

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



“There is a child behind everything we do.”

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Revision Date 8/31/11

Introduction

Commerce Primary School houses Pre-K, kindergarten, first, and second grades during the 2011-2012 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.

The self-improvement process is an ongoing part of our school culture so that we can quickly identify changes in our student demographics; stay abreast of changes in system, state, and national mandates; address needs identified from analysis of benchmark assessments and standardized test data; and implement exemplary teaching strategies. Our school improvement process drives every aspect of Commerce Primary School – from major decisions, such as expenditures of funds and professional development to everyday activities, such as instructional practices and field trips. Faculty, grade level, leadership team, and School Council meetings have school improvement as their central focus.

Commerce City School System

Commerce City Schools

Mission: To ensure that we do everything possible to help each child maximize achievement and establish a pattern of lifelong learning.

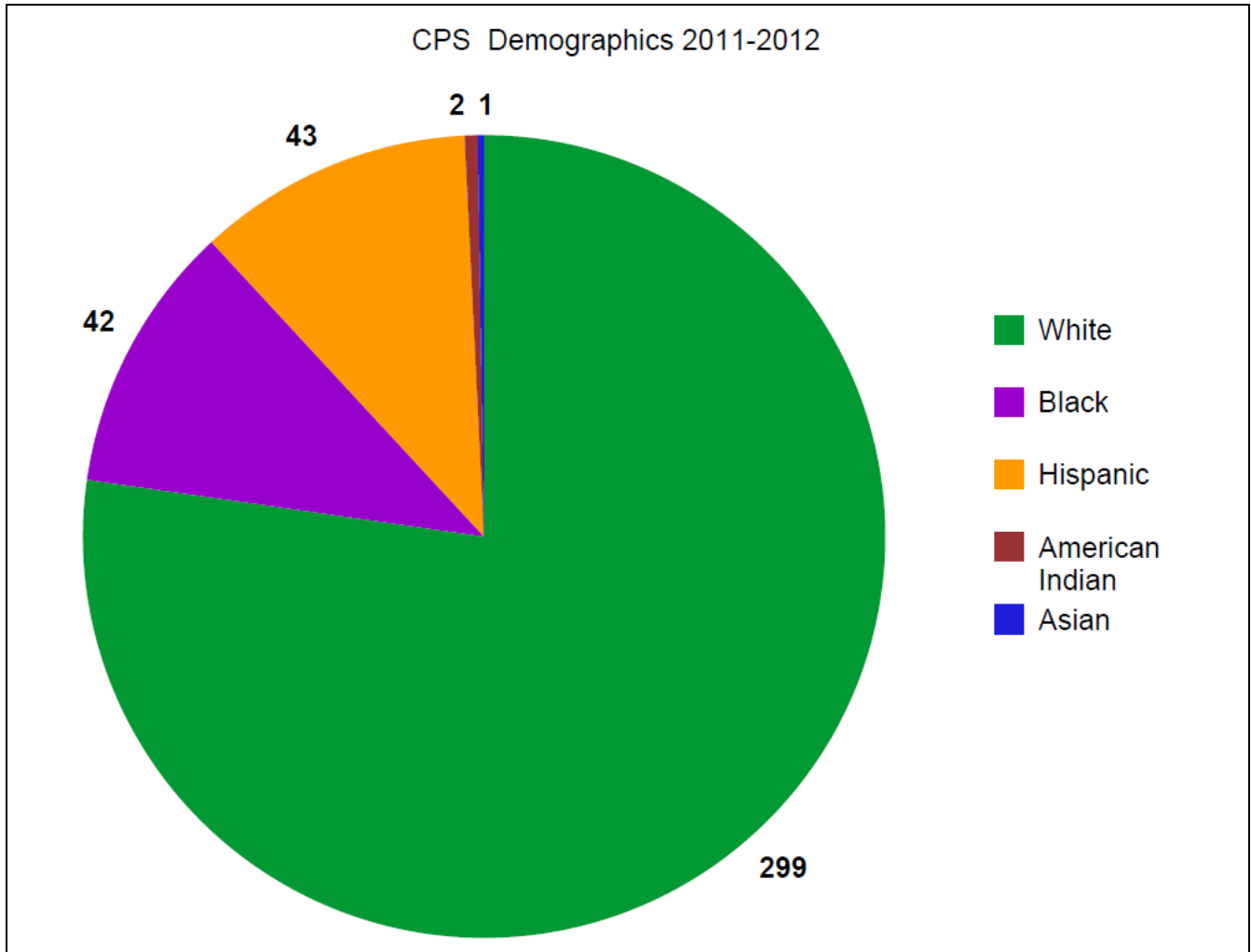
Vision: We envision the Commerce City Schools System to be a respected system of high achieving schools that provide a safe, orderly and welcoming environment that fosters mutual respect and that engages students in real-world, relevant, and research based experiences which help them meet or exceed standards.

Values and Beliefs

We value the improvement of student learning and achievement by:

1. providing a challenging instructional program that meets the needs of all students,
2. providing a highly qualified staff,
3. providing safe, clean, and educationally appropriate facilities,
4. managing and using resources in an efficient and effective manner, and
5. involving parents and community stakeholders

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



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

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
1	1	99	4	96	5	95				
2	4	96	8	92	4	96				

Performance Measure	Grades	Subject	<u>Baseline</u>	2004-	2005-	2006-	2007-	2008-	2009-	2010-
			2003-2004	2005	2006	2007	2008	2009	2010	2011 (mock)
% of students meeting or exceeding standard in Reading on CRCT	1	Reading	90	94	94	96	94	96	98	99
	2	Reading	90	93	95	98	94	95	97	96
% of students meeting or exceeding standard in Math on CRCT	1	Math	84	88	95	90	95	97	93	95
	2	Math	89	99	89	95	95	95	98	96
% of students meeting or exceeding standard in English/language arts on CRCT	1	ELA	77	79	88	89	95	97	94	95
	2	ELA	90	94	90	94	95	95	95	96

Stakeholder's Opinion Survey

Surveys were completed to help determine the attitudes and opinions about the quality of education at Commerce Primary School in the following areas:

- Quality of the Instructional Program
- Support for Student Learning
- School Organization and Administration
- Parent/School Relationships
- Student/ School Relationships
- Community/ School Relationships
- Resource Management

The data has helped us reach conclusions regarding achievement. The major strengths we found in our program were:

- The relationships established among stakeholders are very positive. No scores on a scale of 0-5 with 5 being strongly agree were below 4.02.
- The overall environment for learning and climate of the school is safe and very conducive for learning.
- Support is provided for a learning environment to meet the needs of students.
- Students are provided with a variety of opportunities to receive additional assistance to improve their learning, beyond initial classroom instruction.
- The school defines measurable goals focused on improving student learning.
- The school develops school wide plans for improvement focused on student performance.

The weaknesses identified by stakeholders opinion survey were: (on a scale from 0-5 with 5 being strongly agree, the lowest scores are reported)

- (4.02) As a parent/guardian of a student in the school system, I am satisfied with the number of opportunities for adult learning in the school setting? (Examples: Science Nights, Math Nights, PTO meetings, parent workshops, School Councils, etc.)
- (4.07) The school leader is visible in the community and in activities during and beyond the instructional day.
- (4.08) As a parent/guardian of a student in the school system, I feel like a part of the school family.

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

Commerce Primary School Goals

Goal 1: School personnel will design and implement teaching-learning assessment activities using consensus-driven content to ensure performance standards relative to Georgia Performance Standards.

Goal 2: Focus the operations of Commerce Primary School (processes, procedures, structures, and products) to ensure attainment of the Georgia Performance Standards and high levels of learning for all students.

Goal 3: Provide professional learning in which teachers, administrators, and other school personnel acquire, enhance, and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.

Goal 4: School (leadership team, staff, and students) family and community members collaborate to help the school achieve its continuous improvement targets and short and long range goals.

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

2. **School-wide Reform Strategies**-School-wide reform strategies that are scientifically researched based and
 - a. Provide opportunities for all children in the school to **meet or exceed Georgia’s proficient and advanced levels of student performance**;
 - b. Are based upon **effective means of raising student achievement**;
 - c. Use **effective instructional methods** that increase the quality and amount of learning time; and
 - d. Address the needs of all children, **particularly targeted populations**, and address how the **school will determine if such needs have been met and are consistent** with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Goal 1: School personnel will design and implement teaching-learning assessment activities using consensus-driven content to ensure performance standards relative to Georgia Performance Standards.

Measurable Objectives:

- ❖ To improve student achievement by increasing the percentage of students meeting and exceeding standards as indicated by state and/or local assessments.
- ❖ To continue to insure that learning goals are aligned with the Georgia Performance Standards /Common Core Standards.
- ❖ To insure a shared framework for instruction and assessment.
- ❖ To insure school-wide curriculum and instruction collaboration.

Strategy/Action	Professional Development	Person Responsible	Measurement	Resources	Due Date	Timeline	GA School Keys
Implement physical education and fine arts units. Enhance kindergarten, 1st and 2 nd grade social studies and science units. Enhance Math Units Develop strategies to address weaknesses as indicated by assessments in the area of English/Language Arts	Curriculum Consultant Faculty EIP, Special Education, and ESOL teachers Administration	Administration Teachers Curriculum Consultant EIP, Special Education, and ESOL teachers	Classroom observations and lesson plans for the physical education, fine arts units, social studies, and science units Updated Math Units Grade Level Meeting Agendas Classroom observations and Lesson Plan review Vertical Team agendas	General School budget School Improvement funds State /Federal Staff Development funds PD360	June 2011- June 2012	June 2011- 2012	I 1.3 C 2.1 C 2.2 C 3.2

Continue to revise the standards based report cards	Curriculum Consultant Faculty Administration	Administration Teachers Curriculum Consultant	Updated Standards Based report card for use in the Fall 2012	General School budget School Improvement funds State/ Federal Staff Development funds	September 2012	May 2011-Sept. 2012	A 2.1 A 2.3 A 2.4
Provide opportunities for students to share in goal setting and evaluation of progress aligned to the GPS.	Curriculum Consultant Faculty Administration	Administration Grade chairperson Teachers Curriculum Consultant Students	Display Kid-friendly standards with an example of completed project/paper that meets grade level standards. Students will be able to self-evaluate their projects and compare their work to the standard. Create rubrics and checklists to allow students to evaluate and monitor individual progress. Individual student portfolios which include student selected work samples	General School budget School Improvement funds State/Federal Staff Development funds Kid-friendly standards	May 2012	August 2011-May 2012	I 3.2 I 3.3 A 2.1 A 2.3 A 2.4
Continue to analyze and use local and state testing in order to improve learning gaps and consistently low areas of achievement. All assessment data will be reviewed by teachers and administrators to provide for flexible grouping.	Curriculum Consultant Faculty Administration	Administration Grade chairperson Teachers Curriculum Consultant	Units which include a variety of assessments to evaluate student achievement Grade level meetings analyze of assessment results Classroom observation Lesson Plans Benchmark assessment Pre-tests to determine prior knowledge	General School budget School Improvement funds State Staff Development funds	June 2011-June 2012	June 2011-June 2012	I 2.5 A 1.2 A 2.3 A 3.1 A 1.3 C 3.1 PL 2.5 PL 2.6

Goal 2: Focus the operations of Commerce Primary School (processes, procedures, structures, and products) to ensure attainment of the Georgia Performance Standards and high levels of learning for all students.

Measurable Objectives:

- To insure a process for continuous improvement and monitoring for the school improvement plan.

Strategy/Action	Professional Development	Person Responsible	Measurement	Resources	Due Date	Timeline	GA School Keys
<p>The Curriculum Committee will monitor the school improvement plan and its impact upon student achievement.</p> <p>The Curriculum Committee will continue to expanded its representation to include a person from each area/grade and a rotating person from each area/grade.</p>	<p>Curriculum Committee</p> <p>Faculty</p> <p>Administration</p> <p>Grade Level and Vertical Team meetings.</p>	<p>Curriculum Committee</p> <p>Faculty</p> <p>Administration</p>	<p>School Improvement Plan will be reviewed at the monthly curriculum committee meetings</p> <p>Parent, student, and staff surveys</p> <p>CRCT scores</p> <p>Georgia School Keys</p> <p>Minutes from the monthly meetings and the Curriculum Committee schedule from teacher handbook.</p>	<p>General School budget</p> <p>School Improvement funds</p> <p>Federal funds</p>	<p>August 2011- June 2012</p>	<p>August 2011- June 2012</p>	<p>L 3.1</p> <p>L 4.2</p> <p>L 4.3</p>

<p>Continue to have faculty selected leadership committees:</p> <ul style="list-style-type: none"> • Curriculum Committee • Advanced Ed. Committees • Grade Chair • School Committees (Sunshine, Textbook, and Media) 	<p>Faculty</p> <p>Curriculum Committee</p> <p>Grade level committees</p>	<p>Curriculum Committee</p> <p>Faculty</p> <p>Administration</p>	<p>Roster of committee participation and leadership positions</p> <p>Minutes from the various leadership committees</p> <p>Professional Learning Needs Assessment Spring 2011</p>	<p>General School budget</p>	<p>August 2011-June 2012</p>	<p>August 2011-June 2012</p>	<p>L 4.2 SFC 2.1</p>
<p>Continue to monitor the distribution of funds to improve human, technological and material resource allocations.</p>	<p>Administration</p> <p>Faculty</p>	<p>Administration</p> <p>Curriculum Committee</p> <p>Faculty</p> <p>Central Office Personnel</p>	<p>Staff list, technology surveys and inventories</p>	<p>General School budget</p> <p>School Improvement funds</p> <p>Federal funds</p>	<p>August 2011-June 2012</p>	<p>August 2011-June 2012</p>	<p>PO 3.2 PO 4.2</p>

Goal 3: Provide professional learning in which teachers, administrators, and other school personnel acquire, enhance, and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.

Measurable Objectives:

- Provide for the staff on-going professional learning opportunities to ensure a strong learning community.
- Align professional development to support the implementation of new practices based on teacher identified needs.

Strategy/Action	Professional Development	Person Responsible	Measurement	Resources	Due Date	Timeline	GA School Keys
Continue to provide specific training dealing with Response to Intervention (RTI) <ul style="list-style-type: none"> • Referrals • Interventions • Documentation • Data analysis 	Vertical Teams Grade Level Meetings PLU training Curriculum Consultants Administrators	Teachers Para pros Counselor Psychologist Administration	PLU agenda Georgia School Keys instrument annual review Student SST folders Classroom Observations Professional Learning Needs Assessment Spring 2011 Professional Development Evaluation	General School budget School Improvement funds Federal Staff Development funds PD360	August 2011-June 2012	August 2011-June 2012	L 3.2 PL 1.5 PL 1.6
Continue to provide staff opportunities to observe and collaborate, to share ideas, and to develop new skills including <ul style="list-style-type: none"> • technology • differentiation • classroom management • diverse cultures • guided reading • science • social studies • math • fine arts • PE/health 	Vertical Teams Grade Level Meetings PLU training Curriculum Consultants Administrators	Curriculum Consultants Teachers Para pros Nurse Counselor Administration	Schedule of weekly collaboration times Agendas of Vertical Teams and Grade Level Meetings Classroom Websites PLU agendas Professional Learning Needs Assessment Spring 2011	General School budget School Improvement funds Federal Staff Development funds PD360	August 2011-June 2012	August 2011-June 2012	C 2.1 C 2.2 C 3.1 C 3.2 PL 1.5 PL 1.6 PL 2.3 PL 2.6 PL 3.1 SC 1.3

<ul style="list-style-type: none"> current research practices 							
<p>Continue to develop and implement a detailed, specific plan for evaluating professional development.</p>	<p>Staff</p>	<p>Curriculum Consultants Curriculum Committee</p>	<p>Completion of the annual professional development evaluation Professional Learning Needs Assessment Spring 2011</p>	<p>General School budget</p>	<p>August 2011-June 2012</p>	<p>August 2011-June 2012</p>	<p>PL 2.2</p>

Goal 4: School (leadership team, staff, and students) family and community members collaborate to help the school achieve its continuous improvement targets and short and long range goals.

Measurable Objectives:

- **Use Partners in Education, community involvement, and parent involvement more extensively to enhance potential gains in achievement and school performance.**
- **Provide opportunities for parent outreach and training programs.**
- **Enhance communication between school, parents, and community.**

Strategy/Action	Professional Development	Person Responsible	Measurement	Resources	Due Date	Timeline	GA School Keys
Utilize the school counselor as a liaison between the school and community for the following: <ul style="list-style-type: none"> • School Advisory Committee • PTO • Partners in Education • and other community related programs 	RESA personnel and other outside agencies School Counselor Faculty Administrators	School Counselor Administration	Observation Counselor's documentation	General School budget Title budget Partners in Education PTO	August 2011- June 2012	August 2011- June 2012	PL 1.5 PL 1.6 SC 1.4
Continue to expand parent resource opportunities <ul style="list-style-type: none"> • outreach programs • summer resource packet • school supplies • clothes closet • medical needs including vision, dental, medication • parent workshops • the DOE GPS standards for each 	Curriculum Committee Faculty Administrators RESA personnel and other outside agencies Counselor	Curriculum Committee Faculty Administration Counselor	Counselor's documentation	General School budget Title budget	August 2011- June 2012	August 2011- June 2012	SFC 1.3 SFC 3.1 SFC 3.2 SC 1.4 PL 3.4

grade level provided in the report card, student handbook, and posted throughout the school							
Continue to expand PTO meetings to include family fun nights and informational sessions to promote student learning and achievement and parent involvement.	Curriculum Committee Faculty Administrators RESA personnel and other outside agencies Counselor	Curriculum Committee Faculty Administration Counselor PTO Advisory Committee Partners in Ed.	Schedule of events Parent surveys Sign-in sheets for events	General School budget Title budget Partners in Education PTO	August 2011-June 2012	August 2011-June 2012	SFC 1.3 SFC 1.2
Continue to expand the mentoring system to allow for more student participation.	Curriculum Committee Faculty Administrators Counselor <ul style="list-style-type: none"> • Lindsey's Legacy 	Curriculum Committee Faculty Administration Counselor <ul style="list-style-type: none"> • Lindsey's Legacy • Trained Mentors 	Sign-in sheets Mentor training Mentor log Starfish mentoring program	General School budget Title budget Partners in Education PTO	August 2011-June 2012	August 2011-June 2012	SC 1.1 SC 1.4

<p>Continue to provide various opportunities for parent / school communication including:</p> <ul style="list-style-type: none"> • Classroom newsletters • Quarterly newsletters • School and classroom websites • Infinite Campus Portal • School Cast • Kindergarten Orientation • Tiger Tools (EIP) • Weekly signed papers folders • Report cards and progress reports • Bi-annual parent conferences (minimum) • Student Support Team Meetings • IEP meetings • Parent Fairs – PTO meetings • Field Day • Christmas Program 	<p>Faculty Administrators Counselor PTO</p>	<p>Faculty Administration Counselor PTO Advisory Council Parents</p>	<p>Conference Schedule Conference Logs Newsletters Websites Newspaper Articles and Pictures SST minutes Field Day assignments PTO sign in sheets School Improvement Committee Assignment Sheet Kindergarten Registration Packet/ PowerPoint Summer Reading Packet</p>	<p>General School budget Federal budget Partners in Education PTO Help a Child</p>	<p>August 2011- June 2012</p>	<p>August 2011- June 2012</p>	<p>SFC 1.2 SFC 1.3 SFC 2.1</p>
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3. Instruction by Highly Qualified Professional Staff.

All staff members, both certified staff and paraprofessionals satisfy the highly qualified teacher standard. All teachers and paraprofessionals participate in on-going professional development to maintain their training. Paraprofessionals are provided professional development by school leadership staff, PD360 and Northeast Ga. RESA. The certified staff is provided professional development opportunities through PD360, conferences pertaining to their needs and RESA course offerings on our own campus as well as at the RESA educational center in Winterville.

Commerce Primary School has a paraprofessional assigned to each class in grades pre-k and kindergarten. Title funds have allowed the opportunity for the addition of a two paraprofessionals in first and second grade. These paraprofessionals have provided student support and hours of instruction for at risk students. The GACE test for paraprofessional certification is offered on-site for those persons wishing to apply for a paraprofessional position.

A. Strategies to attract highly qualified teachers to high-needs schools-

Teachers who are new to our system participate in a teacher induction program to introduce them to the community, discuss system expectations and procedures, and inform them about curriculum and exemplary teaching strategies. During their first year here, they are also assigned a mentor teacher who has received Teacher Support Specialist training. Teachers who are new to the profession receive more extensive mentoring that may span more than one year. To attract highly qualified teachers, the Commerce City School System advertises through TeachGeorgia.org and other professional sites, sends representatives to teacher job fairs, and networks with colleges and universities. In addition, we provide a positive, friendly working atmosphere, have facilities that are well-maintained, provide ample instructional materials and supplies. The caring, family atmosphere here at Commerce City Schools is an added incentive for quality teachers to come and stay at our school.

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, and Athens Area Technical College. Commerce is the home of a satellite site of Lanier Technical College.

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

We have included teachers, leaders, and paraprofessionals in our professional development that addresses the root causes of our identified needs. Specific staff development needs have been mentioned in the action plan. The following types of staff development are offered on campus or at nearby locations during the year and the summer, at faculty meetings, after school hours, on teacher workdays, or during school hours with professional release time:

- Courses from Northeast Georgia RESA
- Workshops by professional consultants
- Classes from colleges or universities
- Workshops by system or school personnel
- Professional conferences
- Online courses
- Visits to other schools to observe programs or strategies
- Opportunities to visit classrooms onsite for sharing and collaboration
- Ongoing professional development for the Common Core GPS throughout the 2011-2012 school year

We have aligned professional development with the State's academic content and student academic achievement standards through the Georgia Performance Standards redelivery, content mapping, and development of units. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. The school and system provide facilities, release time, stipends, reimbursement of expenses, and ample materials to implement the strategies learned through staff development.

We have included teachers in professional development activities to enable them to provide information on and to improve the achievement of individual students and the overall instruction program. In choosing professional development offerings, the school gives top priority to professional learning that is needed to implement the strategies in the school improvement plan. New local and state mandates, changes in curriculum, school-wide weaknesses that become apparent through annual analysis of standardized test data, specific teacher needs identified in professional development plans, and need for strategies to deal with individual student disabilities also impact professional development offered to faculty and staff.

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

Paraprofessionals at CPS-

Student populations not meeting expectations (Economically disadvantaged, ESOL, Special needs students, regular classroom students, gifted/talented students)

Content Areas- Reading, Social Studies, Math

Topics- Survival Spanish for the paraprofessional, working cooperatively with others, assisting students in the writing process, use of technology

Teachers at CPS-

Student populations not meeting expectations (Special education students, regular education students, minority students, gifted/talented students, economically disadvantaged students)

Content Areas- Reading, ELA, Science, Social Studies, Math

Topics- Differentiated instruction, parent/community involvement, RTI, Assessing students' achievement, classroom management, use of technology, working effectively with co-teachers, effective teaching practices.

5. Strategies to Increase Parental Involvement

Communication between the school, parents, and community members is regular, two-way, and meaningful with evidence of its contribution to short- and long-range system and school improvement goals, particularly student achievement targets.

The communication between the school and its stakeholders is regular, two-way, and meaningful. In an effort to increase the communication and involvement of stakeholders in governance, problem-solving, and decision-making, Commerce City Schools has budgeted funds to provide a variety of means to improve two-way communication in a fast-paced, technological world. The school system has transitioned the student information system to Infinite Campus. Parents and other stakeholders desired greater access to their children's information. Therefore, Infinite Campus is the system's web-based student information system. This system provides a conduit for communication among stakeholders. Parents can access their student's grades, attendance, summative assessment results, benchmark results, lunch charges, demographic data, etc. through the parent portal from any location at any time. Parents receive weekly progress updates through a Monday folder report and report cards on a regular basis (approximately every 6 weeks) throughout the school year. Communication of student achievement is also distributed through the state assessment reports.

The use of technology in the school system serves to facilitate system and community communication. The school system hosts a comprehensive and interactive website (www.commerce-city.k12.ga.us), with each school's website linked to the system site. Information is easily available for all stakeholders on these websites. The school system website is widely used to provide important information to students, parents, and staff members. Additionally, all system employees have Commerce City Schools e-mail accounts. System-wide communication is easily facilitated through e-mail. Parents are able to make direct contact with teachers through e-mail, which has increased the number of student-parent-teacher contacts. Furthermore, schools utilize brochures, flyers, and newsletters to communicate with stakeholders.

During the 2009-2010 school year, Commerce City Schools added SchoolCast as an additional means to communicate with parents. SchoolCast provides messaging via multiple communication vehicles –email, text messages, cell or landline voice calls, and PDAs/Blackberries. By supporting all major means of communication common today, SchoolCast makes it easy for everyone to be able to receive alerts and notifications at home, at work, in their cars, on campus – anywhere! SchoolCast is able to send messages to our entire

school community or just select groups of people. SchoolCast meets or exceeds all of the guidelines for a "Campus Alerting System" as reported by the Virginia Tech Shooting Review Panel in August 2007.

The Balanced Scorecard/Annual Report provides for the systematic analysis and review of student performance and school/system effectiveness. The system-level leadership utilizes the information in the Balanced Scorecard/Annual Report to communicate the expectations for student learning and goals for improvement to all stakeholders. In addition to a progress report on student achievement, every "system" within our school system is included in the Balanced Scorecard/Annual Report. The Balanced Scorecard is truly the vehicle that reflects the overall systemic and systematic goals to help our school system practice its values and beliefs as we work toward our mission and vision.

At the local school level, each principal maintains a local school leadership team. The configuration of the leadership teams vary from school to school, as local control of the operations in his or her school is held by the principal. In addition to the school leadership teams, each principal also relies on his or her school council for consultation in matters of interest to the school and its stakeholders. The principals and their staffs foster a sense of community and cooperation, promote a positive climate, and develop a shared understanding of purpose that drives the work of the school. Leadership within all parts of the school is distributed. The principals collaborate with staff members and other stakeholders to elicit their input and provide opportunities for shared decision-making and problem-solving to ensure accountability for collaborative achievement of student and organizational targets.

All stakeholders have opportunities to contribute to the decision-making process. Annually, all stakeholders (teachers, administrators, students, parents, bus drivers, clerical/support staff, paraprofessionals, food-service staff, and custodians) complete a survey to assess and address expectations, stakeholder satisfaction, and next steps for system/school improvement. Also, parents at our school-wide Title I schools, Commerce Primary and Commerce Elementary, participate in an annual parent involvement survey where they are able to evaluate current parent involvement activities and identify areas of need for parent involvement. In Title I schools, there is also an Annual Title I meeting which provides parents an opportunity to give feedback on parent involvement policies, compacts, plans, etc. Also, in July, when the system leadership team writes the annual system improvement plan and updates the NCLB descriptors within the Consolidated Application, all stakeholders are invited to give input into the system improvement plan. A number of forums exist for stakeholder input throughout the system, including but not limited to School Councils, PTOs, local school leadership teams, System CTAE Advisory Committee, Instructional Leadership Team (consisting of the Assistant Superintendent and the four assistant principals), Jackson County Chamber of Commerce Education Committee, Retired Teachers Association, Partnership with Lanier Technical College, Partners In Education, Textbook Committee, Technology Committee, Curriculum Committees, and the Teachers of the Year. The Superintendent meets regularly with community organizations such as the Commerce Area Business Association (CABA), the Lions Club, the Rotary Club, Leadership Jackson, and the Kiwanis Club to share updates and provide forums for gathering feedback regarding student achievement, policies, Balanced Scorecard, budget, and facilities.

The Commerce City School System provides internal and external stakeholders meaningful roles in the decision-making process that provides evidence of its contribution to short- and long-range system and school improvement goals, particularly student achievement targets to promote a culture of participation, responsibility, and ownership. There are numerous organizational structures and processes to encourage the involvement of students, families, and community members to play an active role in school governance, decision-making, and problem-solving. These structures and processes produce positive changes in school operations, organizational performance, and student achievement.

In summary, Commerce City Schools uses system-wide strategies to listen to and communicate with stakeholders. Among those are

- SACS Standards Committees
- System Improvement Planning Process
- School Councils
- System CTAE Advisory Committee
- PTO (Parent/Teacher Organizations)
- Booster Club
- Civic Clubs
- Parent Nights
- Parent classes
- Email, phone, and personnel conferences
- Newsletters
- Community service projects

This communication is made possible through such avenues as

- News media (*The Commerce News* and WJJC radio station)
- Traditional mail
- Email
- Newsletters
- Teacher/School/System websites
- Class syllabi
- Conferences
- Board of Education meetings (Two open meetings each month)
- SchoolCast
- Infinite Campus
- Twitter

Parent involvement is Goal 4 of our overall Primary School improvement plan. CPS begins the school year with an open house where parents and their students visit the student's classroom teacher. During this time, teachers extend an open invitation to parents to visit the classroom throughout the year. Each week, teachers send a classroom newsletter home to parents to update the parents on the skills being taught for that week and ways to help the children at home. The school web-site is also available to parents to find information on teacher qualifications, homework, weekly skills, Accelerated Reader lists, the after-school program and school news and school calendar. The children take home an "information folder" provided by the school for parent and teacher communication on a daily basis.

Newsletters are sent home quarterly. These newsletters identify the content and skills of that month's lessons and the direction of the upcoming month. A "Tiger Tips" brochure is sent home twice per year to provide literacy strategies for parents to use at home and other effective news and other effective activities appropriate for home. A Parent/Teacher Organization newsletter is sent home every two months. Another strategy that increases parent involvement in cultivating literacy is the individually scheduled parent-teacher conferences twice per year. We generally attain a high attendance rate at these conferences.

A Parent Fair in the fall allows parents an opportunity to visit their child's classroom to attend a presentation explaining the day and curriculum for that grade level. Parents are encouraged to ask questions. For all parent workshops and PTO meetings translators, transportation, and childcare are provided. We also have a PTO parent council with 12 members and an Advisory Council consisting of 7 members that meets quarterly.

COMMERCE PRIMARY SCHOOL PARENT INVOLVEMENT PROCESS

Parent Involvement- Questions

1. What are the LEA's procedures and/or policies for parental notification and involvement requirements?

Each parent at Commerce Primary and Commerce Elementary receives a copy of the Parent Involvement Policy for each school and a copy of the Parent Compact for each school in the welcome back packets on the first day of school. The System Parent Involvement Policy can be found in the system parent handbook that is distributed to every parent in our school system. A copy of the system policy is also in the office at Commerce Primary and Commerce Elementary. During the Annual Parent Meeting in the fall, the principals review the System-Level Parent Involvement Policy and the School-Level Parent Involvement Policy; CLIP; Student/Parent/Teacher/Principal Compact; School-wide Plan; and ARRA questions.

2. What is the LEA process of developing/revising parental involvement policies, including the timeline and method used?

Each year the Title I schools hold their Annual Title I meetings where all parents receive notification in the form of a letter sent home to every parent. During the meeting, the principals seek feedback on the System-Level Parent Involvement Policy and the School-Level Parent Involvement Policy; CLIP; Student/Parent/Teacher/Principal Compact; School-wide Plan; and ARRA questions. The schools also use the feedback from their parent surveys to update their involvement policies. The revisions for the upcoming year are made in the fall based upon input from the parent meeting and the parent surveys.

3. How does the LEA review schools' parental involvement policies and school-parent compacts for content consistent with statutory requirements?

The Assistant Superintendent meets with the principals at Commerce Primary and Commerce Elementary to review the revised policies/compacts and complete the checklist to verify that the policies and compacts are consistent with statutory requirements. The principal and Assistant Superintendent signs the checklist.

4. How has the 1% required set-aside for parental involvement been used, and what was the extent of parental involvement in those decisions?

Though the school system does not receive a Title I allocation of \$500,000 or greater, Commerce City sets aside 1% of its total Title I allocation for parental involvement.

5. How is the LEA implementing the required activities to build parental capacity?

-Assisting in understanding the State’s content standards, academic achievement standards, assessments, monitoring a child’s progress, and working with educators-

The standards are reviewed with parents during PTO meetings at Commerce Primary and Commerce Elementary. The progress of the standards is reviewed with parents during parent conferences at scheduled intervals throughout the year.

-Providing materials and training to assist their children-Both schools use their PTO meetings, school websites, newsletters, and brochures to keep parents informed of how to assist their children.

-Educating staff in the value and utility of contributions-The principals at both schools educate teachers through new teacher orientation, faculty meetings, memos, etc.

-Coordinating and integrating parental involvement programs and activities with other programs, including other activities that encourage and support parents to more fully participate.-The schools promote parent programs through Open House, PTO meetings, kindergarten orientation, Family Science Night, Family Math Night, Fall Carnival, Christmas program, etc.

-Ensuring that information is sent to the parents in an understandable language-Our system uses TransAct/Google Translate and pays local translators to help translate materials for parents, provide transportation to PTO meetings, etc.

-Other reasonable support as requested-

Our system has an open door policy with parents so that they feel free to offer their opinions at any time.

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

Commerce Primary School offers two state-funded pre-K classes. Each spring a parent transition meeting is offered for the parents of pre-k students. This meeting allows the parents an opportunity to meet the kindergarten teachers and learn about a typical kindergarten day and the curriculum expectations for that grade. A booklet is provided for the parents which includes information

on supplies needed, grading expectations, lunch and breakfast prices and more information specific to the kindergarten student.

Commerce Primary hosts a visitation for students in the local pre-schools and Headstart classes. During this visit the future kindergarteners meet the teachers, visit the classrooms and common areas in the school, attend a story-time in the media center, and eat lunch as time allows.

Early Childhood: Students in Commerce are served through Head Start and private preschool agencies. Special educational 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. Teacher Involvement in Planning Process- 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.

The teachers continually monitor the progress of each child on daily basis. Both the SLDS and Infinite Campus are updated with assessment information on each child. This information is available to teachers at all times. The teacher keeps a record of STAR reports, state benchmark assessment information, Classworks reports, and running record reports as the year progresses. Parents are sent copies of weekly AR and Classworks reports as well.

The principal meets with each teacher to discuss his/her progress toward the mid-year benchmark assessment. Areas of weakness are identified and the teacher plans for re-teaching activities as they are needed.

The school Leadership team/ Curriculum Committee meets monthly to monitor data and evaluate curriculum components. All staff members are responsible for the continuous collection of student data including formal and informal assessments. All information regarding student assessment is shared with the parents during the fall and spring conferences. A teacher conference form is designed for each grade level for use to assist with keeping track of all information needed for parent conferences.

8. Integration of Federal, State, and Local Services and Programs

Coordination and integration of Federal, State, and local services and programs.

- a. **List** of State and local educational agency programs and other federal programs that will be included;
- b. **Description** of how resources from Title I and other sources will be used; and
- c. **Plan developed in coordination with other programs**, including those under the School-to-Work Opportunities Act of 1994, the Applied Technology Act, and National and Community Service Act of 1990.

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 Primary 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.**

This school-wide plan is updated annually. All parents and staff are invited to participate in the update of the plan and all Title I documents including the school parent involvement plan, the compact, and the district parent involvement plan. The plan is posted on the website and parents may request a copy of the plan. The plan is sent to the LEA for review and approval. When necessary the plan is translated into any language requested. The School-wide Title I Plan is subject to the school improvement provisions of Section 1116.

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. **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 educational 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. Measures to ensure that student difficulties are identified on a timely basis;**
- b. Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties; and**
- c. Teacher-parent 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.**

We are providing activities to ensure that **students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.** Our RTI process allows us to take measures to ensure that students' difficulties are identified on a timely basis. Commerce Primary School provides:

- An after-school program which meets daily to offer students a variety of tutorial and enrichment activities
- Student Support Team
- Parent/teacher conferences
- Parent and Community Volunteers
- Mentoring program
- Exemplary teaching strategies of Learning-Focused Schools
- RTI

When a student is identified as in need of additional support, the following interventions are utilized:

1. The Student Support Team will meet to discuss and identify areas of weakness for the student. **This team is made up of classroom teachers, special education teachers, Early Intervention Program teachers, the school counselor, the parents and the principal or assistant principal.** Other staff members may attend when applicable. **This team is responsible for the analysis of implementation and student assessment data, and decision-making regarding the need for intervention.** A comprehensive form is completed by the teacher prior to the meeting to insure that all areas of the student's education are addressed and ready for review by the team. The information

includes benchmark results, STAR tests running records, attendance reports, and Classworks reports.

2. Additional assessments may be administered. (KTEA, KBIT, FBA, Cogat, Developmental Skills Checklist, WISC III)
3. Adjustments in small group size or the addition of another small group are options.
4. Tutoring prior to the beginning of the school day, at the end of the day, or pull-out during the school day is available with the help of EIP teachers and paraprofessionals.

Upon receipt of summative test results, system leadership shares the data files with building level principals. Building level principals disaggregate the data to identify strengths and weaknesses by subgroup and by domain. Principals share the disaggregated data with their teachers, School Councils, and the Board of Education. Principals, along with system leaders, are invited each year to participate in a data dig at Northeast Georgia RESA to identify student strengths and weaknesses by domain in the thirteen systems within our RESA and in comparison to the school systems across the state of Georgia. The data dig uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness.

Data specialists from Northeast Georgia RESA and the University of Georgia Education Technology Center (ETC) have collaborated on a project which disaggregates our school system data and provides a model for measuring growth and trends from historical data. **Northeast Georgia RESA and ETC provide ongoing training for system and school leaders to better understand how to use data to impact teaching and learning in the classroom. Content area specialists from Northeast Georgia RESA work closely with school leaders and grade level teachers to critique diagnostic and formative assessments based upon the results of our summative assessments.** During the 2010-2011 school year, the Georgia Department of Education unveiled the Student Longitudinal Data System. The Statewide Longitudinal Data Systems (SLDS) Grant Program, as authorized by the Educational Technical Assistance Act of 2002, Title II of the statute that created the Institute of Education Sciences (IES), is designed to aid state education agencies in developing and implementing longitudinal data systems. These systems are intended to enhance the ability of states to efficiently and accurately manage, analyze, and use education data, including individual student records. The data systems developed with funds from these grants should help states, districts, schools, and teachers make data-driven decisions to improve student learning, as well as facilitate research to increase student achievement and close achievement gaps.

Progress toward meeting goals is assessed at various checkpoints during each academic term. **Instructional adjustments and interventions are based on these formative reviews of student performance.** Review of these data helps identify which instructional practices are proving effective and which warrant reconsideration. The Balanced Scorecard/Annual Report, Key Performance Goals, and School Improvement Plans serve as the instruments used to monitor the system and school progress. Based upon the professional learning needs identified in the improvement plans, state and federal professional learning funds, along with Title I, Title III, Title IV, and Title IV-B budgets are designed to allocate financial resources to strengthen teaching and learning in the classrooms.

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

All assessment results are shared with parents at conferences in the fall and spring conferences. The conferences present an opportunity not only to share assessment data but also to field questions from parents regarding this data. Translators are available at conferences so that all parents have an opportunity to understand the results clearly.

A parent brochure accompanies the CRCT or Mock CRCT test results when they are sent home.

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

Each teacher at Commerce Primary School maintains records on the progress of every child in their classroom on the many assessments used throughout the year. The teacher continually adds STAR reports, state benchmark assessment information, Classworks reports, and running record reports as the year progresses. This information is also available to teachers and administrators on the SDLS and in Infinite Campus for review at anytime.

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

Upon receipt of summative test results, system leadership shares the data files with building level principals. Building level principals disaggregate the data to identify strengths and weaknesses by subgroup and by domain. Principals share the disaggregated data with their teachers, School Councils, and the Board of Education. Principals, along with system leaders, are invited each year to participate in a data dig at Northeast Georgia RESA to identify student strengths and weaknesses by domain in the thirteen systems within our RESA and in comparison to the school systems across the state of Georgia. The data dig uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness.

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13. Provisions for public reporting of disaggregated data

The Commerce City School System website provides information for parents regarding CRCT test results for each school and the school state report card. The quarterly newsletter provides information regarding school data. The Commerce City Schools Balanced Scorecard provides a means of reporting the disaggregated data on the 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 2011-2012 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.

The school plan is available to every faculty and staff member. Copies are kept in media center and the school office. Members of the school advisory council are given a copy of the plan. Goals and strategies are communicated through newsletters, at PTO meetings, and 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.