

**Commerce Elementary School
Title I School-Wide Plan
2011-2012**



“CES is the key to success.”

**David Cash, Principal
Audrey Andrews, Assistant Principal
Stacy Oxley, Counselor**

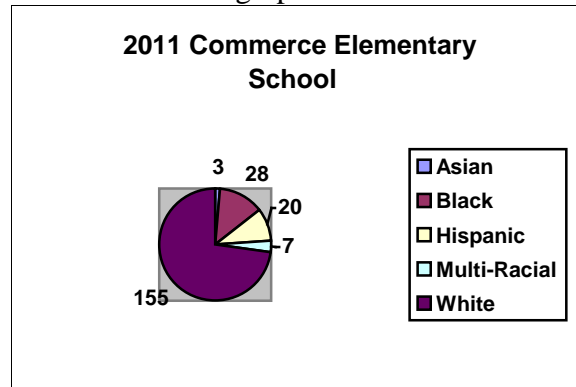
Revision Date: 7/20/11

Commerce Elementary School Title I

All Students	% Reading		% Eng/LA		% Math		% Science		% Social Studies	
	Does Not Meet	Meets/ Exceeds	Does Not Meet	Meets/ Exceeds	Does Not Meet	Meets/ Exceeds	Does Not Meet	Meets/ Exceeds	Does Not Meet	Meets/ Exceeds
Grade 1	1.0	99.0	4.0	96.0	5.0	95.0				
Grade 2	4.0	96.0	8.0	92.0	4.0	96.0				
Grade 3	2.4	97.6	0	100	11.6	88.4	4.7	95.3	5.8	94.2
Grade 4	7.1	92.9	9.4	90.6	14.2	85.8	8.6	91.4	8.6	91.4

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

Student Demographic Data 2011-2012



2010-2011 Test Data for Commerce City Schools (CRCT)

Stakeholder's Opinion Survey

Based upon the parent surveys, the results included the following strengths-

- The school provides support for diverse student needs and strengths.
- Students have opportunities to interact positively with each other.
- The school leader is visible in the community and in activities during and beyond the instructional day.
- My child's teachers are teaching the curriculum that is essential/important to my child's education.

Areas to improve include-

- My child's teachers have high expectations for my child's performance. (3.70)
- Teachers conduct themselves as a team designed to continuously improve their ability to help students achieve their potential through sharing and learning together. (3.60)

Based upon student survey responses, the results included the following strengths-

- I learn new things in my classes.
- My teachers explain what I am supposed to be learning.
- My teachers help me when I don't understand something.
- We use technology such as Smartboards and computers to help us learn.

Areas to improve include-

- My school has a plan for how to help children.
- Mr. Cash, Mrs. Andrews, and Ms. Oxley visit my room and talk to me about my work.
- The students in my school get along well with each other.

The challenges identified by the needs assessment through the analysis of the performance data and the perception data for the Title I School-wide plan include the following areas.*

- Goal 1: Teachers will align curriculum to the Georgia Performance Standards according to the State Department time line for each subject area to support improved academic performance as evidenced by the CRCT assessment.
- Goal 2: Teachers will analyze test data to specify areas of student weaknesses and plan lessons and units to address these needs.
- Goal 3: Commerce Elementary School administration and faculty will provide parents as well as community members with numerous resources/opportunities to support involvement in children's education.

*Actions/strategies for each goal can be found under Item #2.

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

a. We provide opportunities for all children in our school to **meet or exceed Georgia's proficient and advanced levels of student performance** by utilizing test data to discover areas of strengths and weaknesses. This data is collected through the use of CRCT test

scores, Classworks Benchmark Tests, Online Assessment Tests, STAR test, and classroom performance. We use this data to reinforce or enrich student needs. We are also aligning our school curriculum with the Georgia Performance Standards.

b. We use **Classworks** to determine a student’s area of need to effectively raise student achievement.

c. Our teachers use **effective instructional methods** that increase the quality and amount of learning time through the use of learning focused practices such as graphic organizers, essential questions, and differentiated instruction.

d. Our school **addresses the needs of all children**, particularly targeted populations. These programs include English as a Second Language, Early Intervention Program, At-Risk Summer Camp, and Special Education. The school uses test data and Individual Education Plans to address how the school determines if such needs have been met and are consistent with improvement plans approved under Educate America Act

Commerce Elementary School Reform Strategies for 2011-2012

Goal 1: Teachers will align curriculum to the Georgia Performance Standards and Common Core Standards according to the State Department time line for each subject area to support improved academic performance as evidenced by the CRCT assessment.

Measurable Objectives:

- ❖ Increase the percentage of students Exceeding Standards on the CRCT in the area of Reading by 1% point.

Strategy/Action	Professional Development	Person Responsible	Measurement	Resources	Due Date	Timeline
Teachers will concentrate efforts to identify specific student needs as diagnosed by the data analysis <ul style="list-style-type: none"> ❖ Participate in professional development ❖ Provide time and budget for grade levels to plan and evaluate unit and lesson plans ❖ Incorporate lessons that address varied learning styles 	Common Core Training PD360 (online)	Administration and Faculty GA DOE RESA	Attendance at professional development meetings Observation and lesson plan reviews	General Budget School Improvement funds	July 2011- June 2012	July 2011- June 2012
Analyze test data <ul style="list-style-type: none"> ❖ Complete needs assessment surveys 	Data Dig analysis	Administration and faculty	Appropriate usage of test data in lesson plans and units	General budget	Spring 2012	Spring 2011- June 2012

with staff, students, and parents ❖ Compile/Compare data ❖ Share progress with staff	Monthly grade level meetings	Martie Hutchens		School improvement funds		
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Strategy/Action	Professional Development	Person Responsible	Measurement	Resources	Due Date	Timeline
Set goals, share strategies, and time line of the continuous school improvement plan.	Faculty meetings Grade level meetings	Administration Faculty School Improvement Coordinator	Faculty Handbooks	General Budget School Improvement funds	Aug. 2011-May 2012	Aug. 2011-May 2012
Utilize the test data analysis ❖ Set student benchmarks and assess progress during the school year ❖ Use test data and progress on benchmarks to guide unit and lesson planning	Grade level meetings Data Dig Analysis	Principal Assistant principal Counselor Teachers	Lesson plan reviews Classroom observations	General funds	Aug. 2011-June 2012	Ongoing
Coordinate state testing data from the Georgia OAS website and use benchmark assessments	RESA consultants' workshops	Teachers RESA consultants	Grade level reports Lesson plan reviews Classroom observations	General funds	Aug-May	Aug. 2011-May 2012
Support enrichment and remedial classroom instruction ❖ Provide remediation for 3 rd grade students who did not meet in Reading on CRCT	Literacy Block CRCT Tutoring RTI	Administration Teachers	Classroom observations Lesson plan reviews RTI minutes	General funds	May -June	Aug. 2011-June 2012
Offer inclusion classes at each grade level	Collaborative Planning	Administration Teachers	Schedule of inclusion classes	General funds	Aug.-May	Aug. 2011-May 2012
Reinforce CRCT skills through computer practice programs	Classworks	Classroom teachers Mona Haynes	CRCT practice progress reports	General funds	Aug.-May	Aug. 2011-May 2012
Pair mentors to first year teachers and new teachers to the school	Mentoring induction program	Administration Mentor teachers New teachers	Mentor teacher time record Mentor teacher evaluation	General funds	Aug-June	Yearly
Provide professional learning opportunities	PD360 DOE Webinars	Teachers	Debrief with administration following session	General funds	Aug. 2011-May 2012	Yearly
Implement Enrichment/Remediation in Reading by maintaining for 3 rd grade literacy block and adding literacy block for 4 th grade	Collaborative Planning	Teachers	Report Cards CRCT Benchmarks	General funds	Aug.-May	Yearly

			RTI Data			
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Goal 2: Teachers will analyze test data to specify areas of student weaknesses and plan lessons and units to address these needs.

Measurable Objectives:

- ❖ To increase the number of students **Exceeding Standards** on the CRCT in the area of Math by 1% point.
- ❖ To increase the number of students **Meeting Standards** on the CRCT in the area of Social Studies by 1% point.
- ❖ To increase the number of students **Meeting Standards** on the CRCT in the area of Science in the domain of Earth Science by 1% point.

Strategy/Action	Professional Development	Person Responsible	Measurement	Resources	Due Date	Timeline
Teachers will concentrate efforts to identify specific student needs as diagnosed by the data analysis Utilize Early Intervention and Title I programs	RESA personnel Data Dig Analysis Pre and post tests for the programs	Administration Faculty EIP and paraprofessionals	Attendance at professional development meetings	General budget	Aug. –May	Aug. 2011- May 2012
Maintain Math block for 90 minutes in 3 rd grade and 100 minutes in 4 th grade	Professional Staff Development	Administration Faculty	Observations CRCT scores Classworks reports Lesson plan reviews	General budget	August-May	Aug. 2011- May 2012
Implement Enrichment/Remediation in Math by adding Literacy block for 3 rd and 4 th grade	Collaborative Planning	Teachers	Report Cards CRCT Benchmarks RTI Data	General funds	Aug.-May	Yearly
Implement EIP Program in Social Studies and Science in 4 th grade	Monthly grade level meetings Collaborative Planning	Teachers	Report Cards CRCT Benchmarks RTI Data	General budget	Aug.-May	Yearly
3 rd grade teachers will revise GPS Social Studies Units	Collaborative Planning Monthly Grade Level meetings	3 rd Grade Teachers	Report Cards CRCT Benchmarks	General budget	Aug.-May	Aug. 2011- May 2012
Implement Daily Geography Practice in 4 th grade Social Studies	Collaborative Planning	4 th Grade Teachers	Report Cards	General budget	Aug.-May	Aug. 2011- May 2012

			CRCT Benchmarks			
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Goal 3: Commerce Elementary School administration and faculty will provide parents as well as community members with numerous resources/opportunities to support involvement in children’s education.

Measurable Objectives:

- ❖ To publicize school activities in the newspaper
- ❖ To conduct a volunteer talent or desire-to-help survey and organize data from this survey to make it available

Strategy/Action	Professional Development	Person Responsible	Measurement	Resources	Due Date	Timeline
Incorporate staff survey results to provide instructional leadership opportunities and ways to involve families in their children’s education	Leadership Team Meetings DOE access to parent engagement workshops and strategies	Administration Faculty	Survey Results	General funds	Aug-May	Aug. 2011- May 2012
Incorporate the parent survey results by creating a hybrid report card (combination of traditional and standards based)	Faculty meetings Grade level meetings	Administration Faculty	Parent/Teacher Conferences Parent feedback Survey Results	General budget	Aug-May	Aug. 2011- June 2012
Increase school publicity through pictures, announcements, upcoming events, and articles in the newspaper and school newsletter	Instruction in use of digital camera	Administration Faculty	Parent feedback	General budget	Aug. -May	Aug. 2011- June 2012
Support Parent-Teacher Organization (PTO)	Faculty meetings	Administration Faculty	PTO attendance reports Participation in PTO sponsored events	PTO funds	Aug. –May	Aug. 2011- May 2012
Involve School Council in school publicity efforts	School Council meetings	Administration School council members	School council meeting minutes Newsletters	General funds	Aug. –May	Aug. 2011- May 2012
Continuation of Infinite Campus	Brock Wilson Professional Staff Development	Administration Faculty	Survey results Parent feedback	General funds	Aug.-May	Aug. 2011- May 2012

Continuation of School Cast	Professional Staff Development	Central Office David Cash	Survey results Parent feedback	General funds	Aug.-May	Aug. 2011- May 2012
Continuation of Science Night	RESA consultant's workshop Professional Staff Development	RESA consultant Faculty	Survey results Parent feedback	General funds	September	Aug. 2011- May 2012

3. Instruction by highly qualified professional staff

Our school consists of 6 Third Grade teachers, 4 Fourth Grade Teachers, and 3 Special Education Teachers. We also have 3 Early Intervention teachers, 4 Gifted Teachers, and 3 paraprofessionals. Each teacher is highly qualified in their area on instruction and hold a valid Georgia Teaching Certificate. Every paraprofessional at our school must successfully complete the GACE testing in order to be highly qualified. The testing is offered on site for convenience.

3a. Strategies to attract high quality, highly qualified teacher to high-needs schools.

The Superintendent and/or his designee attend recruiting fairs in order to attract highly qualified applicants. The Superintendent and/or his designee attend Chamber of Commerce meetings in order to promote the school system. The school system participates in the Partners in Education program through the Chamber of Commerce in order to promote the school system in our community. In Commerce, residents and visitors enjoy the benefits of small-town living within a convenient drive of big city activities. Visitors and residents alike enjoy several seasonal events, golf and recreation, cultural activities, shopping, and rich historical attractions. In Commerce, the quiet neighborhoods and carefully restored downtown buildings look much the same as they did many decades ago.

The community offers potential resources and strengths. Commerce is about eighteen miles north of Athens which is the home of the University of Georgia as well as satellite colleges such as Piedmont College, Gainesville College, Old Dominion, and Athens Area Technical College. Commerce is the home a satellite site of Lanier Technical College.

4. Professional development for staff to enable all children in the school to meet performance standards.

Our school offers several professional development opportunities for the staff.

- PD 360-online research-based professional learning on educational topics by top researchers in the field of education
- GPS redelivery trainings
- Data Analysis
- Mentoring Induction Program
- Provide a professional learning communities facilitator for monthly grade level meetings

- Revise social studies units

Through the Title II-A needs assessment, the following professional learning needs were identified-

Paraprofessionals at CES-

Student populations not meeting expectations- (Gifted & talented/Regular Ed./Special Ed.)

Content Areas- ELA, math, social studies

Topics- Differentiated instruction for students with special needs

Teachers at CES-

Student populations not meeting expectations- (Special ed./Econ. Disadv./Minority/Regular Ed./Gifted & Talented/ESOL)

Content areas- Reading, Social Science, ELA, math

Topics- Parent Involvement (PD 360), Differentiated Instruction, Classroom management, Use of technology, Pyramid of Intervention, Assessment, Working effectively with volunteers/paraprofessionals/co-teachers

Child safety/abuse

5. Strategies to increase parental involvement

Our school offers many opportunities for parent involvement which include Parent Teacher Advisory Council, Parent Teacher Organization, Quarterly School Newsletters, the school website, and publicity through pictures, announcements, upcoming events, and articles in the local newspaper. We also offer Open House at the beginning of each school year to allow parents to come in and visit with teachers. All parents are invited to the Annual Title I meeting the fall at Commerce Elementary School.

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

Early Childhood: Students in Commerce are served through Head Start and private preschool agencies. Special education services are provided through the Jackson County School System. The system collaborates with Piedmont Migrant Agency, DFACS, Jackson County Family Connections, Jackson County Chamber of Commerce, and DJJ to monitor mobility and needs of the population. As these students enter the early childhood program, registrars ask a series of questions in conjunction with the Home Language Survey to access the status of students.

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

Each teacher has a data notebook located in his or her classroom that contains student CRCT test data as well as ongoing assessments in Classworks, Online Assessment, Benchmark Tests, Accelerated Reader, and STAR testing. Teachers use this data to monitor

individual student progress during the year to make sure students are on track for the state assessment. The data notebooks are also used in the Student Support Team process and parent conferences.

8. Coordination and integration of Federal, State, and local services and programs (a), (b), and (c)

Commerce City School System works with multiple agencies to ensure coordination efforts on behalf of migrant students, homeless students, immigrant students, ELL students, neglected and delinquent students, at-risk students, and early childhood students.

Following is **our listing** of Federal, State, and local services and programs:

- Title I, Part A
- Title I, Part C
- Title III
- Title IIA
- Early Intervention Program (EIP)
- Special Education (SpEd)
- Gifted Education
- Limited English Proficiency (LEP)
- Department of Family and Children Services (DFACS)
- Family Connections
- Commerce Health Department
- School Counselors
- Principal
- Assistant Principal
- School Resource Officer
- Juvenile Court

It takes a consolidated effort coordinating all federal, state, and local resources in order for Commerce Elementary School to reach its academic goals. The staff is constantly seeking opportunities to utilize and coordinate resources both in the school system and with the community. The population of at-risk children is served through several programs, including Title I, state, and system funds to serve children who are below expected achievement levels. Supplemental services for traditional underserved children and their families, including homeless and migratory children, are provided through system social workers, and through other Commerce City Schools resources such as Family Connections, the Department of Family and Children Services, and Juvenile Court Services. The school counselor and the principal coordinate these services as student needs arise. **The plan was 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.**

Commerce City School System works with multiple agencies to ensure coordination efforts on behalf of migrant students, homeless students, immigrant students, 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. The following information outlines procedures for identifying and serving the previously named groups.

Description of how resources from Title I and other sources will be used-

Title I funds: Title I is a part of the No Child Left Behind Act of 2001 (NCLB). This act provides federal funds through the Georgia Department of Education to local educational agencies (LEAs) and public schools with high numbers or percentages of poor children to help ensure that all children meet challenging State academic content and student academic achievement standards.

The Commerce City School System targets the Title I funds they receive to schools with the highest percentages of children from low-income families. These funds may be used for children from preschool aged to fourth grade. Title I is designed to support State and local school reform efforts tied to challenging State academic standards in order to reinforce and enhance efforts to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support parental involvement. Commerce City Schools has two Title I School-wide programs at Commerce Primary and Commerce Elementary. The Title funds are used to hire additional staff to reduce student/teacher ratios and provide additional support for differentiated instruction. The Title I funds are also utilized to supplement any supplies, books(other than textbooks), equipment, parent involvement, teacher/paraprofessional learning that is required beyond the amount received from state and local funds.

Under Title I, Commerce City Schools is required to provide services for eligible private school students, as well as eligible public school students. These services must be developed in consultation with officials of the private schools. The Title I services provided by the Commerce City School System for private school participants are designed to meet their educational needs and supplement the educational services provided by the private school.

Migrant: Commerce City School System collaborates with Piedmont Migrant Education Agency, DFACS, and Jackson County Family Connections to monitor mobility and needs of the migrant population. Currently, the system is unable to identify any migrant 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.

Homeless: Commerce City School System collaborates with DFACS and Jackson County Family Connections to monitor mobility and needs of the homeless population. Currently, the system is unable to identify any homeless 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.

Immigrant: Commerce City School System collaborates with Jackson County Chamber of Commerce, DFACS, and Jackson County Family Connections to monitor mobility and needs of the immigrant population. Currently, 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.

ELL: Commerce City School System collaborates with Jackson County Chamber of Commerce, Piedmont Migrant Agency, DFACS, and Jackson County Family Connections to monitor mobility and needs of the ELL population. Currently, the system has fewer than 4% ELL students with the majority of those students in the 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.

Neglected and Delinquent: Commerce City School System collaborates with DFACS, Commerce City Family Connections, and DJJ to monitor mobility and needs of the neglected and delinquent population. 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.

At-risk: Commerce City School System collaborates with Piedmont Migrant Agency, DFACS, Jackson County Family Connections, Jackson County Chamber of Commerce, and DJJ to monitor mobility and needs of the at-risk population. 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.

Early Childhood: Students in Commerce are served through Head Start and private preschool agencies. Special education services are provided through the Jackson County School System. The system collaborates with Piedmont Migrant Agency, DFACS, Jackson County Family Connections, Jackson County Chamber of Commerce, and DJJ to monitor mobility and needs of the population. As these students enter the early childhood program, registrars ask a series of questions in conjunction with the Home Language Survey to access the status of students.

9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include (A, B, and C)

- A. Teachers use benchmark assessments in Classworks and Online Assessment to determine areas of strengths and weaknesses. Running records are used for students who are struggling in reading comprehension.
- B. Professional learning opportunities are provided throughout the school year to help assist teachers with struggling learners. Peggy Terrell visits our school and models various activities in the area of reading and writing within the classroom setting. Inclusion consultant Faith Huff also visits our school to assist with inclusion in the regular classroom.

C. Teacher/parent conferences are offered throughout the school year by each teacher. Grades are sent home every 3 weeks via midterm progress reports or report cards. Parents can schedule conferences with teachers as needed.

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

All parents are provided with student assessment results such as the STAR Reading Test, Accelerated Reader performance, and CRCT reports. During the Student Support Team process and teacher/parent conferences test results on Online Assessment and Classworks are used to discuss areas of strengths and weaknesses.

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

Each teacher has a data notebook located in his or her classroom that contains student CRCT test data as well as ongoing assessments in Classworks, Online Assessment, Benchmark Tests, Accelerated Reader, and STAR testing. Teachers use this data to monitor individual student progress during the year to make sure students are on track for the state assessment. The data notebooks are also used in the Student Support Team process and parent conferences. Reports are updated weekly or as needed.

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

Classworks and Online Assessment are used to determine individual student strengths and weaknesses. Classworks sets a lesson plan that is designed for each individual student to help address specific areas of need. Accelerated Reader is used to enhance reading vocabulary, comprehension, and fluency. It is based on each student's independent reading level. Running records are performed on struggling readers to help increase their comprehension and vocabulary.

13. Provisions for public reporting of disaggregated data

Parents are given a copy of the Student/Parent Handbook which includes the reporting of data. The Title I School-Wide Plans for Commerce Elementary School are posted on the school website at www.commerce-city.k12.ga.us (lower left hand corner of the home page, Click on Action Plans). A link to the State Report Card, www.doe.k12.ga.us/findaschool.aspx?CountyID=ALL&RID=111 (Select Commerce City and the school year), can also be found on the school website.

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

The School-wide Title I Plan is revised each year. All stakeholders are involved in the revision process during the Annual Title I meeting in the fall. Every parent has the opportunity for feedback during the meeting.

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).

Commerce Primary School houses Pre-K, kindergarten, first, and second grades during the 2010-2011 school year. To develop our School-wide Title I plan, Commerce Primary School staff and community stakeholders have taken a thorough look at all the data pertaining to our school, RESA, and state, the Georgia Performance Standards, national standards, No Child Left Behind mandates, parent and community expectations, system goals, and our mission and beliefs.

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

As a School-Wide Title I school, we understand the importance of keeping all stakeholders involved in school improvement planning for our school. The principal and school improvement coordinators follow the monthly school improvement process to keep parents and business partners informed through PTO meetings and the School Council. The survey results from the student, teacher, and parent surveys are shared. Also, the results from the test data and AYP results are reviewed during the regular meetings. Finally, the principal and school improvement coordinators work with the PTO, School Council, and parents during the Annual Title I meeting in order to prioritize needs in the plan for Commerce Elementary School. The improvement plan for the school and system are posted on the website.

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.

The Commerce City School System utilizes both TransAct and Google Translate to translate to the extent feasible, into any language, any documentation as requested by the parents, including the plan.

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

The school improvement plan is subject to section 1116 form NCLB guidelines. This information is available to the public and staff in the office at Commerce Primary School.