# 2015-2016 Buchanan Elementary School

## Title I Schoolwide Plan

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<th>School Name: Buchanan Elementary School</th>
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<th>School Mailing Address: 215 College Circle, Buchanan GA 30113</th>
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<th>LEA Name:</th>
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<td>Haralson County School System</td>
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<tr>
<th>LEA Title One Director/Coordinator Name:</th>
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<tr>
<td>Dr. Janet Goodman</td>
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<tr>
<th>LEA Title One Director/Coordinator Signature:</th>
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<th>LEA Title One Director/Coordinator Mailing Address:</th>
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<tbody>
<tr>
<td>299 Robertson Avenue</td>
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<td>Tallapoosa, GA 30176</td>
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<tr>
<th>E-mail Address:</th>
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<tr>
<td><a href="mailto:Janet.goodman@haralson.k12.ga.us">Janet.goodman@haralson.k12.ga.us</a></td>
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<tr>
<th>Telephone:</th>
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<tr>
<td>770-574-2500 ext 241</td>
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<td>770-574-2225</td>
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Last revised 07/21/2015
### 1. A comprehensive needs assessment of the entire school which addresses all academic areas and other factors that may affect achievement.

**Response:**

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were members of the BES faculty, members of the BES PTO and members of the BES School governance. Input was sought out in multiple ways. Plans were given out at various PTO meetings, parent meetings, and school governance meetings. Plans were also available online for community feedback.

B. We have used the following instruments, procedures, or processes to obtain this information: During the summer, the BES School Improvement Team met to brainstorm and analyze data. Once areas of concerns were noted, the team developed a school improvement plan. This plan was then posted online for community feedback, as well as made available during parent functions for feedback.

C. We have taken into account the needs of migrant children and EL children. The procedures we will follow, should these students be in attendance, are identifying these students and having a designated person visit our school to work with these students and their teachers.

D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, we disaggregated data and discovered the lack of writing skills our students possessed. The teachers used the data to develop small group plans and help individual needs and achieved great gains in writing.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State academic content standards and the State student academic achievement standard including:
   - Economically disadvantaged students
   - Students with disabilities
   - Students with limited English proficiency
   - Black students
   - White students

F. The data has helped us reach conclusions regarding achievement or other related data.
   - The major strengths we found in our program were fluency and math computation.
   - The major needs we discovered were reading comprehension, ELA and math application.
   - The needs we will address are reading comprehension and math application.
   - The specific academic needs of those students that are to be addressed in the schoolwide program plan will be to take the basic knowledge of reading and math and use Thinking Maps to learn to apply this knowledge.
   - The ROOT CAUSE was the students’ lack of retention of basic skills.

G. The measurable goals/benchmarks we have established to address the needs were to decrease the number of students not meeting standards in each area by ten percent. We will monitor the data through use of common unit assessments aligned with state standards.

### 2. Schoolwide reform strategies that are scientifically researched based.

**Response:** Buchanan Elementary utilizes many significant school-wide reform strategies. Reading First has been an integral part of the third grade reading and language arts curriculum for the past several years. The school and the school system have operated under the auspices of Reading First grants since 2004-2005. Scientifically research based instruction and intervention are mandated by the guidelines of the grant for both reading and language arts. Differentiated instruction and needs based instruction, both considered best practices, are fully implemented in third grade and utilized to some degree in fourth and fifth grades.

In the area of mathematics, the school uses common unit assessments aligned with Common Core Georgia Performance Standards framework in order to assess student strengths and weaknesses. As the common assessment results are made available, administrators and teachers gather data with the use of Performance Matters in order to deliver instruction to both
enrich and remediate identified areas of the mathematics curriculum. Another data tool that is used by teachers and administrators is STAR Reading and STAR Math. This data analysis tool provides specific areas of weakness in each of the instructional areas. With the use of this analysis tool, instruction can be data driven in order to provide appropriate activities for all students. By using information from each benchmark assessment and STAR Reading and Math for progress monitoring throughout the year, all students can have problem areas targeted for instructional remediation.

Buchanan Elementary also employs remedial instructional strategies through a daily intervention time dedicated to reading and math standards. Students not meeting standards in those areas are given additional instruction daily in order to remediate weaknesses. RTI documentation can also be derived from the EIP remediation segments.

This school uses a Student Awards Program to celebrate the success of students in the areas of academic achievement, behavior, attendance, and work ethics within each grading period throughout the school year.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

Response:

A. The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student achievement standards are all students at Buchanan Elementary School have the opportunity to receive enrichment and/or remediation as appropriate. Special Education teachers work in inclusion classrooms and provide differentiated instruction to students with disabilities. Through the use of inclusion and differentiated instruction, all students in these classrooms have access to instruction from these teachers as well as their General Education instructors. This practice allows teachers to individualize instruction for all students, including those who are best served through enrichment activities. The school’s Academic After School program provides additional assistance for those in need of math and/or reading remediation. Additionally, a gifted cluster model is offered in grades three through five to provide advanced content to challenge students. Junior-Beta membership was offered to students meeting criteria of requirements.

2(b). Are based upon effective means of raising student achievement.

Response:

B. Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies.

2(c). Use effective instructional methods that increase the quality and amount of learning time.

Response:

C. We will increase the amount and quality of learning time by offering an intensive intervention time during the school day. Teachers are also available before school for tutoring.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response: Student Support Teams are in place for all students in need of additional support. Teachers are trained in Response to Intervention (RTI) and utilize its methodology to document student progress. Teachers meet monthly to discuss interventions and review data. After a minimum of 6 weeks of interventions, students who fail to make progress are moved to the next intervention tier. Those students who have failed to progress at the end of Tier 3 are referred for screening to the system’s department of psychological testing. The results of this screening are used to determine whether further testing and potential special education placement is necessary.

*3. Instruction by highly qualified professional staff.

Response: Of the thirty certified teachers at Buchanan Elementary School, all are highly qualified and teaching in field for the entire day.

*3(a). Strategies to attract highly qualified teachers to high-needs schools.

Response:
A. We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Recruitment and retention efforts will continue to focus on only HiQ teachers for all positions.

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

Response:

A. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example teachers meet monthly as data teams to progress monitor students. Faculty meets quarterly to disaggregate benchmark data and parents are briefed on how to read and interpret assessment results.

B. We have aligned professional development with the State’s academic content and student academic achievement standards. Teachers are participating in the implementation of the new Common Core Georgia Performance Standards in math, reading and ELA, as well as continuation of the Georgia Performance Standards in science and social studies.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example, we have administrators that are certified in Thinking Maps and Thinking Maps writing.

D. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways: CCGPS webinars, Thinking Maps, Teacher Key Effectiveness System, Monthly Data Meetings, Quarter Benchmark Meetings, GaDOE FIP modules.

5. Strategies to increase parental involvement.

Response:

A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by inviting parents to meetings, having the plans available at Open House and Parent Conferences. The plans are also available online with a feedback box.

B. We have developed a parent involvement policy included in our appendices that
  - Includes strategies to increase parental involvement
  - Describes how the school will provide individual student academic assessment results, including an interpretation of those results
  - Makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
  - Includes Parent Compacts developed collaboratively
  - Includes Parent Involvement checklist

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

Response:

A. At the elementary level, our transitions consist of having the primary school students visit our school in the spring. We also, have a separate parent night for upcoming third graders. Our fifth graders moving to the middle school are allowed to visit and tour the middle school in the spring, as well.

7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:

A. The ways that we include teachers in decisions regarding use of academic assessment are as follows: All students take the
Georgia Milestone Assessment in the spring. Teachers administer each of these assessments and have direct access to student scores and performance indicators. The system uses Performance Matters as its web-based data management system for testing and assessment. Performance Matters allows teachers to view both past and present assessment data. Teachers are trained in using the system to make informed decisions to provide students with instruction tailored to their specific needs. All students in grades 3-5 take a common unit assessment in the five tested subjects. This data is reviewed by teachers in order to adjust instruction as needed.

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

**Response:**

A. This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.

8(a). List of State and local educational agency programs and other federal programs that will be included.

**Response:**

- **Backpacks for Kids** – Local churches have chosen to sponsor this program that supplies food for needy families. Teachers help to identify possible recipients. Every Friday, these students receive a backpack that contains an assortment of food supplies intended to help families sustain themselves through the weekends.

- **Tanner Behavioral Health and Solutions** – These agencies provide counseling services during the school day as well as after hours. These agencies provide a wealth of services to students and coordinate regularly with BES counselors. They also are able to provide transportation to and from their facilities for families without means.

- **Truancy Treatment Team** – The Truancy Treatment Team is comprised of school personnel, community members, and court officials. The purpose of the team is to develop and implement interventions to address truancy.

- **McKinney-Vento Homeless Assistance Act** – Homeless students often require additional supports for academic achievement and success on state assessments. After assessing the needs of homeless students, the McKinney-Vento Homeless Assistance Act is able to provide funding to meet basic needs such as clothing, school supplies, and health-related needs, as well as coordinating with outside agencies to provide additional social services such as counseling and tutoring.

- **Relay for Life** – The faculty joins with community members in our fundraising events for Relay for Life. Relay for Life is an organization that researches cancer treatment and cures.

- **Toys for Tots** – Flyers and applications are sent home with the students to encourage families to apply for help.

- **Food Pantry** – Twice a year the faculty and staff participate in a canned food drive for to help feed individuals in our community during Thanksgiving and Christmas.

- **Special Olympics** – Up to three times a year, students may participate in local and state games.

- **Junior Beta** – Students are chosen to group based on achievement criteria. This group does various activities in the community as service projects, such as, visiting nursing homes, canned-food drive, recycling and volunteering as aids for teacher work days.

- **Chorus** – Chorus students travel and perform for various agencies, such as The State Capital, CASA, Rome Braves and the Daughters of the Confederacy.

8(b). Description of how resources from Title I and other sources will be used.

**Response:**

The resources will be used to provide for needs for the family and parent involvement activities.

8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

**Response:**

Last revised 07/21/2015
The Early Intervention Program and Reading First sustainability plan are both coordinated with Title I to supplement the educational needs of all students at Buchanan Elementary School. Funding will be used to supplement existing programs and meet the overall goal of increasing student achievement. At Buchanan Elementary School, outside agencies contribute to our school in several different ways.

*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

Response:

A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are small group learning, flexible intervention groups and individualized instruction as needed.

9(a). Measures to ensure that the students’ difficulties are identified on a timely basis.

Response: Students are monitored through the RTI program. Teachers meet monthly as data groups to discuss progress and review assessment data of students.

9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Response: Teachers receive RTI and SST training for the early identification of student difficulties. Teachers participate in professional learning opportunities focused on analyzing all available formative and summative data to identify areas of need and develop plans to provide instruction for the targeted areas.

9(c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

Response:

Parent-Teacher Conferences are held twice annually, in conjunction with the first and third reporting periods. Additional conferences may be held at any time at the request of either the student’s parent or teacher. While every attempt is made to schedule face-to-face conferences, phone conferences are scheduled when personal meetings are not possible. Parents are made aware of additional assistance during these conferences as well as through frequent memos and school website.

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

Response:

Standardized testing information is regularly posted on the system website and in the local newspapers. Individual student assessment results are sent home with students upon the school’s receipt of the results.

Teachers also contact parents on a frequent basis to discuss academics. Parents and teachers discuss the quarterly benchmark data during the two parent-teacher conferences.

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

Response: The system’s use of Performance Matters as its web based data management system for assessment and testing facilitates the collection and disaggregation of student achievement data. This system allows data to be centrally located and provides teachers and administrators with the capability to disaggregate data by subject and standard as well as subgroup.

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

Response: Data is disaggregated and examined for trends based on subgroups. The performance of cohort groups is tracked over time to ensure that results are statistically sound.


Last revised 07/21/2015
### Response: CCRPI and performance data are reported in the local newspapers as well as on the school system website.

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

*Response:* Buchanan Elementary School’s Title I Schoolwide Plan was developed in conjunction with central office to ensure coordination among schools. Current CCRPI data as well as the System’s Strategic Plan were used in order to create goals and develop a plan of action.

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

*Response:* The School Improvement Committee of Buchanan Elementary School was involved in the development of the School Improvement Plan and Title I Schoolwide Plan. This committee is made up of administration, team leaders, the school counselor, and the media specialist. The plan was shared with the Leadership Team through Google Docs for school input and was available in draft form during Open House on July 28, 2015 and July 30, 2015 for suggestions and comments from parents and community members. The plan is also available online along with our Parent Involvement Plan and School Improvement Plan with a portal for stakeholder input.

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

*Response:* The Title I Schoolwide Plan will be made available to all stakeholders, including the posting of copies in the school’s administrative offices, media center, and on the school’s website.

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

*Response:* The plan will be translated upon request.

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

*Response:* The administrative staff of Buchanan Elementary School are aware that the Schoolwide Plan is subject to the mandates under Section 1116 of the Title I: Improving the Academic Achievement of the Disadvantaged, Public Law 107-110.