

Centerville Elementary School
Title I-Schoolwide Plan
2011-2012

Centerville Elementary School has developed, revised/updated and will implement a FY 2011-2012 Title I Schoolwide Plan which will clearly demonstrate “conceptual pooling” by the coordination of all funding sources, The school’s Title I Program through its SWP Plan and SWP Budget will be identified as a “single cost objective” evidenced through supporting documentation. Reference: Non-Regulatory Guidance, Title I Fiscal Issues, Revised February 2008, Section E-2 and E-18, Pages 50, 51, and 64.

1. A comprehensive needs assessment of the entire school.

Centerville Elementary conducted a comprehensive needs assessment to reform the total instructional program. We talked with teachers, parents, and community members of our learning community and were most committed to the academic needs of the students. It is our intent that this document will help us plan effectively for our future as a Title I Schoolwide program.

School Context and Organization

Centerville Elementary is one of five elementary schools in the Shiloh Cluster in south Gwinnett County, Georgia. We work with students in kindergarten through fifth grade. Gwinnett County Public Schools, located in the metro-Atlanta area, is the largest school system in Georgia and continues to grow steadily. One of every five Gwinnett County residents is a GCPS student.

Gwinnett County citizens highly value the important role education plays in building a thriving, diverse community and strongly support the school system’s pursuit of excellence. The finest teachers in the profession, involved parents, and a supportive community are key elements in the school system’s quest to become a system of world-class schools.

Centerville Elementary School has developed a local school vision, mission, and belief statement that directly coincides with that of the county.

Centerville Elementary promotes an environment firmly rooted in collaboration. Leaders provide the structure in our schedules to allow collaboration through our organizational decision making framework. We have a leadership team consisting of 10 staff members. The primary purpose of the team is to discuss issues related to school improvement in the areas of teaching and learning. When decisions need to be made, members of the curriculum leadership team

discuss the matter with their grade level group. At Centerville, every staff member is part of a small group led by a leadership team representative.

Curriculum and Instruction

The essential curriculum for our school system is organized in a set of objectives called the Academic Knowledge and Skills (AKS). Annually, parents receive a copy of the AKS -- it is what students are accountable for learning and staff are accountable for teaching. Student progress is reported at nine week intervals. Twice a year, school dismisses early for parent conferences. Curriculum maps are available to parents and students. It is reviewed with the students as a planning guide.

Student Achievement

Centerville Elementary is “data-driven”. Teachers analyzed student performance data from over the years. This data was comprised of:

- CogAT (1st, 3rd, 5th)
 - Georgia Criterion Reference Competency Tests (CRCT) and Adequate Yearly Progress
- Centerville Elementary students continue to make progress on the CRCT, with 87.4% of students meeting and exceeding standards in mathematics and 91.1% in Reading/ English/Language Arts. Almost 77.1% of students with disabilities met or exceeded in Reading/English/Language Arts and 83.3% in Math.

AYP for the 2011 Performance Year

- Participation
 - Attendance
 - Reading/Language Arts CRCT Scores
 - Math CRCT Scores
 - Historical three year trends for all subgroups in Reading, Language Arts and Math
 - Review of students exceeding the standards
 - Data disaggregated by subgroup
- Other Data
 - Individual teacher class profiles
 - Writing Stage performance
 - Fountas and Pinnell Reading Inventories

ESOL: ACCESS and WAPT scores

Title I Parent Sessions

Class size data

Student Ethnicity

Student Attendance

Socio Economic Data-Free and Reduced Lunch Rate

Gifted

Media Center Circulation Records

Afterschool program success data

Advanced Placement math

March Madness

- Iowa Test of Basic Skills (ITBS) 3rd & 5th
- Gwinnett County Initiatives

County-wide Interim assessments (Language Arts, Reading, Math, and Science). Instructional calendars were developed at the county level so students can learn the GPS content by CRCT administration at each grade level. Teachers use the data to drive their instruction.

- Georgia Grade 3 and Grade 5 Writing Assessment
- Georgia Kindergarten Assessment Program (GKIDS)
- Gwinnett County Content Area Retests (CAR)

Centerville Elementary
LSPI
2011-2012

Objective-Literacy

Centerville Elementary will increase academic performance in Reading/Language Arts/Writing for all students as measured by state and local assessments through instructional planning that includes professional learning and collaborative planning for both educators and parents.

Reading and Writing Workshop-Every classroom grades Kindergarten through Five will plan and design instruction using the workshop model as the base to provide each student appropriate instruction to move them forward in their learning.

Strategies That Work - Book Study/ Discussion Group-Staff will revisit the book "Strategies That Work" by Stephanie Harvey. Through conversation and common planning, teachers will implement different comprehension techniques and Quality Plus Teaching Strategies using the book as a guide.

Academic Adventure-Parents will learn details of the workshop model from Centerville teachers and coaches. They will experience a classroom situation and be given the opportunity to debrief with the teacher. The question and answer session will provide each parent with ideas on how to support their student/s at home.

Artful Teaching: Integrating the Arts for Understanding across the Curriculum K-8- Book Study-This book study will share exemplary arts-integration practices across the K-8 curriculum. The authors carefully describe how the arts provide an entry point for gaining insight into why and how students learn.

Coaching-Teachers will work with one of our Literacy Coaches to ensure professional growth in the area of Literacy. Teachers will grow their knowledge of the workshop model and implementation of small groups.

Read around the Campfire- Students will be exposed to author's book readings. Parents will have the opportunity to talk with teachers about the importance of reading and receive suggestions for appropriate titles for their child.

Author Visit - Chris Rumble, Mr. Rumble will present the kick off to reading. This exciting opportunity is designed to excite and motivate students to read as a leisure activity. Students will be challenged to participate in several reading activities throughout the year.

Literacy Vertical Team- This team will look at the vertical alignment in literacy. They will lead the data analysis in literacy to determine the schools areas of need.

LANGUAGE ARTS VISION- Year-long series of sessions (one Saturday per month) to build consistent, pervasive, and rigorous literacy practices that align with our district expectations for literacy teaching and learning in all content areas.

BUILDING LITERACY IN SOCIAL STUDIES-This course is designed to incorporate literacy skills into social studies content. Lessons and resources that support the Quality Plus Teaching Strategies and AKS will be given.

Objective-Math

Centerville Elementary will increase academic performance in Mathematics for all students to meet and/or exceed annual targets as measured by state and local assessments through instructional planning that includes professional learning and collaborative planning for both educators and parents.

Math Workshop-Every classroom grades Kindergarten through Five will plan and design instruction using the workshop model as the base to provide each student appropriate instruction to move them forward in their learning.

Coaching-Teachers will work with one of our Math Coaches to ensure professional growth in the area of Mathematics. Teachers will grow their knowledge of the workshop model and implementation of small groups.

Math Just in Time Training-The Math Vertical Team along with the Math coaches will conduct professional learning throughout the year. This will be designed to give teachers independent activities for use during Math Workshop Instruction.

Math Carnival-Students and parents will participate in math based games that are designed around a carnival theme. This activity is designed to show parents and students that math is a fun activity and around us in our everyday world.

Math Vertical Team-This team will look at the vertical alignment in mathematics. They will lead the data analysis in math to determine the schools areas of need.

Math Club-Math club is for 4th and 5th grade students who want an enriching math experience. This group will meet weekly.

Academic Adventure-Parents will learn details of the workshop model from Centerville teachers and coaches. They will experience a classroom situation and be given the opportunity to debrief with the teacher. The question and answer session will provide each parent with ideas on how to support their student/s at home.

March Madness-Students will participate in an additional academic class during the month of March based on data collected throughout the school year. Teachers will recommend students to this program who need additional support before testing. This class will be conducted by our support staff.

MATH INSTITUTE-The Math Institute provides effective professional learning through modeling by “master” teachers, peer coaching, and debriefing discussions. Following the summer workshop, ongoing mentoring and implementing of best practices should be evident.

MATH-SCIENCE STAFF DEVELOPMENT-After-school sessions have the primary goal of improving student achievement in mathematics and science by connecting both the math and science AKS with the expected performance-based student outcomes at each grade level. The K-5 sessions are offered by grade level and are in time with the corresponding instructional calendar. One hour is devoted to mathematics instruction and the second hour is devoted to science instruction. The science sessions will focus on problem solving and include the vertical alignment of scientific processing, vocabulary lists, document based questions, mathematics integration, mastery-based lab activities, relevant technology, and integrates the modeling of Quality-Plus Instructional Strategies. Instructional plans are developed, modeled, and practiced to guide the daily lesson planning for elementary school teachers.

MATH ONLINE TUTORIALS TO IMPROVE VERTICAL ALIGNMENT – ELEMENTARY-This course is designed to provide teachers an opportunity to understand the vertical alignment in mathematics from 3th to 6th grades. Teachers could earn 1 PLU for going through the online tutorials that are provided free of charge to teachers through Online Campus. This self-paced course should conclude with vertical conversations at the local school to improve teaching and learning of Mathematics. Teachers will be required to go through the tutorials one grade level below the grade they are teaching and one grade level above the grade they are teaching.

Objective-Science

Centerville Elementary will increase academic performance in Science for all students to meet and/or exceed annual targets as measured by state and local assessments through instructional planning that includes professional learning and collaborative planning for both educators and parents.

Virtual Field Trips-Students will experience science concepts and experiments lead by national experts, linked by video conferencing

Science Vertical Team-Teachers who have a strong desire to enhance their science learning will participate in a vertical team promoting science. This group will teach professional learning that examines how students progress through the Science AKS. They will also show how to use the notebook concept in Science as a Quality Plus Teaching Strategy.

Academic Adventure-Parents will learn details of the workshop model from Centerville teachers and coaches. They will experience a classroom situation and be given the opportunity to debrief with the teacher. The question and answer session will provide each parent with ideas on how to support their student/s at home.

Science Night-Students, parents and teachers will participate in an evening activity focused on the solar system.

Science Specific Classrooms-Students in grade 4 and 5 will participate in a classroom designed to promote science AKS. Teachers in lower grade levels will be able to observe these teachers as they implement Quality Plus Teaching Strategies in Science.

Georgia State University Bio-Bus- The Bio-Bus brings relevant, participatory, and FUN science presentations to Georgia’s students. These science-related, hands-on lessons and experiments educate, but also engender a sense of excitement about and enthusiasm for the various scientific disciplines.

MATH-SCIENCE STAFF DEVELOPMENT-After-school sessions have the primary goal of improving student achievement in mathematics and science by connecting both the math and science AKS with the expected performance-based student outcomes at each grade level. The K-5 sessions are offered by grade level and are in time with the corresponding instructional calendar. One hour is devoted to mathematics instruction and the second hour is devoted to science instruction. The science sessions will focus on problem solving and include the vertical

alignment of scientific processing, vocabulary lists, document based questions, mathematics integration, mastery-based lab activities, relevant technology, and integrates the modeling of Quality-Plus Instructional Strategies. Instructional plans are developed, modeled, and practiced to guide the daily lesson planning for elementary school teachers.

ACCELERATED SCIENCE TEACHERS COHORT-After-school sessions have the primary goal of increasing student performance in accelerated science courses as the participation continues to increase. The training will explore the complexity of our current grade level AKS standards, examine the accelerated standards; providing strategies for teaching them. Instructional plans are developed, modeled, and practiced to guide the daily lesson planning for accelerated teachers

Professional Development

Before school begins in August, all new teachers are requested to attend staff development during the summer. Most teachers take advantage of this valuable learning opportunity. New teachers are enriched and students who attend summer school benefit from the extra support, as applicable. During the reading staff development, the teachers are instructed in how to deliver reading lessons through a guided reading model and observe exemplary teachers. During the Math Institute, teachers are offered an opportunity to observe best practices in math.

The face of staff development has changed from a whole staff delivery model to a needs delivery model at grade levels. At the beginning of the school year, the math and literacy coaches meet with grade level teams to determine the specific needs to be addressed. The specialists then design staff development to meet the desires and needs of specific grade levels based on teacher input and data.

Grade level teams meet twice weekly to discuss student progress, plan lessons, disaggregate data, and plan for curriculum alignment. This opportunity is also available to support staff. The Literacy, Math, and Science vertical teams created 5 year plans to lay out a framework for where they would like to be in the future.

We currently employ a variety of support staff positions. Two literacy coaches, two math coaches, an ESOL specialist, an academic interventionist, a technology specialist, and an RTI support teacher. These positions enhance our educational programs by offering support to teachers and students who have academic weaknesses. The support staff is abreast of the most up-to-date teacher strategies and research. Through the train the trainer model, teachers are informed of these practices. Support staff members receive staff development and pass the information on to other personnel in the building.

Our emphasis on differentiated instruction allow students who have difficulty reading, learning math, and performing well to receive small group instruction on their learning level. It is our intent that students will achieve equal to or better than our county and state peers.

Various opportunities are provided for teachers to collaborate as grade level teams to plan for the instructional period. Release time is provided and substitutes are brought in for teams to have an extended amount of time to talk.

Through our Parent Center, parents are given numerous opportunities to be involved in activities that support students' learning. Our parent coordinator offers a range of sessions that are

pertinent to the needs of our community. These sessions are facilitated by our own staff members as well as experts in their craft.

Through our Title I Committee, that meets three times a year, we are able to inform our parents about what is going on in our building. In these meetings, we discuss our Title I Action Plan, Policy, Parent/Student Compact, Title I budget, Adequate Yearly Progress (AYP), and Schoolwide plan. Centerville also has a Local School Council and PTA to offer a venue for stakeholders to be heard and be a part of our organization.

Family and Community Involvement

Through Centerville's Title I Parent Survey, Local School Council and PTA, parents offer input into school system policy and local school issues. This parent group joins representative staff members to plan and monitor an academic improvement goal each year. This plan is called the LSPI or Local School Plan for Improvement. Focused learning can be expected as a result.

We offer workshops for all of our Centerville families. The workshops include, but are not limited to Literacy and Math nights, curriculum, assessments, monitoring student progress, entering and leaving Centerville transition meetings, the Gifted program, testing information sessions, and guidance on reading standardized test reports and report cards.

2. Schoolwide reform strategies that provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement and use effective methods and instructional strategies that are based on scientifically based research.

After various forms of data were reviewed, the Curriculum leadership team and the Title I Committee, with input from the Centerville faculty determined the three areas of need that would be addressed in our Title I Schoolwide Plan. Our LSPI was developed to support stronger academic connections.

After the completion of a comprehensive needs assessment, it has been determined that Title I funds will be used to fund additional teachers in the four core academic areas. This will allow us to reduce class size and provide greater individualized interventions to students. As indicated in the needs assessment there is a need for additional support personnel. To accomplish this task, a great portion of our Title I budget is allocated to reduce class size by adding an additional teacher in the following grade levels: 1st, 3rd, and 4th.

To ensure Centerville’s continued high achievement, we will continue to offer the following as indicated in our LSPI:

Math

- Accelerated Math class for 5th graders
- Book studies
- Parent Sessions
- Collaborative planning
- Afterschool Program with transportation
- “Academic Adventure”
- Math Carnival
- Math Club
- Math workshop
- Math coaches
- Math vertical teams
- March madness
- Math online tutorials*
- Summer Math Institute*
- GCPS Math/Science Staff Development*
- Math Endorsement*

Literacy

- Literacy coaches

Book studies
 Parent Sessions
 Collaborative planning
 “Academic Adventure”
 Read Around the Campfire
 Afterschool Program with transportation
 Enriched professional library and bookroom
 Increase in Interactive Book collection
 Literacy Development by implementing strong writing communities
 Author visits
 Reading and Writing workshop
 Literacy vertical teams
Summer Literacy Institute
Vision 2016
Reading Endorsement-Special Education teachers
Science
 Science/Technology Integration-Virtual Field Trips
 Literacy and Science Integration
 Book Studies
 Parent Sessions
 Think tank-problem solving enrichment special
 Grade 5 Science Specific classrooms
 “Academic Adventure”
 Science Night
 Science vertical team
 Georgia State University Bio Bus visit
GCPS Math/Science Staff Development
Accelerated Science Teachers Cohort

Centerville’s teachers understand the Gwinnett County Academic Knowledge and Skills (AKS) and Georgia Performance Standards (GPS) are to be taught thoroughly for all children in the school to meet or exceed Georgia’s expectations for student achievement on the CRCT. Direction for instruction happens at the beginning of the school year by gathering baseline data in language arts (reading/writing) and math. The purpose of these assessments is to diagnose and make instructional plans for the year. Teachers can use this information to plan how to implement the Gwinnett County Public Schools (GCPS) instructional calendars within the specific grading periods. The pretest data is analyzed and strengths and weaknesses are determined. During each grading period, assessments are given to measure what the students

have learned. Teaching is then directed to the areas of need for individual students through differentiated instruction. Flexible grouping, collaborative teaching, and Quality Plus Teaching Strategies are used to help accommodate the individual needs of the students. Assessments are used to determine level of mastery, and whether extensions or interventions are needed.

An additional program used is Continuous Quality Improvement (CQI)/Early Intervention Program (EIP), where targeted Academic Knowledge and Skills (AKS) are taught and assessed. Students that show mastery are allowed opportunities to extend their learning and those who have not shown mastery are given remedial opportunities.

Continuous Quality Improvement (CQI) was developed to target the lowest strands that correspond to the Academic Knowledge and Skills (AKS). The faculty at Centerville use data to plan and organize instructional calendars. This allows us to maximize instructional time and focus on specific areas of need. Short focused CQI lessons are taught daily to all students.

Interventions are designed for students needing specific support. Interventions such as resource and self-contained special-education, pull-out and inclusion with ESOL teachers, Early Intervention Program (EIP) teachers, RTI support teachers, and math and literacy coaches are utilized. Technology is used to supplement the learning acquired within the classroom setting.

An after-school learning opportunity is also available to those who need remediation in Reading and/or Math. We offer the afterschool program in the winter of every year. Gwinnett County Public Schools provides summer school for students in grades 3-5 who are unsuccessful on the CRCT and/or the Grade 5 writing assessment to improve reading, writing, and math skills. We are able to provide transportation for our students that attend the afterschool and summer school program. Without transportation services many of our students would be unable to attend.

Enrichment opportunities outside the classroom are available through the gifted program-Focus. Our after school program will also incorporate an enrichment component this year. The Math Club, the Poetry Club, and Chorus allow kids to creatively extend the learning from the classroom.

The faculty and staff at Centerville are committed to learning new strategies through professional development, faculty observations both inside and outside of Centerville, and coaching in the areas of reading and math with support personnel. The staff is able to create engaging and meaningful lessons with all of these additional reinforcements.

Students participate in Math and/or Reading groups for small group interventions. Students receive focused grade level instruction within their classroom and are provided additional lessons in their area of weakness. Based upon a Does Not Meet status on the CRCT, students can receive extra service through the Early Intervention Program (EIP). Centerville uses both a pull-out and an augmented instruction model to meet the individual needs of the student. Augmented instruction is also used through ESOL and Special Education. Some support teachers work in a collaborative framework with the classroom teacher. The master schedule was designed to give students 90 minutes of language arts and 60 minutes of math instruction daily. This schedule was developed to provide students ample time in the regular classroom setting, as well as additional instructional time in needed areas.

All students at Centerville participate in a computer based program called Study Island. This program allows students to work on individual strengths and weaknesses at their current level to strengthen results on the CRCT. Centerville teachers can use this program before and during the school day for students who are continuing to struggle with grade level AKS. Opportunities are available for Reading, Language Arts, Math, Science and Social Studies, as indicated as a need by the data.

Gwinnett County benchmarks assessments, which align with our instructional calendars, are used as another instrument to collect data on student performance. After the tests are administered, teachers are given planning time as a grade level to disaggregate the data. During these meetings teachers collaborate on effective lessons to improve areas of weakness. In addition, teachers meet with their grade level peers weekly to discuss effective instructional methods.

The English Language Learners, students with disabilities and regular education teachers work collaboratively to develop modifications to meet the needs of these students. Students' Individualized Education Plan (IEP) objectives are written on grade level AKS to support the students' levels of academic growth. Teachers use research based programs such as Touch Math, Handwriting Without Tears, Teachers Work Together, Step Up to Writing, Read Naturally, and Earobics to provide differentiated instruction to better meet the needs of all students. These programs are currently utilized by several teachers within our school and have proven effective. A new program, Start-In, will be piloted this year to provide support to struggling readers.

All students are given county created benchmarks along with standardized tests as grade level assessments. Small group testing, longer test time, read alouds, and practice for testing are some accommodations provided. Local data and the CRCT data will be used to measure mastery of Georgia Performance Standards and the Gwinnett County AKS. When data is received, it is

analyzed and disaggregated to determine if an achievement gap is present. If so, plans are put into place for increasing achievement.

To further develop the academic knowledge and skills of our students Centerville Elementary will purchase supplemental materials in reading, writing, math, and science with Title I funds. Supplemental materials that we would like to purchase this year are:

Reading-

Mountain Language Center

Whisper phones

Literacy books for the bookroom

Library books

Daily Word Ladders-teacher resource

Word games-student use

Writing-

Georgia Center for Continuing Education-mock writing submission

Math-

Mountain Math Center

Science-

Field Trips (off site and in house)

Consumables for hands on experiences

Virtual field trips

We have an extensive bookroom but we would like to purchase additional leveled books to provide a rich selection of texts for teachers to use to supplement their instruction. With the addition of new, higher-level standards in writing we would like to send 4th and 5th grade writing samples to the Center for Continuing Education at the University of Georgia for scoring, purchase word games for student use, and provide Daily Word Ladders to the teachers to supplement the word study implementation initiative in the county. With the purchase of whisper phones we will be able to improve student fluency as students will be able to hear themselves read aloud. The Mountain Language and Mountain Math Program previews and reviews content specific skills. This preview and review model provides varied opportunities to increase student achievement.

Centerville is staying abreast of the latest technology innovation. Distance learning is allowing us to communicate with others across the world. We intend to be able to allow each grade level to have 8-10 virtual field trips a school year. Technology needs are also high when it comes to replacement costs of items we currently have in our building. Print cartridges, print toner, batteries, USB hubs, and other technology consumables are used to keep our equipment

functioning at maximum capacity. Replacement headphones are also needed due to wear and tear due to everyday use.

We have an active technology department at Centerville. Subscription services are vital to the increased technology knowledge base of our students. A multi-media product creation software called Pixie is a valuable asset K-5. Students are able to create projects that relate to learned skills. Study Island prepares students for content specific tests and offers a gaming component. The program allows teachers to get a pre and post test score on individual students. Other subscription services that our school will be utilizing this year are ixi, independent math games practice for 5th graders and Facts for Me, a primary grade research site.

Last year we introduced OnCourse, content management software that allows teachers to communicate with the families in their class. Teachers are able to use their websites to upload newsletters, lesson plans, handouts, and homework each night for students to pull up at home. Every classroom teacher is required to maintain and update a webpage this year.

We are also enriching student learning with the addition of a Science special that teaches our students critical thinking skills. This experience teaches children to ask themselves why and how when they have question in their daily lives. We purchase supplemental materials that students can use for this program.

3. Instruction by highly qualified teachers.

Centerville Elementary currently has a staff of 35 regular education teachers, 6 special education teachers, 1 gifted teacher, 1 ESOL teacher, 1 physical education teacher, 1 music teacher, 1 art teacher, 1 science enrichment teacher, 2 math coaches, 2 literacy coaches, 1.5 counselors, 1 psychologists, 2 Intervention teachers(RTI), 1 technology coordinator, 1 technology support technician, 1 media specialist, 1 media clerk, 7 paraprofessionals , 4 office support staff, 1 nurse, 1 parent instructional support coordinator (PISC), 1 assistant principal, 1 assistant principal-Title I, and 1 principal.

Centerville Elementary has a talented and highly qualified staff. Teachers and long term subs at Centerville Elementary are “Highly Qualified” under the terms set by No Child Left Behind. Eight-three percent of our teachers hold advance degrees. Their extensive years of teaching experience and advanced degrees have fostered a caring environment focused on teaching and learning.

Below you will see charts describing our teachers’ level of education and experience.

Certified Staff-Level of Education and Experience

Degree	Number of Teachers
Bachelors	16%
Masters	55%
Specialist	27%
Doctorate	1%

Certified Staff-Level of Experience

Years of Experience	Number of Teachers
0-5 years	19%
6-10 years	21%
11-15 years	21%
16-20 years	13%
20+ years	26%

Certified Staff-Years at Centerville

Years at Centerville	Number of Teachers
0-5 years	40%
6-10 years	34%
11-15 years	13%
16-20 years	8%
20+ years	5%

At Centerville, we are very proud of our two Math Coaches, two Literacy Coaches, and 2 instructional support teachers. These special positions allow Centerville to meet the needs of students academically. There are numerous teachers on staff that hold the Teacher Support Specialist Endorsement, two National Board Certified teachers, and four that were awarded the Master Teacher distinction from the state of Georgia. We also have 7 Paraprofessionals working directly with students who also meet the “Highly Qualified” criteria.

Centerville Elementary uses different methods in attracting highly qualified teachers to our school. We use our Website to highlight our philosophy for each grade level and show an involved and supportive environment. Every year we host multiple student teachers from various colleges and universities. This gives these student teachers a true view of what life as a Centerville teacher is all about. During the time a student teacher is with us, we talk to them about our mentoring program and the support they can expect if hired at Centerville. Centerville participates in the Gwinnet County Job Fair and then follows up with perspective candidates.

The administration at Centerville has a recruiting system that begins with personal phone calls from the principal inviting new recruits to meet at the Gwinnett County Job Fair. Next, interested candidates interview on the Centerville campus with administrators and staff members. After the interview, recruits are given a personal tour of the building where they are informally greeted by other staff members to get a feel for the climate at Centerville.

When the recruit is hired, they are notified with a personal phone call by one of the administrators. A follow-up phone call is usually extended by the grade manager of the team in which the new hire will be working. The new Centerville employee is then signed up to attend summer staff development at Centerville to learn small group strategies to effectively teach math and reading before the school year begins. A stipend is provided for their time.

Centerville has a Teacher Support program where new teachers are matched with one of our many endorsed Teacher Support Specialists or a veteran teacher. They are also paired with a person on their grade level. New teachers can meet monthly for staff development geared to meet their needs. Because of Centerville’s qualification of Title 1, staff members may qualify for loan forgiveness from the government.

All of these things help to keep Centerville Elementary fully staffed with highly qualified teachers.

4. High quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff.

At Centerville Elementary, professional learning is ongoing through the use of instructional coaches, book studies, and collaborative planning. The opportunities at Centerville are designed to meet the needs of our teachers and be presented in multiple formats. We offer book studies to increase the effect on student learning. We offer individual coaching that is tailored to the teachers' area of growth. We also offer group collaboration allowing teachers to delve deeper into the curriculum and to discuss best practice to maximize student achievement.

Centerville is also using the "brief, observation, debrief" model to partner with parents through a program called "Academic Adventure".

This year one of our main initiatives will be "Academic Adventure". This collaborative experience between teachers, parents, and students is another opportunity to improve achievement. The Adventure is organized into Saturdays in the fall. Teachers and parents will participate in a briefing of the lesson they are going to see, observe the lesson, and then debrief after the lesson. The lesson will be conducted with students who have committed to coming in advance. While the students and teachers are working, parents will be observing to see how they can support their children at home with academics. Parents will get hands on activities and practice working with curriculum.

Coaching:

Coaching is an integral part of professional learning at Centerville. In the coaching relationship, the coach and teacher work together in the classroom to improve student achievement. This is an opportunity to get one-on-one collaboration with one of the experts in our building. During the year the coach can model lessons, observe lessons, discuss data, etc... The classroom teacher and the coach will develop a plan that helps to move the teacher forward in their desired learning area. The model for this professional learning will be the "brief, observation, debrief" model. Supplemental materials are purchased by the coaches as needed to support student learning.

The teachers are encouraged to continue their learning by attending classes offered through Gwinnett County Public Schools. Some of these include writing, math, ESOL, science, gifted, and reading. National conference offerings are publicized and teachers are encouraged to attend.

5. Strategies to increase parental involvement.

It is critical to the Title I program that parents have a clear understanding of all of its' components and benefits in order to help their children to achieve academic success. In order to help parents of Centerville Elementary to understand the guidelines, purpose, goals and expectations of the Title I program, including their role, Centerville will hold a Title I Annual Orientation in the fall of each new school year. Through our Parent Coordinator we will offer numerous parent sessions that were planned based on committee input.

Local School Title I Parent Involvement Policy
Local School Title I Parent Involvement Action Plan
School/Parent Compact

(See Attached)

6. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, EvenStart, Early Reading First , or a state-run preschool program, to local elementary school programs.

Centerville's Parent Instructional Support Coordinator (PISC) meets with preschool personnel to discuss Kindergarten expectations. Information is sent to the various preschools about Kindergarten registration. Gwinnett County Public Schools also provides information about kindergarten on the county website. A week after Kindergarten registration, parents are invited to attend a Parent Orientation (Kindergarten Round-Up) where school personnel familiarize parents with the kindergarten policies and how they can prepare their child for school. The upcoming kindergarten students visit kindergarten classroom and take their first official school bus ride with their parents. Centerville also hosts a kindergarten readiness camp, Kinder Camp, in the summer prior to the school year, for the upcoming kindergarten students. This 4 day program provides students with a positive transition to kindergarten. They get to take a tour of the school, get to know other students coming to kindergarten, participate in learning activities, have a snack, and meet some of the staff.

A parent session titled "You, Your Child and Kindergarten" is offered in late spring to families of upcoming school-age children.

Centerville assists the transition of elementary school fifth graders into middle school in a variety of ways. As the school year draws to an end the students are given information to allow them to sign up for extra programs such as chorus and band. The students also visit the middle school as a grade level field trip. While on the visit the students have the opportunity to tour the school and watch performances done by the orchestra, band, and cheerleaders. Elementary and middle school teachers meet, discuss, and identify problems that middle school students are having through reading and math vertical planning meetings. Centerville teachers use this knowledge to ease the transition from elementary to middle school.

Our PISC also hosts a parent session titled "Moving On Up" for our fifth grade parents to learn strategies for academic success in middle school.

7. Measures to include teachers in the decisions regarding the use of academic assessments.

The leadership team and the Title I committee met during the summer to review data and create our LSPI. The information was then shared with teachers during preplanning.

Teacher observation, interim benchmark tests, performance assessments, and standardized testing results will be used to monitor each student's progress toward achieving the state's challenging academic achievement standards. The Assistant Principal-Title I will assist with ongoing data analysis. Teachers will review Fountas and Pinnell Reading Assessments, CQI progress, StART data, and GCPS benchmark assessments to plan for instruction. Regular education teachers, special education teachers, and other support personnel will collaborate to review and analyze the data. Through this analysis, teachers will be trained on how to identify students who need additional assistance. Remediation plans will then be developed to include the RTI process, the SST process, after school programs, targeted instruction, and/or additional tutoring.

Centerville values and involves teachers in the areas of teaching and learning. All classroom teachers maintain an ongoing class profile. The profile contains data collected including CogAT scores, CRCT scores, reading levels, reading/language arts/math benchmark scores, writing levels, and additional federal and/or state services the student may receive. The data is analyzed to determine the growth of students throughout the year. Then teachers use this information to guide their instruction.

Once teachers create individual class profiles they analyze their data and create a plan for themselves, the Results Based Evaluation System (RBES). Teachers make goals for the year in the area of Language Arts, Math, and Science and work throughout the year to accomplishing their goal.

The Elements program analyzes the school's benchmark data in Language Arts, Math, Science, and Social Studies. Student data can be disaggregated into subgroups. Elements can identify individual strengths or weaknesses of a class or particular child. Results Based Evaluation System (RBES) goals are chosen based on areas of need for teachers to improve their own instructional purposes.

One of the duties and responsibilities of the Assistant Principal-Title I is to monitor and improve the effective use of data to improve instruction. This is done through collaborative planning session time where substitutes are brought in to provide release time for teachers.

8. Coordination and integration of Federal, State, and local services and programs, including program supported under No Child Left Behind violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The following programs and services are integrated with our schoolwide plan. Title I, Title IIA, Title III, Title IV, Safe and Drug Free Schools, Title V, ESOL, Special Education, FOCUS, Early Intervention Program, and Transition Program.

Resources from the programs listed above will be used to fund additional personnel, deliver staff development in reading, writing, and math, teach demonstration lessons, purchase supplies and materials that support the academic skills, integrate instructional strategies, and to augment teacher instruction for at-risk students. We will pay for teacher stipends, instructional materials, conference registration fees, printing costs, release time, and consultants. Providing teacher stipends for the extending learning program is an asset to our school. We will also provide printing and postage costs, refreshments, materials and resources, instructor stipends, translations and childcare for parent involvement nights, as well as resources for the Parent Resource Center. We will also fund our Kindercamp program for upcoming kindergarteners.

In addition to the coordinating efforts listed throughout our school's improvement plan; the following programs are utilized at Centerville Elementary:

- Free and/or Reduced Lunch to Qualified Families
- After School Snack Program
- School Nurse
- Red Ribbon Week and Drug Free Schools Program
- IE2 Flexibility Contract
- Gwinnett County Public Schools Staff Development Funds
- Gwinnett County Public School's Staffing Allotments
- Support from the School Resource Officer
- School Social Worker
- Be There National Campaign

Virtual field trips are an integral part of our school. We feel that distance learning will allow us to expose our children to situations, cultures, and experiences that will enrich the quality education that we are dedicated to providing. This program offers a forum for educators to participate in unique learning experiences that allow all students the incomparable opportunity to become experts and solidify their learning by teaching others. Teachers can sign up to participate in distance learning projects involving students from 45,000 schools in 109 countries.

We also provide opportunities for children to meet the state's levels of student achievement by subscribing to online educational sites. Education City, Brain Pop, Pixie, ixi, Study Island and Facts for Me allow students to practice learned skills while in the computer lab or on the computer in the classroom.

This plan was developed in coordination with other programs as outlined in 8(a).

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely additional assistance.

Staff members at Centerville initially ensure that students' difficulties are identified in a timely basis by analyzing assessment results from the last school year, such as CRCT, Fountas and Pinnell reading assessments, writing samples, CogAT scores, and local math assessments. Throughout the year, teachers administer assessments on a frequent basis in the areas of reading, writing, and math so that they can monitor student progress carefully.

Teachers collaborate and make daily and weekly instructional decisions and adjustments based on the results of assessments. Individual student progress is recorded on a class profile, which is then submitted three times a year to show individual growth.

All teachers are able to monitor student progress through small group instruction in math and reading on a daily basis. Summative and formative assessments allow teachers to identify student difficulties in a timely manner.

Interventions such as graphic organizers, preferential seating, and individual instruction are implemented in the regular education classroom. If students continue to exhibit difficulties, teachers then refer them to the Student Support Team (SST). During the SST process "Response to Intervention" is initiated. Instructional strategies are implemented to improve student progress.

After student needs are identified through grade level Kid Talks, interventions are customized to meet the needs of specific students. Instructional materials are matched to meet individual students' abilities. These would include, but are not limited to Study Island, specific individual instruction with literacy and/or math coaches and ESOL teachers, mainstreaming, peer leaders, Cougar Reads, flexible grouping, and an inclusion model. Extended learning time is made available through summer school, before school, and afterschool programs, with transportation provided

For any student for which any of the previous interventions have not worked, a parent teacher conference is held to discuss instructional interventions. Staff members prepare an academic contract to communicate areas of need. An academic contract is prepared for any student that is performing below grade level and receiving D's and/or U's in any subject area to inform parents of instructional interventions at Centerville. Responsibilities for students, parents, and the school are outlined. The parent component gives the parents choices as to which interventions will best

fit the needs of students. ESOL modifications and Individualized Education Plans are also presented to parents as mandated by federal law.

Training for staff members to identify difficulties and provide assistance is offered throughout the school year. Professional development opportunities are provided to meet specific needs within our community in the following ways; RTI, SST, special education referral, support staff collaboration meetings, and grade level meetings. Math and Reading staff development is specialized to the needs of the grade levels. New teacher orientation in the area of small group reading and math instruction occur every summer. New teachers are also involved in monthly meetings to revisit areas of need. Staff members are encouraged to visit other classrooms where effective teaching practices occur, as evidenced by student data.

The Assistant Principal-Title I works with the school to help teachers better understand and use data to improve instruction and eliminate the achievement gap.

Interventions available at Centerville include opportunities for extended learning time, interactive family sessions, and summer school. Weekly communication occurs through newsletters, student agendas, teacher websites, Friday folders, and progress reports. Parents are able to set up open lines of communication through e-mail, phone, and written correspondence.

Parents are also encouraged to visit the Parent Center for additional academic, behavioral, and community support. Our parent coordinator will facilitate the review of the Student-Parent Compact.

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

Parents receive individual student test results for all required state assessments and Gwinnett County Public Schools locally required tests. For state tests, individual student results are sent to the local schools where the results are given to the parents in hard copy. Explanations are provided through face-to-face conferences, in the student Friday folders sent home each week, or mailed to the student's home. Interpretations of test results are sent with the student scores. Whenever possible, letters explaining results are translated in the home language.

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

Disaggregated results for state assessments are provided by the vendor in hard copy. Data used for student assessment and achievement are collected and disseminated through the Go.Gwinnett Portal to My Students, My School, and My District. Teachers and administrators in local schools view results for both aggregated school information as well as current classroom and individual student results of students. Teachers and administrators can also view historical data for their school or class, disaggregated into subgroups.

The Assistant Principal-Title I houses all data and is available to provide staff development as needed during the school year.

The Georgia Department of Education provides links on its website to provide information as it relates to AYP for all counties and learning districts.

11. Provisions for seeking statistically sounds results for each category for which assessment results are disaggregated.

Gwinnett County Public Schools provides the following:

- ❖ Training for Centerville Elementary Test Coordinator and Assistant Principal for Title I on test data interpretation
- ❖ Training to administration and teachers on Elements for interim assessment analysis and My Students portal for standardized assessment results. This includes disaggregated data by subgroups and individualized student results.
- ❖ Historical data is available to look at trends for up to five years by school and by teacher.

In addition to the provisions that Gwinnett County Public Schools provides, the Georgia Department of Education presents our schools with CRCT testing results.

Adequate Yearly Progress data is highly visible at Centerville Elementary. It is posted on a hall bulletin board and in the office of the Assistant Principal for Title I. The information is shared with teachers during preplanning and continues during the year on an on-going basis.

Throughout the year, interim assessment data is analyzed by teachers. Through the Elements program, teachers have the ability to navigate the program to determine student progress disaggregated by subgroup. During collaborative planning sessions, teachers have extended amounts of time to study the data and make plans for improved instruction.

12. Provisions for public reporting of disaggregated data.

The State Accountability Report is provided to every parent and to interested community members. The report also includes trends in data and highlights programs schools are implementing to increase student achievement. The State Accountability Report is also available to parents and the community on the Georgia Department of Education website.

The Gwinnett County Accountability Report, which also serves as the school's annual report, contains student and school composite and disaggregated test data. It also includes trends in data and highlights the programs and achievements at Centerville Elementary School. It is provided to every parent and interested community member and is available on both the Centerville Elementary School website and Gwinnett County Public School website.

Georgia Department of Education- <http://www.doe.k12.ga.us/>

Gwinnett County Public Schools- <http://www.gwinnett.k12.ga.us>

Centerville Elementary Schools- <http://www.centervillees.com/index.php>

Schoolwide data, including AYP data, is shared with the staff during preplanning. AYP data is also shared with the Title I committee at our initial meeting of the year and again during Title I Annual orientation.

Finally, data is provided to the public in published articles in the local newspaper.

13. Plan developed during a one year period, unless the LEA (county office), after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the Schoolwide Program.

Centerville Elementary School met with the Title I Committee to develop the Local School Plan for Improvement as well as the updated Schoolwide Plan for the 2011-2012 school year. During our meetings, data was reviewed, instructional strategies were identified and the budget was discussed. Parents were invited to become a part of the Title I Committee through direct conversation at Registration Day and Open House. An announcement was also made at our annual Title I orientation sessions. Information will also be made available in our monthly school newsletter, The Flagpole. Once the plan is finalized, it is available to the entire faculty as well as with all the parents in our school community.

{Meeting agendas, sign-in sheets, and meeting minutes can be found in the Parent Involvement files in the Title I office of the Gwinnett County Instructional Support Center.}

14. 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).

The Centerville Elementary School Title I Committee includes:

Name	Position
Kim McDermon	Principal
Sharissa Seymour	Assistant Principal for Title I
Joan Chatham	Assistant Principal
Linda Watkins	Bookkeeper
Tedra Norwood	Parent Instructional Support Coordinator
Carol Middleton	Parent
Tim Blount	Parent
Brenda Lowery	Teacher ~ Kindergarten
Kelli Palma	Teacher ~ 1 st grade
Rochelle Broughton	Teacher ~ 2 nd grade
Lachelle Kegler	Teacher ~ 3 rd grade
Sophia Markland	Teacher ~ 4 th grade
Elizabeth Gomez	Teacher ~ 5 th grade
Terri Milton	Teacher-para
Marlene Reilly	Teacher-Teacher Support
Cheryl Lawson	Teacher-Special Education
Nikcolette Hall-Ewan	Parent
Kim Bierman-Smith	Parent
Marisol Diaz	Parent
Cassandra Polk	Parent
Kenyatta Heath	Parent
Delta Peters	Parent
Robin Burroughs	Kumon director

Through our initial Title I Committee Meeting, Document Review, and Title I Annual Orientation we were able to revise our schoolwide plan. Invitations were provided for each of these meetings one to two weeks prior to the event. Reminder notices were also provided.

15. Plan available to the LEA (county office), parents, and the public.

A copy of Centerville Elementary School's Schoolwide Plan is available to the LEA at Gwinnett County Public Schools Instructional Support Center in the office of the Director for Federal and Special Programs. Complete copies of the Schoolwide Plan are available to parents and the public in our Assistant Principal for Title I office. Also, excerpts of pertinent sections of the plan have been distributed directly to parents at various meetings.

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

Appropriate portions of our Title I plan will be translated into Spanish and any additional primary languages on request as is feasible for parents to include:

1. The Parent Involvement Policy
2. The Action Plan
3. The School/Parent Compact

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

This Schoolwide Plan of Centerville Elementary is subject to the school improvement provisions of Section 1116. Section 1116, of the Title I, Part A of the Elementary and Secondary Education Act, states that schools must provide Supplemental Educational Services and School Choice if the school did not make Adequate Yearly Progress two years in a row. However, at the end of the 2010-2011 school year, Centerville Elementary was seen as a school in good standing from accomplishing the goal of passing Adequate Yearly Progress (AYP) measures and has been identified as a Title I School of Distinction.