher Representative
Kandice Hersey	Second Grade Teacher Representative
Holly Lee	Third Grade Teacher Representative
Amanda Haley	Fourth Grade Teacher Representative
LeGena Clark	Fifth Grade Teacher Representative
Beulah Evans	Counselor
Lori Fanucci	Paraprofessional
Aimee Mancil	Technology Teacher
Sandra Hires	Media Specialist
Alisa McClellan	Special Education Coordinator
Mary Doyle	Parent Representative
Laura Lott	Parent Representative
Students	Student Council Officers
Dean Moody	Federal Programs Director



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**Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012**

SIP Components

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

Response:

Data is collected, disaggregated, and reported on a consistent basis. During the summer, the School Improvement Plan (SIP) Team, which includes administrators, counselors, grade level representatives, instructional coach, Special Education coordinator, parents, and students, begins looking at year end data (Spring CRCT and State Assessment results, benchmark data, RTI data, Report Card data and school-wide attendance) in preparation for the upcoming year. The GLISI model is used to analyze the multiple pieces of data. The SIP Team is divided into groups to brainstorm and identify common trends. SMART goals are developed at this time knowing that they may change when the official AYP report is released at the end of July. At the beginning of the school year the SIP Team meets to incorporate the Spring CRCT/State Assessment results into the analysis. The group brainstorms again to see if strategies need to be adjusted. The results are shared with the faculty and parents and targets are identified for improvement. Parents and community stakeholders receive data information during the system wide Parent Involvement Meeting and Center Elementary School's annual Title I meeting and Instructional Fair in September. During this meeting in September, data results, as well as Parental Involvement Policies and School Improvement Plan are shared with parents and community stakeholders. Data results are located in the Comprehensive Needs Assessment (Balanced Scorecard) and School Improvement Plan. This data is displayed in our school brochure, lobby kiosk, parent involvement lobby notebook, school data bulletin board and school website.*** Teachers continue to analyze data, formative and summative, every 9 weeks. During two Extended Data Days, teachers gather, examine and develop action plans.

A comprehensive needs assessment of the Migrant Education program at Center Elementary is conducted in the spring of each academic year. At this time, Center does not have a large migrant population. Migrant students are afforded a variety of services through the Migrant Education Program. For example, 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.

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



Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

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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

Our racial subgroup data at this time is primarily black and white with our Limited English Proficiency (LEP) population not large enough to make it a subgroup. If our LEP population grew significantly, then the interventions used with other subgroups (DI time, support classes, and after school tutoring) would be used. For example, Students with Disabilities in areas of reading and math need interventions. The Students With Disabilities subgroup on the Reading/Language Arts portion of the CRCT will increase from 68.9% meeting/exceeding at the end of SY 2011 to 72% at the end of SY 2012 with a minimum of 95% participation, while the Students With Disabilities subgroup on the Math portion of the CRCT will increase from 64.9% meeting/exceeding at the end of SY 2011 to 68% at the end of SY 2012 with a minimum of 95% participation.

The Comprehensive Needs Assessment and School Improvement Plan Annual Measureable Objectives (AMOs) disaggregates student data, including state assessments, CRCT and attendance information by subgroup. Each subgroup's performance level for the previous year is listed and a goal for the coming year is assigned that correlates with state AMO goals.

The data analysis showed:

Measurable Goals: Reading/ELA

All students Grades 3-5 on the Reading/Language Arts portion of the CRCT will increase from 89% meeting/exceeding at the end of SY 2011 to 92% at the end of SY 2012 with a minimum of 95% participation for all subgroups.

All students Grades 3-5 on the Reading/Language Arts portion of the CRCT will increase from 35.9% exceeding at the end of SY 2011 to 38% at the end of SY 2012 with a minimum of 95% participation for all subgroups.

The Black student subgroup on the Reading/Language Arts portion of the CRCT will increase from 84.9% meeting/exceeding at the end of SY 2011 to 88% at the end of SY 2012 with a minimum of 95% participation.



Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

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

The Students With Disabilities subgroup on the Reading/Language Arts portion of the CRCT will increase from 68.9% meeting/exceeding at the end of SY 2011 to 72% at the end of SY 2012 with a minimum of 95% participation.

Measurable Goals: Mathematics

All students Grades 3-5 on the Math portion of the CRCT will increase from 85.7% meeting/exceeding at the end of SY 2011 to 89% at the end of SY 2012 with a minimum of 95% participation for all subgroups.

All students Grades 3-5 on the Math portion of the CRCT will increase from 40.7% exceeding at the end of SY 2011 to 44% at the end of SY 2012 with a minimum of 95% participation for all subgroups.

The Black student subgroup on the Math portion of the CRCT will increase from 82.8% meeting/exceeding at the end of SY 2011 to 86% at the end of SY 2012 with a minimum of 95% participation.

The Students With Disabilities subgroup on the Math portion of the CRCT will increase from 64.9% meeting/exceeding at the end of SY 2011 to 68% at the end of SY 2012 with a minimum of 95% participation.

The Economically Disadvantaged subgroup on the Math portion of the CRCT will increase from 81.7% meeting/exceeding at the end of SY 2011 to 85% at the end of SY 2012 with a minimum of 95% participation.

Measurable Goals: Writing

All fifth grade students on the 5th Grade Writing Assessment will increase from 87% meeting/exceeding at the end of SY 2010 to 90% at the end of SY 2011.

All fifth grade students on the 5th Grade Writing Assessment will increase from 3% exceeding at the end of SY 2011 to 6% at the end of SY 2012.

Measurable Goals: Attendance Rate

The Students with Disabilities subgroup will increase the Attendance Rate from 87.5% at the end of SY 2011 to 91% at the end of SY 2012.



Dr. John D. Barge, State School Superintendent
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**Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012**

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

Response:

Center Elementary School will address the needs of all students by incorporating research based strategies that include:

1. Teachers will implement a standards-based classroom structure throughout the school day. They will use the 20/60/20 instructional framework which includes an opening (explicit instructions aligned to standard/elements/modeling/teacher and students set performance goals and expectations for the work session); work session (teacher facilitates while students work independently to apply learning/ engage in performance tasks); closing (students assess their work using language of standard/summarize main concepts; teachers identifies revisions for future use/ informally assesses student understanding/ clarify misconceptions).
2. Teachers will implement Learning Focused Strategies as their instructional framework with professional learning being provided for teachers who need additional support. Learning Focused Strategies aligns with the 20/60/20 instructional frameworks.
3. Professional learning will be provided by the Academy Principal, Instructional Coaches, a system Technology Coach, GaDOE and RESA consultants, and other outside consultants. They will be addressing the following:
 - a. Response to Intervention (RtI)
 - b. Math Discourse
 - c. Conscious Discipline
 - d. Standards based instruction
 - e. 21st Century Technology
 - f. Common Core Georgia Performance Standards (CCGPS)
 - g. CLASS Keys
 1. Flexible Grouping
 2. Differentiation



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

*2. Schoolwide reform strategies that are scientifically researched based.
<ol style="list-style-type: none">4. Teachers will plan collaboratively to integrate cross curricular standards. They will plan integrated lessons and performance tasks that demonstrate the relevance of real world to academics.5. Teachers will utilize the RTI process to address the needs of individual students.6. Tutorial programs will be implemented:<ol style="list-style-type: none">a. Direct Instruction Time (DI)b. After schoolc. Tutoring before school and during schoold. Tiger Team7. Teachers will utilize the RtI Program and the AutoSkill, FastForward, Scientific Learning, Study Island, Number Worlds, IXL, Education City and StarFall interventions.8. Teachers will assess students using: pre-assessments, benchmark assessments, and common assessments; and will adjust instruction based on data retrieved from those assessments. At the end of each nine week grading period, data will be analyzed and action plans adjusted to meet student needs.9. The data review teams will work with students who may be experiencing difficulties with grades, behavior and/or environmental issues. The counselor, system social worker and the Community Outreach Worker will work with students who are chronically absent from school. They will meet with students and parents to discuss other school options when a student is considering dropping out of school.

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.
<p><i>Response:</i></p> <p>Universal screening (probing) of all students, grades K-5, takes place the two weeks of school. The screening focuses on math skills, reading comprehension skills, and fluency. Data Review Teams, consisting of the Principal, Instructional coach, RTI Specialist, Counselor and grade level teachers analyze the data from the screeners . Intervention strategies are assigned as appropriate</p>



Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

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.

for those students who scored below a set scale. Math and ELA support classes are provided for those students which allow them additional instructional time to master skills.

After school tutoring is provided for students for at-risk students in grades 3-5. An after-school tutoring bus is available for students needing transportation. Tutoring during the school day is also available for students. Teachers use their planning time to remediate and review with students prior to state assessments.

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

Response:
The following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies:

1. Learning Focused Strategies
2. Standards-Based Instruction
3. Georgia Assessment of Performance on School Standards (GAPSS)
4. *What Works in Schools* (2003), Dr. Robert Marzano,
5. *School Leadership that Works* (Marzano, Waters, and McNulty, 2003)
6. Gregory, G. and Chapman, C. (2007). *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Corwin Press.
7. *A Framework for Understanding Poverty*, Ruby K. Payne, (2005)
8. Conscious Discipline Live with Dr. Becky Bailey
9. FastForward & AutoSkill Software
10. Math Discourse
11. CCGPS Webinars and Broadcasts

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

Response:
Center Elementary School will increase the amount and quality of instructional time by:

1. Provide targeted students with 45 minutes of extra learning with a certified teacher (remediation, acceleration, and enrichment)
2. Utilize Direct Instruction Time-- enrichment and remediation time for reading and math with a certified teacher (30 minutes for each; small flexible groups)
3. Implement Super Saturday School where students can receive additional instruction and practice for test preparation.
4. Utilize the AutoSkill Reading and Math Academy and FastForward during RtI class



Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

2(c). Use effective instructional methods that increase the quality and amount of learning time.
time, before school and after school to assist students who are in need.
5. Incorporate the 20/60/20 instructional framework in academic content classes. Teachers will implement a standards-based classroom structure throughout the school day. They will use the 20/60/20 instructional framework which includes an opening (explicit instructions aligned to standard/elements/modeling/teacher and students set performance goals and expectations for the work session); work session (teacher facilitates while students work independently to apply learning/ engage in performance tasks); closing (students assess their work using language of standard/summarize main concepts; teachers identifies revisions for future use/ informally assesses student understanding/ clarify misconceptions).
6. Utilize Title I lab to provide additional practice for students before and during school.
7. Utilize Summer School (last few weeks prior to school ending) to provide opportunities for remediation in content specific areas for PL1 List students in grades 3 and 5 prior to retake of state assessment in reading and math.

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).
<i>Response:</i> The school will utilize the following to address how the school will determine if such needs have been met:
<ul style="list-style-type: none"> • Progress monitoring of students in math and ELA • Progress monitoring of students in RTI process • Progress monitoring of SWD • 4 ½ week progress reports • 9 week report card • Extended Data Day Analysis • State Assessment results • ITBS results • Attendance reports • Behavior reports

*3. Instruction by highly qualified professional staff.
<i>Response:</i>



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

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

All of the staff at Center Elementary School (CES) is highly qualified (Highly Qualified letter sent home to parents—English and Spanish).

CES will provide instruction by highly qualified teachers as determined by standards established by the state of Georgia. Currently, all teachers and administrators at CES hold current teaching certificates issued by the State of Georgia and are considered highly qualified.

CES will provide the following opportunities for teachers:

1. An Instructional Coach provides necessary professional learning and to provide support for teachers in the following areas: ELA, math, science, social studies, and technology.
2. Teachers will plan collaboratively weekly with grade level team, School Improvement Team, and school-wide team.
3. Professional learning will be provided to work with teachers on CLASS Keys, Standard-Based Instruction, 21st Century Technology, Common Core Georgia Performance Standards (CCGPS), Conscious Discipline, Math Discourse, Traffic Light Writing (Step Up to Writing), Thinking Maps, and Learning Focus strategies.

Teacher Mentoring Program:

1. All departments are chaired by a veteran teacher. All teachers are advised to seek the help and advice of their department head and/or assigned Instructional Coach should the need arise.
2. All new teachers are assigned a mentor to help them become acquainted with daily duties, procedures, and responsibilities.
3. Teachers new to the school are assigned a buddy to acquaint them daily duties, procedures, and responsibilities.
4. RESA personnel, central office personnel, school administrators, and instructional coaches will conduct walk-throughs to observe and provide feedback to the teacher.

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

Response:

Every effort is made by the district and school administration to recruit and hire the most talented, qualified, and motivated teachers available. The strategies we will use to attract highly



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"Making Education Work for All Georgians"

Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

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

qualified teachers are:

1. Recruit through TeachGeorgia (www.teachgeorgia.org), the official web site recommended by the Professional Standards Commission.
2. Allow student teachers to train in our school system from various colleges and universities which is a great recruiting tool.
3. Teacher Alternative Preparation Program (TAPP)
4. Other websites, flyers, and job fairs

Each new school year, the district holds a new teacher orientation designed to acclimatize new faculty and staff to the district and schools. CES offers a mentoring program for new teachers to offer support, resources, and advice. Each new teacher is assigned an individual mentor who is a veteran teacher and preferably a teacher of the same content. Experienced teachers who are new to the school are assigned a buddy who assists with duties and procedures at the school.

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

Response:

Based on the key strategies (improve writing across the curriculum, improve and increase math achievement, providing at-risk with appropriate intervention, continued integration of content across the curriculum, standards-based instruction, and improve and increase parental involvement) identified by the School Improvement Team, CES will provide an opportunity for teachers, principals, paraprofessionals, and other support staff to participate in high-quality, ongoing professional development.

The professional learning will be done by the instructional coaches, principal, district administration and personnel, CES teachers and staff members, RESA consultants, and other outside professionals. Professional learning will also be taking place during grade level, whole group and district meetings addressing areas outlined above.

1. CES faculty will participate in ongoing professional development utilizing a variety of resources and materials based on needs determined by professional growth plans and needs assessments. This information provides a way to differentiate training in order to meet teacher needs and interest. Teachers participate in whole group and/or small group learning.
2. RESA and GADOE consultants, principals, instructional coach, teachers and staff, and other outside personnel will conduct professional learning. Wednesdays are set



Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

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

aside for professional learning and a master calendar of training for the school year is available. Continued training on standards-based instruction, 21st Century Technology, Writing, Learning Focused Strategies, formative assessments, and Common Core GPS (CCGPS), as well as other areas outlined above.

3. To comply with Title I, Part A-parental involvement Section 1118(e) faculty and staff will participate in professional learning that educates in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Wednesdays are designated as Professional Learning day. Activities/programs are differentiated based on school-wide need and teacher need and interest.

*5. Strategies to increase parental involvement.

Response:

CES is working hard to improve the parental involvement component. Our instructional coach serves as our Parent Involvement Coordinator (PIC). In addition, a Parent Involvement Coordinator (PIC) has been hired by the district to work specifically on increasing parental involvement. The school website includes a separate tab for Title I/Parent Involvement activities and support resources. The school website will continue to be reviewed and updated to make it more parent friendly. Parents can access the Parent Involvement Policy and Plan, School Improvement Plan, Title I School-wide Plan, and the Parent/Student/School Compact from the Title I and Parent Involvement tabs on the school website. The PIC will also send out the information via flyers, email, and newsletters and will send the information home to parents who request a hard copy. We will involve parents in our school by:

1. Asking all parents to become involved with the Parent Advisory Committee—this committee is open to all parents of students at CES. The Parent Advisory Committee, along with the principal, PIC and teachers will work on providing programs based on needs and concerns of the parents.
2. Conducting an Annual Title I meeting to present various plans and ask parents to provide input on revisions and other feedback to meet the needs of both students and parents. Parents and community stakeholders receive data information during the system wide Parent Involvement Meeting and the CES Open House in July. During the Annual Title I meeting in September, data results are shared with parents and community stakeholders.



Dr. John D. Barge, State School Superintendent
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Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

3. Surveying parents and community member throughout the school year. We administer the surveys at various programs/activities and in the Spring. The school council also assists in surveying the community. The completed surveys provide feedback and input from all stakeholders on the Title I School-wide Plan, Parent Involvement Policy and Plan, School Improvement Plan, how Title I funds are utilized, and the Parent/Student/School Compact. Survey results are used in revising plans, addressing needs and concerns of parents, and making plans for the upcoming year.
4. Maintaining a School Council consisting of parents, teachers and staff, and students. New members are added as needed at the beginning of the school year. All Title I information is shared with the group and they are asked to complete surveys and to assist in administering surveys to community members. The Council provides feedback/suggestions for revising all Title I documents.
5. Sending out monthly parent/student newsletters. Each grade level provides information that is relative to the various grades. Information for parents about upcoming meetings, parental involvement opportunities, and how to contact the various support staff is also provided through Teleparent, Lobby Kiosk and emails.
6. Scheduling an Open-House at the beginning of each semester (July) for parents and teachers to meet. Teachers collect contact information, and an overview of course expectations. This is important in building relationships with students and parents. An Instructional Fair is also conducted in September for teachers and parents to review grade level curriculum expectations.
7. Posting of the comprehensive school-wide plan (Title I School-wide Plan), School Improvement Plan, Parent Involvement Policy and Plan, Parent/Student/School Compact and additional information on parental involvement on the system (<http://www.ware.k12.ga.us>) and school's <http://www.ware.k12.ga.us/schools/center> website.
8. Conducting a Title I annual meeting for all parents and the community at the beginning of the year. The principal will share Adequately Yearly Progress (AYP), explanation of the data, trends among subgroups, explanation of strategies and programs used, and what changes are coming in the near future. The principal will also explain Title I programs, School Improvement Plan, Parental Involvement Policies and Plans, as well as other pertinent information.
9. Having teachers/parents/students work together to achieve academic success for all



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

students through goal-setting and Infinite Campus Parent Portal. Teachers contact parents to discuss grades and attendance as well as to verify student information for Infinite Campus.

10. Conducting workshops and training for parents on issues/topics of concern.

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

Response:
Center Elementary School's transition programs are designed to facilitate a smooth transition from pre-school facilities to CES and from CES to both middle schools. These transition opportunities provide both students and parents ease of change. We work collaboratively with local pre-schools and both middle schools to ensure the success of these transitions.

1. The counselors and principals of both middle schools conduct student/parental information meetings in the spring for upcoming sixth graders. They present information to these students and parents. They address expectations/goals for all students, course requirements, graduation requirements, discipline, dress code and attendance policies. The counselors also visit CES to talk with students about the middle school—grades, attendance, course requirements and expectations. Throughout the school year, fifth grade Center Elementary School students tour the middle school campuses and have the opportunity to talk with middle school students, teachers and administration.
2. Center Elementary School provides a transition from pre-school facilities to CES by inviting all pre-school students and their parents to visit our school during the year. In preparation for spring registration, all students investigate CES through touring the campus. Students and parents visit classrooms, the media center, cafeteria, playground and all other areas of the school. Each parent receives an informational packet in addition to gaining information from the principal. Preschoolers and their parents are also invited to participate in CES's spring PTO program via flyers distributed at the preschool facilities. During this program, future students and parents are welcomed into our school family. Relationships are established through this opportunity.

***7. Measures to include teachers in the decisions regarding the use of assessment to provide**



Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

information on, and to improve, the performance of individual students and the overall instructional program.

Response:

Measures to include teachers in the decisions regarding the use of assessment to provide information on and to improve, the overall performance of individual students and the overall instructional program are practiced daily. Formative and summative assessments are tools used to determine student have mastery of the content. Performance tasks are used to show mastery of standards/elements within multiple content areas. Professional learning is provided to assist teachers in working with different types of formative assessments and how to adjust instruction based on those assessments. Teachers also develop practice exams that mimic the format of state mandated assessments. The content domains for the state mandated assessments are used to identify heavily weighted tested material and in the development of course pacing guides.

The School Improvement Plan (SIP) team is comprised of administrators, instructional coaches, grade-level chairpersons, special education coordinator, other support staff, students, and parents. The SIP team meets once a month. Information presented at each meeting is carried back to the grade level teams. Issues are brought to the team leaders by teachers and staff and are then shared and discussed at the SIP meetings. This process allows for ownership of the decisions made by all teachers and staff. After meeting, minutes are sent to all stakeholders and discussed at grade-level team meetings.

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

1. Universal screening (probing) of all students takes place within the first few weeks of school. The screening focuses on math skills, reading comprehension skills, and fluency. The principal, instructional coach, counselor, and RtI specialists, along with grade level teachers analyze the data from the probes. Intervention strategies are assigned as appropriate for those students who scored below a set scale or universal norms. Math and ELA support classes are provided for those students, which allow them additional instructional time to master skills. The instructional coach and RtI specialists work with the teachers on instruction and the counselor works with teachers on behavior (RtI process).
2. Teachers develop and use unit pretests and performance tasks to assist instruction to improve student achievement. The unit pretest and performance mastery data provides information that assists teachers in making adjustment/modifications to their lesson plans/instruction.
3. Collaborative grade level planning takes place once per week. Teachers review



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

student work, develop common unit pre and posttests, work on curriculum and technology integration, performance tasks, share resources, and work to increase student achievement. Teachers also discuss various types of data to identify areas of strength and weakness. During Professional Learning Team Meetings, on Wednesday afternoons and Teacher Time on Thursday during grade level collaborative planning, teachers share the results from data discussions on identified areas of strength and weakness and participate in grade level professional learning based on areas of need.

4. Use 9 week post test data from THINKKATE to assist with instruction. The instructional coach and principal work with teachers on making adjustments/modifications to instruction. The test data identifies students for flexible grouping and differentiation by targeting the standards/elements that they are having difficulty mastering and standards/elements that have been mastered.

Curriculum decisions are made in large part by the teachers at CES. Teachers use a variety of curricular resources to teach, plan, and implement the standards. They are given a high level of autonomy to decide what resources best suit the needs of their particular students. When teachers feel that their students are not responding to a particular strategy, they make necessary changes to the curriculum so that it best fits their students learning styles and particular needs. At the same time, teachers use a multiple array of assessments to determine if students have mastered the standard/element.

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

Response:

Data drives how money is spent. The Comprehensive Needs Assessment and School Improvement Plan Annual Measureable Objectives (AMOs) disaggregates student data, including state assessment/CRCT and ITBS results and information by subgroup. Each subgroup's performance level for the previous year is listed and a goal for the coming year is assigned that correlates with state AMO goals. The SIP outlines how money is spent. Student achievement results are used to measure the effectiveness of money spent. Parent surveys are given to determine if Title funds should be spent for particular programs and if the expenditure is a good use of those funds. Under the Title I School-wide program, all instructional staff continues to participate in professional learning regarding the implementation of standards-based classrooms, Georgia Performance Standards, Common Core Georgia Performance Standards, understanding poverty, Conscious Discipline, Math Discourse, technology integration, writing, parental involvement, differentiated teaching strategies, and RtI Tiers I-IV for struggling, higher-achieving and behavioral students. We address the needs of gifted students through gifted-endorsed teachers, Innovative Model approach (CLASS) and through differentiation and the



Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

Tiered process of RtI.

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

Response:

1. Title I , Part A funds:
 - a. Student agendas
 - b. Summer Tutoring (weeks prior to school ending)
 - c. Invention Specialists—Instructional Coach, Lab Teacher and RtI Specialists
 - d. Materials for at-risk students—state assessment/CRCT review materials
 - e. Parent Involvement Coordinator
 - f. Professional Learning—Parental Involvement
 - g. Computer Software (program and site license)
 - h. School Improvement planning
2. Title I, Part C funds:
 - a. Migrant Facilitator
 - b. Supplies and materials for supporting Migrant population
3. Title II A funds:
 - a. Professional development for differentiated instruction
 - b. After-school tutoring program
4. Title VI-B funds:
 - a. Technology—IXL license renewal
 - b. Professional Learning
 - c. Instructional Materials (i.e. Thinking Maps)
5. State funds:
 - a. Instructional Supplies
 - b. Professional Development
 - c. Parental involvement
 - d. Technology
6. Local funds:
 - a. Instructional supplies
 - b. Technology (hardware, software, licensing, and support)
 - c. Professional development



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

- d. Improvement of instruction
- e. Gifted funds

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

Response:

Title I funds are used to fund the positions of one instructional coach and parent involvement coordinator, RtI specialist, and computer lab teacher. The purpose of the instructional coach is to provide professional development and support to teachers for the purpose of implementing standards- and research-based instructional strategies. The job of the parent involvement coordinator is to serve as the liaison between school and parents, relaying the needs of one to the other; educates teachers and staff on how to communicate and work effectively with parents as equal partners; advises and trains parents on how to address issues with the leadership staff in school meetings; serves as a school-based intermediary contact for concerns and comments made by parents and community members; develops community collaborations; and helps parents understand the educational system so they can become better advocates for their children's education. One percent of the Title I budget is reserved for parental involvement at the system level. CES will use a portion of parental involvement funds to purchase student agendas. Student agendas are given to all students and are used to provide a record of assignments and tests and to serve as a parent-teacher communication tool. Study Island is an online software program purchased with Title I funds that allow students to complete standards-based lessons and activities from any computer with internet access. Based on parent survey feedback solicited during SY2011, parents supported the use of Title I funds to purchase Study Island.

Title I funds are also used to purchase:

- Parent Communication (paper, stamps, etc...)
- Parent Resource Room materials
- Site license renewals for instructional purposes
- Computers, wiring and headphones

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

Response:

Does not apply to Center Elementary School



Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

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

Response:

CES provides a variety of interventions to ensure the success of all students. Students who are having difficulty in classes, not succeeding on the state assessments/CRCT are participating in one or more of the following intervention strategies:

1. RtI Tiers II-IV
 - a. Fast Forward
 - b. IXL
 - c. Study Island
 - d. Number Worlds
 - e. Education City
 - f. Classworks
 - g. AutoSkills (Math and Reading Academy)
 - h. DI (Direct Instruction—30 minutes each day in reading and math in flexible groups)
2. After school programs
 - a. Tutoring
 - b. Tiger Team
3. Saturday School Program
 - a. Super Saturday Lab

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

Response:

The following measures will be used to determine students' difficulties:

- Progress monitoring of students in math and ELA
- Progress monitoring of students in RTI process
- Progress monitoring of SWD
- 4 ½ week progress reports
- 9 week report card
- Extended Data Day Analysis
- State Assessment results
- ITBS results



**Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012**

- Attendance reports
- Behavior reports

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

Response:
 CES faculty participates in ongoing professional development based on need. This professional learning tool provides a way to differentiate training in order to meet teacher needs and interest. Teachers participate in whole group and/or small group learning.

Teachers can access student data from SLDS, Infinite Campus, and THINKGATE. During Extended Data Day, teachers utilize all pieces of data to complete an Excel document. This document allows teachers to analyze all data pieces to identify common trends and individualized learning plans for students. Whole faculty meets to examine the summary data to identify school-wide trends.

Selected staff receives training throughout the year on computer software applications such as Classworks, Autoskills, FastForward, Study Island, IXL and Education City. This are used to remediate and challenge students.

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

Response:
 Teachers communicate with parents using the Parent Portal in Infinite Campus, emails, and phone calls. Parents and teachers can set up teacher-parent conferences on an as needed basis. Teachers constantly communicate with students and parents about student progress. Special Education IEP meetings are held at regular intervals. Special education co-teaching occurs in classrooms throughout the school. Progress monitoring takes place on all students. Universal screening occurs three times a year on all students. Data Review Team Meetings occur to analyze this data, as well as progress monitoring data on students in the RtI process. Students receive academic interventions before and during the school day, and tutoring is provided during and after school. Eligible students receive both migrant and/or ESOL services.

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

Response:
 Individual student score reports from the standardized assessments are given to students upon



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

receipt of these reports. Teachers distribute these reports to students to take home, along with explanatory cover letters. Some reports are also available for pickup during the summer. During the first few weeks of a new school year, teachers review the score report with each student. They encourage students to discuss the results and establish goals for the new year. Parents are provided the web address for state, system, and school reports on the GaDOE website at <http://www.gadoe.k12.ga.us>. Links to review materials are also provided to students and parents.

Student grades and assessment data are reviewed and areas of strengths and weaknesses identified. Lesson plans, differentiation and interventions are made based on diagnostic data.

Additional interventions include:

1. Number Worlds
2. More StarFall
3. IXL
4. Study Island
5. Tiger Team
6. AutoSkills (Math and Reading)
7. Fast ForWord
8. Classworks
9. Education City
10. Early Morning Lab
11. After school tutoring
12. DI (Reading and Math)

Parent Teacher meetings are scheduled as needed. In addition, RtI meetings are held regularly for students in tiers 2-4. Parents can also access student grade information via the Infinite Campus Parent Portal. Parents are also provided the web address for state, system, and school Adequate Yearly Progress (AYP) reports on the GaDOE website at <http://www.gadoe.k12.ga.us>, as well as the school's website, lobby kiosk, data bulletin board, and school brochures.

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

Response:

Data is collected from AYP reports. The State of Georgia achievement results are valid and reliable. Assessment results are sent to the Office of Student Achievement of the Ware County Schools from the Georgia Department of Education Testing Department. The test scores are then forwarded to the principal. This information is presented to parents and community at various



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

meeting conducted throughout the school year. The SIP team reviews the data as it is collected. Data results are shared and analyzed by teachers during grade-level meetings. Students who do not meet the standard/s are identified and interventions planned. The Data Review Team meets with parents and students to discuss intervention strategies. Teachers also share information with parents during conferences, agendas, and other communications avenues.

1. Open House Opening Session (July)
2. School Council Meeting (September – May: Four Meetings)
3. Title I Annual Meeting (September)
4. AYP brochure sent home to every parent (September)
5. Instructional Fair --Grade Level meetings (September)
6. Parent Advisory Council Meetings (September)
7. School Improvement Meetings (Summer and once per nine week period)
8. AYP Reports as available

Teachers can access student data from SLDS, Infinite Campus, permanent records and THINKGATE. During Extended Data Day, teachers utilize all pieces of data.

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

Response:

The student achievement data received from the Georgia Department of Education is valid and reliable. Data results are sent from the state to the system testing coordinator and to the Office of Student Achievement. The results are then sent to the school principal. The principal and graduation coach review the results and any questions or discrepancies are sent to the system testing coordinator to be passed to the state level. The data is shared with the SIP team and each academy teacher. Teachers can access student data from SLDS, Infinite Campus, and THINKGATE. During Extended Data Day, teachers utilize all pieces of data to complete Student Failure List, and then they work with their department to complete the Course Summary Data form. Teachers are looking for common trends. Whole faculty meets to examine the summary data to identify school-wide trends.

13. Provisions for public reporting of disaggregated data.

Response:

The principal conducts the Annual Title I meeting in September to share Adequate Yearly Progress (AYP) results and the plan for improvement with parents and the community. Community meetings are held throughout the year and the AYP data is presented. All data is



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012

posted on the school website for viewing. Public displays of data are posted throughout the school. Adequate Yearly Progress results and School Improvement Plan with goals are presented to the School Council and Parent Advisory Council. Results are available on <http://www.ware.k12.a.us/schools/center/index.shtml> and system website (<http://www.ware.k12.ga.us>) as well as the GaDOE website at <http://www.gadoe.k12.ga.us>.

Each student and parent is given a copy of the AYP brochure that outlines AYP results for the previous school year. The system puts the information in the local newspaper about the AYP status of the system and individual schools.

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

Response:

The Title I School-wide Plan is reviewed at the end of the school year (SY2011). It is developed with input from teachers, students and parents. At the beginning of the school year the plan is reviewed to make changes based on AYP, state assessments, and other school data recorded on the comprehensive needs assessment (balanced scorecard). The plan is presented to the SIP team, whole faculty, the School Council and during Annual Title I and Parent Advisory Council meetings. Feedback and suggestions from all stakeholders is collected and revisions made.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

Response:

CES solicits input from students, parents, community, and faculty and staff in the development of the School Improvement Plan, Parent Involvement Policy and Plan, Parent/Teacher/Student compact and the Title I School-wide plan. The School Council is provided with copies of the SIP, Parent Involvement Policy and Plan, and School-wide Plan for review and revision comments. The Councils also complete a parent/community survey. They will provide feedback and suggestions for revisions on the Parent Involvement Policy and Plan, Title I School-wide Plan, and the Student/Parent/Teacher Compact. The Student Leadership class will also review the SIP and SWP plans and provide feedback.

Parent surveys are handed out at all meetings to provide feedback for review and revision of the Parent Involvement Policy and Plan, SIP, and the Title I School-wide Plan. Parents are also



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

**Center Elementary School
Title I
Schoolwide/School Improvement Plan
2011-2012**

asked to provide feedback on the use of Title I funds.

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

Response:

Parents and the public can access the Title I School-wide Plan via the school (<http://www.ware.k12.ga.us/schools/center>) and system (<http://www.ware.k12.ga.us>) websites. Any parent or community member may also review these documents by accessing our Title I Program notebook located in the school's lobby or the system Parental Involvement Resource Room, located at the local board of education. Additional requests for hard copies of the plan should be submitted to the office for retrieval. All Title I documentation is sent electronically to the Superintendent and the system Title I coordinator to be shared with the LEA.

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:

Translations (oral and written) of the Student/Parent/Teacher compact, SIP, and other documents are provided as needed. Notifications for parent meetings and other pertinent information are also posted in other languages (Spanish). An interpreter can be provided as needed for parent meetings and/or conferences as needed.

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

Response:

Center Elementary School made AYP for SY2010-11 and the past ten consecutive school years.