



**Georgia Department of Education
Title I School-wide/School Improvement Plan**

| SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE | | | | | |
|---|--------------------------|-------------------------------|--|-------------------------------|------------------|
| School Name: Lillie Cooper Primary School | | | District Name: Terrell County School System | | |
| Principal Name: Mr. Eddie Owens | | | School Year: 2014-2015 | | |
| School Mailing Address: 455 Greenwave Dr. Dawson, Georgia 39842 | | | | | |
| Telephone: 229-995-2843 | | | | | |
| District Title One Director/Coordinator Name: Mrs. Tonya Perkins | | | | | |
| District Title One Director/Coordinator Mailing Address: 761 1 st Avenue Dawson, GA 39842 | | | | | |
| Email Address: tperkins@terrell.k12.ga.us | | | | | |
| Telephone: 229-995-4096 | | | | | |
| 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"/> . | | | | | |
| Subject Alert | <input type="checkbox"/> | List Subject(s) | Sub-Group Alert | <input type="checkbox"/> | List Subgroup(s) |
| Graduation Alert | <input type="checkbox"/> | List Subgroup(s) | | | |
| Principal's Signature: | | | | Date: | |
| Title I Director's Signature: | | | | Date: | |
| Superintendent's Signature: | | | | Date: | |
| Revision Date: 5/27/14 | | Revision Date: 8/14/14 | | Revision Date: 8/17/14 | |
| Revision Date: | | | | | |



Georgia Department of Education
Title I School-wide/School Improvement Plan

Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I school-wide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.
- While there are eighteen components, all ten required components of a Title I School-wide Program Plan (marked in this template with an asterisk) **must** be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the school-wide section of the plan.
- Complete the school-wide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.).
Note: The planning team must involve parents in the planning process. See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.
- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2014.pdf>.



**Georgia Department of Education
Title I School-wide/School Improvement Plan**

Title I School-wide/School Improvement Plan

Planning Committee Members:

| NAME | MEMBER'S SIGNATURE | POSITION/ROLE |
|-----------------|---------------------------|----------------------|
| Eddie Owens | | Principal |
| Monica McCrary | | Assistant Principal |
| Tammye Ware | | Instructional Leader |
| Tawaner Hartman | | Counselor |
| LaKisha Bell | | Pre-K Teacher |
| Earea Woodson | | Kindergarten Teacher |
| LaKia Spencer | | First Grade Teacher |
| Beth Flournoy | | Second Grade Teacher |
| Richard Kennedy | | ESP Teacher |
| Stacey Clanton | | Parent |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



Georgia Department of Education
Title I School-wide/School Improvement Plan

SWP Components

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

Response:

A. We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Those persons involved were . . . The ways they were involved include . . .

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 persons involved were Lillie Cooper Leadership Team Members. This team is a representation of our faculty and staff members. All parents of Lillie Cooper ranging from Kindergarten to Second Grade were invited to attend the Parent Meeting by flyers, social media, district website and phone calls. The members also included the principal, assistant principal, instructional leader and the school counselor. The parents were involved in analyzing the results of the Needs Assessment surveys and planning by making sure we addressed the needs of our students here at Lillie Cooper Primary. Staff members were involved in setting an outline to make sure programs discussed in the plan will be carried out by Lillie Cooper faculty, parents, staff, and students. Our parents played a vital role in sharing activities and resources to include in the School Wide Plan of activities they would like to implement at Lillie Cooper Primary School. Also results of instructional assessments given in grades Kindergarten through 2nd were analyzed by the LCPS leadership team, school faculty, parents, and community stake holders to determine areas of student strengths and weaknesses along with attendance and school wide-discipline. These factors have a great impact on student achievement.

B. We have used the following instruments, procedures, or processes to obtain this information . . .

Needs Assessment Data

Test Results and Data gathered at vertical team meetings

Recruitment/Retention Data (Self Assessment Inventory, Teacher Experience Chart, and recruitment and retention data)

Equity Needs Surveys

HiQ Data

Professional Development Need Surveys

Brainstorming

DSC

GKIDS (Georgia Developing Skills)

Local CRCT Assessment (Grades 1-2)

Attendance Reports through TEMS (Tyler Educational Management Systems)

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



Georgia Department of Education
Title I School-wide/School Improvement Plan

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

C. We have taken into account the needs of migrant children by (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance . . .)

Lillie Cooper Primary collaborates with GA Department of Education Migrant Education Program (MEP) Region II Office, Terrell County Department of Family and Children Services (DFACS), Terrell County Family Connections, and Social Workers to monitor mobility/identification and needs of the migrant population. Currently, the system has four students identified as migrant. All students are given an Occupational Survey to determine if they might qualify for the Migrant Education Program. As these students enter the school system, registrars ask a series of questions in conjunction with the Occupational Survey to access the students and families. Among the educational services offered to these students are regular education setting, EIP services, and GA Department of Education Migrant Education Program (MEP) Region II Office to determine student/family needs. Remedial Education Services, Gifted services, SST Services, Special Education services, ELL services, after school tutoring at all grade levels, and mentoring and counseling services. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year.

D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example . . .

In order to improve student math skills, a uniform 70 minute class session has been provided to all students during the school day starting in the 2010-2011 school year. Acceleration or remediation of math skills will be provided to all students based on targeted needs during this session. The math curriculum was prioritized in 2008 and instructional expectations were established at all grade levels. Since that time, math instruction has been focused on strengthening student performance in weak areas of problem solving, statistics, numbers and operations and analyzing data.

Writing will become a targeted area of improvement for the 2014-2015 school year. Writing Across the Curriculum began in the 2008- 2009 school year at LCPS. According to research from the University of Massachusetts Department of Education (2003) states that in many cases, writing can help increase the academic achievement of students in learning course content.

In order to improve student-reading skills, Lillie Cooper uses SRA kits purchased by the Reading First Grant. The SRA kits provide different levels of students' reading. Lillie Cooper Primary School also has access to Education City which addresses math, reading and science skills.

Lillie Cooper Primary School also has the Journeys Reading series which provides intervention

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



**Georgia Department of Education
Title I School-wide/School Improvement Plan**

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

tools in the areas of reading, language arts and writing. This tool remediates students that are struggling with reading, language and writing skills. The Media Center has 15 computers and Kindle Fire tablets with software that are available for students and teachers to engage in internet research, media productions, and online course content skill .

At Lillie Cooper Primary, all classrooms (English/Reading, Math, Science, and Social Studies) also have computers Kindergarten classes have one teacher and a paraprofessional. Grades one and two have one teacher and a paraprofessional that assist with instruction during reading, math and writing periods. They also have hardware devices such as individual response systems, projectors, and Promethean Boards.

A sample of available software programs and technology include:

Promethean Board software
Star Reading and Math Assessment
Various Educational CD-Rom Programs
Online Assessment System
Education City
Accelerated Reader
Title I Computer Lab
I-Pads
Brain Pop, Jr.
Go Math! Digital Resource
Study Island
Kindle Fire Tablets

The importance of software program and technology is as follows:

- To determine success and progress being made toward meeting standards, as well as, to inform teachers, parents, and students (e.g., state required assessments, benchmark tests, teacher made tests, rubrics, computerized assessments are provided weekly, midterm, end of 9 weeks and semester).
- To assist in diagnosis, teaching and learning in the classroom (e.g., state required assessments, local or commercial tests and rubrics aligned to standards and curriculum and designed to access students' specific knowledge base, teacher made tests and rubrics, computerized assessments).
- To determine what revisions are needed to projects (e.g., state required assessments, local or commercial tests and rubrics aligned to standards and curriculum and designed to access students' specific knowledge base, teacher made tests and rubrics, computerized assessments).
- To identify students who have difficulty reading (e.g., state required assessments, standardized and other commercially prepared screening and diagnostic instruments, computerized assessments - stand alone, program integrated, and internet based,

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



Georgia Department of Education
Title I School-wide/School Improvement Plan

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

classroom-based instructional reading assessments and rubrics).

The Home language survey is used for the initial screening for other language students. It is included as part of the initial registration and for students as they enter school during the school year. We use the Home language survey that is provided by the GDOE.

The school district uses the Occupational Survey Form to screen for migrant families and students.

All schools will use the “occupational survey form” provided by GA Department of Education Migrant Education Program (MEP) Region II. Parents who mark “yes” in the relevant section will be referred to GA Department of Education Migrant Education Program (MEP) Region II. We will work with GA Department of Education Migrant Education Program (MEP) Region II to obtain training on the rights of immigrants and migrants and to read a Mexican Birth Certificate.

Our current after-school program has provided our at-risk students with remediation. Our students are selected by looking at current student data, mainly in the areas of Math and Reading. After school employees are selected according to the number of students selected and their academic needs. This vital component has allowed us to have continued success and to meet AYP for twelve years and be a Title I Distinguished School for eleven years.

- 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:

With the use of our local assessment, we found that our students with disabilities are making gains but are not yet achieving state academic standards. In Grade One, 48% of our SWD population achieved in the area of Math. 28% of our SWD students achieved in the area of English Language Arts and 40% percent in the area of Reading. In Second Grade, 14% of SWD students achieved in the area of Reading and Math. While 36% of SWD students achieved in the area of ELA. This data was taken from the local CRCT assessment for the 2014-13 school year.

- F. The data has helped us reach conclusions regarding achievement or other related data.
- The major strengths we found in our program across the grade levels in the subject area of Math were in the areas of computation, geometry, and measurement. In the subject area of Reading and Language Arts were in the area of reading fluency.
 - The major needs we discovered across the grade levels were in the subjects of Math in the areas of problem solving, data analysis, and statistics. Reading and Language Arts in the areas of comprehension, vocabulary, pre-reading and pre-writing strategies and phonemic awareness indicated by preliminary data analysis of the Local CRCT.
 - The specific academic needs of those students that are to be addressed in the school-wide program plan will be the following:

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



Georgia Department of Education
Title I School-wide/School Improvement Plan

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

- Helping the students become good readers and try to constantly try to make sense out of what they read by seeing how it fits with what they already know.
- Provide literacy centers and let students work alone or interact with one another using instructional materials to explore and expand their learning.
- Encourage students to use prior knowledge and personal curiosity while researching a subject or a topic.
- Encourage critical reading by asking students questions about the text before, during, and after they read.
- Guide students in making predictions about a text and then reading to confirm or refute their predictions.
- Helping students to determine the importance and meanings of individual words, sentences, paragraphs, sections, chapters, and entire texts.
- Helping to students expand their imaginations, provide new knowledge, support language acquisition, build vocabulary, and promote reading as a worthwhile.
- Encourage independent reading.
- Infusing pre-reading and pre-writing strategies to build schema.
- Providing instruction in basic reading strategies using reciprocal teaching practice that includes predicting, visualizing, questioning, clarifying, and summarizing.
- Challenging students to provide specific evidence to support their answers.
- Encouraging learning and practicing the craft of authors through modeling, conferring, and collaboration.
 - The root causes(s) that we discovered are as follows:
 - The lack of attention to Higher order thinking skills (HOTS), lack of engaging activities during instruction, lack of attention to academic vocabulary during instruction, weak foundation in math (problem solving, data analysis) and reading skills (comprehension, vocabulary), not making connections to prior knowledge, not making sense of visual pictures of materials being read.
 - The specific academic needs of those students that are to be addressed in the school-wide program plan will be the following:
 - Assist students to make meaningful connections between what they already know and what they are to learn in the present instructional lesson or instructional activity.
 - Ensure students truly have a thorough understanding of reading concepts/skills they are learning.
 - Provide students with a visual representation of their learning
 - Provide students with a clear, multi-sensory model of a skill or concept.
 - Make meaningful connections between two or more reading concepts for which they have previously received instruction which they have previously mastered.
 - Provide students an independent practice activity that includes multiple response opportunities while also including a way for students to self-check their responses..

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



**Georgia Department of Education
Title I School-wide/School Improvement Plan**

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

- Provide students with teacher supported multiple practice opportunities of reading skills they have initially acquired through teacher instruction.
- Provide students with teacher supported opportunities to use language to describe their understanding of Reading.
- Provide students a multiple number of practice opportunities using reading skills they have initially acquired through teacher instruction.
- Help students to explicitly connect the target reading concept/skill to a relevant and meaningful context, promoting a deeper level of understanding for students.
- Facilitate student understanding by concentrating student attention on key concepts and procedures.
- Provide students explicit teacher instruction for a specific metacognitive (learning) strategy.

Reading

| Grade | Percentage |
|-----------------|------------|
| 1 st | 77% |
| 2 nd | 80% |

English Language Arts

| Grade | Percentage |
|-----------------|------------|
| 1 st | 83% |
| 2 nd | 89% |

Math

| Grade | Percentage |
|-----------------|------------|
| 1 st | 89% |
| 2 nd | 91% |

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

Lillie Cooper Primary School will score across the grade levels within 30% of the state's average on the Georgia Milestones Assessment in English Language Arts and Math.

School-wide Reform Strategies

Strategy# 1: Continue to provide a uniform 70 minute math session.

Strategy# 2: Continue writing across the curriculum

Strategy# 3: Providing a full-time academic coach to increase students' academic achievement in all subject areas.

Strategy#4: Continue to provide an after school program for students for remediation on skills in the area of reading and math.

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



Georgia Department of Education
Title I School-wide/School Improvement Plan

*2. School-wide reform strategies that are scientifically-researched based.

2(a). School-wide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

Response:

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 a uniform 70 minute class session has been provided to all students during the school day starting in the 2010-2011 school year. Acceleration or remediation of math skills will be provided to all students based on targeted needs during this session. The math curriculum was prioritized in 2008 and instructional expectations were established at all grade levels.

After analyzing the Spring 2014 data, in math instruction we will continue to focus on strengthening student performance in weak areas of problem solving, statistics, and analyzing data. In English Language Arts, we will focus on strengthening student performance in the weak areas of comprehension, vocabulary, pre-reading and pre-writing strategies and phonemic awareness.

Writing will become a targeted area of improvement for the 2014-2015 school year. Writing Across the Curriculum began in the 2008- 2009 school year at LCPS. Research states that in many cases, writing can help increase the academic achievement of students in learning course content.

In order to improve student-reading skills, Lillie Cooper uses SRA kits purchased by the Reading First Grant. The SRA kits provide different levels of students' reading. Lillie Cooper Primary School also has access to Education City which addresses math, reading, and language skills.

Lillie Cooper Primary school also has the Journeys Reading series which provides intervention tools in the area of reading. This tool remediates students that are struggling with reading and language skills. The Media Center has 15 computers with software that are available for students and teachers to engage in internet research, media productions, and online course content skills.

At Lillie Cooper Primary, all classrooms (English/Reading, Math, Science, and Social Studies) also have computers. Kindergarten classes have one teacher and a paraprofessional. Grades one and two have one teacher and a paraprofessional that assist with instruction during reading, math, and writing periods. They also have hardware devices such as individual response systems, projectors, and Promethean Boards, purchased with Title II D, ITEE Grant.

Inclusion and support personnel will continue to provide instruction where SWD are placed in regular settings. Technology has also been integrated in each classroom through the use of computers and promethean boards. EL students have been placed in the classroom of EL

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



Georgia Department of Education
Title I School-wide/School Improvement Plan

*2. School-wide reform strategies that are scientifically-researched based.

2(a). School-wide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

endorsed teachers.

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

Response:

Following (or in our appendices) are examples of the scientifically-based research supporting our effective methods and instructional practices or strategies (cite research that supports selected strategies)...

Students of Lillie Cooper Primary School are provided with extended learning opportunities during the school day to expand their learning and participate in a small group and/or one-on-one setting. There is a growing body of research-based data indicating that high quality extended learning programs can reduce risk-taking behaviors, provide positive developmental opportunities, and improve the academic performance of students, particularly those at risk of academic failure. Research shows that the correlation between time and student achievement gets stronger with more engaged time. Students at Lillie Cooper Primary School are given more academic learning time with fifteen minutes added to the school day. We also will provide after school tutorials for students.

"As would be expected, the research shows that the correlation between time and student achievement gets stronger with more engaged time. Students who are given more allocated school time have outcomes only slightly better than students who receive less. But the correlation between time and achievement increases when students are given more instructional time, and it is even greater when students' academic learning time increases. "Silva, E. (2007). On the Clock: rethinking the way schools use time. Education Sector Reports. Retrieved from http://www.educationsector.org/research/research_show.htm?doc_id=442238 on October 16, 2008."

Differentiated Learning

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



Georgia Department of Education
Title I School-wide/School Improvement Plan

Differentiation is demonstrated in all subject areas by creating a learning environment that addresses student's diverse learning needs – physical, social/emotional, and cognitive. *To differentiate instruction is to recognize students' varying background knowledge, readiness, language, preferences in learning and interests; and to react responsively. Differentiated instruction is a process to teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process. Not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Many teachers and teacher educators have recently identified differentiated instruction as a method of helping more students in diverse classroom settings experience success. This report examines information on the theory and research behind differentiated instruction and the intersection with Universal Design for Learning (UDL), a curriculum designed approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms (Rose & Meyer, 2002). Retrieved from November 2, 2011.*
http://aim.case.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl

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

Response:

We will increase the amount and quality of learning time by (before/after school, summer school, Saturday school, block scheduling)...

Our current after-school program has provided our at-risk students with remediation. Our students are selected by looking at current student performance and the past year's summative data, mainly in the areas of Math and Reading. After-school employees are selected according to the number of students selected and their academic needs. Due to the after-school program being one vital component of our success, Lillie Cooper Primary met AYP for ten years and has been a Title I Distinguished School for 12 years. Summer school has also been an important piece in increasing the amount of learning time provided to our students. As of July 2012, LCP was not identified as a Reward, Priority, Focus, or Alert School under the new ESEA accountability ratings which replaced NCLB's AYP.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with

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



Georgia Department of Education
Title I School-wide/School Improvement Plan

improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response:

We will address the needs of all students in the school particularly the needs of students having difficulty demonstrating proficiency related to the state's academic content and student achievement standards (CCGPS/GPS), through the implementation of the reform strategies included above. We will administer weekly assessments and progress monitor students. Based on the progress monitoring data, we will determine if the students met the needs addressed by analyzing the data on a frequent basis and adjust instruction as needed. Student learning targets/goals will be set according to the data received from various assessments listed below.

Additional instructional strategies are listed below:

1. Teachers will utilize, STAR Reading and STAR Math screener as a form of data in the decision making process of what additional support can be provided in the area of Reading and Math content through using growth reports from beginning of the school year to the end of school year results.
2. Benchmark Assessments will be evaluated to determine academic growth in the subject area to determine if the needs were met.
3. Administrative and Leadership Team walk-through throughout the school year.
4. A Guidance Counselor working closely with teachers and students to meet student needs
5. We will utilize the after school program to assist students with deficiencies in the academic areas of Reading and Math.
6. We will utilize summer school to provide additional opportunities for improvement in student achievement.
7. Full implementation of CCGPS/GPS standards in all content areas.
8. The ESOL program (English Speakers of other Languages) is designed to meet the needs of students not demonstrating English proficiency a continuum of service and scheduling models will be implemented based on ACCESS (Assessing Comprehension and Communication in English State to State) result and other academic data and compliance with State model requirements.
9. SWD (Students with Disabilities) will be served in the least restricted environment. All efforts will be made to schedule co-taught, inclusion classes to allow all students to benefit from grade level appropriate instruction. All SWD students have access to school activities before, during, after and summer school.
10. Research Based Instructional Strategies (RBIS) that increase the quality and amount of learning time.
11. RTI Driven Learning: Interventions and tailored instruction for students requiring additional assistance in their area of difficulty to be received in addition to regular classroom instruction based on data.
12. Opportunities for SWD to receive additional support and resources.

Standards Based Classroom objectives include:

- All teachers are working consistently to provide grade appropriate interventions for all students.

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



Georgia Department of Education
Title I School-wide/School Improvement Plan

- Student achievement data is collected and reported to determine the success of the interventions being used.
- Teachers know which interventions are most appropriate depending upon the students needs, interests, and learning styles.
- Any student who is exhibiting academic and / or behavioral problems will be identified and received appropriate interventions.
- Parents are willing to have their student participate in the interventions.
- Students are making a genuine effort to succeed.

Additional Resources to provide opportunities for students to succeed include:

- Purchase additional resources needed to assist teachers with the learning and teaching process.
- Provide professional development on the effective utilization of technology in teaching process by students and teachers.
- Increase time accessibility for students to use the computer lab during and after school.
- Three tablets per classroom in grades K-2 for instructional support and services.
- The digital resource, BrainPOP, Jr., which provides curriculum-based content geared specifically for K-3 students which offers a growing library of movies and interactive features across six subjects: science, health, writing, reading, social studies, and math. It also supports educators and meet students' different learning styles and abilities. All content is aligned to and searchable by state standards.
- Versa Tiles engages students with a challenge with puzzles which reinforces important skills and concepts, provides independent practice and gives immediate feedback for self-checking.
- Georgia Studies Weekly for Science and Social Studies will be provided to students in grades K-2, which provides comprehensive teacher resources with helpful lesson plans, weekly quizzes, extension activities, and state-mandated standards documentation.

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

Response:

There are currently no field trips scheduled for the 2014-2015 school year.

*3. Instruction by highly qualified professional staff.

Response:

Lillie Cooper Primary will:

- Develop a schedule that effectively utilizes expertise of staff development of Individual

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



Georgia Department of Education
Title I School-wide/School Improvement Plan

*3. Instruction by highly qualified professional staff.

- Equity Professional Plan for teachers not HIQ, certified and/or highly effective (SDCE)
- Reimburse for GACE testing and tutorials
- Mentors assigned to TAPP/ NET-Q teachers will attend workshops required by TAPP/ NET-Q guidelines
- Use a variety of formative assessments (e.g. peer response groups, constructed response, rubrics, reflective assessments, performance task) to monitor student progress over the units and adjust instruction to meet the needs of the students
- New teachers will be assigned a mentor to guide them throughout the school year.

LCPS will provide instruction by highly qualified teachers as determined by standards established by the state of Georgia. Currently, all teachers at LCPS are qualified to teach their specified content areas.

- At this time, all teachers are highly qualified, but if an alternative route to licensure were needed, we would follow USOE guidelines.
- Quality teaching funds are available to help educators maintain their skills by attending appropriate professional development, which includes upper-level college courses. These funds are available to pay for teachers to become highly qualified in their own area, or in an area for which the district is lacking. Teachers are encouraged to take advantage of these funds and are even required to complete two to four professional development activities as part of their yearly requirements to qualify for Quality Teaching Funds.
- Parents will be notified of a lack of highly qualified personnel through communication from the school.
- We participate with different colleges occasionally, send surveys about what would help make teacher education courses more effective and more valuable to their students.
- Information is distributed from colleges to teachers regarding current educational opportunities.
- At various times, different teacher education programs request our help in providing their students an opportunity to do their student teaching in the school. The school encourages this collaboration and thus feedback and recommendations can be made directly to the college supervisor. These opportunities have provided valuable experiences for the students and staff.
- To date, Lillie Cooper Primary has had minimal impact from English language learners; however, there has been an increase in recent years.
- In preparation for an impact which may occur, four teachers (one in Kindergarten, two in First Grade and one in Second Grade) on this campus has been ELL certified to help accommodate the needs.

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

Response:

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia (use HiQ report and school staff roster and describe how certification deficiencies are being addressed)...

The LEA has put several strategies into place to encourage and attract highly qualified

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



Georgia Department of Education
Title I School-wide/School Improvement Plan

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

teachers to employment in the district: Extra-curricular positions (coaching jobs, activity advisors, etc) are offered to incoming teachers, as available, to improve salary and give new teachers the opportunity to become involved in the community. Local supplements are paid to teachers: 4 Year degree \$1080; Masters \$1540; 6th year \$2040 and Doctorate \$2540. Administrators attend regional Teaching Fairs and offer on the spot contracts to selected new teachers. Veteran mentors are provided for all new teachers (less than 3 years experience in the Terrell County system). A rural setting, small class sizes, and a more personal relationship with staff and students are three key components to recruit and maintain qualified people at our school. Great effort is made to hire qualified applicants from the area because they are more prone to remain in the area for the duration of their employment. At this time, all teachers are highly qualified, but if an alternative route to licensure were needed, we would follow USOE guidelines. Quality teaching funds are available to help educators maintain their skills by attending significant professional development, which includes upper-level college courses. These funds are available to pay for teachers to become highly qualified in their own area, or in an area for which the district is lacking. Teachers are encouraged to take advantage of these funds and are even required to complete two-four professional development activities as part of their yearly requirements to qualify for Quality Teaching Funds. Parents will be notified of a lack of highly qualified personnel through communication from the school. We participate with different colleges occasionally, send surveys about what would help make teacher education courses more effective and more valuable to their students. Information is distributed from colleges to teachers regarding current educational opportunities. At various times, different teacher education programs request our help in providing their students an opportunity to do their student teaching in the school. The school encourages this collaboration and thus feedback and recommendations can be made directly to the college supervisor. These opportunities have provided valuable experiences for the students and staff.

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

Response:

- A. We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to address the root causes of our identified needs. For example root causes include the socioeconomic background of our students and the understanding of new standards (CCGPS).

Professional development is an ongoing program to help meet the needs of the students. Each year the system establishes and prioritizes the needs for faculty, staff, and students. Specific observation data, personal interests and professional development is derived from surveys given to parents, students, faculty and staff as well as community stakeholders. From these methods, needs are established and prioritized. For example...

- The Terrell County system-wide vertical teams and school-wide teams meet quarterly to

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



Georgia Department of Education
Title I School-wide/School Improvement Plan

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

analyze strand data in each content area.

- The same data is further reviewed during departmental meetings.
- In-house re-delivery of staff development will be offered to paraprofessionals, the school social-worker, nurse, and parent coordinator.
- Teacher Leadership Institute
- PD 360 Modules in Academic Areas
- Classroom Management Strategies
- Effective Teaching Strategies
- Higher Order Thinking Strategies
- Formative Instructional Practices
- Differentiated Instruction
- Formative Instructional Practices (FIP)
- Using Data to Drive Instruction
- Using Effective Math Strategies
- Using Effective Reading/ELA Strategies
- Journeys Reading Program Training in the areas of Comprehension, Phonemic Awareness, Vocabulary and Writing

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

We have aligned professional development with the State's academic content and student academic achievement standards (GPS and CCGPS) to provide teachers with the knowledge and research-based strategies which will help teachers assist all students in achieving the required standards. As appropriate, State level, RESA, and job embedded professional development opportunities are made available to faculty and staff based on the results of a local summative assessment, which is equivalent to the CRCT.

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

It has been determined that the quality of instruction that does not promoted high order thinking among the learners is our main cause of academic problems. The following resources have been put in place to carry out effectively the professional development activities that address this root cause. For example:

- Promethean Boards
Promethean boards have been placed in every classroom grades K-2 to enhance student learning and achievement. The boards will used as a tool to give student an avenue for hands-on learning

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



**Georgia Department of Education
Title I School-wide/School Improvement Plan**

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

- Title I Lab and Lab Manager

The Title I Computer Lab is also a resource that will be utilized by our students. Students have a daily schedule which includes time for the computer lab. The lab manager assist student in building and enhancing computer skills.

- Full-time Math coach

A full-time math coach has been provided to raise student achievement in the area of math. The math coach provides staff development for teachers to give them tools and activities to enhance the students' achievement in the area of math.

- Laptops

All teachers, grades K-2, were issued laptops during the 2010-2011 school year. The laptops are being used in conjunction with the promethean boards to develop activities to foster student learning, student engagement, and critical thinking.

- I-Pads

I-Pads were issued to Lillie Cooper school administrators and LCPS leadership team. Our intentions are to use the I-Pads for data analysis purposes for leadership team members to track students' progress and make data driven decisions to increase student achievement.

- Counselor

A part- time counselor has been provided for Lillie Cooper Primary School. The counselor assists with the managing of student progress and student assessments.

D. We will included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways . . .

Professional development at Lillie Cooper Primary will be ongoing and comprehensive. Professional development time will be embedded during the school day, after school, Saturdays, and the summer. Opportunities to extend teacher knowledge and apply effective techniques will be supported through workshops, professional reading groups and coaching. Classroom teachers and support teachers will be encouraged to work collaboratively to implement new teaching techniques. Professional development topics will include the CCGPS Literacy Standards as well as effective writing and mathematics instruction. Periodic staff meetings will be dedicated to examining student work to help establish common expectations for student performance and to share teaching techniques which will help all students achieve required standards.

Utilize teacher planning time to create and maintain an effective professional learning community to:

- Implement the Instructional Framework
- Align assessment items to CCGPS/GPS
- Analyze assessment data to adjust instruction
- Professional learning will be provided for teachers on analyzing student work and writing teacher commentary
- Enhance students understanding of standards taught.

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



Georgia Department of Education
Title I School-wide/School Improvement Plan

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

- Use a variety of formative assessments (e.g. peer response groups, constructed response, rubrics, reflective assessments, performance task and projects) to monitor student progress over the units and adjust instruction to meet the needs of the students
- Require mentors assigned to TAPP/ NET-Q teachers will attend workshops required by TAPP/ NET-Q guidelines
- Reimburse for GACE testing and tutorials
- Develop a schedule that effectively utilizes expertise of staff development of Individual Equity Professional Plan for teacher not HIQ, certified and/or highly effective (SDCE)
- New teachers will be assigned a mentor to guide them throughout the year.

Using the Teacher Keys Effectiveness System (TKES), administrators will develop and use a common observation/feedback form to regularly monitor and support curriculum, instruction and assessment practices.

Professional learning activities will be scheduled during early release days, teacher workdays, summer sessions, staff meetings, and collaborative team meetings with established protocols.

*5. Strategies to increase parental involvement.

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

- A. We have involved parents in the planning, review, and improvement of the comprehensive school wide program plan by giving all parents the opportunity to participate. Parents and community members were actively involved in the planning process for this school-wide plan through participation as members of the school improvement planning teams. The LCPS Parent Involvement Policy (Appendix A) was also derived through this process. The Parent Involvement Policy and the Parent, Student, Teacher Compact (Appendix B) will be distributed to parents with children attending LCPS. This policy will be made available to the local community through the Title I Parent Resource Center at Terrell Middle-High School in Room 604. This parent involvement plan will be updated annually to meet the changing needs of parents and the school.

Parents and the local community will be engaged in further meaningful planning and implementation of the school improvement activities in the following ways:

- Parents and community members will continue to serve as committee members. They will work as active partners to problem-solving issues related and make decisions about needs for adjustments in program implementation strategies.
- Parents will assist in planning workshops offered to parents on needed topics identified.
- Parents with computers in their homes will have access to the school's homepage.
- Parents and teachers will work cooperatively to develop agreements between students

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



Georgia Department of Education
Title I School-wide/School Improvement Plan

and the school to engage in/complete specified challenging academic activities.

- Annual parent surveys and results will be included in parent policies and parental involvement activities.
- All communication with parents will be provided in their primary language. The school counselor will provide training sessions on how to assist parents in becoming full partners with the school in their children's education, and teachers are required to conduct parent/teacher conferences to ensure good communications.

Parents are encouraged to use the Parent Resource Room located at Terrell Middle-High School in room 604.

Response:

- B. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of school-wide programs the school parental involvement policy by providing sending flyers to inform parents of meetings, advertising meetings in the local newspaper. We will also encourage parent input in implementing the school wide plan.

See Appendix A, Parent Involvement Policy

See Appendix B, Lillie Cooper Primary School Parent/Student/Teacher Compact

Additionally, LCPS will...

- Maintain and monitor monthly records of student attendance, teacher attendance, and discipline referrals. (SDCE)
- Post charts in appropriate format and in areas accessible to teachers, students, and parents, as appropriate.
- Implement appropriate interventions for teacher and students.
- Monthly meeting for parents:
 - School Pre-Registration
 - Open House
 - Annual Title I Parent meeting
 - Career Day
 - Parent-Teacher Conferences (3 meetings)
 - Local Assessment Tips
 - Summer Study Skills

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

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



**Georgia Department of Education
Title I School-wide/School Improvement Plan**

the Terrell County School Website, having it available during Parent -Teacher conferences, and having the plan available in the Parent Resource Center Room 604 Terrell Middle High School. An interpreter/translator will be provided at conferences and meetings if possible.

- D. 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 by sending flyers and newsletters home. We will also advertise the meetings in the local newspaper.
- E. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by utilizing available staff members to conduct morning and evening meetings. We also will provide childcare by utilizing available staff.
- F. 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 providing all parents with the information concerning Title I, explanation of curriculum, assessments to measure student progress, and the proficiency level students are expected to meet during parent-teacher conferences, open house. If parents request additional information we will provide information upon request. We will also provide the necessary materials to help parents work with their child to improve their child's academic achievement.
- G. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards by making sure parents are informed about Title I meetings, so that they understand our school goals for student academic achievement.
- H. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators, by ensuring that we have parent meetings to update or inform parents of changes in standards and provide parent workshops on understanding

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



Georgia Department of Education
Title I School-wide/School Improvement Plan

local academic assessments and the academic needs of their children.

- I. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by having make and take sessions for parents. Using outside resources such as our Adult Literacy Program to help parents improve their basic skills in Reading and Math. We will also explain the components of Response To Intervention to parents so parents can support their children at home.
- J. 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 informing

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

- K. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by holding parent meetings in conjunction with Head Start and collaborating with other after-school tutorial or mentoring programs. Also familiarizing parents and students with the transition to the next grade level.
- L. 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, and ensuring all documents are in common terminology.
- M. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by translating all documentation in the parents' native language.

Response:

We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering middle school or high school and for students entering from private schools including students entering our school throughout the school year . . .

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



**Georgia Department of Education
Title I School-wide/School Improvement Plan**

Successful transitions for students as they move through the educational systems are critical to their future success. Following is our plan for assisting preschool children in the transition from early childhood programs.

Pre-K—Kindergarten

- Orientation and Open House at the beginning of the school year that sets the tone for good communication between school personnel and family
- Partnerships with local daycare centers and Headstart to invite their preschoolers to visit the school
- Coordinate a professional development approach to bring care providers, preschool teachers, kindergarten teachers and support staff together to discuss, learn and plan appropriate programs for young children

2nd Grade-Third Grade

- Provide planning time for second and third grade teachers to meet with support personnel to discuss, develop, and implement strategies for meeting the emotional and social needs of individual children.
- Invite second graders to visit third grade classrooms to see routines (homework agendas, planners, etc.) meet teachers and answer questions, and talk to third grade students about life as a third grader.
- Provide opportunities throughout the year for second grade students and third grade students to become buddies. Events together could include letter writing buddies.

Additionally, all students must meet set guidelines prior to leaving LCPS, in accordance with the College and Career Readiness Performance Index (CCRPI).

*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:

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

Teachers are involved in the decision making process at Lillie Cooper Primary regarding the use of assessment in the following ways:

- School Improvement Planning team meet.
- Vertical teams meet to look at students' assessment data.
- Grade level teams meet to look at curriculum, assessment and instruction.

The Leadership Team at Lillie Cooper Primary will continuously monitor the implementation of research-based strategies in order to develop standards-based classrooms at all grade levels and content areas. Grade-Level Chairpersons share the information discussed in leadership team meetings with the teachers on their grade level during grade level meetings.

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



**Georgia Department of Education
Title I School-wide/School Improvement Plan**

All teachers at Lillie Cooper Primary School plans to establish, implement, and monitor a systematic process to allow for teachers to meet in collaborative groups in order to address gaps and needs identified in the school improvement plan.

- Meet with colleagues during the school day/planning periods on a scheduled weekly basis.
- Collaboratively plan for instruction
- Examine student work
- Monitor student progress
- Assess the effectiveness of instruction (i.e. Researched Based teaching strategies)
- Develop formative assessments
- A cohesive and comprehensive system will be established to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.
- All instructional personnel will routinely and systematically implement a variety of effective and balanced assessment techniques as part of a comprehensive school-based assessment and evaluation system.
- All staff will participate in professional learning that will reinforce understanding and use of strategies for promoting equity and high expectations for all students, application of research-based teaching strategies, and assessment processes.
- Programs and policies will be established and monitored as well as support the academic, social, emotional, and relational growth of each student and the professional growth and enhancement of all educators.
- The school leadership team will effectively demonstrate the principles and practices of distributed leadership as part of the process of shared governance.

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

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

Response:

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance. Those activities are (especially for those students who are struggling)...

The Terrell County School System has a school counselor and instructional leader who assists in targeting the students who may be in need of academic and behavioral assistance. Students who are having difficulty mastering proficient or advanced levels of academic achievement standards in reading, math and language are provided interventions in the area of weakness. An action plan is devised by the teacher along with the school intervention team which consist of parents. This plan is implemented over a period four to six weeks before the team meets to discuss the student's progress. At the end of this period of time, the plan may be changed to further accommodate the student's needs. Intervention segments are imbedded in the school day and may include computer-based programs, small group sessions with manipulative, and/or pull-out

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



Georgia Department of Education
Title I School-wide/School Improvement Plan

for more intense interventions.

All students are screened for academic difficulties at least three times a year using the Star Reading and Star Math universal screener. In order to ensure that students' difficulties are identified on a timely basis formative assessments data are recorded and monitored frequently. Students are assessed weekly in all academic areas. Benchmark assessments and other data are collected. Two programs that are used to address students' areas of weaknesses are Lexia Core5 and Study Island. They both provide additional support for students scoring below proficiency in their area of weakness. Study Island provides rigorous content for math and ELA in grades K-2, extensive Common Core transition support, Common Core diagnostic pretests, and benchmark tests built specifically from the CCSS. Lexia Reading Core5 provides personalized learning on foundational reading skills for students of all abilities in grades pre-K-2 and delivers norm-referenced performance data without interrupting the flow of instruction.

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

Response:

Response: The school counselor and instructional leader will work collaboratively with the Lillie Cooper intervention team to provide periodic training for teachers in areas such as intervention strategies, differentiation of instruction, grouping students for differentiation and other areas that will help teachers better provide appropriate assistance for identified difficulties.

An academic coach is needed to provide classroom teachers and other instructional staff members with strategies, tools, and techniques to effectively teach all students.

Essential Functions and Performance Responsibilities of Academic Coach:

Leadership/Professional Development

1. Attend state presentations on math research and effective coaching. .
2. Participate in ongoing professional development related to math content knowledge, pedagogy, and coaching.
3. Use student level data as a means of greater inquiry
4. Use student level achievement data to identify staff development needs and evaluate data
5. Co-teach and model math instruction.

Collaboration

6. Hold weekly grade level team meetings
7. Coordinate ancillary staff's participation
8. Meet with administrator to brainstorm obstacles in meeting math AYP goals.
9. Collaborate with other math coaches in problem solving activities

Evaluate Implementation

10. Ensure consistent and accurate student data
11. Analyze classroom and grade level data; share information with teachers
12. Facilitate completion of external evaluation (teacher surveys, classroom

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



Georgia Department of Education
Title I School-wide/School Improvement Plan

observations)

13. Schedule classroom observations regularly; identify areas of concern; work and create assignments for teachers
14. Identify and communicate areas of concern to principal
Curricular Materials
15. Facilitate the distribution of research-based curricular materials and manipulatives in K – 2 grade math classrooms.

Required Skills:

1. Problem solving.
2. Planning and organization.
3. Knowledge and experience in math curriculum implementation.
4. Evidence of continued professional development.
5. Evidence of taking leadership positions.
6. Ability to work independently and in groups.
7. Computer application skills, including Microsoft Office products and district requisitioning programs.
8. Ability to communicate effectively, both orally and in writing.

PD 360

At Lillie Cooper Primary School PD 360 will be used as a professional development tool for teachers to enhance student achievement in all subject areas. It will also be used on an individual basis to assist teachers in specific areas of need. PD 360 can be used to create a structured learning experience for an individual teacher or even an entire school. Educators can instantly find the help they need on nearly every topic, including differentiation, assessment, English language learners, leadership, and more.

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

Response:

Parents play an integral part in providing additional assistance to students in need of academic supports. Parents serve as part of the intervention team for their particular child and are invited to all meetings about the child. This conference time is done in a round table approach in which all parties work actively to provide strategies to help students. Teachers are able to discuss both the strengths and weaknesses of the student in detail and describe the intervention strategy that will be utilized as well as the duration. Parents are also given strategies that can be used at home to provide additional assistance. Considering that some strategies may be web-based, Lillie Cooper makes an effort to divert parents to the Public Library and the Title I Parent Resource Center located at Terrell High School. Parents are given both computer and internet access. In our quarterly parent teacher conference. The academic progress of each student is discussed at this time. The parent also receives the report card. The school-parent compact will be made

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



Georgia Department of Education
Title I School-wide/School Improvement Plan

available for discussion at each parent teacher conference to maintain focus on the schools' core academic goals.

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

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

Lillie Cooper Primary School works with multiple agencies to ensure coordination efforts on behalf of migrant students, homeless students, immigrants, ELL students, neglected and delinquent students, at-risk students, and early childhood students. The following information outlines procedures for identifying and serving the previously named groups.

Migrant: Lillie Cooper Primary School collaborates with GA DOE Migrant Education Program (MEP) Region 2 Office, DFACS, Terrell County Family Connections, and Social Workers to monitor mobility/identification and needs of the migrant population. Currently, the system has identified four migrant students. All students are given an Occupational Survey to determine if they might qualify for the Migrant Education Program. As these students enter the school system, registrars ask a series of questions in conjunction with the Occupational Survey to access the students and families and GA DOE Migrant Education Program (MEP) Region 2 Office to determine student/family needs. Among the educational services offered to these students are regular education setting, EIP services, Remedial Education Services, Gifted services, SST Services, Special Education services, ELL services, after school tutoring at all grade levels, and mentoring and counseling services. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year.

Homeless: Lillie Cooper Primary School collaborates with DFCS, Terrell County Family Connection, and social workers to monitor mobility/identification and needs of the homeless population. Currently, the system has identified two students. As these students enter the school system, registrars ask a series of questions to access the status of students. Following the initial interview, the social worker meets with the students and families and DFCS to determine student/family needs. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year. Title 1 has set aside funds in the event homeless children are identified to satisfy any un-met needs of the homeless population of students after collaborating with the homeless liaison and community agencies including DFCS, Terrell County Family Connections, and Social Workers. The set aside determination was based on the State's minimum amount and the needs after collaborating with liaison and community agencies. Additional needs may consist of tutoring, school supplies and whatever un-met needs from the collaboration with the Homeless liaison and community agencies. If the set aside funds are determined throughout the year to be inadequate or not needed, the consolidated application will be amended to allocate funds to support the additional needs of homeless students or other

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



**Georgia Department of Education
Title I School-wide/School Improvement Plan**

groups identified within this narrative.

Immigrant: Lillie Cooper Primary School collaborates with Terrell County Chamber of Commerce, DFCS, Terrell County Family Connections, and social workers to monitor mobility/identification and needs of the immigrant population. Current, the system is unable to identify any immigrant students. As these students enter the school system, registrars ask a series of questions in conjunction with the Home Language Survey to access the status of students. Following the initial interview, the social worker meets with the students and families and DFCS to determine student/family needs. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year.

ELL: Lillie Cooper Primary School collaborates with Terrell County Chamber of Commerce, GA DOE Migrant Education Program (MEP) Region 2 Office, DFACS, Terrell County Family Connections, and social workers to monitor mobility/identification and needs of the ELL population. Currently, the system has eleven ELL students with the majority of those students in the Primary and elementary grades. As these students enter the school system, registrars ask a series of questions in conjunction with the Home Language Survey to access the status of students. Following the initial interview, the social worker meets with the students and families and DFCS to determine student/family needs. Students are administered the appropriate screening tests and interviewed to determine needs. Those eligible qualify for LEP services and are served through the ELL program as long as parent permission is obtained. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year. Title III funds are used for supplies, materials, and services in addition to those previously named.

Neglected and Delinquent: Lillie Cooper Primary School System collaborates with DFCS, Terrell County Family Connections, DJJ, and social workers to monitor mobility/identification and needs of the neglected and delinquent population. Currently, there is no delinquent home within Terrell County School district. As these students enter the school system, registrars ask a series of to access the status of students. Following the initial interview, the social worker meets with the students and families, DFCS, and foster parents to determine student/family needs. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year.

At-Risk: Lillie Cooper Primary School collaborates with GA DOE Migrant Education Program (MEP) Region 2 Office, DFACS, Terrell County Family Connections, Terrell County Chamber of Commerce, DJJ, and social workers to monitor mobility/identification and needs of the at-risk population. As these students enter the school system, registrars ask a series of questions to access the status of students. Following the initial interview, the social worker meets with the students and families, DFCS, and foster parents to determine student/family needs. Students are

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



**Georgia Department of Education
Title I School-wide/School Improvement Plan**

administered the appropriate screening tests and interviewed to determine needs. “At risk” and mobile students are referred on an ongoing basis by principals, counselors and teachers at each school to the system social worker. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year.

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

Response:

The following funding sources and local service and programs were used to address the needs of the School Improvement Plan:

- Title I, Part A – Programs for Disadvantaged Children
- Title II Part A – Teacher Quality
- Title II Part D – Enhancing Education through Technology
- Title IV – Safe and Drug Free Schools
- IDEA – Programs for Exceptional Students
- Perkins - Vocational Education Program
- Regular state funds from the QBE formula
- Professional Learning

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



**Georgia Department of Education
Title I School-wide/School Improvement Plan**

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

Response:

Among the educational services offered to the students are regular education setting, EIP services, Remedial Education Services, SST Services, Special Education services, ELL services, after school tutoring at all grade levels, Title I services, and mentoring and counseling services. Services will be coordinated based on student needs.

- New technology in the classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.
 - Promethean Boards
Promethean boards have been placed in every classroom grades K-2 to enhance student learning and achievement. The boards will be used as a tool to give students an avenue for hands-on learning.
 - Title I Lab and Lab Manager
The Title I Computer Lab is also a resource that will be utilized by our students. Students have a daily schedule which includes time for the computer lab. The lab manager assists students in building and enhancing computer skills.
 - Laptops
All teachers, grades K-2, were issued laptops during the 2010-2011 school year. The laptops are being used in conjunction with the promethean boards to develop activities to foster student learning, student engagement, and critical thinking.
 - I-Pads
I-Pads were issued to Lillie Cooper School administrators and LCPS leadership team. Our intentions are to use the I-Pads for data analysis purposes for leadership team members to track students' progress and make data-driven decisions to increase student achievement.
 - Brain Pop, Jr.
A computer program which features movies, quizzes and bonus features that covers relevant topics including current events, historical figures and milestones, holidays, curricular subjects to promote learning in grades K-3.
 - Study Island
An academic software provider of standard-based assessment instruction and test preparation.
 - Lexile Reading Core 5
Provides explicit systematic, personalized learning in areas of Reading instruction and delivers norm-referenced performance data and analysis without interrupting the flow of instruction to administer a test. Designed specifically to meet the Common Core and the most rigorous state standards this research-proved technology-based approach accelerates reading skills development, predicts students' year-end performance and provides teachers data-driven action plans to help differentiate instruction.
- Intensive Intervention Pull-Out instruction will be provided for some Tier 2 and 3 students.

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



**Georgia Department of Education
Title I School-wide/School Improvement Plan**

- Education materials and ELL district support services will be provided to improve the education of immigrants and English Language Learners.
- District Homeless Coordinator/Social Worker will provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
- Full-time Math coach
A full-time math coach has been provided to raise student achievement in the area of math. The math coach provides staff development for teachers to give them tools and activities to enhance the students' achievement in the area of math.
- Counselor
A part-time counselor has been provided for Lillie Cooper Primary School. The counselor assists with the managing of student progress and student assessments.

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

Response:

Title I funds will be used to increase the overall academic performance of all students through enhanced scheduling, in school, and after school tutoring, those students who may begin to struggle and need additional supports, and increase and update school wide technology in classrooms and for all students.

A part-time counselor has been provided for Lillie Cooper Primary School. The counselor assists with the managing of student progress, student assessments, and by providing career cluster readiness skills for grades K-2 from the Georgia Department of Education Career Cluster Program.

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



Georgia Department of Education
Title I School-wide/School Improvement Plan

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

Response:

All schools and the district will share progress with teachers, parents, and students. Parents are informed of their child's progress through various methods including, but not limited to a Parent portal which is a computer-based system which allows parents to view their child's specific progress, attendance and other important information. Progress reports/report cards are printed and sent home every 4 ½ weeks. Parents are offered opportunities to meet with their child's teachers via Open House, parent conference to allow face to face discussion and interpretation of student data and by appointment. Parent workshops will be held throughout the school year by the System Parent Coordinators, for all parents to inform them of various ways in which they can help their child and to interpret various information. Other methods that may be utilized to provide information to parents are listed below:

- Parent conferences
- Newsletters
- Report cards
- System website
- Newspapers
- State DOE Website
- State DOE Report Card
- System Report card
- Letters and memos
- Phone calls
- Email
- As Part of the registration process
- Transition orientation
- TEMS Parent Portal
- System wide parent coordinator
- Parent Workshop on interpretation of standardized test scores

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

Response:

Teachers will collaborate during data team meetings to discuss student achievement as well as instructional practices to move students forward. A school-wide data wall will be implemented to monitor student progress. This data source provides information to teachers, administrators, and parents about individual student performance, classroom performance as well as overall school performance. The principal and instructional team provides professional development and an informational meeting to provide the staff and parents with an analysis of the test results. Disaggregated data is presented during the system's leadership retreat, grade level meetings to

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



Georgia Department of Education
Title I School-wide/School Improvement Plan

provide analysis based on content, grade, ethnicity, students with disabilities, and comparison studies from previous years.

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

Response:

The school Principal/Superintendent or designee verifies the local assessment results. The System Test Coordinator collaborates with each school and GADOE.

13. Provisions for public reporting of disaggregated data.

Response:

The reporting of data is available through Terrell County School District Website: www.terrell.k12.ga.us, open Terrell County Board meeting, Open House, Parent Meetings, and letters to parents. This data will be available and shared with the school board at the June meeting. After that meeting, results are available at the Superintendent's Office and the Title I Parent Resource Room.

14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the school-wide program.

Response:

The plan will be reviewed and updated annually.

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

Response:

A public meeting was held June 2014 at Terrell Middle-High School. This meeting provided input in the planning, development, and implementation of the Title I Program. The community was invited to provide comments at the Title I Office by phone, fax, and/or email. The Title I Annual meeting is held at each school's Open House or Registration, which is July 27, 2014. The Title I Resource Room is available to parents daily. The Parent Involvement Coordinator communicates and disseminates pertinent Title I information.

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



**Georgia Department of Education
Title I School-wide/School Improvement Plan**

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

Response:

The approved school-wide plan will be made available to the LEA, parents, and the public at the Title I Office located at Carver Elementary School and/or the Parent Resource Room at Terrell County Board of Education Office (1st Avenue Dawson, GA). Notices will indicate dates and times that the plan will be available for review. A notice is also placed on the school website. The plan will also be available on the school website, www.terrell.k12.ga.us. Several copies are maintained in the Lillie Cooper Primary School's media center. All stakeholders are invited to visit the media center and peruse the document and any comments or concerns are welcomed and addressed with due diligence. Additional copies will be made available in the front office for distribution to newly enrolled students upon request.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Response:

The plan is made available to parents who do not use English as their primary language. Lillie Cooper has a small percentage of Spanish speaking parents and materials are translated into Spanish to accommodate this faction of people. The material is translated using Google translate.

18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

Response:

The school-wide plan is not subject to the school improvement provisions of Section 1116.

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