

Eastside Elementary School

2015-2016

Title I

School-wide Plan



**This Plan is subject to the school improvement provisions of
section 1116 of ESEA.**

Revised September 10, 2015

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2014-2015 School-wide Title 1 Revision Teams/Committees

Title 1 Revision Team:

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Brendan Shaner, 4 th Grade Teacher	John Shapley, Music/Chorus
Paula Church, 3 rd Grade Teacher	Jennifer Bergeron, Parent
Alicia Futral, 2 nd Grade Teacher	Penny Mayfield, Parent
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Shannon Wood, Kdg. Teacher	
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Casey Zacherl, Vice President

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Jena Martin, Assistant Principal

April Boyles, Teacher/Parent

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Eastside Elementary School

Overview of Title 1 Plan Strategies and Services

2015/2016

Eastside Elementary is one of twenty elementary schools that make up the Coweta County School System. The school is located within the city limits of Senoia, Georgia. Eastside is a Pre-Kindergarten through fifth grade school with approximately 510 students. Our student enrollment averages approximately 75-85 students in each grade level, with the exception of Pre-Kindergarten which is set at 44. Demographically, the student population, excluding White and not of Hispanic origin, is made up of 16.5% (or 84 students) who are African American, Asian, Multi-Racial, Native Indian and Pacific Islander.

In looking to the 2015-2016 school year, the following information gives a representation of the school's student population.

<u>Ethnicity:</u>	<u>Approximate Percentage and Number:</u>	
All	100.0%	(509)
African American	9.6%	(49)
Caucasian	83.5%	(425)
Two or More Races	3.1%	(16)
Hispanic	2.6%	(13)
Asian	0.6%	(3)
American Indian	0.6%	(3)

During the past three years, since the inception of the GaDOE's College and Career Readiness Performance Index (CCRPI), Eastside's numerical rating has been less than what we have wanted or expected, as a community. Eastside had been a Title 1 Distinguished School for 10 out of 11 years. After the "Race to the Top" waiver, and the beginning of the College and Career Readiness Performance Index (CCRPI), Eastside's initial score for the 2012 school year was 79.8. Once the 2013 school scores were released, the GaDOE implemented new business rules for the scoring, which included refiguring the 2012 scores. With the new calculations, Eastside's 2012 CCRPI was 69.8 and the 2013 CCRPI was 70.2. In the winter of 2014, the CCRPI score released for Eastside was 64.4.

In July of 2015, the GaDOE announced a list of Focus and Priority Schools. Eastside was listed as a Georgia Focus School, which means that for the next 3 years our 'focus' will be to lessen the achievement gap between the lowest performing quartile of students and the state average performance. Eastside will be able to exit this list when we can show a 3 year average of positively closing the achievement gap by 2.5 points more than our current average of 3.7, on the scale used with the CCRPI.

As of September 10, 2015, 57 percent (272) of Eastside's students qualified for free or reduced lunches. This was a 3 percent increase over our 2014 free/reduced report. The high percentage indicates that there is a significant population of students considered as "Economically Disadvantaged". When creating our list of 'students performing in the lowest quartile', from Kindergarten through Fifth Grade, most had the following in common: they had been placed or retained in at least one grade level; they received services through the Early Intervention Program (EIP) in reading, math or both; they received services through the Special Education Program in reading, language, math, readiness skills, and/or social, emotional and behavioral areas; they were from single parent families or were being raised in multi-family home settings; and many were considered to be part of this Economically Disadvantaged category.

Eastside Elementary's 2014 CCRPI (College and Career Readiness Performance Index) was 64.4%. This was another decline from the overall 2013 CCRPI score of 70.2%. One area of strength has remained our 5th grade students' performance on the writing assessment, which has consistently been at 87% Meets and Exceeds and higher for the past 5 consecutive years. However, one area with significantly low performance has been our 5th grade students with a Lexile score of 850 or higher. These students have historically scored within the 60 to mid-70's in percentile. Another category where student performance has been quite low is 3rd grade students with a Lexile score of 650 or greater. We have remained between 59-70% each year.

In the areas of ELA, Reading, Math, Science and Social Studies, we saw performance declines overall, and with all subgroups of Black, White, Economically Disadvantaged, and SWD. We did see two small areas of growth in 2014: our black students grew 2.5% in Reading, and our SWD students grew 8.1% higher of students Meeting and Exceeding in Math.

Previously, the 2013 CRCT scores had shown growth in all subject areas for the Students with Disabilities subgroup. However, during the 2014 school year, we evaluated individual student services for students with disabilities, and more were taught collaboratively within their regular education classrooms. During the 2015 school year, we grew the

number of students served collaboratively from 71% to 86%, served in the regular education classroom more than 80% of the school day.

For the 2015 CCRPI, we also anticipate growth in the number of 5th grade students passing at least 4 content areas, since these same students were not required to Meet/Exceed all subject areas on the CRCT, which was not used as an assessment. We are confident that Eastside students completed all of their career awareness lessons, earning us a 100% in that category. Lastly, we earned 5 stars on the School Climate Rating, which was a new category for the 2015 year.

Based upon these CRCT scores, Student Growth Percentiles from SLO's, GRASP Scores, Lexile scores from the Scholastic Reading Inventory, and Coweta County School System Benchmark scores, Eastside Elementary will focus on the following areas to help students master their standards, apply those skills, and reduce our overall achievement gap:

-Use of non-fiction reading material to grow areas such as comprehension, constructed response, fluency and vocabulary acquisition. (This emphasis can help strengthen the reader's ability to process science and social studies standards, and will help us to focus on individual Lexile scores.)

-Continue to focus on mathematical constructed response, fluency, number sense, problem solving skills, and vocabulary. (This emphasis will help the students' processing of word problems and their higher order thinking skills.)

Personnel:

Instructional Coach: Misty Markland

Full Time Employee

-Works with all homeroom teachers, specials teachers and support staff, on a weekly, rotational (as as requested) basis, to provide instructional strategies, model engaging and differentiated lessons, research standard-specific resources for the classroom teacher, and help provide professional development based upon a teacher needs survey.

-Meets with each grade level two Tuesdays a month to discuss needs/wants, review data points, and plan lesson modeling and assistance with differentiated learning.

-Schedules for delivery of service include: collaboration; differentiation; small and flexible grouping; and one-on-one instruction, utilizing standards-based strategies and best practices.

Paraprofessional: Cindy Owens

Full Time Paraprofessional

- Hands-on Science and Social Studies Core Curriculum State Standards Focus with 3rd, 4th, and 5th grade students (2.25 hours, daily)
- Works with at-risk students in Kindergarten, First and Second Grade classes daily, in 45 minute segments, to provide individual student and small group reading and vocabulary support.
- Plans with teachers after school, and Instructional Coach for guidance and supervision
- Delivers services to students through: whole classroom model for hands-on science and social studies; small and flexible groups; one-on-one instruction; and as a collaborative teacher.

Services:

-Student Advocates: Staff members in the school will choose to "advocate" for our "at-risk" students. As an advocate, this staff member will check-in weekly with the students to see how there are progressing academically. The advocate will serve as a connection between school/home and will help the students in working on organizational skills and building responsibility.

-Continued implementation and usage of newer technology: One long-term goal at Eastside Elementary has been to use technology to enhance and promote engaging, interactive instruction and application of standards. Some teachers and students have eagerly taken the newer technology and embraced its many uses. Many teachers, however, are in a training phase, where they are trying to become comfortable using the technology. A second long-term goal is for our students to use the technology in class to assist with research, creating work products, and applying academic skills.

Currently, every classroom is outfitted with either a Promethean Board and projector, or an interactive Mimio Teach and projector. The classroom teachers also have a desktop Elmo projector. Previous Title 1 purchases have provided Eastside with two carts of netbooks (60) which can be checked out by classrooms; 3 sets of iPads (60) to be checked out by classrooms; 2 iPads for each classroom, and an additional computer lab. The purchase of non-fiction e-books has allowed teachers to access multiple titles at the same time during school hours. Students and parents are able to access these same titles at

home, using the internet, through our Eastside Elementary School website. Students are able to check out two e-books at one time.

With 2015-2016 Title 1 funding, we will renew the yearly subscription to TumbleBooks and Pebble Go, our web-based ebook database. Web-based computer programs, focusing on Reading, ELA, Science and Social Studies will be purchased for use in the classroom, and at home. These programs have content correlating with the Common Core Standards, Lexile Scores, and leveled readers in a variety of content areas. The following programs will be purchased:

- web-based Mountain Math for 2nd grade (1); 4th grade (1); and 5th grade (1)
- web-based Mountain ELA for 5th grade (1)
- web-based Reading A-Z for Kindergarten (4)
- _web-based More StarFall for Kindergarten (4)
- web-based Headsprout for First grade (4); 3rd grade (4); and EIP (2)
- web-based Raz-Kids for Second grade (4)
- web-based Study Island for Kindergarten - 5th grade
- web-based Science A-Z for Third grade (2); Fourth Grade(2); and Fifth grade (2)
- web-based Scholastic Reading Inventory for Kdg. - 5th grade

-Professional Learning Initiatives: Based on a survey completed by certified staff members, the majority of Eastside teachers desired most of their professional trainings to come from current staff members, Coweta County personnel and West Georgia RESA in the areas of : **Differentiation; How to Use Mimio, Promethean Boards and Student Responders Effectively; Data Analysis from GRASP, SLO's, Raz-Kids, HeadSprout, IXL, Study Island, and the Scholastic Reading Inventory to Set Student Goals; Classroom Management Skills; and Helping Children Respond to Constructed Response.**

Utilizing all technological resources, ongoing professional learning opportunities will be presented to teachers in the following areas:

- BYOT (Bring Your Own Technology lessons, demonstrated by the teachers of our 7 classes)
- How to increase student engagement and instruction acquisition through the use of technology
- RTI (Response to Intervention)
- Using iPads, Chromebooks and netbooks to access ebooks and web-based support programs

Documentation of monthly meeting attendance and committee minutes will be maintained throughout the year. In the spring of 2016, another staff survey of needs will be conducted to determine needs and if other forms of professional development are to be explored.

Additionally, homeroom teachers in all grade levels will be given one full day, each month, to plan with each other, plan with vertical teachers, plan with support personnel, and disseminate assessment data to plan for instruction. This will equal 5 days a school year, where substitute teachers will be provided for the planning of instruction.

Parent Involvement Plan:

In a partnership to create a high level of student success, the parents, teachers and administrators will work together to create our Parent Involvement Plan and a school Compact, designed to strengthen the academic performance of each student. Soon afterwards, the compact will be given to each parent at our Annual Title 1 Meeting. We expect and request and all parents, students and teachers will sign this agreement. For those parents not in attendance for our Annual Title 1 Meeting, an agenda from the meeting will be sent home the next school day, with a copy of the compact.

Our Annual Title 1 Parent Meeting was held on August 18 @ 6:30 for all students and grade levels. At this meeting, the administrators and teachers shared the goals and plans for the 2015-2016 school year. Test performance from the Spring and Fall 2015 administrations of the SLOs was shared. Parents were encouraged to become actively involved in their student's performance, through upcoming parent trainings, which were outlined during this meeting. For any families or parents unable to attend, the same information and Compact was sent home the following day. To provide even further access to this information, the School-wide Title 1 Plan, Parent Involvement Policy and Compact was posted on the Eastside Elementary web site <http://www.cowetaschools.org/ees/> under the tab Title 1.

The availability and types of items in the Parent Resource Center were shared and the uses and check-out process explained. Two laptop computers continue to be available during school hours, for parental use of the internet. With these laptops, parents will be able to check the Parent Portal for their student's attendance, grades and lunch balances. Additionally, the parents will be able to use specific, educational search engines to assist their students in acquiring specific information for required projects and reports. The

following materials will be available for students to use, or as supplies given to families as they are needed:

- Math flash cards
- Markers, white boards, erasers
- Markers and poster board
- Backpacks
- School supplies (notebooks, filler paper, pencils, crayons, glue sticks, scissors, rulers, glue, folders, and composition books)

The following meetings, trainings and events will be offered throughout the school year:

Building Community, Parent, Student and Teacher Partnerships

August 5 @ 6:00	Pre-K Parent/Student Open House
August 6 @ 12:00-2:00	Meet the Teacher/Orientation
August 7	First Day of School
August 11	Help a Child Smile Dental Van
August 11 @ 8:15 and 6:30	Kindergarten Parent Meeting
August 17	PTO Coke/Cookie Fundraiser Begins
August 18 @ 6:30	Annual Title 1 Meeting
August 20 @ 6:30	Boy Scout Round-up
August 25 @ 6:30	PTO Meeting in Cafeteria
August 25-27	COGAT testing for 2nd/4 th
September 3	Coke/Cookie Orders Due
September 7	Labor Day Holiday
September 13	Grandparent's Day
September 13-18	Ferst Foundation Coin Drive
September 14	Picture Day
September 17, 3:30-6:30	Coke Pick-up at front of school
September 21-25	Grandparent's Breakfast/Book Fair
September 30	Square 1 Art Fundraiser Begins
October 9	Teacher Work Day – No School
October 12	School Holiday for Students
October 22	Read for the Record
October 23	Picture Retakes
October 23 @ 5:30-8:30	Fall Festival
October 24 @ 9:00-12:00	Campus Beautification Clean-Up Day

October 27	Square 1 Art Fundraiser orders due
October 30	Bus Driver Appreciation Day
October 30	Kindergarten Halloween Celebration
November 16-20	American Education Week
November 20 @ 1:30	Kindergarten Thanksgiving Feast
November 23-27	Thanksgiving Holidays
December 2 @ 3:30	Chorus/Recorder Ensemble Dress Rehearsal at PAC
December 3 @ 7:00	Chorus/Recorder Ensemble Concert at PAC
December 7-11	PTO Secret Santa Shop, 8AM – 11 AM
December 14-18	Breakfast with the Big Guy
December 18 @ 10:30	Annual Parent/Teacher Dodgeball Game and Sing-A-Long
December 18 @ 1:30	Kindergarten Christmas Celebration
December 21-January 4	Christmas Holidays
January 4	Teacher Work Day – No School
January 5	School Begins
January 13	Ronald McDonald Presentations in the Gym
January 18	MLK Jr. Holiday—no school
February 2 @ 6:30	STEM Night in cafeteria
February 12 @ 1:30	Kindergarten Valentine Celebration
February 15-19	Mid-Winter Break
March 4	Who Hair Day
March 18	Teacher Work Day – no school
March 21-25	Book Fair
March 25	Pre-K, Kindergarten. and 1 st grade Egg Hunts
April 4-8	Spring Break
April 11-15	Milestones Spirit Week
April 16 @ 9:00-12:00	Campus Beautification Clean-Up Day
April 18 – 22	Exceptional Children’s Week
April 18-28	Georgia Milestones Testing for Grades 3-5
April 27 @ 3:30	Chorus/Recorder Ensemble Dress Rehearsal at PAC
April 28 @ 7:00	Chorus/Recorder Ensemble Concert at PAC
April 28	Kindergarten and 5th Grade Cap and Gown Pictures
April 29	EBN forms due to Mrs. Allen
May 2-6	Muffins with Mom Breakfast all week
May 13	Kids Keepsake Orders Due to Mrs. Allen
May 20 @ 11:30-1:30	Kindergarten Water Day
May 23 @ 9:00	5th Grade SAFE Graduation/Cook Out
May 25 @ 9:00	PK Program
May 26 @ 8:30	1st Grade Honor’s Day
@ 10:00	2nd Grade Honor’s Day
@ 11:30	3rd Grade Honor’s Day

@ 1:00	4th Grade Honor's Day
May 27 @ 8:30	Kindergarten Graduation/Last Day of School
@ 10:00	5th Grade Graduation/Last Day of School

Monthly Meetings:

-Morning Brew and Review is a monthly time to share warm drinks and discuss what Eastside is doing well, as well as what we could do better: Sept. 4, Oct. 3, Nov. 6, Dec. 4, Jan. 8, Feb. 5, March 4, April 1, and May 6.

-Jr. BETA Club Meetings – 5th grade students : Aug. 17, Sept. 14, Nov. 9, Dec. 14, Jan. 11, Feb. 8, March 14, an May 9.

Spirit Nights:

Chick-Fil-A: Sept. 29, Oct. 27, Jan. 26, March 29,

Dickey's BBQ: Oct. 5, Nov. 2, Dec. 7, Jan. 4, Feb. 1, March 7, April 4, May 2

Matt's Small Town Pizza: Oct. 12, Nov. 9, Dec. 14, Jan. 11, Feb. 8, March 14, April 11, May 9

Stevi B's: Oct. 20, Nov. 17, Dec. 15, Jan. 19, Feb. 23, March 22, April 19, May 17

SW-A Comprehensive Needs Assessment

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

Eastside Elementary faculty, parents and students conducted a comprehensive , school specific needs assessment survey in May, 2015. This survey revealed faculty, parent and student perception in regards to the following areas: delivery of instruction, use of technology, assistance given to students, and parent/teacher communication. Survey answers were reported with numerical values as such: 1 (extremely), 2 (very), 3 (moderately) , and 4 (slightly or not at all).

Faculty Survey:

-How important is it to use technology and web-based programs when teaching students? (16 did not answer)	1(46%), 2(33%), 3(6%), 4(0%)
-How well does Eastside actively promote parent/teacher communication? (2 did not answer)	1(72%), 2(13%), 3(9%), 4(4%)
-Which Professional Development areas would be most beneficial to your instruction? (5 did not answer)	
Constructed Response	1(30%), 2(39%), 3(9%), 4(18%)
Differentiation	1(24%), 2(61%), 3(6%), 4(0%)
Using Technology Devices	1(42%), 2(62%), 3(0%), 4(0%)
Using Technology to Lead Instruction	1(19%), 2(39%), 3(14%), 4(9%)
-Does Eastside offer enough help to students to ensure content mastery?	1(24%), 2(46%), 3(19%), 4(11%)

Parent Survey:

-How important is it for teachers to use technology in their instruction?	1(42%), 2(29%), 3(26%), 4(3%)
-Does Eastside actively promote parent/teacher communication:	1(37%), 2(41%), (21%), 4(1%)
-Does Eastside offer enough support for students to master the academics?	1(29%), 2(26%), 3(27%), 4(18%)

Student Survey:

-Do your teachers use technology in their teaching?	1(28%), 2(43%), 3(16%), 4(13%)
-Do your teachers help you with your work if you have trouble?	1(13%), 2(24%), 3(39%), 4(24%)

-How often do your teachers communicate with your parents?

1(7%), 2(21%), 3(33%), 4(39%)

The **Fall 2014 GAPSS** review suggested improvements for the Eastside Elementary staff, facility and curriculum implementation. The following were identified as specific areas in need of some level of improvement, by the review team.

Instruction: Implement flexible grouping of students; Clear, challenging aligned learning goals; Differentiated Instruction; High expectations for all learners; students playing an active role in setting personal learning goals and monitoring their own progress based upon clear evaluation criteria. (In 2015, we began a 45 minute block of Skills Time in every grade level, to utilize for flexible grouping with remediation and enrichment.)

Professional Learning: Provision for resources to support job-embedded professional learning; Interpret and utilize research/assessment results. (In 2015, outside resources, such as RESA (differentiation) and GaDOE (Using SLDS) personnel were utilized to support our professional learning.)

Assessment Data: Assessment and evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and the school as a whole. (In 2015, professional learning opportunities were presented for data analysis through weekly grade level meetings, vertical team meetings, and monthly staff meetings. Classroom teachers were given 3 full days, where they were covered by substitutes, to plan for instruction using support staff and technology resources.)

Reading

In Reading, the groups of most concern have been our African American students, students with disabilities and economically disadvantaged students. Below are the scores for our varying populations in the area of Reading:

	2013 Meet and Exceeds	2014 Meet and Exceeds	2015 Goal for Meet and Exceeds	
All	92%	95%	96%	
African American	75%	78%	79%	
White	93%	94%	95%	

Multi-racial	NA	NA	NA	
Students w/Disabilities	86%	82%	84%	
Econ. Disadvantaged	81%	83%	85%	

In reviewing the CRCT results, teachers also evaluated Coweta County benchmarks, SLO and GRASP scores. Several vertical grade level meetings will be held during the school year to plan on meeting the needs of the new classes of students. Plans for utilizing flexible grouping and providing more advanced content will be explored by each grade level.

Math

In the area of mathematics, the groups being tracked are: African American students, students with disabilities, and economically disadvantaged students.

	2013 Meet and Exceeds	2014 Meet and Exceeds	2015 Goal for Meet and Exceeds	
All	84%	84%	86%	
Black	75%	76%	78%	
White	85%	87%	88%	
Multi-racial	NA	NA	NA	
Students w/Disabilities	68%	71%	72%	
Econ. Disadvantaged	92%	94%	95%	

Grade level teams work collaboratively to create a list of content descriptors for each subject, where 20% or more of their students showed deficiencies. The teachers gained this insight by reviewing individual student summary sheets for the CRCT, benchmark

results, individual classroom performance and the GRASP results in math. Teachers also compared individual grade level summary scores to determine the percentage points gained or lost in their grade levels, in comparing the 2012, 2013, and 2014 CRCT scores. After reviewing grade levels scores, the teams created a plan to introduce, practice and provide application of the skill areas that showed deficits. These skill areas and specific sub-groups were placed into the Eastside Elementary School Improvement Plan. Flexible grouping within classes is used to address individual student needs.

SW - B School-wide Reform Strategies

2. School-wide reform strategies that are scientifically researched based and: a) Provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance; b) Are based upon effective means of raising student achievement; c) Use effective instructional methods that increase the quality and amount of learning time; 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 Educate America Act.

When Milestones results arrive in October, 2015, the administration, School Building Leadership Team, and teachers will review the scores and then meet with parents of students who failed to meet the state's proficient level of academic achievement. In this meeting, the results will be discussed and new strategies will be created to assist individuals for the remainder of the school year.

To assist in developing and implementing current instructional techniques at Eastside Elementary, the following have worked together to provide training and technology upgrades: Administration, Coweta County School System, Coweta-Fayette Rotary Club, EES Media Committee, School Building Leadership Team, School Council, School Improvement Team, Title 1 Team, and all other interested stakeholders.

Learning-Focused, Differentiation and Kagan strategies were implemented at Eastside. Teachers have been trained, through job-embedded professional learning sessions, to implement these and other research-based strategies. These strategies include: word walls, graphic organizers, student grouping strategies, student and teacher goal setting, rubrics, vocabulary acquisition, and extension activities and skills. Effective monitoring by the administration, using school and TKES walk-through checklists, will document the

consistent use of these strategies, as well as differentiation, various types of assessment, hands-on instructional techniques.

With the additional purchases of web-based resources (Headsprout, Mountain ELA, Mountain Math, Raz-Kids, Reading A-Z, Science A-Z, Study Island, TumbleBooks and PebbleGo), teachers have readily available content to assist with differentiation and student engagement. The purchase of iPads and VersaTiles allow teachers to meet individual student needs by presenting books, videos and content on all reading, and Lexile levels.

The Instructional Coach position was initially added in 2009-2010 to assist with at-risk students in grades 3-5, in the areas of reading and mathematics. From the 2014-2015 school year to present, the Instructional Coach position has been modified so that she now works in classes with students, with all teachers and staff to further develop their skills of differentiated instruction, grouping strategies, and individual student assessment. The Instructional Coach also assists teachers with data analysis of the following assessments: Coweta County benchmarks, SLO's, and GRASP. The Instructional Coach will research and help present Professional Development to the faculty and staff. Bi-monthly meetings with the Instructional Coach, Administration and grade-level teachers will begin the last week in August, 2014.

During the 2014- 2015 school year, a full-time paraprofessional was added to continue working with 3rd-5th grade students in math and reading, as well as 'at risk' students in Kindergarten through 2nd grades. Because of our designation as a "Focus School" this year, this paraprofessional will be assigned to specific students in Kindergarten through Second Grade, to help them with reading comprehension, fluency, vocabulary acquisition and math comprehension, fluency, problem solving and constructed response.

Additional Strategies:

- Individually created online assessment with GOFAR, aligned to standards, domains and grade levels
- iXL Math (web-based program for K-5, purchased by school system)
- Response to Intervention
- Student Advocates
- Uninterrupted instructional time
- School-wide collaborative planning schedule for all grades, Kindergarten through fifth grade
- Monthly vertical meetings between grade levels and EIP/SPED teachers

- DIBELS (Dynamic Indicators of Basic Literacy Skills), for new students, and all Kindergarten and First Grade Students.
- Focus on "Problem of the Day", everyday, in math
- Class memberships for the following web-based programs: Reading A-Z; Science A-Z; Mountain Math; Mountain Language; Raz Kids; Study Island; PebbleGo and TumbleBooks
- Hands-on Math
- 45 minute Skills Time for each grade level, where EIP and SPED work collaboratively with teachers.
- GRASP Assessments in reading and math
- Benchmarks/SLO's for major content areas, which serve as a pre-test and post-test for all grade levels.
- Development of research skills and "good fit books" with media specialist
- Grade level teams meet with counselor and administration to identify 'at risk' students who would benefit from small group sessions and flexible grouping
- Using classroom book sets (purchased in 2012-2013 with Title funds and some donated by Coweta-Fayette Rotary Club) to promote stamina in individual reading of non-fiction, fiction and other genres.

SW - C/E Instruction by Highly Qualified Teachers

Eastside staff members have approximately **713 years** of cumulative teaching experience. There are **10** teachers with a **Bachelor's degree**; **21** teachers with a **Master's degree**; **8** teachers with a **Specialist degree**; and **1** teacher with a **Doctorate**.

All Eastside Elementary teachers meet highly qualified requirements as standards set forth by the State of Georgia. This is insured by proof of training/degree/certification and a continuous assessment of staff to determine if their job responsibilities are being carried out. Along with these state requirements, Eastside Elementary sets high standards for the continuous professional development of all staff members through quality professional learning opportunities.

The Coweta County Central Office Administration review staff listings with School Administration to ensure that all staff members meet HQ requirements or are engaged in an approved alternate certification process to help non-traditional teachers become highly qualified, reimbursing teachers when they post a passing score on the Georgia Assessment of Certified Educators (GACE).

The Coweta County School System and Eastside Elementary School use a variety of strategies to attract and maintain highly qualified teachers and staff. All teachers hired at Eastside Elementary School have met all Federal, State and Local requirements including those under NCLB. All of our paraprofessionals have met the educational requirements of NCLB and/or have successfully passed the state competency test and have obtained a certificate from the Georgia Professional Standards Commission.

The Coweta County School System advertises teaching vacancies at area universities, in newspapers, and on the Coweta County web page. The Coweta County School System hosts a job fair in the spring, when there are job openings. Eastside Elementary staff members are available to be part of this process, as the need arises. In late July, the Coweta County School System hosts a New Teacher Orientation, giving new employees the technical information and training required in the schools, followed by the school administration and a teacher mentor.

On-going professional development courses and job-embedded training opportunities are accessible for teachers to continue to meet high expectations for instructional planning and delivery.

SW - D Professional Development

Eastside Elementary recognizes that in order for continuous learning and growth to flourish, our school must make professional learning and development a top priority. Professional learning opportunities are directly tied to the Common Core State Standards, student performance data analysis and our School-wide Title 1 Plan and School Improvement Plan initiatives. Activities are designed to include job-embedded opportunities in addition to other group and individual training experiences.

Each year, stakeholders (including teachers, paraprofessionals, administrators, parents and students) have an opportunity to complete system and school level needs assessments and climate surveys to help our School Building Leadership Team identify school strengths and areas for targeted improvement that form the basis of our Professional Learning Plan.

Professional Development sessions, for the 2015-2016 school year, will be provided through pre-planning, post-planning and a summer session. In addition, on-going professional development will be provided during the school year, through the use of planning/work-days, collaborative planning time and monthly staff meetings, to ensure proper implementation of programs. Strategies for students of special needs will be included and all will be gender-equitable educational methods, techniques and practices. Using data from benchmarks, SLO's, Georgia Milestones, GRASP, STAR Reader, the Scholastic Reading Inventory and DIBLES, and teachers will evaluate the new strategies being used. If student progress is being seen, the strategies will be continued. If there is no growth, or a regression in progress, strategies will be evaluated and could be discontinued.

Our School Improvement Plan focuses on: setting individual learning goals; differentiated instruction; Math problem solving skills; acquisition and application of reading comprehension, fluency, vocabulary and constructed response; and, working to enable all students to master grade-appropriate standards and increase their personal achievement (through advanced coursework or remediation), thus closing the achievement gap. All teachers on staff are continually being trained in the use of differentiation and grouping strategies. New staff members will be trained as they are hired.

Additional School-Level Professional learning for All Instructional Staff:

- KAGAN Cooperative Grouping Strategies
- Types of Assessments and using the data from them
- The OHI Student: Understanding the ADD, ADHD, OCD, ODD, or Autistic Child

- New Technology (Flip charts, Activ Inspire, Mimio Technology, Edmodo, eBooks, Ipads, Student Responders)
- HOTS (Higher Order Thinking Skills)
- DOK (Depth of Knowledge)

Job-Embedded Training: Each teacher will participate in the following....

- Two in-school peer observations (one assigned and one of choice)
- Setting individual, professional goals for their TKES plan and professional development plan
- Faculty Meeting Sessions: Learning group presentations; and sessions on differentiation, formative assessment, Response to Intervention strategies, SLDS, using data to plan for individual instruction and growth, depth of knowledge, Mandated Reporting, Universal Precautions, confidentiality and the state code of ethics.
- Technology Training: using our available technology; Mimio; Promethean and flip charts; student responders; using Google Chrome

Staff Participation in Selected Trainings:

- Welcome to the Google World (West Georgia RESA)
- It Takes Two to Make Crazy: Classroom Management (West Georgia RESA)
- STEM for Second Grade (West Georgia RESA)
- 6 + 1 Writing Traits (CCSS training, one person per grade level)
- KAGAN Strategies (CCSS)
- Infinite Campus Grade Book (CCSS trained all personnel)
- Economics and Personal Finance (CCSS, one person per grade level)
- Becoming Digital Learners (RESA)
- BYOT (CCSS for instructors of 7 classes)
- STEM Certification (CCSS and West Ga. Coll

SW - F Strategies to Increase Parental Involvement

At Eastside Elementary, all stakeholders recognize the importance of the home and school connection. Student learning is greatly enhanced when students, parents, and educators share information, strategies and encouragement to form a supportive partnership.

Eastside Elementary's mission is to establish a strong foundation for lifelong learning by nurturing, guiding and challenging all of our students to become caring, productive, and responsible citizens.

As a community school, we strive to create a welcoming environment where families feel comfortable and are confident that we will put student success and growth as our main goal.

The 2015 annual evaluation of parental involvement, sent to parents of students in grades Pre-Kindergarten through Fifth grade, showed the following areas of high involvement:

- 55 parents reported using the student agenda and helping with homework
- 50 parents help collect Box Tops for rewards
- 42 parents assisted with Field Day and Spirit Nights
- 36 parents regularly participate in fund raising opportunities
- Over 30 parents responded that they attended the Title 1 Annual Meeting, Open House, and assisted at Book Fairs
- 67 households, of an approximate 510 students, responded to this survey.

On the survey, parents were given the option to pick topics for parent workshops. The following, which were the highest ranked topics in 2014, were indicated as the most pressing needs:

1. Helping students with their attitude
2. The current way to teach math skills
3. Dealing with student misbehavior and discipline at home and at school

Based upon these specific needs, parent workshops will be developed by grade level teachers, special education teachers, EIP teachers and administration. All parents and other interested persons will be invited to attend to learn strategies to use with their children at home and during the summer months. These parent trainings will be held at the throughout the school year, through mini-sessions. Working collaboratively, teachers of

mathematics, in grades one through five, will create a Math "Night School" to share mathematical processes to parents, for specific grade-level standards. The hope is that these sessions will provide parents a visual and realistic understanding of the teaching strategies currently used in the classrooms. Additionally, a school-wide STEM night will be held to encourage parents to understand the hands-on approach to science.

Because of survey responses, grade level teams created workshops to assist parents with skills and concepts related to their specific grade level. The following workshops will be offered this school year, during the school day and in the early evening:

- Pre-Kindergarten Expectations and Portfolio Acquisition
- Kindergarten Expectations (GKIDS and standards) and Make-it/Take-it Sessions (materials supplied for 5 activities in letter recognition, rhyming patterns, number recognition and number-word-picture associations).
- First Grade - 5th Grade Nights in September to share the expectations and goals of each grade level
- For grades K-5, Math "Night School" will be held to help parents understand "How to Help Your Student Learn and Apply Math"

Parents ranked how they were able to participate and be involved in the school. Their ranking was on a 0-2 point basis, with zero being 'never' and 2 being 'often'. Parent responses were as follows

1. Communication (ranked 1.8 out of 2)
2. Volunteering (ranked 1.4 out of 2)
3. Shared decision making (ranked 1.2 out of 2)
4. Collaborating with the community (ranked 1.5 out of 2)

Eastside's Parent Involvement Committee will work together to develop a list of strategies to involve more parents in our school. By including parents on the committee, parent input will help the faculty and staff to understand the parents' views, needs and concerns.

To help increase parent conference attendance, a parent survey will be sent out early in the school year to determine the best time to schedule conferences. After state test results are received, conferences will be scheduled to explain students' test results, and

plan for areas of re-teaching or remediation. An interpreter will be provided for scheduled parents conferences, as needed.

Outline of Eastside Elementary Parent Involvement Plan, 2014-2015

<u>EVENT</u>	<u>TIMELINE</u>	<u>GOAL</u>
Annual Pre-K Parent Mtg. status, performance data and pre-kindergarten goals	August 5, 2015 @ 6:00	To inform parents of school
Orientation faculty and staff	Aug. 6, 2015 @ 12:30	School-wide visitation to meet
First Day of School to class, help at car and bus duty to help students find their way to class.	August 6, 2015	Parents invited to walk students
Annual Title 1 Mtg. status, performance data and expectations and PBIS	August 18, 2015 @ 6:30	To inform parents of school
Monthly Newsletter students to upcoming events, activities and schedule changes. Columns by Principal, Assistant Principal, Counselor, Nurse, Cafeteria, and Support Teachers inform parents of upcoming curriculum events, assessments, school programs and classroom successes	Home by 1st of Month	To alert parents, guardians, and
Parent Trainings with parents to share strategies for helping students with reading and math skills.		Alternating grade levels meet
PTO Meetings encourages support of fundraisers and team-building activities between the school, parents and community.	1st Monday, Odd months	PTO shares upcoming events,
Math "Night School" to share math strategies and standards, applying them to every-day life.		Grade levels meet with parents
Chick-Fil-A Night and families.	3rd Tuesday, odd months	Fellowship opportunity for staff
Stevie B's Night and families	2nd Tuesday, every month	Fellowship opportunity for staff
Fall Festival community; community and family vendors.	October 23, 2015, 5:30-8:30	Fun, games and fellowship for
Choral Performances and families to share in music of the season at CCSS Performing Arts Center	December/May	Fellowship opportunity for staff

'Pre-K to Kdg.' Parent Mtg.

April, 2016

Informational meeting

for parents of upcoming Kindergarten students to learn about assessment, routine, and structure of Kindergarten classroom.

Honor Day Programs

Week of May 23-27, 2016

Celebration opportunity

for all grades, PK-5th

SW - G Preschool, Grade Level and Middle School Transitions

Eastside Elementary takes great effort to assist preschool children in the transition from early childhood programs and with our fifth graders as they enter middle school. In addition, we take care to provide support for new students entering our school.

Preschool:

- Local Daycare (Senoia Kids Academy) Pre-K and Head Start students are invited to tour Eastside during the month of May to help orient them to their upcoming, new school setting. Students and teachers will be divided between Kindergarten classes and will eat lunch with Kindergarten at school.
- Eastside's two Pre-K classes will visit the 4 Kindergarten classrooms and teachers, who reside on the same hall.
- Parents of new Pre-K students are invited to an informational meeting, "What to Expect in Kindergarten" on May, 2016 at 8:15 AM and 6:00 PM.
- Parents of Pre-K students are invited to meet the Kindergarten teachers each April. They visit the classroom and are provided with a packet to prepare students over the summer. In this packet, there are daily schedules, Kindergarten Expectations, a word list, a supply list, descriptions of the language and mathematics program, and a sample of the Kindergarten report card.

Grades K-5:

- The counselor at Eastside meets new students and their parents. In the first week of school, she will take new students, one to two grade levels at a time, and give them a tour of the school and the people in the front office. When new students enroll, she will take the individuals on the same tour, within their first week.
- Kindergarten teachers host an Informational Parent Meeting on August 11, 2015 at 8:15 AM and again at 6:30 PM to review the Kindergarten expectations, the CCGPS and their assessment tool, GKIDS.
- First through Fifth grade teachers host an Informational Parent Meeting during September to review their grade level expectations, the CCGPS, the Georgia Milestones/SLO's, student responsibility and organization.

- All grade levels allow for transitional days at the end of May. Each grade level plans an activity with the next higher grade, so that the students may see the classrooms and meet the teachers.

Fifth Grade:

- East Coweta Middle will host a "Welcome to 6th Grade Night" in May, 2015. This will introduce parents and students to the faculty, facility and middle school expectations.
- Our counselor presents lessons to fifth grade homerooms that address preparing students for the transitions, coping with the anxiety, fears and expectations, as well as how to work a combination lock.

SW - H Teacher Involvement in Academic Assessment Decisions

Eastside teachers are involved in interpreting and disseminating test results that pertain to their grade level. Our School Building Leadership Team, and all available staff meet with Administration on June 11, 2015 to analyze the State CRCT/Georgia Milestones and SLO/SGP data to review school-wide and subgroup performance gains and losses. A test data synopsis is then used by the SBLT as a basis for the development of the School Improvement Plan. Our school also values the professional teacher observations of daily student performance in identifying students performing at low or below grade level expectations.

Teachers schedule parent conferences and explain results to parents. Parents are given their child's Individual Test Profile to refer to if questions arise. There will be an annual Grade Level Expectation night, hosted in September, to assist parents in reading and understanding their student's performance, growth during the year, and specific areas of need.

All certified staff members are trained to analyze assessment data. They will use standardized, summative and diagnostic assessments to help students set individual learning goals. The teachers will be using formative assessments in their classrooms on an ongoing basis to evaluate student academic performance.

Assessment Measures Currently Being Used:

1. Georgia Milestones (grades 3-5)
2. GKIDS (Kindergarten)
3. GRASP in Reading and Math (grades 1-5)
4. DIBLES (grades K-5), as needed for returning and new students
5. COGAT (grades 2,4)
6. Coweta County Benchmarks (grades 4-5)
7. State SLO's and SGA's (grades PK-3rd)
8. Scholastic Reading Inventory for Lexile scores (grades 1-5)

SW - I Timely Support Assistance for Students Who Experience Difficulty Mastering Standards

Teachers and grade level teams use a variety of assessments, test and student performance data, and teacher observations of daily classroom performance to identify students who are experiencing difficulty or are at-risk or not meeting academic expectations. In addition to the Reform Strategies (SW - B) provided earlier in this plan, the following procedures are aimed at supporting at-risk students:

- Effective Student/Parent/Teacher/Support Staff conferences that outline specific targets for improvement, outlining differentiation strategies and actions to support student learning and follow-up procedures.
- Individual Student Academic/Behavior Plan and Response to Intervention Strategies; School-Wide Positive Behavior Plan
- Student Advocates assigned to assist, guide and review performance with at-risk students; Utilization of Response to Interventions
- Individualized web-based support in reading and math (HeadSprout, iXL Math, Mountain Math, Raz-Kids, Science A-Z, Reading A-Z, Starfall Study Island, and)
- Utilization of school resources as needed (counselor, psychologist, social worker, Coweta attendance officer, nurse, support staff, administration, Special Education Consultants, School Resource Officer)

Continuous Periodic Focus and Training for Staff:

The School Improvement Plan at Eastside identifies the use of a needs assessment to plan for and provide job-embedded Professional Development in the areas of technology, flex grouping and differentiated instruction. In keeping a constant focus on identifying and supporting at-risk students who need additional assistance to increase their academic performance, the following constant practices are used with teachers:

- Monthly grade level meetings, with administrators, to review student achievement data, current student progress and setting student goals; Monthly grade level meeting with Instructional Coach to share teacher resources, demonstrate instructional models and help with progress monitoring
- For progress monitoring: Benchmark, GRASP, DIBLES, HeadSprout, iXL Math, Scholastic Reading Inventory and STAR Reading reports; Progress report and report cards

SW - J Coordination of Federal, State, and Local Program Coordination

In order to best meet the needs of the students at Eastside Elementary, we use multiple federal, state and local resources. Utilization of resources is in compliance with federal requirements, including the School to Work Opportunities Act, the Carl Perkins Vocational Act, and the National and Community Service Act.

The following additional programs are used:

- Free and Reduced meals for qualifying families
- After School Program
- Translation services at the system and school level
- School Counselor, Nurse, Speech Therapist and Psychologist
- Special Education Services
- Physical and Occupational Therapy
- "Help a Child Smile" Dental Van
- Routine screenings for hearing, vision or academic concerns
- Social Worker
- Coweta County Attendance Officer
- GRITS (Georgia Registry of Immunization Transactions Services)
- SAFE Officer and School Resource Officer
- Fifth Grade Puberty Classes
- Red Ribbon Week
- Heart Safe Program (provides the AED and staff training)

Utilization of Title 1 Resources

Eastside Elementary will utilize Title 1 resources to fund additional support personnel, materials, supplies and technology to implement reform strategies and better meet the needs of all learners, while maintaining a mindful focus on the additional needs of at-risk learners.

Eastside Elementary will continue to use funding to provide additional parent involvement opportunities aimed at building the alliance between home, school and community, as we work together to best achieve student learning goals as outlined in our school's visionary mission statement.....

"Our mission is to establish a strong foundation for lifelong learning by nurturing, guiding and challenging all of our students to become caring, productive, and responsible citizens."

and beliefs.....

- We believe students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- We believe high expectations increase individual student performance.
- We believe each student is a valid individual with unique physical, social, emotional and intellectual needs.
- We believe a student's self-concept is enhanced by positive relationships and mutual respect among and between students and staff.
- All students learn best while actively participating in an environment which is physically safe and intellectually challenging.

10. How individual assessment of results and interpretation will be provided to parents.

Parents are informed through our school newsletter, our school web page, the parent telephone call-out system and the local newspaper when achievement reports arrive at the school. Because we anticipate Milestones scores being released in October, 2015, we anticipate sending these reports home. If parents choose to come to obtain these reports, an administrator will be available to briefly go over the report and answer any questions they may have. Teachers are encouraged to provide additional information for those not performing on grade level, and parents are encouraged, through school communications, to meet with teachers for data interpretation. If parents cannot make a conference date, they are requested to call to have results explained over the telephone. Then, the individual test profile will be sent home in the next report card for the parent to review.

11. Disaggregation of data on the assessment results of students

Administrators and teachers will collect the Georgia Milestones (Spring, 2015) data and disaggregate it as it comes in during the Fall Semester. Strengths and weaknesses of students, grade levels, and the school as a whole will be identified and compiled. These results will then be shared with faculty, staff, SBLT, the School Improvement Team, the School Council and the PTO board to formulate a plan for improving our instruction.

12. Provisions for seeking statistically sound test results for each category for which assessment results are disaggregated

Eastside has a testing coordinator who oversees the distribution of testing materials and the needed instruction to teachers and monitors. All testing is done under strict guidelines with a proctor in each classroom where required, and in all classrooms where possible. All testing materials are secured in a locked room when not in use.

The data that is received from Georgia Milestones, SLO's and summary reports breaks the information down into categories (subgroups), and we utilize these to disaggregate our data. All students in grades 3 - 5 take the new Georgia Milestones End of Grade test. Kindergarten students are tested using the State Kindergarten assessment (GKIDS) and SLO's. Pre-K students' performance is tracked in portfolios and two SLO's. Students in first through third grade are administered SLO's in Reading, Language and Mathematics to evaluate their knowledge of grade-level standards. Fourth and fifth grade students are

administered the county-created benchmarks in content areas. This gives our school population statistically sound results at every level.

Due to our designation as a Focus School, we will begin progress monitoring at frequent intervals. Eastside will use monitoring from the following resources not mentioned above: -STAR Reading; Scholastic Reading Inventory; IXL Math; and Lexile Scores.

13. Provisions for public reporting of Test Results

The desegregated test data will be presented to the School Board and then will be published in the local newspaper. Test data will also be available for review at the county board office and at Eastside Elementary. Our research and vision room is filled with information on our disaggregated data and school wide assessment results. When we share our School Improvement Plan at the SBLT, School Council and regularly scheduled parent meetings, we also share the current assessment data and our goals for improving our scores.

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 School-wide program.

This plan was developed during a one-year period. The revision of the plan was completed during the Summer/early Fall months by our SBLT, available staff members, parents and any other interested stakeholders. We received input from staff, School Council, and parents before beginning the process and we have met regularly with our Title 1 Coordinator, Monitor and our RESA Technical Assistance provider to revise the plan. This plan was developed for the 2015-2016 school year and will be referred to by teachers, administrators, parents, and school staff as the school year progresses to insure that Eastside students are receiving every opportunity to succeed academically.

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).

The data is shared with faculty, staff, the Title 1 Planning Team, our School Council, SBLT and the PTO board to formulate a plan for improving our instruction. Input from parent, student, teacher, and staff surveys along with a comprehensive needs assessment was used to develop the Eastside Elementary School-wide Plan. Once the rough draft was

completed, grade levels and the administration reviewed it to determine if items needed to be added or deleted. The plan was available at our Annual Title 1 Meeting, for review with suggestions made by parents. After the review, the final draft was completed and given to each grade level and administrator.

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

The plan, located in the school office, in the Principal's office and on our school web page, is available upon request. The plan will be shared at the Annual Title 1 Meeting in the fall with all parents who attend. We will send all information from this meeting, about our SIP and our reform strategies in our weekly take home folders and in our newsletter so that parents who can not attend the meeting will receive the information also. Parents and community members can access a current copy of our plan on our school website, <http://www.cowetaschools.org/ees/>.

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.

We will provide a translated copy of the plan into any language for any significant percentage of our parents of participating students in their primary language, if requested.

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

Under the College and Career Readiness Performance Index (CCRPI), Eastside was designated a "Focus School", based upon a low 3-year average of growth in our Achievement Gap, compared to the state average. A Flexible Learning Program will be developed and available to all students this school year. Increased monitoring of individual student progress will be emphasized as well as presenting lessons in an engaging way so that students can better learn and apply the skills being taught.