

TITLE 1 SCHOOLWIDE IMPROVEMENT PLAN ADDENDUM		
School Name: West Side Elementary		District Name: Catoosa County
Principal Name: Robert Mountjoy		School Year: FY20
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Principal's Signature:		Date:
Title I Director's Signature:		Date:
Revision Date:		

Catoosa County Public School
Title 1 Schoolwide/School Improvement Plan

1. What evidenced based practices are in place to ensure the increasing quality of the district and school staff's knowledge and skills in core content areas?

Response:

Teachers will take part in data analysis trainings designed to guide participants through learning how to identify student needs and adjust instruction through common assessments led by the academic coach.

Academic Coach will meet with grade levels to increase the use of higher order thinking and performance tasks in developing classroom instruction and assessments.

The academic coach and/or consultants from Reading Wonders will collaborate with teachers to continue implementing best practices in teaching students to write informational texts.

Teachers will continue training in how to implement web based programs for reading and math intervention and independent reading practices.

Teachers will take part in training in how to strengthen reading instruction through a focus on the essential components of an effective reading program.

Teachers will implement best practices in reading and math interventions to help close the achievement gap for SWD and Ed groups.

All teachers will take part in a two day training focused on student learning and using the four questions (what do we want them to know, how do we know they learned it, what do we do if they did not learn it, and what do we do if they learned it) to guide instruction this school year.

Teachers will use the essential standards and create common formative assessment to check levels of understanding of those standards throughout the school year.

2. What processes or plans are in place to ensure that effective collaboration is occurring in your school to advance student achievement for 2019-2020?

Response: We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Those people involved were teachers, school council members, and local parents. As a part of the strategic planning, West Side Elementary School's School Improvement planning committees developed a comprehensive needs assessment by analyzing various types of data throughout the year (CCRPI, Milestones, GKIDS, ACCESS for ELL students, easyCBM, STAR Reading, Lexia, Reading Plus, and iReady). The committees met regularly at the school to discuss the needs of the school and give input to system level needs. The Guiding Coalition will meet bi weekly throughout the 2019-2020 school year to monitor the school's progress on the plan and update/revise the plan as needed.

Grade level academic teams with the principal/assistant principal and academic coach to analyze data, focusing on formative assessments and students' mastery of standards.

These teams will meet once a week in Academic grade level meetings. The Local School Governance Team will meet at least 7 times per year to discuss school improvement.

Furthermore, we established a Professional Learning Community to allow teachers to prioritize standards, create common assessments, review student work, and collaborate on remediation, enrichment, and intervention strategies.

3. What professional learning will be provided for the teachers in the content, pedagogy, supports, and interventions, and leadership for 2019-2020?

Response: All teachers will be a part of a two-day training located at West Side provided by Solution Tree to start the school year. By the end of the workshop participants will:

Gain an understanding of the “big ideas” of professional learning communities (PLCs)-ensuring student learning, working collaboratively, and focusing on results.

Discuss how PLC ideas and strategies are put into practice in the daily work of schools and teams, especially in terms of the four critical questions of the PLC.

Explore practices and tools for teams to use collaborative time effectively

Work with the other members of their collaborative team to plan next steps to take in order to fully implement PLC practices, tools, and culture.

Teachers will also be involved in training for new intervention programs such as iReady and Dreambox.

4. What processes or plans are in place to ensure the support of families and communities so they feel welcomed at your school in 2019-2020?

Response: To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part shall educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

4. What processes or plans are in place to ensure the support of families and communities so they feel welcomed at your school in 2019-2020?

By October 31st, we will survey our parents asking them questions regarding communication, challenges/obstacles, and needs the parents have in being a partner with the school in their children's education. We will take the results of this survey and share the feedback gathered with the faculty and staff. Then, we will work as a faculty and staff to improve communication, remove obstacles, and meet the needs of parents in their efforts to be partners with the school in their children's education.

A. We have involved parents in the planning, review, and improvement of the comprehensive school wide program plan by including parents on the planning committee, explaining the plan and seeking input from our Local School Governance Team (which includes several parent representatives), and sharing the results of that planning with all parents at West Side Elementary School for their feedback.

B. We have developed a parent involvement policy included in our appendices that includes strategies to increase parental involvement:

(a) flexible dates/times for parent involvement activities,

(b) providing child care for parent involvement activities,

(c) providing parents with resources such as family literacy services and English classes,

(d) provide assistance to parents in understanding the state's academic content standards and assessments,

(e) show parents how to monitor their children's learning and assist their children at home

with learning, specifically how to help their child with numbers and operations, and show parents how to help their children understand feedback given

(f) ensure that notices of parents' activities are sent in a timely manner (such as family literacy services) describes how the school will provide individual student assessment results, including an interpretation of those results. West Side Elementary School will host a Georgia Milestones Assessment workshop to explain to parents how to read and interpret the GA Milestones scores of their children.

Make the comprehensive school wide program plan available to the LEA, parents, and the public. West Side Elementary will make the school wide program available via the school website, a notebook in the office, a notebook in the Media Center, and the Central Office. The principal will share details from the plan and seek input during Local School Governance Team meetings and parent nights.

5. What processes or plans are in place to ensure a smooth transition for students from pre-k to kindergarten, fifth grade to middle school, or middle school to high school that will promote academic and emotional success?

Response:

We will be having transition days where KK teachers can screen our PK students and have a transition day where PK parents and students can tour KK classrooms and meet our KK teachers. 5th grade students will tour the middle school and have the opportunity to attend transition days for parents and students and LMS.

Title 1 Funds

Please check the activities that the school may include in its detailed program budgets for Title 1.

Curriculum for additional interventions	<input type="checkbox"/>
Professional development to teach curriculum with fidelity	<input type="checkbox"/>
Supplemental curriculum	<input type="checkbox"/>
Multi-Tiered System of Supports (MTSS)	<input type="checkbox"/>
Progress monitoring	<input type="checkbox"/>
Mid-year review process with each school	<input type="checkbox"/>
Online programs	<input type="checkbox"/>
Blended learning	<input type="checkbox"/>
Data and evaluation team	<input type="checkbox"/>
Early warning systems	<input type="checkbox"/>
College and career readiness preparation	<input type="checkbox"/>
Preschool	<input type="checkbox"/>
Full-day kindergarten	<input type="checkbox"/>
Instructional materials	<input type="checkbox"/>
Positive Behavioral Intervention and Supports (PBIS)	<input type="checkbox"/>
Extended Instructional time during the school year	<input type="checkbox"/>
Instructional interventionist	<input type="checkbox"/>
Behavior specialist	<input type="checkbox"/>
Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators)	<input type="checkbox"/>
Instructional coaches	<input type="checkbox"/>
Supplemental tutoring	<input type="checkbox"/>
Preschool supports	<input type="checkbox"/>
Technology	<input type="checkbox"/>
Summer school	<input type="checkbox"/>
Job-embedded professional learning	<input type="checkbox"/>

Dual-concurrent enrollment programs/courses	<input type="checkbox"/>
Efforts to reduce discipline practices that remove students from the classroom	<input type="checkbox"/>
Career and technical education programs	<input type="checkbox"/>
Credit recovery and acceleration	<input type="checkbox"/>
Other: (describe)	<input type="checkbox"/>

Supportive Learning Environment (Choose all that apply.)

Creating a culture of high expectations	<input type="checkbox"/>
School improvement (restructuring, reform, transformation, planning & design)	<input type="checkbox"/>
Bullying Prevention	<input type="checkbox"/>
Home school liaison	<input type="checkbox"/>
Home visit programs	<input type="checkbox"/>
Assemblies (e.g., suicide prevention, bullying prevention, etc.)	<input type="checkbox"/>
Parent, family, and community engagement	<input type="checkbox"/>
Family surveys	<input type="checkbox"/>
Restorative justice programs	<input type="checkbox"/>
Efforts to reduce discipline practices that remove students from the classroom	<input type="checkbox"/>
Building Parent Capacity	<input type="checkbox"/>
Building School Staff Capacity	<input type="checkbox"/>
Continuous communication and meaning consultation with parents and family members	<input type="checkbox"/>
Other: (describe)	<input type="checkbox"/>

Family and Community Engagement (Choose all that apply.)

Non-academic support (socioeconomic/emotional/cultural)	<input type="checkbox"/>
Dropout prevention and student re-engagement	<input type="checkbox"/>
Engaging parents/families (may include materials in a language families can understand, interpreters, and translators)	<input type="checkbox"/>
Family literacy	<input type="checkbox"/>
College and career awareness preparation	<input type="checkbox"/>
Positive Behavioral Interventions and Supports (PBIS)	<input type="checkbox"/>
Services to facilitate transition from preschool	<input type="checkbox"/>
Support for children and youth experiencing homelessness	<input type="checkbox"/>
Classes for parents and families (e.g., ELS, GED, citizenship, parenting, etc.)	<input type="checkbox"/>
Internet safety	<input type="checkbox"/>
Community liaison	<input type="checkbox"/>

Parent liaison/family engagement coordinator	<input type="checkbox"/>
Welcome center/community school centers	<input type="checkbox"/>
Child care for parent engagement events	<input type="checkbox"/>
Back-to-school kick-off	<input type="checkbox"/>
PD for family engagement liaisons	<input type="checkbox"/>
Homeless liaison	<input type="checkbox"/>
Efforts to reduce discipline practices that remove students from the classroom	<input type="checkbox"/>
Career and technical education (CTE) programs	<input type="checkbox"/>
Academic Parent-Teacher Teams (APTT)	<input type="checkbox"/>
Other: (describe)	<input type="checkbox"/>

Professional capacity (Choose all that apply.)

Differentiated, job-embedded professional learning opportunities	<input type="checkbox"/>
Provided by school or district staff	<input type="checkbox"/>
Recruit and retain effective educators	<input type="checkbox"/>
Teacher advancement initiatives	<input type="checkbox"/>
Improvement of teacher induction program(s)	<input type="checkbox"/>
Conference attendance (registration, travel, etc.)	<input type="checkbox"/>
Curriculum specialists	<input type="checkbox"/>
Improvement of teacher or other school leader induction program(s)	<input type="checkbox"/>
Preparing and supporting experienced teachers to serve as mentors	<input type="checkbox"/>
Preparing and supporting experienced principals to serve as mentors	<input type="checkbox"/>
Other: (describe)	<input type="checkbox"/>

Effective Leadership (Choose all that apply.)

Leadership Development	<input type="checkbox"/>
Improvement Planning Development	<input type="checkbox"/>
Safety and Security Training	<input type="checkbox"/>
Training for monitoring and evaluating interventions	<input type="checkbox"/>
Other: (describe)	<input type="checkbox"/>

Catoosa County Public Schools
Title 1 Schoolwide/School Improvement Plan
Check off sheet

Each of the items listed below are required for the completion of the CCPS Title 1 Schoolwide plan. Please check to confirm that you have all the required parts to the Title 1 Schoolwide Plan

- _____ 1. Front cover signature page is signed by Principal.

 - _____ 2. Planning committee meeting signature page is completed with Signatures.
 - _____ 3. All questions are completed.

 - _____ 5. Title 1 Budget Check Box form matches your plan for FY20.

 - _____ 6. Please include a school schedule showing an intervention time is provided for students.

 - _____ 7. CCPS School Profile (Due Sept. 1)

 - _____ 8. CCPS School Improvement Plan (Due Sept. 1)
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PRINCIPAL SIGNATURE

DATE

TITLE 1 COORDINATOR SIGNATURE

DATE

NOTE: Data used for School Comprehensive Needs Assessment may include the following: *Georgia Milestones, STAR Reading & Math, easyCBM, Symphony Math, Reading Plus, Ascend, Common Formative Assessments, Lexia, Parent Surveys, Climate surveys, and CCRPI.*