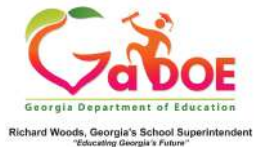


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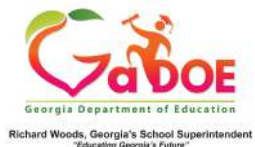
SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Brown Elementary School	District Name: Clayton County	
Principal Name: Trina Reaves	2019-2020	
School Mailing Address: 9771 Poston Road, Jonesboro, GA 30281		
Telephone: 770-473-2785		
District Title I Director/Coordinator Name: Katrina Thompson		
District Title I Director/Coordinator Mailing Address: 1058 Fifth Ave, Jonesboro, GA 30236		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone: 770-473-2700		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:	Date:	
Title I Director's Signature:	Date:	
Superintendent's Signature:	Date:	
Revision Date:	Revision Date:	Revision Date:



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SWP Template Instructions

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



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Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Trina Reaves		Principal
Emma Brandy		Assistant Principal
Joane McDonald		Assistant Principal
Jeffery Amie		Counselor
Vanesia McGahee		Counselor
Debbra Bowen		Title I Academic Coach
Miyeca Smoot		SST Chair
Marsha Crowder		ELA Coach/Chair/EIP
Shawnae Walker		Math Coach/Chair/EIP
Leslie Singleton		Science Dept. Chair
Micki' Smith		Social Studies Chair
Christy Knight		Kindergarten Chair
Lakwanza Carnes		1 st Grade Chair
Eunice Anderson		2 nd Grade Chair
Lacharmbia Abrams		3 rd Grade Chair
Ortlanique Bodie		4th Grade Chair
Patriece Hence		5 th Grade Chair
Patricia Poteat		DES Dept. Chair
Marilyn Rice		Media Specialist
Jackie Oberkfell		ESOL Chair
Fareedah Lockhart		Gifted Chair
Lauren Fazal		K-2 PBIS Coach
Katharina Wade		3-5 PBIS Coach
Olivia Fuller		Parent Liaison
		Parent/Community
		Parent/Community
		Student
		Student

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SWP/SIP Components

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

Response:

A. We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. All members of the staff were involved in the writing of the plan, determining the activities, Professional Development, and student achievement needs of Brown Elementary. The plan was written based on suggestions provided by staff, parents, community members and the needs of the school. The majority of the plan is written during Strategic Planning held during the summer by members of the Brown Leadership Team.

The plan is provided and discussed during our Title I Parent Meetings held during the first month of school. Funding is discussed and information is provided about positions of staff members that are hired with Title funds and activities that should benefit our families during the school year. Copies of upcoming events sponsored with Title funds are provided and sent via Bear Facts Packs throughout the school year.

B. The administrative team collaborated with academic teachers to analyze its data. Georgia Milestones (GMAS), DIBELS, iReady and common assessments were reviewed by teachers. Student Data was examined of all students and various subgroups to determine causes of student's struggles in various academic areas. Additionally, other support personnel, such as the counselor, school social worker, school psychologist, and administrators, partnered with teachers to examine other data sources that include student/staff attendance, discipline, retention rates, response to interventions, and safety net program participation. We reviewed the following data.

- TKES/LKES - Teacher and leader evaluation system used to determine effectiveness
- District Benchmarks - Subject area assessments to determine student's mastery of standards
- Individual Education Plans(IEP) - Students with disabilities individual education plans - accommodations, modifications and psychological evaluations were evaluated to ensure they are implemented with fidelity
- 504 Accommodations - accommodations and modifications were evaluated to ensure they are implemented with fidelity
- RTI/SST - Data was used to ensure students who need academic and behavioral support received appropriate interventions.
- Parents, Teachers and Students' Surveys - data was used to determine climate and culture to ensure students are in a safe learning environment.
- Retention Rate - Data was used to adjust strategies to increase the effectiveness of instruction.
- Student/Teacher Attendance - Data was used to measure the impact of absenteeism and tardies on student academic performance.

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- Parent Involvement - survey data and parent participation data determine if parent involvement had an effect on student achievement.
- Teacher Attrition Rate - Data used to determine the rate of teacher turnover and its effect on student academic performance.
- Disciplinary Infractions - Discipline data was used to determine its effect on student achievement.
- DIBELS - data was used to determine student's mastery of basic math and reading skills.
- Common/Unit Assessments - data was used to determine student's mastery of standards in all content areas.
- Georgia Milestones Assessment System - data was used to determine student's mastery of standards.
- iReady - data was used to determine student's growth from beginning to the end of the school year.

All data was presented in chart and or graph format that represented a 2-3-year trend in student performance (2 years for GMAS and 3 years for all other data sources). This allowed members of the team to easily recognize strengths and areas that need growth. Brainstorming and root cause analysis were used to identify areas of needs and to create a plan to meet the needs of the school.

C. Brown Elementary School does not have a migrant population at this time. In the event the school gains a migrant population, the school will follow district, state and federal guidelines to ensure that these students are afforded the same opportunities as all other students. We will diagnose their needs, create and maintain a profile based on the needs assessment, plan engaging lessons, teach the Georgia Standards of Excellence, assess for mastery, reteach with appropriate interventions/RTI and administer summative assessments to determine if mastery is achieved or further intervention is needed. All parents or guardians enrolling a child in the school will receive a survey that determines whether or not the child will be identified as migrant. The original form is sent to the Office of Federal Programs to be forwarded to the GaDOE-Migrant ABAC Office. A copy of the completed survey is maintained in the student's cumulative folder.

D. We've reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. We have also reviewed data for English Language Arts, reading, writing, math, science, and social studies in our collaborative planning meetings, data team meetings, student and parent conferences, and our Annual Title I meeting. Our teachers work diligently to deepen student learning through critical thinking, literacy and numeracy across the curriculum, differentiation and flexible grouping. However, there continues to be a gap in the areas of writing, reading informational text (science and social studies) and math (numbers and operations, measurement and solving word problems).

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After a thorough review of data, we found the following areas of concern:

- Review of 2019 GMAS data for all students show a decrease in the area of Math from the previous year (-2 points). 2019 data reflected an increase in ELA (+1 point), Science (+16 points) and Social Studies (+9 points); however, data reflects the district goal of 42% proficiency in ELA and 37% proficiency in Math was not met.
- In particular, for grades 3-5, specific concerns were revealed in the data:
3rd Grade ELA- students at or above 520 Lexile increased by 21% when comparing 2018 to 2019 GMAS data; however, data still reflects students remain 6% below the state performance
3rd Grade Math- overall performance on 2019 GMAS indicates students are 27 % below the state of Georgia and 11% below the district in Math proficiency, with a particular low performance in the Measurement and Data domain.
4th Grade ELA- students at or above 740 Lexile decreased by 20% when comparing 2018 to 2019 GMAS data
4th Grade Math- overall performance on 2019 GMAS compared to 2018 indicates students' proficiency performance decreased by 14% with Number and Operations- Fractions with the lowest performing domain
5th Grade ELA- students at or above 830 Lexile increased by 7% when comparing 2018 to 2019 GMAS data; however, data still reflects students remain 11% below the state performance
5th Grade Math- overall performance on 2019 GMAS compared to 2018 indicates a 1% increase in proficiency; however, data reflects students remain 22% below the state performance.

Subgroup information shows the following when comparing 2018 to 2019 GMAS results:

Black - a decrease in ELA by 3% points, an increase in math by 3% points.

Hispanic - a decrease in ELA by 1% point, an increase in math by 4% points.

Economically disadvantaged - an increase in ELA by 3% points

Students with Disabilities – a decrease in math by 1% point.

Gaps exists between SWD and all other subgroups in all academic areas.

- Mathematical domains in which the students performed the lowest is numbers and operations and measurement
- Literacy domain in which students performed the lowest is in reading and vocabulary.

Retention Rate

Less than 2% of the students at Brown Elementary are retained in their current grade level.

Student Attendance

Student daily average attendance rate was 94.4% which is an increase of 5.2% from the previous year. A plan was put in place during the 2018-2019 school year to address attendance issues at the school and district level. We will continue to enhance and improve on this plan.

Teacher Attrition Rate

Less than 10% of teachers left Brown Elementary for reasons other than Reduction In Force, Waiver candidates that didn't complete certification requirements and teacher retirement. This has had an impact on student achievement data. The school and district have to train and provide professional development to teachers new to the school or district.

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Disciplinary Infractions

During the 2018-2019 school year there was a 64% decrease in the assignment of OSS for student infractions from the previous year. The school's discipline team meets monthly and has created a school wide behavior plan for all operational areas of the school, but that targets three main areas that had the highest rate of discipline infractions: bus, cafeteria, connections classes and transitions. The goal of this school-wide behavior plan is to reduce the number of referrals. We are implementing Positive Behavior Intervention and Supports (PBIS).

Georgia Kindergarten Inventory of Developing Skills(GKIDS)

The Georgia Kindergarten Inventory of Developing Skills assessment is year-long and progressive. The primary purpose is to collect ongoing diagnostic information about students. The Spring 2019 School Summary Report denotes that:

- 46.6% of students met or exceeded standards in English Language Arts which is a 16.3% decrease from the previous year
- 67.1% of students met or exceeded standards in Mathematics which is a 12.9% decrease from the previous year
- 56.8% of students met or exceeded standards in Approaches to Learning which is a 20.2% decrease from the previous year
- 69.3% of students met or exceeded standards in Personal/Social Development which is a 7.5% increase from the previous year

DIBELS

Reading data reflects that in lower grades, 60% or more of the students lack grade level fluency and comprehension. The deficit areas are focused around vocabulary and non-fiction text familiarity.

In addition to reviewing the current achievement data, Brown Elementary School has reflected on the following:

- Focus Walks
- Formative and Summative Assessments
- Formal and Informal Observations
- Teacher needs assessment survey results
- Student work

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

- Economically disadvantaged students who may experience a lack of opportunities to a variety of learning opportunities
- Ethnic and Racial groups (Black and Hispanic) who may have a diverse way of learning.
- Students with disabilities who have Individual Education Plans (IEP) that support appropriate instructional strategies and modification to address students learning strengths and weaknesses.
- Students with limited English proficiency who may require instructional modifications to have access to the curriculum to gain understanding.

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- F. The data has helped us reach conclusions regarding achievement or other related data. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, 3rd and 4th grades had an overall increase in students performing at and above grade Lexile levels by 20%. Students' performance in ELA also reflected an increase in writing, particularly in the area of ideas and development. 3rd Grade proficiency increased by 14 % in math and 13% in ELA, while 5th grade ELA reflected an 11% increase and 1% increase in Math. Although we celebrate these gains, we are still well below the district and state in these areas. 4th grade proficiency levels decreased in the areas of literacy and math (-14%). Students with disabilities' data reflected a decrease in math performance, and no change in ELA GMAS performance.
- i. The major strengths we found in our program were in 3rd grade ELA- writing and 5th (reading comprehension and fluency).
 - i. The major needs we discovered were in 5th grade ELA and math as reflected in 2019 GMAS data of former 4th grade students; 3rd- 5th grades Writing (idea development, organization and coherence for extended writing and narrative); 5th grade Math- number and operations, Science and Social Studies.
 - i. The needs we will address are writing across the curriculum, informational text (Focusing on Science and Social Studies), and mathematics - numbers and operations, measurement
 - v. The specific academic needs of those students that are to be addressed in the school-wide program plan will be numbers and operations in mathematics, the writing process (idea development, organization and coherence, language usage and conventions, evidence based, informational and narrative writing) in language arts, informational text comprehension in science and social studies.
 - v. Students with disabilities will have additional support through the safety net programs offered at the school. Co-teachers and general education teachers will be trained on best practices for the SWD population. Additional professional development for teachers will be provided as observation and survey data indicate. Administration will work closely with the SWD teachers to ensure accommodations and modifications are being implemented with fidelity.

The team, which is comprised of administrators and staff used the 5 Why Root Cause Protocol after reviewing the data to identify the areas in which our school needed to improve.

Need 1: Students ability to apply Critical Thinking in all content areas

Root Cause: Teachers' knowledge in strategies that increase critical thinking in all content areas has been deficient. Therefore, students lack exposure to higher level thinking strategies and skills.

Need 2: Students ability to apply strategies for reading for information utilizing non-fiction texts

Root Cause: Teachers do not access resources that allow them to expose students to informational text at their reading level to increase fluency and reading comprehension.

Need 3: Students' ability to apply math problem solving strategies utilizing real-life applications

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Root Cause: Some teachers lack depth of knowledge on how to teach rigorous standards based lessons.

Need 4: Students' ability to utilize reading and mathematics applications across all content areas

Root Cause: Reading and Mathematics were taught in isolation and not interrelated; therefore, student performance in the areas of science and social studies suffered.

Need 5: Increase use of numeracy strategies across the curriculum.

Root Cause: Teachers need to be provided strategies that assist them in creating and implementing numeracy strategies across the curriculum,

Need 6: Parental understandings of how to fully support student learning at home

Root Cause: Parents are in the process of gaining an understanding of the rigorous demands of the curriculum.

G. We believe that if we address these causes of low achievement, our students will show growth in all academic areas. The measurable goals/benchmarks we have established to address the needs are as follows:

- During the 2019-2020 school year, all students will increase their reading comprehension and Lexile levels in grades K-5 by 3% as evidenced on state and local assessments.
- During the 2019-2020, K-5 students will adapt their written communication to audience, task, purpose, and discipline, and apply the conventions associated with different writing genres. Specifically, students must develop proficiency with argument, informational/explanatory, and narrative writing in the GSE evidenced by data from the GMAS.
- During the 2019- 2020 school year, the number of 4th and 5th students performing at the Typical/High Growth range in the area of mathematics will increase by 5% evidenced by data from the GMAS.
- During the 2019- 2020 school year, students will be able to communicate about mathematical concepts including representing mathematical ideas through writing, speaking and symbolic formats as evidenced by data from the GMAS.
- During the 2019-2020 school year, the number of students in grade 5 performing at the Typical/High Growth range in the area of Science will increase by 5% evidenced by data from the GMAS.
- During the 2019-2020 school year, the number of students in grade 5 performing at the Typical/High Growth range in the area of Social Studies will increase by 5% evidenced by data from the GMAS.
- English Language students, students with disabilities, and EIP Students will increase proficiency levels by 5% in all subject areas on state and local assessments.
- Decrease the number of student referrals in grades K-5 by 5% especially in relation to bus, cafeteria, hallway transition, and classroom behavior evidenced by data from Infinite campus in May 2020.
- At the end of the 2019 -2020 school year, parent and teacher perception survey results will show that communication between the school and the stakeholders was at least 90% positive.
- 100% of all identified children will be eligible for additional level of focused support based on individual academic data as evidenced by data from safety net programs (May 2019).

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- To maintain a 92% teacher retention rate, excluding retirement and possible Reduction in Force (RIF) situations. (May 2020)
- 95% of all initiatives, programs or messages will be communicated utilizing at least three mediums by May 2020.

2. Schoolwide reform strategies that:

A. Response: Brown Elementary School faculty will use Paul Bambrick-Santoyo's book *Driven by Data 2.0* to increase teachers knowledge of data driven planning and instruction. The dedicated staff at Brown Elementary School is committed to providing effective educational experiences and instructional strategies that reach the needs of all students. The staff of Brown Elementary considered the following when determining school wide reform strategies:

What strategies would be most effective in providing students with the greatest opportunity for academic success?

Are there any strategies that we previously used that helped us create opportunities for student academic success?

What changes or additions need to be made to effectively implement and monitor the success of the strategies we select?

Many opportunities will be offered to help all students meet the state's proficient and advanced levels of student academic success.

- Our district has adopted the **Explicit Instructional Gradual Release Framework** and we will ensure that it is implemented with fidelity through formal and informal walkthroughs, collaborative planning meetings, assessment data and lesson plans.
- We have required that all core content area teachers utilize writing data, scoring rubrics, and writing exemplars as instructional tools to increase **writing across the curriculum** skills.
- **Integration of technology** using the blended teaching model will be used to extend and enhance learning in mathematics.
- Teachers will use data to create **flexible groups**, based on students' areas of need, in the classroom and in our safety net programs.

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

- **Explicit Instructional Model**
- **Writing across the Curriculum with Detailed Feedback from the Rubric**
- **Integration of Technology/Blended Learning**
- **Flexible Groups**

Explain how the listed strategies will be used to address struggling students –

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- **Explicit Instructional Model-** The use of Explicit Instruction to support the needs of students furthest away from demonstrating master is essential. The gradual release framework is based on providing a direct explanation of what students will do, how the information is relevant, and how students will be assessed. Students who are furthest away from proficiency need to make connections and understand how and why they are learning what they learn. Another key principle of Explicit Instruction is modeling. Rather than just telling, the educator must show students what they are expected to do, so student have an opportunity to understand the information conceptually, have misconceptions addressed, and have clear guidelines on the expectations for on level work. In addition, students need to be gradually released to do the work through the guided practice and independent stage. These stages help the teacher make instructional decisions about when to proceed in the instruction, or if necessary, when to scaffold instruction or re-teach using a different strategies. These steps can assist the teacher in determining whether or not the student who is furthest away from proficiency is closing the gap, or whether additional interventions are needed. The administrators and support staff will monitor the use of explicit instruction through walkthroughs and observations and will provide feedback to teachers.
- **Writing across the Curriculum with Detailed Feedback from the Rubric-** Writing instruction and detailed feedback based on the rubric are key in assisting the student with limited proficiency in improving writing skills. All content teachers will receive professional development on using the writing rubric. Students in grade 3-5 will take an online writing assessment fashioned after the Georgia Milestones informational writing. Students are provided individualized feedback and targeted lessons to address deficit areas. Students who are furthest away from proficiency will be invited to Saturday Writing Camps on specific Saturdays from October-May. Teachers will continue to provide writing instruction and provide feedback using the rubrics.
- **Integration of Technology/Blended Learning-** Instructional technology will be used to assist students who are furthest away from proficiency. In addition to teacher developed common assessments and district level unit assessments, teachers will use instructional technology to assist with addressing specific deficits. Two school wide programs that are used are MyOn and i-Ready. In a typical blended lesson, the teacher will be working with one group on specific instructional needs while the other students work on individualized reading or math support from the program. The approach allows the teacher more flexibility in progress monitoring the students furthest away for proficiency and more opportunities to target instruction in small groups.
- **Flexible Groups-**As teachers collect data, the expectation is that smaller, flexible groups are formed based on the data during the instructional period.

2. **Research to support above listed strategies:**

Explicit Instruction

“Evidence Based” The field of education has demanded that instructional strategies, interventions, and curriculums be researched and evidence-based (No Child Left Behind, 2001). While the rigor and quality indicators for research have evolved (Odom et al., 2005) continually, explicit

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instruction is identified as an instructional strategy that increases students' ability across content areas as well as behaviorally, as compared to other traditional teaching practices (Ashdown & Bernard, 2012; Goender et al., 2014; Marin & Halpern, 2011; National Mathematics Advisory Panel, 2008; National Reading Panel, 2000; Witzel, Mercer, & Miller, 2003). The validity and significant gains in student achievement are not limited to special education students; similar results are evident with typically developed peers (Archer & Hughes, 2011).'

http://www4.esc13.net/uploads/seln/docs/14_15materials/2.12.15/Explicit_Instruction_InSight_Article.pdf

Writing across the Curriculum with Detailed Feedback from the Rubric

“Several studies of student-generated criteria demonstrate that students can participate in defining and describing the qualities their work should have. Nancy Harris and Laura Kuehn (Higgins, Harris, & Kuehn, 1994) did research in their own team-taught classroom to see what sorts of criteria primary school students could generate for a "good project." They found that their students, in grades 1 and 2, were able to define criteria for group projects. At the beginning of the year, most of the criteria were about process (for example, the group members getting along with each other). In December, students were able to view examples of projects, and with continued brainstorming and discussion they began to see the importance of substantive criteria (for example, the information contained in the project). By the end of the year, about half the criteria students chose were about process and half were about product. This study shows us that students need to learn how to focus on learning—and, more important, that they can begin to do this as early as 1st grade.’

<http://www.ascd.org/publications/books/112001/chapters/What-Are-Rubrics-and-Why-Are-They-Important%C2%A2.aspx>

Integration of Technology/Blended Learning

“Despite all the barriers standing in the way, educators will find a number of studies of individual blended learning program and strategies that can help guide their work. A few highlights from that body of research:

- **“Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies,”** conducted by SRI International for the U.S. Department of Education in 2010. This is the granddaddy of blended learning studies and the one most commonly cited when it comes to such programs. This analysis looks at studies of blended learning from 1996 through 2006 and ultimately finds that students in blended learning classes outperformed those in fully online or fully in-person classes. However, most of the studies examined involve college students or adult professional students, not K-12 learners.
- **“Mean What You Say: Defining and Integrating Personalized, Blended and Competency Education,”** from the International Association for K-12 Online Learning, or

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iNACOL, in 2013. This study provides an overview of the literature on blended learning for the previous few years, looking at definitions of the term, models and strategies, tools for personalization, designs of blended learning systems, and standards for competency education.

- **"Blended Learning Report,"** from the Michael & Susan Dell Foundation, conducted by SRI International and released in 2014. The report looks at 13 low-income charter schools using a rotation model of blended learning. Researchers found consistency among how the schools implemented the model. The report examined teacher satisfaction, student productivity, and the use of data to inform instruction.”

http://blogs.edweek.org/edweek/DigitalEducation/2015/04/blended_learning_research_the.html

Flexible Groups

“**Grouping by ability** has also been a popular method of grouping students, but this type of grouping has become somewhat controversial. Research on ability grouping appears contradictory, showing both benefits and detriments to student achievement, self-image, and school improvement.

The inconsistency in results is largely due to the wide variety of factors that are involved in grouping, including the students, teachers, and administrators, the school environment, and the curriculum.

No two schools, and no two classrooms, will have exactly the same results due to the factors that make each situation unique.

We can, however, learn from the research what **characteristics are common of successful grouping practices.**

1. Groups must be flexible and regularly reviewed

- Each student should be in the group that is most appropriate for him or her
- If a group is no longer meeting the needs of a student, that student should be moved to a more appropriate group
- Labeling of groups should be minimized

2. Base groups on students' skill levels, not on IQ or a single test score

- Don't rely on any one point of information to determine the grouping of a student
- Use a variety of assessment pieces for each student, including test scores, classroom performance and previous growth
- Teacher input is also very valuable

<http://www.fortheteachers.org/grouping/>

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- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Response:

We will continue to engage in problem solving and conducting research to identify other school wide reform strategies that will close achievement gaps. Some of these strategies may include building students' readiness for Elementary School, building a culture that uses data to improve, and using extended time for learning to support the belief that some students need more time to demonstrate mastery of standards. We will also use a variety of technology that allows students to view short videos of a teacher's lecture prior to the class session to give more time in class to devote to practice, project, and discussions. We have a model classroom that uses the flipped approach to teaching. Teachers will use explicit instruction/gradual release of responsibility to build students metacognitive and self-regulatory skills.

- Use effective methods and instructional strategies that are based on scientifically based research that:
 - strengthen the core academic program in the school.
 - increase the amount and quality of learning time, such as providing an extended school year, after-school and summer programs and opportunities, and help to provide an enriched and accelerated curriculum.
 - include strategies for meeting the educational needs of historically underserved populations.

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the school-wide program which may include:

- counseling, pupil services, and mentoring services;
- college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
- the integration of vocational and technical education programs.

Response:

B. Response: The ways in which Brown Elementary School will address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard, are part of a comprehensive improvement plan. Additionally, data from a number of assessments (GMAS, Edutrax, Common Assessments, Benchmark Assessments, running records, and DIBELS) in reading and math will be collected incrementally throughout the year. The assessment results will enable us to identify

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students who need additional support through different instructional programs. Furthermore, the data will be used to monitor student growth over the year to track the effectiveness of our interventions, modify our support groups if students no longer need additional support, and add additional students to our groups.

We use the counselor, social worker, behavior specialist (general education and special education) and psychologist to assist us in identifying not only academic supports but also social supports for our students. The counselor conducts monthly guidance sessions with students to help them set goals and to review their progress toward goals as well as providing college and career information. Additionally, she assists with the 5th grade career portfolios that students present at the end of the school year. EL students have modification plans that allow the students to learn grade level content while learning English. Special Education students have Individualized Education Plans (IEP) that correlate to their grade level curriculum. EL and Special Education teachers work collaboratively with general education teachers to support the students and provide differentiated instruction.

- Address how the school will determine if such needs have been met; and
- are consistent with, and are designed to implement, the state and local improvement plans, if any.

C. *Response:* All plans, the title I school wide improvement plan and the local comprehensive school improvement plan are aligned with state and local objectives and goals as well as working toward CCRPI indicators. A system of regularly disaggregating student data and employing strategies and tools outlined in our plans will be properly scrutinized during data meetings. Persons who are assigned to monitor results and whether goals are being met will be responsible for reporting out during administration's meetings as to the progress made toward those goals. Plans will be made available during data meetings to verify whether we are on track to meet goals or identify if strategies are working or not, detect root causes and make adjustments to ensure better student outcomes. Data used in determining effectiveness are formative and summative assessments, student artifacts, analysis of student and teacher work and evaluation of student outcomes such as attendance, grades, discipline, and progress toward goals. Georgia Milestones, iReady, MAPP, DIBELS, classroom grades, classroom assessment, district assessments, Statewide Longitudinal Data System will be used to gather the previously mentioned data.

3. Instruction by highly qualified professional staff

Response:

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Highly Qualified (HiQ) teacher qualifications are based on county and state guidelines; this information is updated and reviewed annually by Human Resources and building level administrators. A copy of their current teaching certificate is submitted to the principal and maintained in a locked file cabinet in the bookkeeper's office and at Human Resources. Brown Elementary School has 63 teachers, 61 are considered highly qualified.

- Bachelor's Degrees ~ Level 4 = 22
- Master's Degrees ~ Level 5 = 31
- Six – year Degrees ~ Level 6 = 8
- Doctorate of Education in Leadership and Supervision ~ Level 7 = 1

All paraprofessionals at Brown Elementary school (11) have met the state mandated guidelines to work as a highly qualified classified employee (four Bachelor's degrees, one Master's and 1 associate degrees) Classified staff that do not have degrees fulfilled their requirements by passing the State Mandated Certification Test for Classified employees. Ten certified staff members are currently working toward advanced degrees in the areas of Curriculum, Media Science, Early Childhood and Leadership and Supervision.

Brown Elementary School has a new teacher mentoring program for all new teachers, (1-3 years), teachers new to the county, teachers new to Brown Elementary and TAPP teachers. The teachers are assigned mentors who observe, model and guide the participants of the program. Additionally, the leaders of the program hold monthly meetings to train and provide relevant information to all participants. The program provides continuous support and feedback through informal observations and focused walks and provides mentors to veteran teachers upon request.

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

A. Response: Brown Elementary School will promote an academic climate that actively supports teaching and learning through a variety of programs and resources. The leadership team completed a data dig and used the 5 why's protocol to determine root causes, create S.M.A.R.T. goals and to select strategies to increase student achievement. At each subsequent meeting, additional stakeholders are invited to view the plan and to provide input. Brown Elementary School has included teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.

B. We have aligned professional development with the State's academic content and student academic achievement standards to address specific student learning deficiencies identified by assessment data. Professional development delivery is based on multiple needs as indicated by surveys conducted in the fall and spring of every year and supported by multiple measures of student assessment and classroom observation data. The staff provides suggestions based on areas of interest and need for students, school, district and individual. The following courses are offered on site this year:

- Six Co-Teaching Models
- Response to Intervention (RTI) and intervention strategies
- The use of Data to Change Classroom Instruction

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- Best Practices in Math instruction
- How to Teach EL Students
- Differentiated Instruction
- Meeting the Needs of Students with Disabilities (SWD)
- Vertical Learning Communities
- Flexible Grouping
- Technology Integration
- Writing Workshops
- STEM/STEAM integration
- Problem/Project Based Learning
- ADI Training
- CLOSE Reading
- Number Talks
- Parent-Teacher Communication

Professional learning is conducted weekly on Wednesdays and during grade level meetings and is conducted by combining grade levels (K – 2 and 3 – 5 including Special Ed and Specials such as Art, Music and Physical Education). Various teachers attend annual state conferences that benefit the students and staff. Information is redelivered during faculty meetings and grade level meetings. In order to measure the impact of professional learning efforts, specific goals are established. Each grade level team sets student achievement goals.

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems.

For example:

- Utilize Academic Coach for on-site professional development
- Monitor the implementation of the Georgia Standards of Excellence and provide professional development in the implementation process
- Conduct focus walks to monitor classroom instruction
- Purchase books for book study
- Purchase resources for classrooms to carry out the implementation plans
- Redelivery of workshops and meetings teachers attend
- Conduct evaluations after each professional development
- Conduct weekly grade level meetings
- Conduct bi-monthly data meetings
- Allot Title I funds to provide conferences and workshops for teachers and instructional facilitator
- Provide on-site professional development during and after school hours using Title I and Title II

A Funds

- Encourage teachers to attend summer professional development
- Provide summer programs to address subgroups academic deficits

We have included teachers in professional development activities regarding the use of academic assessments for the use and understanding of DIBELS, Illuminate, MAPP, IReady, benchmark assessments, GMAS, Fresh Reads. They will also be trained to enable them to provide information on Georgia Standards of Excellence, best practices in instruction, and to improve student learning through engagement. The focus of critical thinking will increase achievement of individual students and the overall instructional program in the following ways:

- Improve students' problem solving in mathematics

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- Improve students' ability to make text connections
 - Improve students' ability to draw conclusions and make inferences in all areas of instruction.
- Teachers meet weekly to collaborate on the curriculum. They bring their classroom data to the weekly meeting to make informed instructional decisions. Meeting agendas are used to ensure the teachers remain on task to better plan for instruction. Minutes are kept for reference purposes.

Professional learning will be based on teacher needs based on surveys and observation data.

Parents are invited to participate on the Brown Leadership Council which meets monthly. We also invite parents to monthly classes, conferences, forums and curriculum nights to not only inform and teach but to build strong relationships between the school and community.

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

Response:

[We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. \(Use HiQ Report and school staff roster. Indicate how certification deficiencies are being addressed.\)](#)

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Prospective teachers are sold on the opportunity of having an assigned Teacher Support Specialist (TSS) to assist with becoming familiar with the culture of Brown Elementary. In addition we offer support from the District, Coordinator of School Leadership and Improvement, and the Academic Coach assigned to Brown. They are available to model, teach, provide in-service training, and conduct observations / walk-throughs, etc.

Also, release time attracts prospective teachers, and time is provided for new staff members to meet with their TSS periodically and observe in other classroom within our building and other schools in the district. Additionally, new staff members to Brown attend monthly support meetings held for one hour to become familiar with the culture of Brown Elementary and receive updated information as well as participate in reading articles, book studies, etc. They meet with members of the Leadership Team or designated staff to inform them about the policies and procedures of our school and to participate in discussions about assigned articles and/or books.

Teachers are provided common planning time to meet every three days for 150 minutes to discuss and plan. During planning the staff (grade levels) meets with members of the Administrative Team to disaggregate data, discuss root causes, plan and update them on system initiatives (i.e.: Explicit Instruction, DOK levels, Standards Based Classrooms, Vocabulary Focus , etc).

HiQ staff determines Professional Development courses by participating in a survey conducted at the end of every school year. The survey is given to paraprofessionals and teachers to determine needs of the staff and areas to improve student achievement and school improvement. The Leadership Team writes the Professional Development Plan based on the findings of the survey, district requirements and the funding available. 2017-2018 observations determined the focus for professional development should be in the areas of math, science, social studies, reading, reduction of tardies and absences, differentiated

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instruction, RTI, technology and writing. The staff also indicated that we must continue to focus on reading and utilizing data to drive instruction.

HiQ staff receives information disseminated via email sent to communicate updated correspondence from the Principal, members of the staff, Central Office, etc. In addition we maintain a Phone Tree for emergencies and utilize Connect Ed (telephone communication). Information is updated immediately when meetings are not convenient.

During the week of “New Teacher Orientation”, the building is open for all staff members to work in the classrooms prior to pre-planning.

Laptops are provided by the county for every certified teacher, email addresses were provided to every member of our staff; cafeteria, custodians, paraprofessionals, teachers, office staff, administrators to access school and county information.

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

Response:

A. Brown Elementary School will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of school-wide programs and the school parental involvement policy. Brown Elementary School will schedule Title I Planning Meetings and invite parents of all students, school staff, students, and community members to attend. Brown Elementary School will continuously solicit the input of parents and make efforts to engage migrant and homeless parents, as well as those with disabilities. This is accomplished through surveys informational meetings, individual meetings in the Parent Resource Center, and from parent or counselor contacts. In addition, evaluation forms at the end of each workshop or meeting will be a way for parents to voice any concerns or requests. Parents are free to provide their names and phone numbers to the administrators or on the evaluations forms. The school administrators will then contact them with further information about their concerns or requests.

B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community. During the Title I Annual Planning Meeting, Brown Elementary School parents will assist in planning, developing, and approving the school’s Title I Schoolwide Program Plan and Budget, as well as parent involvement documents - School-Parent Compact, and Title I Parent Involvement Policy. Parents will continually be invited to participate in the Title I and PTA meetings and other planning processes of the school.

C. We will conduct an annual meeting, at a convenient time, to inform parents about the school’s Title I program, the nature of the Title I program, the parents’ requirements and the school parental involvement policy, the school-wide plan, and the school-parent compact and encourage and invite all parents of participating children to attend. Parents will be invited to the Title I Annual Parent Meeting through solicitations at Curriculum Night, Title I Parent Meetings, flyers, formal invitations, telephone dial out system, marquee, the school’s website, and/or report cards. The Title I Annual Meeting will be held at Brown Elementary School on *August 3, 2019, August 14, 2019, August 20, August 24, 2019 and September 11, 2019* for the parents of all students. This Annual meeting will be facilitated by the Principal (or Principal’s representative) of the school.

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D. Brown Elementary's Parent Liaison will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement. Additionally, Brown Elementary School will hold two Title I Annual Meetings on different days and at different times and have several workshops for parents which will be outlined in the school's 2019-2020 Parent Involvement Calendar of Events. Parents who cannot attend the meetings may schedule an appointment with the *Title I Parent Involvement Contact* or *Title I Parent Liaison* to receive additional information in the parent center.

E. We will provide parents of participating children with timely information about the Title I Program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by having a Title I Planning Meeting and an annual parent meeting to receive important information regarding the Title I Program. Students performing below grade level will receive written notification to inform parents of their lack of progress. Conferences are also held once a year, and or by parent/teacher request. In order to help parents better understand the promotion requirements and curriculum, various parent workshops will be provided. Explanations will also be communicated to parents with test scores at parent teacher conferences. The workshops will focus on the core content areas. It is our intention to build positive relationships, assist with developing instructional strategies, and to provide resources through the Parent Resource Center. There are many opportunities throughout the school year for our families and community members to become partners in the education of all students. Brown Elementary School offers a parent volunteer program. This is a group of parents, guardians and community members that volunteer their time to the school. The volunteers assist in the media center, parent center, student performances, and other areas as needed. We have created a Parent Advisory Committee that actively participates in Title I Planning its goals and objectives for student achievement and helps make decisions in order to improve the school's targeted needs.

F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Brown Elementary School has developed and annually revises a School-Parent Compact along with parents, student volunteers, and members of the community, and school administration and faculty. All parents and students are invited each year by the school principal to attend the Title I Planning Meeting to provide input in revising the Compact. This School-Parent Compact sets the expectations of each of the parties regarding the responsibilities for the education of student. The compact will be sent home to all families with the students and will be posted on the school's website and in the Parent Center. The Compact will be signed and dated by the teacher, student, and parent(s). The School-Parent Compact will be revisited with parents during conferences and other Title I meetings.

G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators. The key method Brown Elementary School will use to provide assistance to parents in understanding the State's academic content standards and assessments is through informational meetings and workshops throughout the school year. Parents also have access to Infinite Campus which can be found on the district's website, www.clayton.k12.ga.us. Infinite Campus is a way parents can view their child's grades immediately after his/her teacher enters them in the grade book. By viewing their children's grades, parents will be able to easily monitor their child's progress in each class.

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H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Brown Elementary School will provide materials and training, such as: literacy training and using technology, as appropriate, to foster parental involvement and help parents work with their child to improve their child's achievement. The Parent Resource Center will provide materials and training to help parents work with their children to improve their child's success. These trainings will be provided by the *Title I Parent Involvement Contact or Title I Parent Liaison*, school counselors, school administrators or teachers, external presenters, district personnel, or others. The *Title I Parent Involvement Contact or Title I Parent Liaison* will assist parents and serve as liaison between home and school. Parents who are unable to attend trainings or workshops will be able to request materials to be sent home. When practical, interpretation will be provided for our *Spanish (include other languages, if necessary) speaking families*. Please see the Calendar of Events for details of workshops and activities that are planned for parent involvement. Language interpretations are provided for our Spanish speaking families.

I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by working with parents as equal partners in the educational process to positively impact the academic achievement of the students. The Title I Principal and Parent Liaison will offer staff development opportunities for the entire faculty to build the necessary relationships between home and school, while emphasizing the value of parental contributions and parental involvement. We may also ask other CCPS support personnel to assist in presenting strategies for effective parent involvement. Some of the staff development courses that will be offered will include training on Elementary School assessments and curriculum. Staff development will be offered for all teachers to educate them on the importance of effective teacher/parent communication. Teachers will be provided with strategies that can be helpful to them when working with parents. An orientation of the Parent Resource Center will be provided for all staff members to make certain that they are aware of the resources that are offered for parents. A suggestion box will be placed in the parent resource center to gather suggestions and comments from parents to help improve communication and support.

J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. The school will help students transition from middle school to high school and Elementary School to post-secondary education. This will be done through information provided by the Brown Elementary School counselor and teachers. Brown Elementary School staff will collaborate with State and other CCPS personnel to provide services for our homeless, neglected and delinquent, and migrant population. The *Title I Parent Involvement Contact or Title I Parent Liaison* and school staff will encourage and support parents during the Elementary School transition periods mentioned above.

K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Brown Elementary School will use clear, simple, and parent-friendly language to communicate information related to school and parent programs. Information will be translated into Spanish and other languages when appropriate. In order to maintain contact with the parents, the school will use automated calling systems, school marquee, school website, e-mails, newsletters, flyers, and other means of communication.

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L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand. When appropriate, Title I funds will be used for childcare, interpreters, transportation, and technological services at parent involvement activities. Brown Elementary School will also attempt to accommodate the needs of parents with disabilities and those of migratory and homeless, neglected and delinquent students, as well as parents with limited English proficiency.

The Parent Resource Center at Brown Elementary School will open in August, 2019. It will offer a variety of learning resources for parents to checkout and utilize at home for extended home learning. The Parent Resource Center will be facilitated by parent volunteers and the *Title I Parent Liaison*, who can provide assistance to parents to gain a better understanding of the educational process, as well as training to help them learn skills to better assist their children academically. To assist our families of children with special needs, families have access to two parent mentors at the district level that are available as a resource. Our families classified as homeless have access to a social worker, school counselors, and the district's Homeless Liaison.

We encourage parents/guardians to become active in the decision making roles of our school. Our Title I Parent Involvement Policy openly states our expectations for parent engagement. Our Calendar of Events outlines the events that will be employed to aide student achievement. Because of our strong beliefs in excellence, we acknowledge the immediate and consistent need for parental engagement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs or to assist students with the transition to middle school, high school or college.

Response:

The following are our plans for assisting preschool children in the transition from early childhood programs. Also, included are transition plans for students entering middle school and entering from private schools as well as students entering our school throughout the school year. Vertical teaming with our feeder pattern is created for teachers to collaborate. The teachers discuss important information in making the students' transition easier. The counselor conducts classroom guidance sessions with the students to inform them of what to expect next school year.

Transition Activities for Pre-K to Kindergarten:

- Host a Kindergarten Round-up
- Invite parents to visit kindergarten classrooms
- Provide time during the instructional day for pre-k students to spend time in kindergarten classes and have lunch with them in the cafeteria
- Provide information to the parents that highlights kindergarten and what they can expect their children to learn
- Send kindergarten transition packets home to pre-k parents

Transition Activities for 5th grade to Middle School:

- Provide a fifth grade orientation on transitioning to middle school
- The fifth grade students visit their assigned middle school for the upcoming school year during the first week of May.

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- During this visit they meet the Leadership Team, counselors, Connections teachers and classroom teachers for sixth grade.
- Vital information is given to 5th grade parents about their upcoming middle school experience.
- Departmentalizes instruction to ease transition to the middle school

The middle school counselors and Leadership Team visit periodically to meet with the counselor, teachers and administrators recommending items that will assist in making the transition to middle school easier. Included in this plan are vertical team meetings between the elementary and middle schools throughout the school year to plan activities that will assist students prior to their transition.

We host an informational Fifth Grade Parent Night ~ **5th Grade and Beyond** and colleagues from the South Area middle and high school Leadership Teams meet to discuss curriculum, homework policies, uniform dress policies, etc.

Teachers meet with parents at the beginning of the year to provide them with information that will prepare them for their child's public school education. Information about the curriculum and pacing are provided. Procedures, grading system, assessments, etc are discussed during these conferences and parent nights.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:

Brown Elementary School will train teachers to write common assessments, especially in core academic areas, based on standards. They will administer these assessments and use the data to gather information about the effectiveness of teaching and learning. Students will use the data to set goals and evaluate their progress toward meeting goals. Teachers and students will be trained on how to conduct these activities. Teachers are given opportunities to participate in the decision-making process of selecting, implementing, and monitoring site-based academic assessments Teachers will use the Statewide Longitudinal Data System (SLDS), MAPP, Illuminate, IReady, Georgia Milestones, DIBELS, formative assessments, and summative assessment data in their decision-making.

Teachers meet with the Leadership Team during grade level meetings to discuss root causes and plans for improvement (student and school-wide). Teachers are included in decision making and lead the way in Brown Elementary being a data driven school. In addition, they have Collaborative and Common planning time which assist them in addressing the needs of the students and provides them with an opportunity to collaborate. This common planning time allows teachers to make changes in the instructional calendar for pacing purposes based on results of assessments to ensure success for all students. Brown Elementary School utilizes collaboration, common grade level and content area planning and vertical team alignment of the curriculum to support all learners in accordance with the school's mission and vision. During their meetings they utilize their data notebooks and discuss the strengths and weaknesses of their students. The teachers of students with disabilities also attend these meetings providing strategies and sharing useful information. The EL and classroom teachers meet to determine if students are progressing. After assessments are given, teachers meet to plan; students benefit from Co-teaching at all grade levels.



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IReady and DIBELS are county level requirements; the data is used to identify student's strengths and areas of need. Small groups are created to teach in the areas of need and /or strength. DIBELS is ongoing and given to EIP students based on the level of intervention. Intensive (EIP), Strategic (EIP) and Benchmark.

To ensure that we are achieving our mission each year, grade level and content area teachers are provided with common planning time to discuss historical and current data trends based on assessments to guide their daily instruction.

Title I funds at Brown Elementary School will be utilized to support, English Language arts, Reading, Science, Social Studies, Writing, and Math with supplemental instructional resources and supplies. Additionally, funds will be used for afterschool and Saturday school for struggling students. Instructional software and Laptop carts are used to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletter, instructional materials) and stipends for teachers conducting parent workshops after contracted hours.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response:

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Teachers monitor students' ability to grasp concepts through daily informal assessments, such as observations, student responses in class, quizzes, and Common Formative Assessments. Teachers meet weekly in a collaborative setting to identify and discuss students' academic needs. If a student is struggling, ongoing evaluation of the student may be required. RTI interventions, differentiation of instruction, small group/one-on-one intervention, and opportunities for co-teaching are strategies that also help to ensure that student weaknesses are identified timely. Title I funds at Brown Elementary School will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies, afterschool/Saturday tutorial program for struggling students in the core content areas, instructional software, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, instructional materials) for parents to be housed in the parent resource center and stipends for teachers conducting parent workshops/trainings after contracted hours. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are:

District Remediation in each school is held in January – March for students in grades 3, 4 and 5 who failed the GMAS in reading and or math the previous year. The program is held after school for one and a half hours. Students received reading on Mondays and math on Wednesdays for the three-month period.

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Title I Remediation is provided for students of the school starting in September and ending in March for students in grades K-5 who are identified using multiple data sources (DIBELS, benchmarks and common assessments) in reading and/or math or who were identified as needing EIP services. The program will be held after school for one and a half hours. Students will receive reading instructions on Tuesdays and math on Thursdays for the eight-month period.

Title I Saturday School will be held twice a month beginning in September with a focus on literacy, writing and math.

Title I Paraprofessional Support during the instructional day to support literacy and math for qualified students.

Technology support using Myon (Reading), iReady (Literacy and Math).

Department of Education (DOE) GMAS website information provided to parents during parent conferences and via our newsletter.

Infinite Campus will provide information relating achievement for parents and students.

Tools used to provide additional assistance to students:

1. Regrouping meetings ~ EIP Lead Teacher and Principal meet with county Literacy/Math staff from the Teaching and Learning Department
2. Illuminate Reports
3. GKids Reports
4. DIBELS Reports

Additionally, teachers and leaders will use classroom observations and student artifacts to also identify learner difficulties.

Title I funds at Brown Elementary School will be utilized to support, English Language arts, Reading, Science, Social Studies, Writing, and Math with supplemental instructional resources and supplies. Additionally, funds will be used for afterschool and Saturday school for struggling students. Instructional software and Laptop carts are used to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletter, instructional materials) and stipends for teachers conducting parent workshops after contracted hours.

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response:

Brown Elementary School coordinates and integrates federal, state, and local services and programs to ensure that our students achieve academic success. We work closely with the Office of Federal Programs to maximize the use of Title I funds and to use them appropriately. We also use various academic department school-based budgets in ways to support teaching and learning. For example, our district pays for afterschool tutorial programs for students at-risk of failing the Georgia Milestones Assessment. The district purchases intervention programs for reading and mathematics for all elementary schools to target the students identified as Beginning Learners.

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We regularly review the plan and budget to assess possible needs and adjustments. This ensures that we do not supplant. One of the supports we have for re-teaching is our after-school remediation program. Because district funds are limited, we use Title I funds to offer additional learning support that are based on students' individual needs.

Because the district participants in the Community Eligibility Program (CEP), all of our students eat meals at no cost to them. We work with the district Nutrition and Technology Departments to ensure that students who qualify for free or reduced meals are identified in our Student Information System.

Title I funds at Brown Elementary School will be utilized to support, English Language arts, Reading, Science, Social Studies, Writing, and Math with supplemental instructional resources and supplies. Additionally, funds will be used for afterschool and Saturday school for struggling students. Instructional software and Laptop carts are used to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletter, instructional materials) and stipends for teachers conducting parent workshops after contracted hours.

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

Response: Plans for the reporting of student achievement data include a yearly state of school meeting, school-level and county websites and information about academic achievement on the Georgia DOE website. In addition, teacher newsletters, parent-teacher conferences, school-wide notices, and school newsletters are used for communicating information with our parents. The School Advisory Council and PTA also serve as forums in which information is released to the public.

CCRPI and/or school improvement status is reported on the Georgia DOE and Clayton County Public Schools websites. District-level data is reported through principals' meetings, school board meetings and by the superintendent of schools. All requests for information from media sources are routed through the district. All individual student records are considered confidential and strict confidentiality standards are maintained at Brown; therefore, information about the achievement of individual students is released only to parents, legal guardians or agencies designated as having a legal right to information.

All principals received training on interpreting score reports for the Georgia Milestones Assessment. This training included a PowerPoint, sample score reports, and a binder to hold data documents. The principal then trained the staff, shared this information with the students. The principal has scheduled multiple parent forums in order to disseminate this information to the community. Our district has ensured that these resources are accessible to non-English speakers. Brown Elementary will continue to conduct these forums annually. The district, through the Office of Federal Program, also host an annual Georgia Milestones parent conference that includes a session on Georgia Milestones score reporting and interpretation. Individual student classroom tests and other assessment results will be provided to parents through the mail or sent home. Additionally, we will hold frequent Assessment Conferences with parents, students, and staff to review various assessment results and to communicate how data can be interpreted and used. When students' standardized test results are reported, parents receive the results along with an interpretive guide.

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Parents are also provided with their child's progress reports every four and one half weeks, and the report card every nine weeks. These grades are also available in the Infinite Campus parent portal. Parents can also participate in academic conferences concerning their child. At the conference, they are allowed to view their child's reported scores.

Brown Elementary School will host various Title I parent meetings and will provide parents with information about their child's progress in school. We will also share with them various strategies they can use at home to help their child(ren) improve.

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

Response:

The Department of Assessment and Accountability for Clayton County Public Schools is responsible for the collection and disaggregating results from our state and national assessments, especially the Georgia Milestones, which is a state mandated test.

We administer various formative and summative assessments via Illuminate, which is an electronic tool used to collect and disaggregate assessment results. Our teachers disaggregate and discuss student data during our weekly collaboration meetings. Teachers bring data and artifacts of teaching and learning to discuss to the weekly collaborative meetings.

Brown Elementary utilizes multiple methods for collecting and disaggregating data. The leadership team is instrumental in the collection and disaggregation of school-wide data, such as attendance data, GMAS, CCRPI and SST statistics. A school-wide data room houses assessment data for all grades in a centralized location.

Grade-level teachers collect and report data such as running records assessments and progress monitoring with DIBELS/IReady. Each teacher also keeps a class tracking sheet that displays all student data in an easy to use, quick reference format. Each teacher also keeps a comprehensive data notebook for their classroom.

Data collection and disaggregating is a continuous process at Brown. After each Benchmark administration, the leadership team provides teachers access to disaggregated data in all subjects. In the spring, GMAS data is disaggregated by the leadership team and meetings to review the data are held. During these meetings indications for instruction, based on strengths and weaknesses revealed on the GMAS, are formulated. Action plans are written and the school-wide improvement plan is up-dated to reflect the newly identified needs.

On-going disaggregation and analysis of student assessment data takes place during collaborative planning, leadership team meetings and professional learning sessions. The analysis is then used to plan for instruction and gains in student achievement.

Albeit Illuminate is used primarily in local assessment collection and analysis, the State Longitudinal Data System (SLDS) is also utilized. We require teachers, during their collaboration meetings, to review data by "All Students" and subgroups that include English Learner,

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

Response: All formal data collected from the GMAS and the Benchmarks are deemed to be statistically sound in all areas. When data from these assessments is disaggregated for local school use, consistency is ensured through multiple reviews of the process by the leadership team and classroom teachers. Informal assessments, such as running records have been administered consistently from teacher to teacher due to collaborative grading of the samples. Writing assessments data is statistically sound in that teachers collaboratively grade their students' writing assessments. Teachers collaboratively develop summative assessments in math and writing. Formal item analysis of these assessments is also encouraged.

The Georgia Department of Education (GaDOE) follows strict and accurate accountability procedures to ensure the reporting of statistically valid and reliable assessment results. The Department of Research, Evaluation, Assessment, and Accountability works with GaDOE to further ensure valid and reliable assessment data and to improve procedures to enhance the process, accordingly.

The summative assessment data utilized in the development of this Title I plan are derived from both state and national assessments that have been validated and administered statewide and nationwide. The district's Department of Research, Evaluation, Assessment, and Accountability is responsible for developing tools and processes that can be used to analyze and report performance data that meets the decision-making requirements of Clayton County Public Schools' stakeholders, including administrators, teachers, other employees, students, parents, and the general community. The Department fosters the use of data by our staff through the implementation of training and the development of training materials that are shared with us.

14. Provisions for public reporting of disaggregated data.

Response:

The Georgia Department of Education (GaDOE) reports public results of the state assessments via its website. We receive aggregated and disaggregated data via the GaDOE portal or the test vendor's portal. Our 2019 Georgia Milestones school summary and student population reports will be posted on the school's website by *December 18, 2018*. Additionally, the Governor's Office of Student Achievement posts aggregate and disaggregated students and school data. As a result of the Elementary and Secondary Education Act waiver, data is reported via the College and Career Readiness Performance Index. This information is found on GaDOE's website. For stakeholder's convenience, a link to the state's website is available on the school's website.

Lastly, Brown Elementary School will annually publish its state test result aggregated and disaggregated in a letter that will be distributed to stakeholders. This letter will also be available for stakeholders in the Media Center, Parent Resource Center, Website, and front office.

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

Response:

Georgia Department of Education Title I Schoolwide/School Improvement Plan

The current Title I Schoolwide plan Brown Elementary School is operating under was developed by stakeholders during the 2019-2020 school year. However, the Title I plan is a living document that is frequently monitored and updated to meet changing needs. Meetings to review and give stakeholders the opportunity to provide feedback for the school-wide plan are conducted semi-annually. We amassed a committee comprised of various stakeholders to assist us with developing a school-wide plan that will help improve student achievement. This committee has been engaged in the school-wide Title planning process for one-year. Brown Elementary School uses multiple forms of communication to invite feedback and input on its Title I plan annually. An annual meeting for all stakeholders (parents, students, staff) will be held to discuss data and changes to the SWP, input and feedback will be requested from all participants.

The plan is provided and discussed during our Title I Parent Night held during the first month of school. Funding is discussed and members of the staff that are hired with Title funds provide information about their position and activities that should benefit them during the school year. Copies of upcoming events sponsored with Title I funds are provided and sent via Bear Facts Packs throughout the school year.

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

Response:

The school-wide plan is developed with the involvement of the community and individuals who will carry out the plan including teachers, principals, support personnel, parents and students. Prior to the beginning of the school year, the school's leadership retreat was held. Attending the retreat were the administrative team, department chairs, and the instructional facilitator. These stakeholders participated in the initial development of this plan. The initial plan was taken back to the school to give staff, parents, and students the opportunity to be involved and provide input in the plan's development. Specifically, parents were invited to attend the Title I School-wide planning meeting through flyers, phone calls, and other forms of advertisements. At the meeting, we collaboratively analyzed all of the current and historical data for Brown Elementary School— both academic and non-academic. All stakeholders had the opportunity to provide verbal feedback and engage in a variety of planning meeting sessions. We strongly encouraged participants to provide input at the planning meetings and through document reviews, parent surveys, and email.

Committee Members

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

Response:

A copy of Brown Elementary School's Title I school-wide plan is available to the LEA in the district's Office of Federal Programs at the Clayton County Public School's Central Office. Additional copies of the school-wide plan is available to all stakeholders via the school's website, Media Center, front office, and the Parent Resource Center. The school-wide plan will be discussed at parent meetings including Open House, Curriculum Night, Title I Annual Meeting, and School Council Meetings.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.
<p><i>Response:</i> Language translation interpretation services are available for speakers of languages other than English by district's Title III/ESOL department. Translation and/or interpretation of the school's improvement and Title I plan, to the extent feasible, shall be provided in any language, where there is a significant percentage of parents of participating students, whose primary language is a language other than English. Our plans will need to be translated in <i>Spanish</i>.</p>
19. Plan is subject to the school improvement provisions of Section 1116.
<p><i>Response:</i> The Title I plan is subject to the school improvement provisions of Section 1116 which is to improve the academic achievement of disadvantaged students, and to involve stakeholders in the decision making process. The Title I Plan is updated annually and monitored throughout the year with stakeholder input. The school is not identified as Priority or Focus School for the 2018-2019 school year.</p>