

Elementary School

Title I Schoolwide Plan for

Sedalia Park

Written/Revised during the
School Year: 2015- 2016 for the 2016-2017 School Year

Plan Submitted:
June 30, 2016

Principal's Signature

Title I Schoolwide Plan

Planning Committee Members for Schoolwide Plans Review

Date of Meeting: May 3, 2016

Name of School: Sedalia Park Elementary

NAME	POSITION/ROLE/PARENT	SIGNATURE
Tiffany Jackson	Principal	
Zachary Mathis	Assistant Principal	
Ruth Martin	School Leadership Intern	
La Tonia Simmons	Student Services Administrator	
Veronica Riera	Parent Facilitator	
Dinah Villegas	Bookkeeper	
Bridgette Turner	School Counselor	
Cecily Merchant	Kindergarten Teacher	
Katie Braxton	First Grade Teacher	
Kristina Dawson	Second Grade Teacher	
Theresa Stegall	Third Grade Teacher	
Desiree Rutherford	Fourth Grade Teacher	
Emily Tongamoa	Fifth Grade Teacher	
Emily McDonough	ESOL Teacher	
Nancy Ransinghe	Music Teacher	
Kimberly Holcombe	Media Specialist	
Staci Bushey	Parent	
Alana Morgan	Academic Coach	
Moniquea Willingham	Academic Coach	

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1. Comprehensive Needs Assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were administration, academic coaches, school counselor, parent facilitator, bookkeeper, grade level representatives, and community parents.

The following individuals participated in the development and revision of this plan:

Tiffany Jackson, Principal	Zachary Mathis, Assistant Principal
La Tonia Simmons, S.S. Admin	Ruth Martin, School Leadership Intern
Alana Morgan, Academic Coach	Moniquea Willingham, Academic Coach
Veronica Riera, Parent Facilitator	Dinah Villegas, Bookkeeper
Bridgette Turner, School Counselor	Cecily Merchant, Kindergarten
Katie Braxton, First Grade	Kristina Dawson, Second Grade
Angela Schneider, Third Grade	Mary Kienker, Fourth Grade
Sharon Drake, Fifth Grade	Janet Donald, ESOL
Dan Wehr, Music	Kimberly Holcomb, Media Specialist
Steven Crane, Parent	Michelle Simmons, Parent

Each member of this committee played an active role in the development and/or annual review of this School-wide Title I plan. The committee conducted a needs assessment that included an analysis of student data, a staff survey, and the predicted outcomes. This information was used to establish new goals and targets. The committee also reviewed school-wide reform strategies, planned for professional development, and brainstormed ways to increase parent involvement.

- B. We have used the following instruments, procedures, or processes to obtain this information... (Be sure to use brainstorming as a strategy for Needs Assessment.

We have used the following instruments, procedures, or processes to obtain this information: the Georgia Milestones (Grades 3-5), the IOWA skills test, DRA K-5, Student Learning Objectives (SLOs) in reading and math grades K-3, the Foundational Reading Assessment in K and 1, the Reading Inventory in 2-5, the Math Inventory in K-5, and the GKIDS assessment (Grade K). The School Strategic Team used this information to develop our Strategic School Plan (SSP). Additionally, the faculty and staff of Sedalia Park meet three times per month for data team meetings to analyze student achievement data and make necessary instructional adjustments and changes, based on the outcome of this analysis. Finally, the results of the district school improvement plan survey were reviewed and analyzed.

- C. We have taken into account the needs of homeless, neglected and migrant children by supporting them through our parent liaison, parent resource center, our ELL program and our local educational agency (LEA). School communications are translated into Spanish and interpreters are provided for school-wide functions and parent-teacher conferences.

In an effort to keep our parents informed and engaged in their child’s instructional program, we offer monthly parent training sessions and share community-based activities and resources. Calling posts, e-mail blasts, and our website also serve as valuable resources for parents. We also take every opportunity to hire bilingual staff members, who can assist us in creating a comfortable and inviting culture for our parents. These staff members, as well as interpreters from our International Welcome Center, provide much needed support to the families of our ELL students at registration, parent-teacher conferences, and other school-sponsored functions.

Our school supports our ELL students by providing highly qualified ELL teachers and instructional resources within the classroom setting. We currently have nearly 200 students who qualify for ELL services. We have 4 full-time ELL teachers who provide daily instruction and monitor student progress. Our bilingual parent liaison, attendance clerk, and our bilingual social worker work closely with our families to help provide support, access to school and community resources, and serve as the liaison to strengthen the home-school relationship.

All homeless, neglected, and or migrant students will receive services by any program for which they qualify.

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

Sedalia Park Achievement Data

Table 1. CCRPI Scores for Sedalia Park from 2013 to 2015

School Year	Achievement		Progress		Achievement Gap		CCRPI Score
	Points	Percent	Points	Percent	Points	Percent	
2013	52.7	87.8%	18.8	75.2%	13	86.7%	91.5
2014	49.3	82.2%	16.3	65.2%	6	40.0%	78.3
2015	30.8	61.6%	33.4	83.5%	5	50.0%	74.3

Three-year achievement gap average (all years scaled to maximum of 15 points): 8.8

Data Analysis: The state of Georgia uses the CCRPI to measure how well its schools, districts, and the state itself are preparing students for the next educational level. The components and measurements on the CCRPI have changed each year since its inception, making it difficult to compare results over the past 3 years.

Math Achievement Data

Table 2. Percentage at each Achievement Level on the Mathematics EOG (All Grade Levels Combined)

Achievement Level	Sedalia Park		Cobb	
	2015	2016	2015	2016
Level 1: Beginning Learners	15.7%	13.2%	19.3%	18.1%
Level 2: Developing Learners	37.6%	40.4%	36.7%	35.4%
Level 3: Proficient Learners	37.8%	35.5%	33.2%	33.9%
Level 4: Distinguished Learners	8.9%	10.9%	10.8%	12.6%

Table 3. Percentage Proficient (Levels 3, 4) on the Mathematics EOG by Student Group (All Grade Levels Combined)

Student Group	Sedalia Park		Cobb	
	2015	2016	2015	2016
All Students	46.7%	46.4%	44.1%	46.5%
Asian	58.3%	61.5%	75.7%	79.5%
Black	39.9%	37.6%	28.1%	30.4%
Hispanic	32.8%	38.4%	26.5%	29.5%
Multiracial	53.3%	44.0%	47.2%	51.3%
Native American			27.3%	46.0%
White	70.7%	64.4%	62.0%	64.8%
Economically Disadvantaged	35.1%	35.7%	24.7%	26.6%
English Language Learners	22.2%	18.6%	12.4%	18.9%
Students with Disabilities	12.2%	11.4%	17.3%	18.6%

To protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 10.

Table 4. Mathematics Percentage Proficient (Levels 3, 4) and Domain Averages on the Mathematics EOG by Grade Level

Grade	Domain	Sedalia Park		Cobb	
		2015	2016	2015	2016
3	Percentage Proficient	50.0%	51.4%	41.6%	46.7%
3	Geometry	1.6	1.7	1.7	1.6
3	Measurement and Data	1.8	1.8	1.7	1.8
3	Numbers and Operations	1.8	1.8	1.7	1.8
3	Operations and Algebraic Thinking	1.8	1.9	1.7	1.7
4	Percentage Proficient	37.4%	49.3%	46.9%	47.5%
4	Geometry	1.4	1.5	1.7	1.7
4	Measurement and Data	1.6	2.0	1.8	1.8
4	Numbers and Operations in Base 10	1.7	1.9	1.8	1.7
4	Numbers and Operations with Fractions	1.6	1.9	1.7	1.8
4	Operations and Algebraic Thinking	1.5	1.9	1.7	1.8
5	Percentage Proficient	53.0%	37.6%	43.7%	45.2%
5	Geometry	1.7	1.5	1.6	1.6
5	Measurement and Data	1.7	1.6	1.7	1.8
5	Numbers and Operations in Base 10	1.8	1.6	1.7	1.8
5	Numbers and Operations with Fractions	2.0	1.8	1.7	1.8
5	Operations and Algebraic Thinking	1.7	1.6	1.6	1.7

Range for all domains is 1 to 3. Remediate learning = 1; Monitor learning = 2; Accelerate learning = 3.

Table 5. Percentage Scoring in Each Level on the Scholastic Math Inventory for 2016

Grade	Test	Number of Students	Sedalia Park			
			Below Basic	Basic	Proficient	Advanced
K	Test 1	149	53.0%	33.6%	10.7%	2.7%
K	Test 2	153	11.1%	23.5%	24.8%	40.5%
1	Test 1	100	19.0%	31.0%	31.0%	19.0%
1	Test 2	120	6.7%	25.8%	30.0%	37.5%
2	Test 1	114	26.3%	47.4%	25.4%	0.9%
2	Test 2	142	12.7%	27.5%	33.8%	26.1%
3	Test 1	118	37.3%	35.6%	25.4%	1.7%
3	Test 2	140	20.0%	25.0%	39.3%	15.7%
4	Test 1	122	41.0%	46.7%	11.5%	0.8%
4	Test 2	133	21.1%	24.1%	43.6%	11.3%
5	Test 1	108	45.4%	29.6%	25.0%	0.0%
5	Test 2	115	30.4%	20.0%	37.4%	12.2%

If students only took one test, then the test was recorded as Test 1 if taken in 2015 and as Test 2 if taken in 2016.

Table 6. Percentage of Students on Iowa Tests in Bottom Quartile Nationally (Smaller Numbers Better)

Grade	Section	Sedalia Park			Cobb		
		2014	2015	2016	2014	2015	2016
3	Math	23.7%	30.5%	29.3%	24.1%	28.8%	27.5%
3	Math Computation	13.0%	11.3%	10.2%	12.4%	19.4%	12.6%
3	Math Total with Computation	20.9%	20.5%	23.8%	20.9%	25.6%	23.3%
5	Math	26.5%	24.0%	21.1%	16.7%	21.1%	19.7%
5	Math Computation	17.2%	18.4%	24.6%	24.7%	27.7%	31.3%
5	Math Total with Computation	19.4%	22.4%	19.7%	18.1%	21.2%	22.1%

Table 7. Percentage Meeting and Exceeding Standards on GKIDS Assessments in Math

Strand	Sedalia Park			Cobb		
	2014	2015	2016	2014	2015	2016
Counting and Cardinality	90.4%	87.5%	83.6%	88.6%	88.5%	88.9%
Operations and Algebraic Thinking	75.1%	73.5%	77.5%	81.1%	82.8%	82.7%
Numbers and Operations in Base 10	59.8%	51.9%	64.6%	73.8%	74.1%	72.6%
Measurement and Data	91.0%	87.2%	84.6%	87.9%	88.9%	88.1%
Geometry	83.9%	84.2%	86.0%	87.5%	87.6%	86.9%
Math Total	84.8%	82.2%	82.2%	86.1%	86.3%	86.5%

Data Analysis: Sedalia Park’s student performance on the EOG Milestones is commensurate with performance throughout Cobb County, having undergone some minor fluctuation from the previous year. When that data is disaggregated into student groups it becomes clear that we have made some gains with our Hispanic students and have more room to grow with this demographic as well as our students with disabilities to meet the expected targets. Analyzing the domains of the mathematics portion of the EOG shows a clear strength in numbers and operations. However, there is a clear deficit in geometry throughout grades 3-5. Looking at the staggering growth K-2 made on their math inventory and the general success on GKIDS might indicate a need to strengthen the Numbers and Operations in Base 10 strand in the early years to serve as a platform for future success.

English Language Arts Achievement Data

Table 8. Percentage at each Achievement Level on the English Language Arts EOG (All Grade Levels Combined)

Achievement Level	Sedalia Park		Cobb	
	2015	2016	2015	2016
Level 1: Beginning Learners	22.0%	25.7%	21.5%	21.6%
Level 2: Developing Learners	38.0%	35.8%	29.7%	30.9%
Level 3: Proficient Learners	31.0%	29.2%	34.4%	36.0%
Level 4: Distinguished Learners	9.0%	9.3%	14.4%	11.5%

Table 9. Percentage Proficient (Levels 3, 4) on the English Language Arts EOG by Student Group (All Grade Levels Combined)

Student Group	Sedalia Park		Cobb	
	2015	2016	2015	2016
All Students	40.1%	38.5%	48.7%	47.5%
Asian	68.2%	58.3%	75.1%	76.3%
Black	32.8%	34.4%	34.6%	33.1%
Hispanic	24.6%	23.0%	29.5%	27.0%
Multiracial	53.3%	36.0%	52.5%	53.5%
Native American			37.7%	40.0%
White	60.9%	59.0%	66.7%	66.8%
Economically Disadvantaged	26.8%	26.7%	29.1%	26.8%
English Language Learners	9.1%	14.1%	10.2%	13.1%
Students with Disabilities	8.2%	4.5%	16.1%	16.0%

To protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 10.

Table 10. English Language Arts Percentage Proficient (Levels 3, 4), Percentage Reading on Grade Level, Lexile Average, and Domain Averages from the English Language Arts EOG by Grade Level

Grade	Domain	Sedalia Park		Cobb	
		2015	2016	2015	2016
3	Percentage Proficient	40.7%	40.4%	46.3%	44.0%
3	Percentage Reading on Grade Level	72.1%	73.8%	76.1%	78.8%
3	Lexile	633.4	667.7	687.5	696.2
3	Extended Writing Task: Ideas	2.1	1.9	2.0	1.8
3	Extended Writing Task: Usage	1.9	1.8	1.8	1.7
3	Narrative Writing Response Score	1.8	2.0	1.8	1.8
4	Percentage Proficient	36.6%	40.3%	48.4%	45.7%
4	Percentage Reading on Grade Level	61.1%	64.2%	67.9%	67.1%
4	Lexile	782.4	796.8	828.3	838.8
4	Extended Writing Task: Ideas	2.0	1.9	2.2	1.9
4	Extended Writing Task: Usage	1.8	1.9	1.8	1.9
4	Narrative Writing Response Score	1.7	2.2	1.8	2.1
5	Percentage Proficient	43.1%	34.4%	51.4%	53.0%
5	Percentage Reading on Grade Level	74.1%	68.9%	74.6%	76.4%
5	Lexile	966.1	936.0	977.7	981.7
5	Extended Writing Task: Ideas	2.5	2.2	2.6	2.5
5	Extended Writing Task: Usage	2.1	2.1	2.1	2.3
5	Narrative Writing Response Score	2.5	2.0	2.2	2.4

Range for Extended Writing Task: Ideas is 0 to 4; Range for Extended Writing Task: Usage is 0 to 3; Range for Narrative Writing Response Score is 0 to 4.

Table 11. Percentage Scoring in Each Level on the Scholastic Reading Inventory for 2016

Grade	Test	Number of Students	Sedalia Park			
			Below Basic	Basic	Proficient	Advanced
K	Test 1	1	0.0%	0.0%	100.0%	0.0%
K	Test 2	14	0.0%	0.0%	78.6%	21.4%
1	Test 1	20	0.0%	80.0%	10.0%	10.0%
1	Test 2	4	0.0%	75.0%	25.0%	0.0%
2	Test 1	125	47.2%	22.4%	24.8%	5.6%
2	Test 2	143	30.8%	24.5%	25.2%	19.6%
3	Test 1	127	35.4%	22.0%	34.6%	7.9%
3	Test 2	140	22.1%	24.3%	31.4%	22.1%
4	Test 1	129	31.0%	28.7%	34.1%	6.2%
4	Test 2	135	20.7%	21.5%	35.6%	22.2%
5	Test 1	111	32.4%	27.0%	22.5%	18.0%
5	Test 2	123	26.0%	26.0%	22.8%	25.2%

If students only took one test, then the test was recorded as Test 1 if taken in 2015 and as Test 2 if taken in 2016.

Table 12. Percentage of Students on Iowa Tests in Bottom Quartile Nationally (Smaller Numbers Better)

Grade	Section	Sedalia Park			Cobb		
		2014	2015	2016	2014	2015	2016
3	Reading	27.0%	27.2%	33.8%	24.8%	23.5%	24.6%
3	Vocabulary	29.8%	35.6%	35.9%	27.3%	29.2%	29.0%
3	Reading Total	27.2%	31.3%	36.6%	26.2%	27.2%	27.3%
3	Spelling	24.1%	24.3%	27.1%	19.0%	18.6%	19.6%
3	Capitalization	23.5%	28.4%	36.8%	26.9%	25.4%	28.6%
3	Punctuation	25.0%	38.1%	38.0%	28.2%	28.7%	32.3%
3	Written Expression	25.9%	27.7%	32.4%	25.6%	25.4%	28.3%
3	Conventions of Writing	26.1%	36.1%	40.8%	25.1%	28.0%	27.3%
3	Language Total	25.2%	33.6%	37.3%	25.4%	28.1%	27.1%
3	English Language Arts Total	23.0%	26.9%	38.0%	24.6%	25.6%	26.1%
5	Reading	23.0%	29.5%	28.1%	19.6%	19.6%	20.6%
5	Vocabulary	24.0%	22.1%	24.0%	17.5%	17.0%	17.3%
5	Reading Total	23.0%	21.3%	24.0%	16.8%	17.7%	17.3%
5	Spelling	26.0%	17.2%	31.4%	18.9%	19.6%	20.7%
5	Capitalization	21.0%	17.2%	33.1%	20.1%	19.8%	22.7%
5	Punctuation	20.0%	23.0%	21.5%	17.7%	17.8%	19.7%
5	Written Expression	14.1%	18.0%	23.1%	13.1%	16.3%	15.4%
5	Conventions of Writing	20.0%	18.9%	29.8%	17.6%	17.9%	19.3%
5	Language Total	19.2%	18.0%	30.6%	16.7%	17.7%	18.4%
5	English Language Arts Total	21.2%	17.2%	27.3%	16.1%	16.8%	18.0%

Table 13. Percentage Meeting and Exceeding Standards on GKIDS Assessments in English Language Arts

Strand	Sedalia Park			Cobb		
	2014	2015	2016	2014	2015	2016
Reading	82.7%	75.4%	76.9%	80.2%	80.8%	81.0%
Writing	72.4%	72.1%	78.1%	76.4%	76.1%	76.1%
Speaking and Listening	85.8%	81.0%	79.9%	84.1%	84.4%	84.2%
Language	80.1%	72.6%	73.8%	77.0%	77.2%	77.5%
English Language Arts Total	80.7%	74.3%	75.4%	79.0%	79.2%	79.5%

Data Analysis: An inspection of ELA data raises several points of concern, even though we saw some substantial growth in Lexile levels of our 3rd and 4th grade students. To see that the Lexile measure of our 5th graders dropped, and 3-5 as a whole lagging well behind county averages is the beginning of a discussion about improving literacy at Sedalia Park. Reading inventory data suggests that we are not making the requisite growth at several levels in addition to an apparent stagnation in the Lexile level of our upper grades students.

Science Achievement Data

Table 14. Percentage at each Achievement Level on the Science EOG (All Grade Levels Combined)

Achievement Level	Sedalia Park		Cobb	
	2015	2016	2015	2016
Level 1: Beginning Learners	23.7%	30.9%	24.6%	25.4%
Level 2: Developing Learners	43.4%	38.7%	36.9%	35.9%
Level 3: Proficient Learners	25.5%	25.2%	29.1%	29.6%
Level 4: Distinguished Learners	7.4%	5.2%	9.4%	9.1%

Table 15. Percentage Proficient (Levels 3, 4) on the Science EOG by Student Group (All Grade Levels Combined)

Student Group	Sedalia Park		Cobb	
	2015	2016	2015	2016
All Students	32.9%	30.4%	38.5%	38.6%
Asian	45.8%	38.5%	65.5%	66.4%
Black	21.7%	22.6%	21.7%	21.8%
Hispanic	23.0%	18.4%	19.6%	20.1%
Multiracial	28.6%	40.0%	42.1%	44.3%
Native American			30.9%	34.0%
White	58.2%	51.0%	58.5%	59.1%
Economically Disadvantaged	21.9%	20.9%	19.0%	18.5%
English Language Learners	7.9%	12.9%	6.4%	10.4%
Students with Disabilities	6.2%	11.4%	18.6%	18.3%

To protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 10.

Table 16. Science Percentage Proficient (Levels 3, 4) and Domain Averages on the Science EOG by Grade Level

Grade	Domain	Sedalia Park		Cobb	
		2015	2016	2015	2016
3	Percentage Proficient	31.7%	36.9%	37.6%	38.2%
3	Earth Science	1.5	1.5	1.6	1.5
3	Life Science	1.4	1.6	1.6	1.7
3	Physical Science	1.5	1.7	1.6	1.6
4	Percentage Proficient	29.2%	26.7%	37.2%	36.7%
4	Earth Science	1.5	1.4	1.5	1.6
4	Life Science	1.6	1.5	1.7	1.6
4	Physical Science	1.3	1.4	1.5	1.6
5	Percentage Proficient	38.5%	27.2%	40.7%	41.1%
5	Earth Science	1.6	1.4	1.6	1.6
5	Life Science	1.7	1.4	1.6	1.7
5	Physical Science	1.7	1.4	1.7	1.6

Range for all domains is 1 to 3. Remediate learning = 1; Monitor learning = 2; Accelerate learning = 3.

Table 17. Percentage of Students on Iowa Tests in Bottom Quartile Nationally (Smaller Numbers Better)

Grade	Section	Sedalia Park			Cobb		
		2014	2015	2016	2014	2015	2016
3	Science	9.3%	18.0%	13.8%	11.1%	15.6%	12.2%
5	Science	24.5%	15.2%	29.3%	16.9%	17.4%	18.4%

Data Analysis: Student performance in science lags behind county averages as well, however the differences are rather marginal. Our 3rd grade showed noticeable growth in overall achievement, especially in the area of physical science. Unfortunately, our 4th and 5th grade performance dropped significantly overall, taking major steps backward in almost every domain.

Social Studies Achievement Data

Table 18. Percentage at each Achievement Level on the Social Studies EOG (All Grade Levels Combined)

Achievement Level	Sedalia Park		Cobb	
	2015	2016	2015	2016
Level 1: Beginning Learners	26.9%	26.6%	23.9%	23.9%
Level 2: Developing Learners	45.3%	45.4%	43.2%	43.4%
Level 3: Proficient Learners	23.6%	21.8%	23.6%	22.8%
Level 4: Distinguished Learners	4.1%	6.1%	9.3%	9.9%

Table 19. Percentage Proficient (Levels 3, 4) on the Social Studies EOG by Student Group (All Grade Levels Combined)

Student Group	Sedalia Park		Cobb	
	2015	2016	2015	2016
All Students	27.7%	27.9%	32.9%	32.8%
Asian	50.0%	37.5%	59.5%	60.7%
Black	21.2%	19.4%	19.1%	18.8%

Table 19. Percentage Proficient (Levels 3, 4) on the Social Studies EOG by Student Group (All Grade Levels Combined)

Student Group	Sedalia Park		Cobb	
	2015	2016	2015	2016
Hispanic	16.9%	21.3%	15.5%	15.1%
Multiracial	46.7%	24.0%	36.4%	36.7%
Native American			18.9%	28.6%
White	42.9%	45.9%	49.7%	50.4%
Economically Disadvantaged	17.5%	16.4%	14.6%	13.7%
English Language Learners	7.3%	17.2%	4.5%	7.7%
Students with Disabilities	4.2%	6.8%	13.7%	14.1%

To protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 10.

Table 20. Social Studies Percentage Proficient (Levels 3, 4) and Domain Averages on the Social Studies EOG by Grade Level

Grade	Domain	Sedalia Park		Cobb	
		2015	2016	2015	2016
3	Percentage Proficient	27.9%	31.7%	29.5%	30.1%
3	Economics	1.6	1.6	1.6	1.6
3	Geography	1.5	1.6	1.5	1.5
3	Government and Civics	1.1	1.5	1.3	1.4
3	History	1.6	1.6	1.6	1.5
4	Percentage Proficient	31.5%	33.8%	37.3%	36.7%
4	Economics	1.5	1.6	1.5	1.6
4	Geography	1.5	1.4	1.6	1.5
4	Government and Civics	1.4	1.6	1.5	1.6
4	History	1.4	1.5	1.6	1.6
5	Percentage Proficient	23.3%	17.2%	32.0%	31.6%
5	Economics	1.4	1.3	1.5	1.5
5	Geography	1.4	1.2	1.5	1.5
5	Government and Civics	1.5	1.4	1.6	1.6
5	History	1.4	1.3	1.5	1.5

Range for all domains is 1 to 3. Remediate learning = 1; Monitor learning = 2; Accelerate learning = 3.

Table 21. Percentage of Students on Iowa Tests in Bottom Quartile Nationally (Smaller Numbers Better)

Grade	Section	Sedalia Park			Cobb		
		2014	2015	2016	2014	2015	2016
3	Social Studies	30.2%	30.4%	30.1%	22.9%	26.6%	25.7%
5	Social Studies	19.2%	15.7%	21.7%	17.1%	17.5%	18.5%

Data Analysis: Consistent performance in 3rd and 4th grades keeps us near county averages, however, a six percent drop in 5th grade lags behind county performance. Our ELL students showed ten percentage points increase. The improvement, coupled with a slight increase in the scores of our students with disabilities, show we have some good strategies in place in the area of social studies.

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

- Economically disadvantaged students
Our economically disadvantaged students met the participation rate and subgroup performance target but not the state Performance Target in ELA, Math, and Science. Students in this subgroup met the participation rate, but did not meet either the state or subgroup performance targets in social studies.
- Students from Major racial and ethnic groups
Our students from major racial and ethnic groups had varied performance on the EOG. Our African American (Black) students met the Participation Rate and Subgroup Performance Target, but did not meet the State Performance Target in all EOG areas (ELA, Mathematics, Science, and Social Studies). Our Hispanic students met the Participation Rate and Subgroup Performance Target, but did not meet the State Performance Target for both mathematics and science. The students in the Hispanic subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets in both reading and social studies.
- Students with disabilities
Our students with disabilities met the Participation Rate and Subgroup Performance Target, but not the State Performance Target in ELA and Mathematics. They met the Participation Rate, but did not meet either the State or Subgroup Performance Targets in the areas of Science and Social Studies.
- Students with limited English proficiency
Our English Learners met the Participation Rate and Subgroup Performance Target, but did not meet the State Performance Target in all EOG areas (ELA, Mathematics, Science, and Social Studies).

Performance Flags

Legend:		Subgroup met both State and Subgroup Performance Targets	Subgroup met Subgroup but not State Performance Target	Subgroup met State but not Subgroup Performance Target	Subgroup did not meet either the State or Subgroup Performance Targets
Not Applicable	Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target	Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target	Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target	Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets	
Subgroup Performance		End of Grade			
		English Language Arts	Mathematics	Science	Social Studies
American Indian/Alaskan	NA	NA	NA	NA	
Asian/Pacific Islander	P-S	P-S	P-S	P-S	
Black	P-SG	P-SG	P-SG	P-SG	
Hispanic	P	P-SG	P-SG	P	
Multi-Racial	P	P	P-S	P	
White	P	P	P	P	
Economically Disadvantaged	P-SG	P-SG	P-SG	P	
English Learners	P-SG	P-SG	P-SG	P-SG	
Students With Disability	P-SG	P-SG	P	P	

- E. The data has helped us reach conclusions regarding achievement or other related data.
- The major strengths we found in our programs are...

Core Content Area	Major Academic Strengths
Reading	Grades 3 and 4 had gains with Lexile levels; Grade 3 averages a Lexile of 667.7 and 4 th grade averages a Lexile of 796.8
ELA	African American (Black) subgroup and ELL students outperformed the district average on the EOG (all grade levels combined)
Writing	Grammar, all domains, narrative writing on EOG in 3 rd and 4 th grades and on IOWA for 3 rd and 5 th
Math	Numbers and Operations throughout EOG for 3 rd and 4 th ; 6% increase for Hispanic students
Science	84% increase in students with disabilities on EOG
Social Studies	3 rd grade proficiency above Cobb County average; ELL students made 10% growth on EOG

The major academic needs with root causes we discovered and will address are...

Core Content Area	Major Academic Needs	Root Cause	Priority of Need (1-6)
Reading	There is a disparity between the high percentage of students on grade level based on EOG Lexile data and percentage proficient in Levels 3 and 4 on the EOG across all grade levels	Lack of fidelity in guided reading instruction across classrooms	1
ELA / Writing	Ideas	Lack of exposure to appropriate, engaging text on a regular basis. Lack of understanding of this component of the writing process by teachers	2
Math	Geometry	Decreased opportunities for hands on learning and performance tasks	3
Science	Earth Science	Lack of content knowledge and vocabulary	4
Social Studies	5 th grade all domains; Geography in grade 4	Lack of content knowledge and vocabulary, inconsistent instructional practices	5

- The ROOTCAUSE that we discovered for each of the needs are lack of fidelity in instruction in classrooms, whether it be the program, the instructional materials used (worksheets), lack of training for staff, lack of hands on and project based/performance tasks and lack of prerequisite skills (background knowledge and vocabulary) by students. These issues are a hindrance to moving students forward in the learning process across all content areas.

Summary of Needs:

Based on our data, strengths and weaknesses were identified. We have also learned, from our data, that we need to implement small group instruction in all areas with fidelity across classrooms and using data to drive the instruction. In addition, we need to develop and implement “real world” experiences that foster higher level thinking and creativity for students and staff. We need to focus our efforts in the primary grades reading and math to prepare them for the intermediate grades.

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

Lexile Levels

➤ Based upon previous data the following grade levels will show that:

100% Kindergarten students who qualify to take the RI will be proficient or advanced.

100% of 1st grade students will qualify to take the RI.

2nd grade students performing at the proficient or advanced level will increase from 45% to 48% on the RI administered at the end of the year.

3rd grade students performing at the proficient or advanced level will increase from 54% to 57% on the RI administered at the end of the year.

4th grade students performing at the proficient or advanced level will increase from 58% to 61% on the RI administered at the end of the year.

5th grade students performing at the proficient or advanced level will increase from 48% to 51% on the RI administered at the end of the year.

Math Levels

➤ Students meeting proficiency (level 3 or 4) on EOG math will increase from 46% to 49%

English Language Arts Levels

➤ Students meeting proficiency (level 3 or 4) on EOG ELA will increase from 38% to 41%

Science

➤ Students meeting proficiency (level 3 or 4) on EOG Science will increase from 30% to 33%

Social Studies

➤ Students meeting proficiency (level 3 or 4) on EOG Social Studies will increase from 28% to 31%

2. Schoolwide Reform Strategies that are scientifically researched based.

A. Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

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:

Use the following chart to indicate your strategies, how the strategy (using Title I funds) will be implemented, the academic goal addressed and the approximate cost.

- In order to implement the researched based strategies and provide support to teachers and students Sedalia Park will employ 2 full time academic coaches to help improve instruction by providing assistance to teachers in all core academic areas. The coaches will assist in developing effective teaching strategies (including the use of technology) for all students. The academic coaches will also provide training on writing and reading through Writers and Readers workshop utilizing the Cobb County Balanced Literacy Framework approach to teaching reading and writing.
- Both academic coaches will have a large majority of time devoted to teachers still in the induction phase of their career.
- We will utilize both of our academic coaches to assist with various assessments and data analysis to accompany our data-teams
- In addition, our academic coaches will also support the instructional needs of the school by modeling lessons, collaborating with staff, and provide academic resources/staff development where needed.
- Teachers will receive support and professional development in the area of balanced literacy from local and district coaches.
- Teachers will continue to meet weekly and quarterly to collaboratively develop rigorous standards-based units and common formative assessments. From the data gathered, teachers will plan appropriate interventions and differentiated instruction. This will also be a time formative assessments will inform instruction and provide the material for Professional Learning Communities and data team discussions.
- Guided reading and math instruction will be provided systemically and consistently throughout all grade levels. These opportunities will provide students with additional small group instruction.
- Extended day tutoring and Saturdays for Success tutoring program.
- Acquisition of materials to enhance Saturdays for Success and extended day programs. Appropriate pre and post tests will accompany these tutoring opportunities
- Provide time and guidance for maximization of new K-2 ELA resources through district and local coach training
- Provide professional development in reading and writing. PD in math will consist of a thorough unpacking of standards and focus on quality "real-world" problem solving with appropriate instructional strategies and resources
- Provide Renaissance Learning program (AR) to track reading and motivate students to develop the habit of reading?
- Improve parent/school communication with agenda and communication folders
- Provide several software programs to students and teachers for practice in reading and professional growth: Raz-kids, Reading A-Z, ASCD, and IRA, Study Island, BookFlix, Freedom Flix, Starfall, and EdHelper

- Continue to implement IXL math program with increased fidelity for K-5 to motivate students through interactive math games and exercises while keeping teachers and parents informed and involved. IXL offers a comprehensive, dynamic and enjoyable environment suitable for any learning style. IXL provides insight into student performance through reports and data analysis tools
- Time for Kids, StoryWorks, and StoryWorks, Jr. Magazine subscriptions, supplies and manipulatives will be integrated into all core subjects

PERSONNEL

Title I funds will support the following supplemental personnel to increase student achievement	Explain how the personnel will be utilized.	Academic Goal Addressed	Estimated Cost	Data used to evaluate effectiveness	Timeline for evaluation
Academic Coach K-5 Reading	The academic coach position is used as a resource for teachers, parents, and students. The coach is able to assist teachers in lesson planning, provide resources, lead data teams, and plan professional learning based on the actual needs of the teachers. The coach is also able to work with students and teachers to help address their specific needs in academic areas. The coach can also work with parents by facilitating classes for parents and attending parent conferences.	All Content Areas	\$75,538	Academic Coach performance , County performance evaluation system, staff survey	May 2017
Academic Coach K-5 Math	The academic coach position is used as a resource for teachers, parents, and students. The coach is able to assist teachers in lesson planning, provide resources, lead data teams, and plan professional learning based on the actual needs of the teachers. The coach is also able to work with students and teachers to help address their specific needs in academic areas. The coach can also work with parents by facilitating classes for parents and attending parent conferences.	All Content Areas	\$83,487	Academic Coach performance , County performance evaluation system, staff surveys	May 2017
Parent Liaison	The parent liaison is a link between parents and school. She provided needed resources for parents such as	Reading and Math	\$34,318	Academic Coach performance	May 2017

	workshops, materials, translations, and interpretation. The parent liaison also manages and suggests materials for parents to check out of the parent Resource Center to use at home.			, County performance evaluation system, parent surveys	
INSTRUCTIONAL					
Title I funds will support the following supplemental instructional strategy/initiative to increase student achievement	Explain how the instructional strategy/initiative will be implemented.	Academic Goal Addressed	Estimated Cost	Data used to evaluate effectiveness	Timeline for evaluation
Collaborative C and I days for all grade levels (3 per year)	Each C and I day will be used to create formative assessments, review data, and plan instructional strategies	All Content Areas	\$10,836	C & I agendas, lesson plans, pacing calendars	End of semester
Software/Web tools/Apps	Intervention support School License Math IXL: Reading A-Z and Raz-Kids: Study Island: 5 th Grade ELA School License: Renaissance Learning (AR) School License BookFlix and FreedomFlix Starfall (K and 1 st) Ed Helper	All Content Areas	\$16,400	Reports provided by the company	End of semester
Supplies	Creative and innovative problem based learning activities	All Content Areas	\$53,462	Student created products	End of semester
Saturday for Success	Intervention Saturday for Success program, where students will receive additional instruction in the areas of reading and math by Sedalia Park staff. Transportation will be provided for our Saturday program	Math and Reading	\$15,000	Assessments (local and state)	Weekly PLCs
Performance Contracts (Must be submitted 6 weeks prior to delivery of services)					
Title I funds will support the following professional development	Explain why the performance contract is needed.	Academic Goal Addressed	Estimated Cost	Data used to evaluate effectiveness	Timeline for evaluation

performance contract to increase student achievement					
Rigor and Relevance Training	This training will examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement. It will also be used in the development of both instruction and assessment. In addition, teachers will use it to monitor their own progress in adding rigor and relevance to their instruction, and to select appropriate instructional strategies for differentiating instruction and facilitating higher achievement goals.	All content areas	\$4,500		May 2017
Camp Invention	Hands on summer science and math camp	Math, Science	\$5,412		June 2017
					COST
Professional Development	See professional development chart in section 4E for details.				\$4,500
Parental Involvement	See parental involvement chart in section 5B for details.				\$3,000
	Total				
	Proposed Budget				

B. Are based upon effective means of raising student achievement.

Title I Funded Item:	Research Indicating Increasing Student Achievement:
Academic Coaches	The Academic Coach positions at our school are instrumental in helping to provide teachers with staff development needs, modeling lessons, as well as being a resource provider. Deborah Meier (2011), a writer for Educational Leadership, stated: “The aim of coaching is to get educators to reflect and improve on their theory and practice—to ponder...what they used to do and think, and to be open to changing their minds. By helping educators learn for themselves and from one another...coaching can boost teacher effectiveness, enhance student learning, deepen subject area expertise, and improve staff relationships” (p.7).

<p>Parent Liaison</p>	<p>Parent/Teacher communication is one of the firm beliefs at Sedalia Park Elementary School to ensure parents are aware of how their child is doing academically as well as emotionally at school. The teachers understand that children do better in school when the teachers and parents have a clear and open line of communication that is an ongoing process. Researchers for Harcourt Brace confirmed this through their research findings. They found that by having a line of communication that happens within the context of ongoing interactions is vital to student success (Adler & Rodman, 1994).</p>
<p>Collaborative C and I days for all grade levels (3 per year)</p>	<p>Farmer, McQueen, & Grisson (2015) found when teachers engage in high quality collaboration in general, and about assessments in particular, there's an increase in student achievement and teacher performance.</p>
<p>Software/Web tools/Apps</p>	<p>Technology may play an important role in closing the achievement gap. It goes without saying, "technology empowers students," especially those who have limited experiences. In only a few mouse clicks, students can be warped to famous landmarks on virtual fieldtrips or share their writing with students halfway around the world. Based on research, at-risk students show greater achievement and have a more positive attitude when instruction is paired with technology. Among the encouraging research, tutoring software which "presents instruction in small, sequential steps, at varying levels of difficulty, and students can use the software independently, working at their own pace," is especially effective with low achieving or at risk students (Bos & Vaughn, 1994). These tutoring software programs allow student to work on a comfortable level of academic achievement and simulate the mind with age appropriate graphics and colorful animations. Another study conducted concludes that with "essential conditions" of access and integration, at-risk students can show positive gains on standardized testing in the areas of</p>

	<p>math and reading (Stratham & Torell, 1996). It is important to clarify that in the study, “access” was defined as one computer for every two to five students and one hour per day, per student on the computer (Stratham & Torell, 1996). Without proper access to computers, students and teacher may not see similar results.</p> <p>In order to help at-risk student be successful in school and become successful adults, it is important that teachers are provided with resources, proper training, and proper equipment to help at-risk populations. The at-risk students often come to classrooms already struggling both academically and socially. By using computers, “technology can be less threatening to a student who has already experienced many failures in traditional classrooms situations” (Stratham & Torell, 1996). Research has shown that proper teacher training for integration will help create curriculum that is preparing at-risk students for a more successful future.</p>
<p>Saturdays for Success</p>	<p>In the February 2015 issue of the National Center on Time and Learning, Dr. Farbman asserts, "More dramatically, a well-known study suggests that the widening achievement gap between low- and high-SES students might be traced back entirely to the long summer vacation. Examining a large cohort of students over the course of five years, the authors identified the gap in academic achievement between high- and low-SES students widening over the summer months, and narrowing during the school year."</p> <p>"The second reason why it stands to reason that highly effective schools are those with considerably more time than the conventional is that, almost by definition, they provide more time in classrooms. And more time in class should then, assuming reasonably efficient instruction, translate into more raw learning time or, as it is known in the literature, “time</p>

	<p>on task.” A substantial body of research has long identified quantity of time on task by itself as a key determinant of student performance on an individual level. The conceptual framework connecting time to learning first took root in 1963 when educational psychologist John Carroll articulated a “Model of School Learning.” His framework unpacked the commonsensical connection between time and learning, demonstrating in sound educational terms how quantity of time serves as the pivot point in what he called the “degree of learning” that any individual achieves.¹² Since then, many studies have confirmed Carroll’s theory and, specifically, have delved into the phenomenon that spending more time in productive learning environments does, indeed, typically lead to increases in proficiency.” Farbman. <i>The Case for Improving and Expanding Time in School: A Review of Key Research and Practice</i>. National Center on Time and Learning, February 2015 Issue</p>
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C. *Use effective instructional methods that increase the quality and amount of learning time.*

We will increase the amount and quality of learning time by

- Establishing the expectation of intentional, differentiated teaching based on data, increasing the amount of time for teachers to analyze data.
- Increasing the efficiency of lesson delivery through modeling and lesson observations with academic coaches
- Increasing the efficiency of classroom time (academic coaches)
- Minimizing classroom interruptions though intercom all calls, scrutiny of student assembly/gatherings, and emphasis on improved teacher and staff attendance)
- Lesson collaboration and planning (PLC extended planning time, academic coaches)
- Specifying time within the day for specific reform strategies - writer’s workshop time (literacy block)
- Extended day learning opportunities will be provided for identified students who are at-risk of not meeting academic standards. On Tuesdays and Thursdays, we will offer extended day tutoring. Certified members of the Sedalia Park staff will provide the tutoring. We will also provide a Saturday for Success program, where students will receive additional instruction in

the areas of reading and math by Sedalia Park staff. Transportation will be provided for our Saturday program.

- We will increase the amount and quality of learning time by minimizing classroom disruptions and providing uninterrupted blocks of instructional time throughout the day. Students will receive additional time and instruction through our computer lab rotation schedule where they will have access to programs that will provide individualized instruction based on each students' needs and progress. These programs will be available in the classroom as well. Parents will also have access to some of these on-line resources, so students can access these programs and the assistance at home.
- Camp Invention is a week long summer program that partners with schools across the country to reinforce the traditional school year with science, technology, engineering and math activities through inquiry-based, hands-on activities. Taught by local educators, each Camp Invention program consists of four modules, which comprise 32.5 hours of programming. Typically delivered in five consecutive 6.5-hour days, all four modules align with national and state education standards and are designed to meet the needs of varying age groups through primary and intermediate activities. The specific standards to be addressed through this program are on page 10. Title One funds will be used to fund one director, two teachers and materials. Thirty-five students will be selected to participate based on teacher recommendation and perceived financial need. The camp is an opportunity to create positive changes that encourage all student groups to succeed in the scientific and technological fields and nurture the next generation of inventors and entrepreneurs.

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)

- The needs of all students, particular our students with disabilities, English Language Learners, and our students who are Economically Disadvantaged will be carefully monitored through data teams, quarterly assessments, and formative checkpoint assessments prior to EOG Milestones administration, and report cards. Adjustments to programs such as after school tutoring will address these needs. Our School's Strategic Plan 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).
- The schoolwide program which may include: counseling, pupil services and mentoring services;

- College and career awareness and preparation , such as college and career guidelines, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
- The integration of vocational and technical education programs

3. Highly Qualified Professional Staff.

- A. School status of highly qualified teachers to high-needs schools
 - Currently the entire staff is highly qualified for their respective positions.

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

- A. We have included teachers, principals, paraprofessionals and others, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.
 - Title I funds are being used to employ two full time coaches that will primarily focus on teachers still in the induction phase of their careers, beginning of the year assessments and data analysis. Both coaches will also help teachers move their focus from being teacher centered to student centered. Additionally, our teachers work closely with their grade levels, administration, and support staff during their planning periods and PLCs to ensure that our students are receiving rigorous, innovative, and consistent instruction. Additional training and staff development opportunities are provided throughout the year, outside of the normal school day or hours, and our staff is encouraged to take advantage of these opportunities to obtain the knowledge and skills that will allow them to best serve their students. Professional development days are used to support the continual learning process, as is outlined in Cobb County School District's strategic plan. Regular faculty, leadership, grade level, and governing board meetings are held to inform and seek input from key stakeholders and coordinate our efforts and resources.

- B. We have aligned professional development with the State's academic content and student academic achievement standards...
 - All of our school's Title I funded professional development have been aligned with our needs assessment. Each professional development activity has been reviewed to ensure the training is related to Georgia's academic content with the goal of raising student achievement in content areas identified within our needs assessment.

- C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example....(money, time, resources, instructional coaches)
- Title I Funds have been utilized to provide substitutes for teachers to attend curriculum development meetings, team quarterly collaboration days, and teaching rounds. Title funds will also be utilized for our part-time math coach and to provide our extended day learning opportunities for students at-risk of not meeting grade level standards.
- D. We have 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....
- Data Team Meetings will meet during weekly Professional Learning Communities (PLCs) to analyze math, reading, writing, science and social studies as well as, flexible formative assessments (FFA). The data is monitored and specific students are identified who are not meeting standards. Specific strategies are developed to meet their needs.
 - Quarterly collaborative planning sessions include time for teachers to analyze data from district created assessments, universal screeners, FFA, and state assessments such as EOG and IOWA and then form instructional groups for upcoming units.
 - Teachers use a variety of formative and summative assessments to evaluate students before, during, and after instruction
- E. Schools yearly professional development schedule (Use the form below for Professional Development. Include other professional development not funded through Title I. ALL CONFERENCES FUNDED WITH TITLE I MUST BE LISTED. The parent involvement activity listed is required.)

PROFESSIONAL LEARNING TEMPLATE

2016-2017 Professional Learning					
School:					
Month / Day / Yr	Professional Learning Topic	A. Academic Area Addressed – Must be linked to a goal B. Brief description of the Professional Learning and how it will increase student achievement.	Location	Estimated Cost	Funding Source
REQUIRED Aug 31 st , 2016	Staff Professional Development: Building the Contributions and Capacity of Parents (part 1)	A. Title I Six standards requirement. The school staff will learn about the 6 standards of parent involvement. B. Building Capacity Standard: 3 To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school	Sedalia Park	0	Title I

		and local educational agency that receives Title I funds shall educate teachers, pupil services personnel, principals, and other staff with the assistance of parents in the value and utility of contribution of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. This will occur in tri-weekly meetings with administration and academic coaches.			
REQUIRED Jan. – Feb. 30 th , 2016	Staff Professional Development: Building the Contributions and Capacity of Parents (part 2)	A. Building Capacity Standard: 3 B. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency that receives Title I funds shall educate teachers, pupil services personnel, principals, and other staff with the assistance of parents in the value and utility of contribution of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. These meetings will occur in one of the tri-weekly meetings.	Sedalia Park	0	Title I
August 17, 2016	Staff Professional Development: Guided Reading	A. Reading B. Due to the lack of fidelity in during guided reading instruction in many classrooms, Guided Reading training will be provided by a district level representative at Sedalia Park Elementary. Fidelity to the evidenced based reading program will increase student progress.	Sedalia Park	0	N/A
August 17, 2016	Staff Professional Development: ELA/Writing	A. Writing B. Training teachers in Lucy Calkins' Units of Study program will help students develop stronger, more robust writing through the writing process. The training will be provided by a district level representative.	Sedalia Park	0	N/A
August 31, 2016	Staff Professional Development: FFA System Overview and	A. Reading and Math B. The FFA system will be presented and the logistics for giving the initial Touchstones in CTLS Assessment and TTIS will be	Sedalia Park	0	N/A

	Touchstone Assessments	offered as well. Teachers knowing how to utilize Touchstones will increase student achievement with the use of up-to-date data that will occur at a more frequent interval. Teachers can then use this data to help guide their instruction and differentiate their lessons which will increase student achievement.			
September 2006	Staff Professional Development: Differentiation	A. Instruction in all content areas. B. In order to ensure all students' learning needs are being met across all subject levels, training on differentiated instruction will be offered at the local level by Sedalia Parks' Academic Coaches during PLCs. Teachers utilizing differentiation in their lessons will address each student's need and in turn, student academic growth will occur.	Sedalia Park	0	N/A
October 5, 2016	Staff Professional Development: Math	A. Math B. Training opportunities in the content area of math will specifically focus on increasing opportunities for hands on learning and performance tasks for students. When teachers provide increased exposure to hands on learning and performance tasks, student achievement will increase. The training will occur both at the local and district level.	Sedalia Park	0	N/A
October 26, 2016	Staff Professional Development: Science	A. Science B. The goal of the Professional Learning will focus on increasing content knowledge and vocabulary in the content area of science. Teachers will receive training from the district level at Sedalia Park in the areas of effective content and vocabulary strategies.	Sedalia Park	0	N/A
September 1 st -8 th , 2016	Staff Professional Development: Curriculum and Instruction Days for each grade level	A. All subjects B. Curriculum and Instruction days will be used for various Professional Learning opportunities based the needs of our teachers and our areas of need as a school. Collaborative planning for all grade levels and subjects will also take place in order to enhance student achievement.	Sedalia Park	Substitutes = \$700 Materials = \$400.00	

September 1 st -8 th , 2016	Staff Professional Development: Curriculum and Instruction Days for Inclusion Teachers	A. All subjects B. Curriculum and Instruction days will be used for various Professional Learning opportunities based the needs of our teachers and our areas of need as a school. Collaborative planning for all grade levels and subjects will also take place in order to enhance student achievement.	Sedalia Park	Substitutes =\$450 Materials= \$75.00	
November 16, 2016	Staff Professional Development: Social Studies	A. Social Studies B. The focus of the professional learning will focus on increasing students' content knowledge, vocabulary and geography skills. Professional Learning will be provided by district area representatives in order to present a renewed focus and expectation in Social Studies. Teachers will learn more effective ways of teaching geography which will increase student achievement.	Sedalia Park	0	N/A
December 6-15, 2016	Staff Professional Development: Curriculum and Instruction Days for each grade level	A. All subjects B. Curriculum and Instruction days will be used for various Professional Learning opportunities based the needs of our teachers and our areas of need as a school. Collaborative planning for all grade levels and subjects will also take place in order to enhance student achievement.	Sedalia Park	Substitutes =\$700 Materials= \$400.00	
December 6-15, 2016	Staff Professional Development: Curriculum and Instruction Days for Inclusion Teachers	A. All subjects B. Curriculum and Instruction days will be used for various Professional Learning opportunities based the needs of our teachers and our areas of need as a school. Collaborative planning for all grade levels and subjects will also take place in order to enhance student achievement.	Sedalia Park	Substitutes =\$450 Materials= \$75.00	
March 1-9 th , 2016	Staff Professional Development: Curriculum and Instruction Days for each grade level	A. All subjects B. Curriculum and Instruction days will be used for various Professional Learning opportunities based the needs of our teachers and our areas of need as a school. Collaborative planning for all grade	Sedalia Park	Substitutes =\$700 Materials= \$500.00	

		levels and subjects will also take place in order to enhance student achievement.			
March 1-9 th , 2016	Staff Professional Development: Curriculum and Instruction Days for Inclusion Teachers	A. All subjects B. Curriculum and Instruction days will be used for various Professional Learning opportunities based the needs of our teachers and our areas of need as a school. Collaborative planning for all grade levels and subjects will also take place in order to enhance student achievement.	Sedalia Park	Substitutes = \$450 Materials = \$100.00	
TOTAL COST (list this cost in section 2.A as well)				\$4,500.00	

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

- We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. We utilize the on-line resource provided by the Cobb County School District to identify the most qualified candidates for available positions. New teachers are provided a new teacher training and a highly qualified mentor is assigned to provide support and guidance throughout the year. Our grade levels meet weekly to plan for and make decisions about the instructional program. We provide professional learning and support through our site-based academic coach, our math coach, our district-level literacy and math coaches, outside resources, and our learning walks. Sedalia Park works closely with area colleges to provide students enrolled in educational programs field and student teaching experiences. Currently we have individuals working with our students from Georgia State University.

6. Strategies to increase parental involvement

- A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by....
 - Title I funds a Parent Facilitator position. This person serves as the liaison between school and our families. She also maintains a Parent Involvement Center, which houses valuable materials, and resources to assist all of our families be successful in the school environment. The parent liaison also assists families in establishing home environments to support children academically. She has plans parent workshops to teach reading and math strategies that families can use at home.
 - Parent Academy is offered through the Parent Facilitator each quarter. The topics for these workshops are determined by the parental involvement survey results and through additional parent feedback obtained throughout the year.

- Parent Orientation is offered in Spanish and Portuguese
 - Conference week: October 17-21, with one late evening conference offered one night. Translators are provided each day to accommodate non-English speakers (Spanish, Portuguese).
 - SWP Parent Review meeting is held in the Fall to communicate the goals of the plan and again in the Spring to review and make suggestions for changes.
 - Utilize our automated phone system to communicate upcoming school events or activities, such as progress reports, report cards, student holidays or scheduled events where parents are invited to attend. This information can also be found on our website.
 - Parents are encouraged to come and eat lunch with their students and attend various activities throughout the year that are intended for families. Sneak-a-Peek, PTA meetings, Fall Festival, Art Day, STEM night, and Taste of the Park are just a few of the events made available to families.
- B. We have developed a parent involvement policy included in our appendices that
- Includes strategies to increase parental involvement.
 - Describes how the school will provide individual student academic assessment results, including an interpretation of those results
 - Makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
 - Makes the Parent involvement Policy plan available to the LEA, parents, and the public (internet, upon registration, at parental involvement meetings, hard copies in parent center and at front desk of school office.
 - Compacts required-include with policy
 - Parent involvement checklist included
- C. Our parents are involved in the decisions regarding how the 1% reserved fund will be used for parental involvement.

FAMILY ENGAGEMENT TEMPLATE (The activities included are mandatory. Please complete the last three columns for the LISTED activities. Each of the six standards must be addressed, and may be combined with other hot topics requested by parents of enrolled students. Each school shall offer a number of flexible involvement activities/meetings derived from parent feedback, and should be listed below.)

2016-2017 FAMILY ENGAGEMENT ACTIVITIES PLAN					
MEETING/ACTIVITY NAME	DESCRIPTION OF MEETING/ACTIVITY	Building Capacity Standard Addressed	DATE(S) Month/Day/Yr.	TIME	Estimated Cost

REQUIRED Title I Plan, Policy and Compact Fall Input	Title I SWP, Parent Policy and Compact Review Input Meeting to include input to design the Parental Activities Plan and utilization of the 1% set aside for the <i>current</i> FY17 school year	Standards: 1,2,3,4,5,& 6	October 6 th , 2016	8:00- 9:00am	<i>Water \$100 Childcare \$150 Translation \$75</i>
REQUIRED Title I Annual Parent Information Meeting	Parents were given information on State's academic content standards, assessments, how Title I funding is spent and what is a Title I Schoolwide Program.	Standards: 1,2,3,4,5,& 6	September 9, 2016	8:00- 9:00am	<i>Water \$100 Childcare \$150 Translation \$75</i>
REQUIRED Title I Plan, Policy and Compact Spring Input Meeting	Title I SWP, Parent Policy and Compact Review and Input Meeting to include input to design the Parental Activities Plan and utilization of the 1% set aside for the <i>upcoming</i> FY18 school year	Standards: 1,2,3,4,5,& 6	March 14, 2016	8:00- 9:00am	<i>Water \$100 Childcare \$150 Translation \$75</i>
Parent Academy	Six Standard(s): 2 Parents invited to learn about instruction in the classroom and how to help students at home. Meetings are held the 2nd Tuesday of every other month 7:30-8:30am and 12:00-1:00pm to share and discuss topics from the teachers, school, and parents.	Standard: 2	October 6, 2016 January 10, 2017 Mar 14, 2017	7:30- 8:30am and 12:00- 1:00pm	<i>Water \$100</i>
Curriculum Nights	Parents will receive information about Georgia Standards of Excellence for ELA and math, Georgia Performance Standards in Math (Publix Math Night), Reading, and STEM, ways to help students at home, and scheduled activities. The information will be presented in English and Spanish.		November 1, 2016 January 10, 2017 April 11, 2017	6:00pm- 8:00	

Total 1% Set-Aside allocated	\$4,541
Proposed Budget	
Total Budget for Parental Involvement 1% Set-Aside	

7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs and/or students entering middle school or high school

- Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year
- Community preschool and day care centers bring their children to our school for tours through the building and to walk through our kindergarten classrooms to meet our teachers. An Open House for perspective K parents is held in May to allow parents to tour the building, get information on registration, and have all their questions and concerns addressed. Lastly, our students are screened before being placed in classrooms to assure they will receive appropriate services and support.
- Also included are transition plans for students entering middle school with fifth grade student visits to their perspective middle schools. The students meet with the personnel at those schools to get an understanding of the differences to be expected. Parents and students are invited to a Middle School Transition Night held at the middle school in the spring. The school counselors facilitate these transition plans.

8. 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 ways that we include teachers in decisions regarding use of academic assessment are explained as follows. To facilitate shared ownership and decision-making, Sedalia Park’s faculty and staff serve on one of the following committees: Reading, Math, Writing, Technology and Science/Social Studies. These committees will meet as deemed necessary to collaboratively meet, support our students, families, and the goals of our strategic school improvement plan. Additionally, our teachers meet for weekly data team meetings during Professional Learning Communities, where student progress is monitored and data is analyzed to inform instruction and develop interventions. Grade level teachers also meet quarterly for an all-day planning that allows them to analyze student progress, develop common formative assessments, and plan instructional

units. These avenues allow for all teachers to provide input and share in the decision-making process.

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.
 - Teachers analyze student data weekly during their grade level meetings and curriculum and instruction planning days. By analyzing this data consistently and systematically, teachers, administration, and support staff are able to identify and closely monitor struggling students who are at-risk of meeting mastering grade level standards.
 - Identified students are then provided additional support through a variety of strategies and services. These strategies and service may include one or all of the following: differentiated guided math and reading instruction, Special Education, English Language Learner program, extended day tutoring, Saturdays for Success, Response to Intervention, and any additional support staff services.

- B. Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.
 - Our academic coaches will provide training on how to identify student areas of difficulty and model lessons providing appropriate activities for students not meeting standards.

- C. Parent-teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, additional assistance available to the student at the school or in the community.
 - Teachers schedule conference with parents at least once per year. At the conference, the teacher reviews the student's academic achievement and describes the classroom assistance that is being provided when the student is struggling with a concept or subject area. Furthermore, the teacher provides suggestions and materials for the parent to use when working with the student at home on the areas in which the student is having difficulty. The teacher also makes the parents aware of the Tuesday / Thursday after school tutoring program as well as the Saturdays for Success tutoring program available for identified/qualified students at the school.

10. 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 schoolwide plan.

A. List of State and local educational agency programs and other federal programs that will be included and

- Reduced Class Model
- Cobb County School District Social Worker
- Special Education
- English Language Learner Services

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

- As a Title I school Sedalia Park is afforded additional funds that can be used for staff and programs to help meet the needs of our "at-risk" students. With a focus on closing all achievement gaps and providing an environment that fosters high academic standards, staff development must support the school goals. Personnel provided through Title I funds include 2 full time academic coaches and 1 parent facilitator. We have 15 special education teachers and 9 paraprofessionals to serve our students with disabilities (including SNPK). The special education program is a combination of small group, pull out and inclusion to meet the needs of students with disabilities and their IEP goals.
- Other allocated resources, such as School Focused Professional Learning, will be used to fund substitutes for teachers to participate in school focused and county focused staff development as well as collaborative planning.
- In the area of community outreach, Sedalia Park offers a variety of programs and services to meet the needs of our students. Sedalia Park currently works collaboratively with six Partners in Education, which are local businesses, to plan and provide services for our students, teachers, and families. Community and parent volunteers, PTA events, and family gatherings continue to enhance our stakeholders' involvement. Wheeler and Sprayberry High School students are involved in providing extra assistance during the school week and at Saturdays for Success tutoring program. Student participation in community services and projects include Relay for Life, Red Ribbon week, food drives, and Star Tree dedicated to providing holiday gifts for families in need. These provide opportunities to accept responsibility for developing a community that cares and serves.

Use the following chart to illustrate how Title I and other sources are used in your school (These are limited examples, please include all other funding sources the school utilizes):

Funding Source	Funding Use
Sample: FTE Funds	Instructional staff (teachers, paraprofessionals), consumable supplies, technology, expendable equipment, professional learning
Sample: SPLOST Funds	Technology, expendable equipment
Sample: Title I, Part A	Class size reduction, Instructional staff (teachers, paraprofessionals) consumable supplies, technology, expendable equipment, professional learning, academic coaches, parent facilitator
Sample Title II, Part A	Professional Learning

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.

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

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

- Sedalia Park parents are encouraged to attend scheduled parent-teacher conferences in October. During the conference, the teacher provides information on the current standards that are being met and areas that need to be improved upon. The teacher and parent will, collaboratively, develop strategies and coordinate resources that will benefit the student. Mid-quarter progress reports and 9-week report cards are distributed and outline a student’s progress throughout the school year. In addition, parents are provided a letter with the first report card that provides baseline student achievement levels in reading, writing, and math. Parents also receive a copy of scores on standardized assessments. We provide parents with a link on our website to the GaDOE for an interpretive guide for more information.

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

- Data is collected and disaggregated by the Georgia Department of Education.

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

- The Georgia Department of Education has verified the validity and reliability of the disaggregated data.

14. Provisions for public reporting of disaggregated data.

- The GaDOE and CCSD publish disaggregated data for each school on their respective websites. In addition, our school's data will be posted on the school website. This information is also communicated in meetings held with parents, community members, and stakeholders, and is included in the school newsletter.

15. 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 schoolwide program.

Keep up with each year.

- The plan was developed during a one-year period in the 2015 - 2016 school year for the 2016 - 2017 school year and has been revised as needed.

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

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

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

- The Title I Schoolwide Plan is available to the LEA, parents, and the public. A copy of the Schoolwide plan is on file in the Title I Department of the Cobb County School System. Copies of the plan are also in the school

administrative office, the media center, and the Parental Involvement Center. Parents and the public are notified of the availability of the plan via the school website, newsletter, and call out.

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

- The Schoolwide Plan is available in the Parental Involvement Center. This is communicated through Parent Academies and on the website. All schoolwide materials sent home are translated in Spanish.

19. Plan is subject to the school improvement provisions of Section 1116.