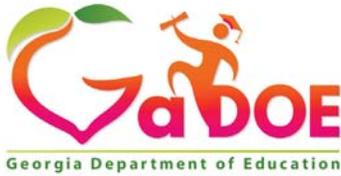**Georgia Department of Education**

School Improvement Plan
2017-2018

Crooked River Elementary

Camden

Richard Woods, State School Superintendent
"Educating Georgia's Future."

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askdoe@gadoe.org

This report template was designed by the Georgia Department of Education to assist schools in meeting all Federal and State planning requirements. The following programs are included in Georgia's planning process:

- IDEA - Special Education
- School and District Effectiveness
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Parent Engagement Program
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

The Georgia Department of Education has created a webinar series to support schools in completing this plan. The series, and accompanying resources, are available at the Office of Federal Programs webpage. Webinar series topics include:

- Georgia's Systems of Continuous Improvement Overview   February 10, 2017
- Planning and Preparation   February 17, 2017
- Coherent Instructional System   February 24, 2017
- Effective Leadership   March 3, 2017
- Professional Capacity   March 10, 2017
- Family and Community Engagement   March 17, 2017
- Supportive Learning Environment   March 24, 2017
- Identifying Need - Root Causes, Drawing Conclusions, and Prioritizing   March 31, 2017
- Problem Solving Process and Selecting Interventions   April 7, 2017
- Improvement Planning - Systems and Processes   April 21, 2017
- Planning - Budgeting   April 28, 2017
- Submitting the Comprehensive LEA Improvement Plan (CLIP)   May 5, 2017

To contact the Department with any questions related to this plan, please email *federalprograms@doe.k12.ga.us* and include "CNA Question" in the subject line. To contact the Department for technical support related to this template, please email Nicholas Handville at *nhandville@doe.k12.ga.us*.

GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.
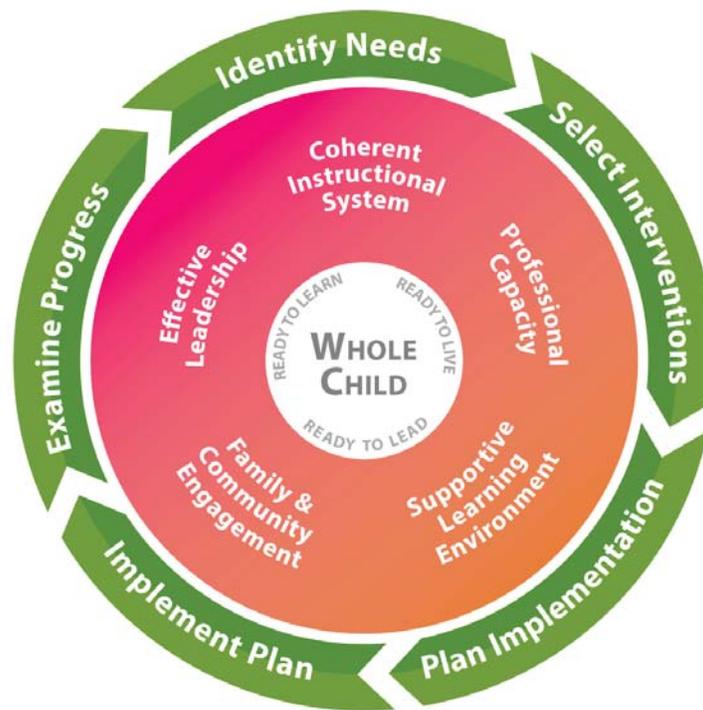
Systems to Improve (What to Improve)

Coherent Instructional System: The major system of the complex school organization that articulates and guides the "what" and "how" of instruction. This comprehensive system includes the processes related to:
- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should "know" and "do", and determine how their students will show they "know" the content and can "do" a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

Effective Leadership: A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

Professional Capacity: A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

Family and Community Engagement: A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

Supportive Learning Environment: A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

Process to Improve (How to Improve)

Step 1: Identify Needs: Consult many sources to determine what in the district needs improvement.
- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

Step 2: Select Interventions: Research many sources to determine the solutions that have a good chance of meeting the identified district needs.
- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

Step 3: Plan Implementation: Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.
- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

Step 4: Implement Plan: Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.
- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

Step 5: Examine Progress: Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.
- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

Georgia Department of Education
School Improvement Plan

1. GENERAL IMPROVEMENT PLAN INFORMATION

District Name	Camden
School Name	Crooked River Elementary
Team Lead	Shawny Thorpe
Position	Principal
Email	sthorpe@camden.k12.ga.us
Phone	(912) 673-6995

Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY**
	"Fund 400" - Consolidation of Federal funds only

Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific　　　　　*Measurable*　　　　*Attainable*　　　　*Relevant*　　　　*Time-bound*

An example of a SMART goal is:
By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

2.1.1 Completing the Improvement Goals Tables

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional System
CIS-1　Planning for quality instruction
CIS-2　Delivering quality instruction
CIS-3　Monitoring student progress
CIS-4　Refining the instructional system

Effective Leadership
EL-1　Creating and maintaining a climate and culture conducive to learning
EL-2　Cultivating and distributing leadership
EL-3　Ensuring high quality instruction in all classrooms
EL-4　Managing the district and its resources
EL-5　Driving improvement efforts

Professional Capacity
PC-1　Attracting staff
PC-2　Developing staff
PC-3　Retaining staff
PC-4　Ensuring staff collaboration

Family and Community Engagement
FCE-1　Welcoming all families and the community
FCE-2　Communicating effectively with all families and the community
FCE-3　Supporting student success
FCE-4　Empowering families
FCE-5　Sharing leadership with families and the community
FCE-6　Collaborating with the community

Supportive Learning Environment
SLE-1　Maintaining order and safety
SLE-2　Developing and monitoring a system of supports
SLE-3　Ensuring a student learning community

2.2 OVERARCHING NEED #1

Overarching Need	
In ELA 45% of students are scoring at the beginning or developing learner level on the 2017 GMAS EOG. (78% meeting Lexile targets, 25% meeting info writing Trait 1 and narrative).	
Root Cause #1	CIS/SLE: Teachers do not know how to effectively differentiate using research based interventions/strategies to close instructional achievement gaps and meet the needs of ALL.
Root Cause #2	EL/PC:Professional Learning does not consist of teacher to teacher collaboration, follow-up with feedback and coaching to ensure clear,consistent expectations for student proficiency.
Root Cause #3	CIS: Students with high cognitive ability are not working or achieving at their ability.
Root Cause #4	FCE: Performance expectations and learning goals are not clearly and consistently communicated to students or parents.
Root Cause #5	CIS: Students do not use tools (e.g. rubrics, checklists, exemplars) to actively monitor their own progress.
GOAL	Increase the percent of students scoring at the proficient and distinguished learner levels from 55% to 58% on the 2018 ELA GMAS EOG.

COHERENT INSTRUCTIONAL SYSTEM				
GOAL	Increase the percent of students scoring at the proficient and distinguished learner levels from 55% to 58% on the 2018 ELA GMAS EOG.			
Structure(s)	CIS 1, 2, 3, 4			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation**		**Position/Role Responsible**
		b. Method for Monitoring		
1. Teachers incorporate Writer's Workshop strategies (unpack/respond prompt, checklist/rubric, feedback/goal)	Title I/Local funds	a. September, November, January, May		ELATeachers/TI Interventionist
		b. Formative data from checklist		
2. Utilizing Lexile appropriate instructional materials through the use of flexible groups during differentiated instruction	Title I/Local funds	a. August, October, December, March, May		TLS, K. Jones
		b. Percent of student's meeting RI Goals per goal setting		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
Vocabulary development, graphic organizers, embed time in the schedule for targeted interventions	Assign mentor to work on the work with the student, incorporate additional instructional time to address gaps in learning due to mobility.
English Learners	**Migrant**
Vocabulary development, graphic organizers, additional time in schedule to work on these areas with an EL certified teacher	Expose to academically challenging work, incorporate additional instructional time to address gaps in learning due to mobility.
Race/Ethnicity/Minority	**Students with Disabilities**
Vocabulary development, graphic organizers	Align strategies to the students' IEP goals, align schedules to and curriculum to IEP goals.

EFFECTIVE LEADERSHIP				
GOAL	Increase the percent of students scoring at the proficient and distinguished learner levels from 55% to 58% on the 2018 ELA GMAS EOG.			
Structure(s)	EL-3			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation**		**Position/Role Responsible**
		b. Method for Monitoring		
1. Administrators will ensure descriptive feedback and coaching to ensure consistency of expectations (rigor)	Title I	a. September, November, January, March, May		TLS, K. Jones
		b. TKES, Walkthrough form, conference notes		
2.		a.		
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		**Foster and Homeless**		
Coordinate with teacher schedules to ensure time for observation, feedback, and coaching.		Coordinate with teacher schedules to ensure time for observation, feedback, and coaching.		
English Learners		**Migrant**		
Coordinate with teacher schedules to ensure time for observation, feedback, and coaching.		Coordinate with teacher schedules to ensure time for observation, feedback, and coaching.		
Race/Ethnicity/Minority		**Students with Disabilities**		
Coordinate with teacher schedules to ensure time for observation, feedback, and coaching.		Coordinate with teacher schedules to ensure time for observation, feedback, and coaching.		

PROFESSIONAL CAPACITY			
GOAL	Increase the percent of students scoring at the proficient and distinguished learner levels from 55% to 58% on the 2018 ELA GMAS EOG.		
Structure(s)	PC-2, PC-4		

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Grade & vertical teams-teacher to teacher collaboration to develop consistent expectations for proficiency (Assesslet	Title I/local funds	a. Second Tuesday of each month b. PLC and CP Google form	Grade chairs, TLS/K. Jones
2.		a. b.	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Coordinate teacher schedules to ensure time for collaboration.	Coordinate teacher schedules to ensure time for collaboration, teacher training from social worker to address achievement gap/proficiency.
English Learners	**Migrant**
Coordinate teacher schedules to ensure time for collaboration, teacher training on "Can Do" descriptors.	Coordinate teacher schedules to ensure time for collaboration, teacher training from social worker to address achievement gap/proficiency.
Race/Ethnicity/Minority	**Students with Disabilities**
Coordinate teacher schedules to ensure time for collaboration	Coordinate special education staff training on effective interventions to ensure proficiency.

FAMILY and COMMUNITY ENGAGEMENT				
GOAL	Increase the percent of students scoring at the proficient and distinguished learner levels from 55% to 58% on the 2018 ELA GMAS EOG.			
Structure(s)	FCE-2, FCE-3, FCE-4			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation**		**Position/Role Responsible**
		b. Method for Monitoring		
1. Communicate expectations, progress to students and parents through a variety of ways (sm, ph, e, dj, con)	Title I/local funds	a. August, October, December, March, May		EIP teachers, Wagner/Jenkins
		b. RI Reports, correspondence documents		
2. Conference with parents three times a year to communicate progress, expectations, and goals.	Title I/local funds	a. September, December, March		
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		**Foster and Homeless**		
Addressed in Action Step 2, multiple ways as requested.		Addressed in Action Step 2, multiple ways as requested.		
English Learners		**Migrant**		
Present information in home language, addressed in Action Step 2.		Addressed in Action Step 2, multiple ways as requested.		
Race/Ethnicity/Minority		**Students with Disabilities**		
Addressed in Action Step 2, multiple ways as requested.		Addressed in Action Step 2, during IEP meetings, and IEP progress reports.		

SUPPORTIVE LEARNING ENVIRONMENT				
GOAL	Increase the percent of students scoring at the proficient and distinguished learner levels from 55% to 58% on the 2018 ELA GMAS EOG.			
Structure(s)	SLE-2			

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Title I Interventionist will incorporate Writer's Workshop strategies (unpack/respond prompt, checklist/rubric)	Title I and local funds	a. September, November, January, May	TI -Storti, EIP Wagner/enkins
		b. TKES, Walkthrough form, conference notes, Assesslet data	
2. Title I Interventionist and EIP will utilize Lexile appropriate instructional materials and research based strategies.	Title I and local funds	a. September, November, January, May	TI -Storti, EIP Wagner/enkins
		b. TKES, Walkthrough form, conference notes, RI	
3. Contracted personnel will utilize Lexile appropriate instructional materials and research based strategies.	Title I and local funds	a. September, November, January, May	EIP-Wagner/Jenkins
		b. Walkthrough form, conference notes, RI	
4. SWD collab. teachers will incorporate strategies and instructional materials relevant to IEP ELA goals.	Federal and local funds	a. September, November, January, May	SWD teachers-
		b. Walkthrough form, conference notes, RI	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Schedule reflects time built in for targeted interventions.	Schedule additional instructional time to address gaps in learning due to mobility.
English Learners	**Migrant**
Schedule reflects time built in for targeted interventions, teacher training on Can Do" descriptors.	Schedule additional instructional time to address gaps in learning due to mobility.
Race/Ethnicity/Minority	**Students with Disabilities**
Schedule reflects time built in for targeted interventions.	Addressed in Action Step 4.

2.3 OVERARCHING NEED #2

Overarching Need	
In math 37.66% of students are scoring at the beginning or developing learner level on the 2017 GMAS EOG. (3rd -OA, 4th-G, 5th-G, NO-NF)	
Root Cause #1	CIS: Teachers are not effectively using assessment results to improve classroom teach- ing with effective differentiation to close achievement gaps and meet the needs of ALL.
Root Cause #2	SLE: Therefore, students are are not monitoring own progress using tools such as rubrics, checklists, exemplars, or models.
Root Cause #3	EL: Some school policies and organizational processes impose obstacles or barriers to student learning (subgroups).
Root Cause #4	FCE: Performance expectations and learning goals are not clearly and consistently communicated to students or parents.
Root Cause #5	EL/PC: Professional Learning does not consist of teacher to teacher collaboration, follow-up with feedback and coaching to ensure clear,consistent expectations for student proficiency.
GOAL	To increase the percent of students scoring at the proficient and distinguished learner levels from 62.33% to 65.33% on the 2018 Math GMAS EOG.

COHERENT INSTRUCTIONAL SYSTEM				
GOAL	To increase the percent of students scoring at the proficient and distinguished learner levels from 62.33% to 65.33% on the 2018 Math GMAS EOG.			
Structure(s)	CIS-3, CIS-4			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
1. Math teachers will implement writing to learn daily (mathematical constructed response: unpack, solve)	Title I/Local Funds	a. October, December, March, May		Tanner, Jones, Sarver
		b. Math journals		
2. Math teachers will analyze assessment data to determine strengths/weaknesses, flexible groups, and set goals	Title I/Local Funds	a. November, March (CA), after each unit		Tanner, Jones, Sarver
		b. Goal setting sheets, flexible groupings, assessment data		
3. Students will monitor progress using rubrics, checklists, exemplars, models, and goal setting sheets.	N/A	a. October, December, March, May		Tanner, Jones, Sarver
		b. Goal setting sheets, rubrics/checklists		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
Schedule time for targeted interventions.	Assign mentor to work on the work with student, incorporate additional instructional time to address gaps in learning due to mobility.
English Learners	**Migrant**
Use of multiple mediums to present information	Expose to academically challenging work, incorporate additional instructional time to address gaps in learning due to mobility.
Race/Ethnicity/Minority	**Students with Disabilities**
Use of multiple modalities/peer tutor.	Align strategies to the students' IEP goals, align schedules and curriculum to IEP goals.

EFFECTIVE LEADERSHIP			
GOAL	To increase the percent of students scoring at the proficient and distinguished learner levels from 62.33% to 65.33% on the 2018 Math GMAS EOG.		
Structure(s)	EL-2, EL-5		

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation / b. Method for Monitoring	Position/Role Responsible
1. Administrators will secure contracted personnel to work with students who need intervention services.	Title I/Local funds	a. September, November, January, March	Team Leader, Thorpe
		b. RI, MI	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Use of research based interventions within multiple modalities	Assign mentor to work on the work with student, incorporate additional instructional time to address gaps in learning due to mobility.
English Learners	**Migrant**
Use of research based interventions within multiple modalities	Expose students to more academically rigorous coursework and content
Race/Ethnicity/Minority	**Students with Disabilities**
Use of research based interventions within multiple modalities	Use of models

PROFESSIONAL CAPACITY				
GOAL	To increase the percent of students scoring at the proficient and distinguished learner levels from 62.33% to 65.33% on the 2018 Math GMAS EOG.			
Structure(s)	PC-2, PC-4			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation** **b. Method for Monitoring**		**Position/Role Responsible**
1. Grade and vertical teams- teacher to teacher collaboration to develop consistent expectations for proficiency	Title I/Local funds	a. Second Tuesday of each month		Grade chairs, TLS/K. Jones
		b. PLC and CP Google form		
2.		a.		
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		**Foster and Homeless**		
Coordinate teacher schedules to ensure time for collaboration.		Coordinate teacher schedules to ensure time for collaboration, teacher training from social worker to address achievement gap/proficiency.		
English Learners		**Migrant**		
Coordinate teacher schedules to ensure time for collaboration, teacher training on "Can Do" descriptors.		Coordinate teacher schedules to ensure time for collaboration, teacher training from social worker to address achievement gap/proficiency.		
Race/Ethnicity/Minority		**Students with Disabilities**		
Coordinate teacher schedules to ensure time for collaboration.		Coordinate special education staff training on effective interventions to ensure proficiency.		

FAMILY and COMMUNITY ENGAGEMENT				
GOAL	To increase the percent of students scoring at the proficient and distinguished learner levels from 62.33% to 65.33% on the 2018 Math GMAS EOG.			
Structure(s)	FCE-2, FCE-3, FCE-4			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation**		**Position/Role Responsible**
		b. Method for Monitoring		
1. Communicate expectations, progress to students and parents through a variety of ways (sm, ph, e, dj, con)	Title I/Local funds	a. August, October, December, March, May		EIP teachers, Wagner/Jenkins
		b. MI data		
2. Conference with parents three times a year to communicate progress, expectations, and goals.	Title I/Local funds	a. September, December, March		HR teachers, TLS/K. Jones
		b. Parent Conference Night		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		**Foster and Homeless**		
Addressed in Action Step 2, multiple ways as requested.		Addressed in Action Step 2, multiple ways as requested.		
English Learners		**Migrant**		
Present information in home language, addressed in Action Step 2.		Addressed in Action Step 2, multiple ways as requested.		
Race/Ethnicity/Minority		**Students with Disabilities**		
Addressed in Action Step 2, multiple ways as requested.		Addressed in Action Step 2, during IEP meetings, and IEP progress reports.		

SUPPORTIVE LEARNING ENVIRONMENT

GOAL	To increase the percent of students scoring at the proficient and distinguished learner levels from 62.33% to 65.33% on the 2018 Math GMAS EOG.
Structure(s)	SLE-2, SLE-3

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation / b. Method for Monitoring	Position/Role Responsible
1. Title I Interventionist will incorporate math instructional materials and research based strategies.	Title I/Local Funds	a. Septermber, November, January, May b. TKES, Walkthrough data, MI	TI-Storti, EIP Wagner/Jenkins
2. Contracted personnel will utilize math instructional materials and research based strategies.	Title I/Local Funds	a. Septermber, November, January, May b. TKES, Walkthrough data, MI	TI-Storti, EIP Wagner/Jenkins
3. SWD collab. teachers will incorporate strategies and instructional materials relevant to IEP math goals.	Federal/Local funds	a. Septermber, November, January, May b. MI, Walkthrough data	SWD teachers
4.		a. b.	
5.		a. b.	
6.		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Schedule reflects time built in for targeted interventions.	Schedule additional instructional time to address gaps in learning due to mobility.

English Learners	Migrant
Schedule reflects time built in for targeted interventions, teacher training on Can Do" descriptors.	Schedule additional instructional time to address gaps in learning due to mobility.

Race/Ethnicity/Minority	Students with Disabilities
Schedule reflects time built in for targeted interventions.	Addressed in Action Step 4.

2.4 OVERARCHING NEED #3

Overarching Need	
In science 35% of fifth grade students are scoring at the beginning or developing learner level on the 2017 GMAS EOG. (Earth Science 71% beginning/developing.)	
Root Cause #1	CIS: Content area teachers are not sure how to address student reading/ writing/ language deficiencies in their classrooms.
Root Cause #2	EL/PC: Teachers do not have the necessary content knowledge to provide rigorous instruction to meet the needs of all students.
Root Cause #3	PC: Teachers do not have access to the professional development or resources needed to implement a challenging and rigorous curriculum (state support lacking)
Root Cause #4	FCE: Performance expectations and learning goals are not clearly and consistently communicated to students or parents.
Root Cause #5	SLE: Students do not use tools (e.g. rubrics, checklists, exemplars) to actively monitor their own progress.
GOAL	To increase the percent of students scoing at the proficient and distinguished learneer levels from 65% to 68% on the 2018 Science GMAS EOG.

COHERENT INSTRUCTIONAL SYSTEM				
GOAL	To increase the percent of students scoing at the proficient and distinguished learneer levels from 65% to 68% on the 2018 Science GMAS EOG.			
Structure(s)	CIS-1, CIS-2, CIS-4			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation**		**Position/Role Responsible**
		b. Method for Monitoring		
1. Teachers incorporate close reading and writing (unpack/respond prompt, checklist/rubric, feedback/goal).	Title I/Local funds	a. October, May		Sci-Tanner, Smith, Watkins
		b. Assesslet data, FA unit data, EOG		
2. Teachers provide real-world, hands-on experiences for students a minimum of four times each unit.	Title I/Local funds	a. September-May (unit data)		Sci-Tanner, Smith, Watkins
		b. Formative Assessment unit data		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		**Foster and Homeless**		
Vocabulary development, graphic organizers		Assign mentor to work on the work with the student, incorporate additional instructional time to address gaps in learning due to mobility.		
English Learners		**Migrant**		
Vocabulary development, graphic organizers, additional time in schedule to work on these areas with an EL certified teacher.		Assign mentor to work on the work with the student, incorporate additional instructional time to address gaps in learning due to mobility.		
Race/Ethnicity/Minority		**Students with Disabilities**		
Vocabulary development, graphic organizers		Align strategies to the students' IEP goals, align schedules to and curriculum to IEP goals.		

EFFECTIVE LEADERSHIP			
GOAL	To increase the percent of students scoing at the proficient and distinguished learneer levels from 65% to 68% on the 2018 Science GMAS EOG.		
Structure(s)	EL-3, EL-4		

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Administrators will ensure use of funding for school or district/state training.	Title I/Local funds	a. August b. Budget forms	Principal-Thorpe
2.		a. b.	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
N/A	
English Learners	**Migrant**
Race/Ethnicity/Minority	**Students with Disabilities**

PROFESSIONAL CAPACITY			
GOAL	To increase the percent of students scoing at the proficient and distinguished learneer levels from 65% to 68% on the 2018 Science GMAS EOG.		
Structure(s)	PC2, PC-4		

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation / b. Method for Monitoring	Position/Role Responsible
1. Grade and vertical teams- teacher to teacher collaboration to develop consistent expectations for proficiency.	Title I/Local Funds	a. Second Tuesday of each month, district training TBD b. Google doc minutes	TLS-Jones
2.		a. b.	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Coordinate with teacher schedules to ensure time for observation, feedback, and coaching.	Coordinate with teacher schedules to ensure time for observation, feedback, and coaching.
English Learners	**Migrant**
Coordinate with teacher schedules to ensure time for observation, feedback, and coaching.	Coordinate with teacher schedules to ensure time for observation, feedback, and coaching.
Race/Ethnicity/Minority	**Students with Disabilities**
Coordinate with teacher schedules to ensure time for observation, feedback, and coaching.	Coordinate with teacher schedules to ensure time for observation, feedback, and coaching.

FAMILY and COMMUNITY ENGAGEMENT			
GOAL	To increase the percent of students scoing at the proficient and distinguished learneer levels from 65% to 68% on the 2018 Science GMAS EOG.		
Structure(s)	FCE-1, FCE-2, FCE3		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Teachers will communicate new standards and proficiency expectations during first parent night.	Title I/Local funds	a. September b. Sign in sheets, agenda	Sci-Tanner, Smith, Watkins
2. Communicate proficiency of standards on progress reports and report cards.	N/A	a. Sept., Oct., Nov., Jan., Feb., Mar., Apr., May b. PowerSchool	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
Addressed in Action Steps.	Addressed in Action Steps.
English Learners	**Migrant**
Present information in home language, addressed in Action Steps.	Addressed in Action Steps.
Race/Ethnicity/Minority	**Students with Disabilities**
Addressed in Action Steps.	Addressed in Action Steps, during IEP meetings, and IEP progress reports.

SUPPORTIVE LEARNING ENVIRONMENT				
GOAL	To increase the percent of students scoing at the proficient and distinguished learneer levels from 65% to 68% on the 2018 Science GMAS EOG.			
Structure(s)	SLE-2			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation**		**Position/Role Responsible**
		b. Method for Monitoring		
1. Teachers will analyze data and plan lessons to meet student needs. (remediate/accelerate).	Title I/Local funds	a. September-May		Sci-Tanner, Smith, Watkins
		b. Formative Assessment unit data, EOG		
2.		a.		
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		**Foster and Homeless**		
Schedule time for target vocabulary development and interventions, provide real-world experiences.		Assign mentor to work on the work with student, incorporate additional instructional time to address gaps in learning due to mobility.		
English Learners		**Migrant**		
Schedule time for target vocabulary development and interventions, provide real-world experiences.		Assign mentor to work on the work with student, incorporate additional instructional time to address gaps in learning due to mobility.		
Race/Ethnicity/Minority		**Students with Disabilities**		
Schedule time for target vocabulary development and interventions, provide real-world experiences.		Align strategies to the students' IEP goals, align schedules and curriculum to IEP goals.		

2.5 OVERARCHING NEED #4

Overarching Need	
In Social Studies, 59% of 5th grade students scored at the beginning and developing learner level on the 2017 GMAS EOG.	
Root Cause #1	CIS: Content area teachers are not sure how to address student reading/ writing/ language deficiencies in their classrooms.
Root Cause #2	EL/PC: Teachers do not have the necessary content knowledge to provide rigorous instruction to meet the needs of all students.
Root Cause #3	PC: Teachers do not have access to the professional development or resources needed to implement a challenging and rigorous curriculum (state support lacking)
Root Cause #4	FCE: Performance expectations and learning goals are not clearly and consistently communicated to students or parents.
Root Cause #5	SLE:Students do not use tools (e.g. rubrics, checklists, exemplars) to actively monitor their own progress.
GOAL	To increase the percent of students scoing at the proficient and distinguished learneer levels from 41% to 44% on the 2018 Social Studies GMAS EOG.

COHERENT INSTRUCTIONAL SYSTEM			
GOAL	To increase the percent of students scoing at the proficient and distinguished learneer levels from 41% to 44% on the 2018 Social Studies GMAS EOG.		
Structure(s)	CIS-1, CIS-2, CIS-3		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation / b. Method for Monitoring	Position/Role Responsible
1. Teachers incorporate close reading and writing (unpack/respond prompt, checklist/rubric, feedback/goal).	Title I/Local funds	a. October, May	SS-Tanner, Smith, Watkins
		b. Assesslet data, FA unit data, EOG	
2. Teachers provide real-world, hands-on experiences for students a minimum of four times each unit.	Title I/ Local funds	a. September-May (unit data)	SS-Tanner, Smith, Watkins
		b. Formative Assessment data, EOG	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
Vocabulary development, graphic organizers	Assign mentor to work on the work with the student, incorporate additional instructional time to address gaps in learning due to mobility.
English Learners	**Migrant**
Vocabulary development, graphic organizers, additional time in schedule to work on these areas with an EL certified teacher.	Assign mentor to work on the work with the student, incorporate additional instructional time to address gaps in learning due to mobility.
Race/Ethnicity/Minority	**Students with Disabilities**
Vocabulary development, graphic organizers	Align strategies to the students' IEP goals, align schedules to and curriculum to IEP goals.

EFFECTIVE LEADERSHIP				
GOAL	To increase the percent of students scoing at the proficient and distinguished learneer levels from 41% to 44% on the 2018 Social Studies GMAS EOG.			
Structure(s)	EL-3, EL-4			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation** **b. Method for Monitoring**		**Position/Role Responsible**
1. Administrators will ensure use of funding for school or district/state training.	Title I/Local funds	a. August		Principal-Thorpe
		b. Budget forms		
2.		a.		
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		**Foster and Homeless**		
English Learners		**Migrant**		
Race/Ethnicity/Minority		**Students with Disabilities**		

PROFESSIONAL CAPACITY				
GOAL	To increase the percent of students scoing at the proficient and distinguished learneer levels from 41% to 44% on the 2018 Social Studies GMAS EOG.			
Structure(s)	PC-2, PC-4			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation**	**b. Method for Monitoring**	**Position/Role Responsible**
1. Grade and vertical teams- teacher to teacher collaboration to develop consistent expectations for proficiency.	Title I/Local funds	a. Second Tuesday of each month, district training TBD	b. Google doc	TLS-Jones
2.		a.	b.	
3.		a.	b.	
4.		a.	b.	
5.		a.	b.	
6.		a.	b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Coordinate with teacher schedules to ensure time for observation, feedback, and coaching.	Coordinate with teacher schedules to ensure time for observation, feedback, and coaching.
English Learners	**Migrant**
Coordinate with teacher schedules to ensure time for observation, feedback, and coaching.	Coordinate with teacher schedules to ensure time for observation, feedback, and coaching.
Race/Ethnicity/Minority	**Students with Disabilities**
Coordinate with teacher schedules to ensure time for observation, feedback, and coaching.	Coordinate with teacher schedules to ensure time for observation, feedback, and coaching.

FAMILY and COMMUNITY ENGAGEMENT			
GOAL	To increase the percent of students scoing at the proficient and distinguished learneer levels from 41% to 44% on the 2018 Social Studies GMAS EOG.		
Structure(s)	FCE-1, FCE-2, FCE-3		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation / b. Method for Monitoring	Position/Role Responsible
1. Teachers will communicate new standards and proficiency expectations during first parent night.	Title I/Local funds	a. September	SS-Tanner, Smith, Watkins,
		b. Sign-in sheets, agendas	
2. Communicate proficiency of standards on progress reports and report cards.	N/A	a. Sept., Oct., Nov., Jan., Feb., Mar., Apr., May	
		b. PowerSchool	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
Addressed in Action Steps.	Addressed in Action Steps.
English Learners	**Migrant**
Present information in home language, addressed in Action Steps.	Addressed in Action Steps.
Race/Ethnicity/Minority	**Students with Disabilities**
Addressed in Action Steps.	Addressed in Action Steps, during IEP meetings, and IEP progress reports.

SUPPORTIVE LEARNING ENVIRONMENT			
GOAL	To increase the percent of students scoing at the proficient and distinguished learneer levels from 41% to 44% on the 2018 Social Studies GMAS EOG.		
Structure(s)	SLE-2		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation / b. Method for Monitoring	Position/Role Responsible
1. Teachers will analyze data and plan lessons to meet student needs. (remediate/accelerate).	Title I/Local funds	a. September-May	SS-Tanner, Smith, Watkins
		b. Formative Assessment unit data, EOG	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
Schedule time for target vocabulary development and interventions, provide real-world experiences.	Assign mentor to work on the work with student, incorporate additional instructional time to address gaps in learning due to mobility.
English Learners	**Migrant**
Schedule time for target vocabulary development and interventions, provide real-world experiences.	Assign mentor to work on the work with student, incorporate additional instructional time to address gaps in learning due to mobility.
Race/Ethnicity/Minority	**Students with Disabilities**
Schedule time for target vocabulary development and interventions, provide real-world experiences.	Align strategies to the students' IEP goals, align schedules to and curriculum to IEP goals.

4. REQUIRED QUESTIONS

4.a - In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was sought and included.
[Sec. 2103(b)(2)]

The process for analyzing root causes began at an administrative meeting at the Central Office on April 12th. System and school leaders examined trend and current assessment data. They identified and prioritized a group of critical issues. Building leaders redelivered the process to certified and classified staff members over the next several weeks. Schools were encouraged to invite teacher leaders to attend a root cause analysis work session on June 5, 2017.

The CRES team attended and received professional learning on root cause analysis and then engaged in the work to identify root causes of critical issues. The CRES team collaborated with other district teams to share findings and check alignment of root causes with critical issues. Central office personnel both collaborated with teams and offered technical assistance as teams engaged in the process.

Throughout the summer, teachers and parents met at the school to review test data, refine issues, collaborate regarding root causes, and brainstorm the suites of solution available to schools through the system. Input from other stakeholders was sought through email.

4.b - Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.
[Sec. 1111(g)(1)(B)]

Camden County Schools Human Resources Department utilizes approved policies and procedures to recruit, employ, retain, and mentor qualified professional and support staff to fulfill roles and responsibilities. Veteran teachers are trained as mentors who work closely with personnel new to the school. Contracted personnel are required to submit letters of intent for employment annually. All personnel are evaluated annually. All teachers, administrators, and program personnel at CRES are state certified and assigned to the school based on state policy and need (Title I, Federal Impact Funding, Special Education, Gifted Education, school nurse, media, and counseling) and are highly qualified as defined by the Camden County Board of Education.

4.c - Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable). [Sec. 1114(b)(7)(ii)]

Crooked River utilizes Title I funds to hire one full time highly qualified teacher as an interventionist for ELA and math needs. Each Camden County School has been afforded monies through Title I to address the highest areas of need with Contracted Service Personnel (certified teachers not presently working in the field or are retired). The monies are also used to provide professional development and resources for implementation for the faculty, provide parent resources and provide homeless student supplies.

The on-going analysis of data determines student need for services. The Pyramid of Intervention and universal screening schedule for progress monitoring assists teachers, administrators, counselor, and parents identify deficiencies in reading and math. Those students scoring within the bottom 16% are monitored through the RTI process. They are assigned to the appropriate Tier within the Pyramid of Intervention, plans are developed and the student's progress is monitored.

CCS has adopted the Reading and Math inventory programs which are used to identify student growth in reading lexiles and math quantiles. Easy CBM is used to progress monitor students at Tiers, 2, 3, and 4 in reading and math concepts. Results from these assessments are used to establish intervention groups.

System-level personnel and Teaching and Learning Specialists (TLS) create Assessments for Learning which are aligned to the GSE and formatted much like the Georgia End of Grade Assessment (EOG) and administered to students in grades one through five. These assessments target math, reading, science, and social studies. Results are used to plan for intervention and acceleration.

CRES teachers assess the child's academic placement within state standards, and then adjust instruction to provide opportunities for students to meet or exceed grade level expectations. Leveled differentiation in plans ensure lessons that are tailored to specific academic needs and is attained through acceleration, enrichment, and remediation in small group settings.

4.d - If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.
[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

n/a. CRES is a School-wide Title I facility.

4.e - If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
[Sec. 1114(b)(7)(V)]

CRES supports, coordinates, and integrates services at the school level for preschool children. The following are some of the activities listed by month:
September-Gingerbread Man, Mystery Reader
October-Fire Safety Presentation, Book Fair, 50th Day Celebration, Mystery Reader
November-Thanksgiving Feast. Mystery Reader
December-Shoebox Parade, Holiday Shop, Mystery Reader
January-100th Day Celebration, Mystery Reader
March-Leprechaun Hunt, Fly a Kite Day, Career Day, Donuts with Dad, Mystery Reader, Mystery Reader
April-Kindergarten Days, Easter Egg Hunt, field trips, Mystery Reader
May Kindergarten Carnival, K-Day, Talent Show, Field Day, and Mother's Day Tea, Mystery Reader

Each spring, our Pre-Kindergarten attends transition orientations with Kindergarten classes to help prepare them for the next grade. Pre-Kindergarten students and their parents attending the Child Development Center at Kings Bay Naval Base receive an orientation offered by a Kindergarten teacher at CRES.

Fifth grade students participate in a tour of St. Marys Middle School in May. They are led by middle school students around the facility and inside classrooms. They are given the opportunity to ask questions of students and faculty members.

CRES has the unique opportunity to be located adjacent to Kings Bay Naval Submarine Base. Therefore, we see a large number of students enter our school each year and throughout the year. To ease their transition, we offer a "before school begins" tour where students and their families are given basic information about the school's procedures, events, and offerings from student "Ambassadors" and faculty. New students are partnered with "Comfort Crew" members to further acclimate them to their new school home. A short video of produced by the school's broadcasting club takes students on a virtual tour of the school and is located on the school's webpage.

4.f - If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.

[Se. 1114(b)(7)(II)]

n/a

4.g - Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.
[Sec. 1114(b)(7)(III)]

Crooked River is invested in the consistent and pervasive strategies outlined by the Positive Behavior Intervention and Supports (PBIS) framework for discipline. We address all student behavior through universal set expectations that are taught, modeled, and kept at the forefront of all learning. Students with difficulty adhering to the expectations are identified, settings (places/times) are identified and the outcome of the behavior is examined (attention, lack of understanding). A plan to reteach, create contracts or other motivating strategies are put in place to help the student succeed. Those students with more chronic and/or aggressive behaviors causing a complete disruption to the learning environment receive specific intense reteaching and redirection. A formal behavior analysis is completed by a trained person (Project Provides behavior technician or therapist) and strategies and resources are put in place to assist the student toward a more successful and acceptable behavior so that learning for all can continue in a safe and positive environment. Through this model, every effort is made to keep students in their classrooms to learn. With the assistance of school counselors, support personnel, and the Project Provides personnel, students are not being removed from the classroom.

ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the district's improvement plan (*optional*).

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GaDOE
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