

**Section Eight**

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**TITLE I ADDENDUM**

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**PEPPERELL ELEMENTARY SCHOOL**

**Revised 9/21/07**

# **Title I School-wide Comprehensive Plan Pepperell Elementary School**

## 1. Comprehensive Needs Assessment Achievement

A comprehensive needs assessment has been developed for Pepperell Elementary School through the QSIP process during the 2007-2008 school year. A copy of this plan is in Sections 1 and 4. The areas addressed include: test results, parental involvement, parent, community, staff and student surveys, student attainment of QCC objectives and Georgia Performance Standards, qualifications of staff and attendance.

## 2. School-wide Reform Strategies

- a. The faculty of Pepperell Elementary School provides instruction based on the Georgia Performance Standards and Quality Core Curriculum developed by the State Board of Education.
- b.
  1. Pepperell Elementary School is implementing the Learning Focused School Model (LFS), Marzano's Classroom Instruction that Works, and ideas from Tomlinson, McTigh, and Wiggins *Understanding by Design* and *Differentiated Instruction* for school improvement. These are scientifically based models that have been proven to increase academic achievement.
  2. Incorporating Learning Focused School strategies and Marzano's Classroom Instruction that Works, *Understanding by Design* and *Differentiated Instruction* have increased the amount of time students are engaged academically. This increase in academic time should improve student performance.
  3. School-wide reform strategies will address the needs of all students at Pepperell Elementary School, particularly our Hispanic population and the students with disabilities. We will use results from the Criterion Referenced Competency Test (CRCT), DIBELS and corrective reading testing, benchmarks, local and state writing exams and objective tests from GPS and QCC to determine if our needs have been met. Two specific measurable goals have been developed and will be addressed in the AYP school improvement plan.

## 3. Instruction by highly qualified professional staff

The staff of Pepperell Elementary School is highly qualified and experienced.

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

Staff development for Pepperell Elementary School includes, but is not limited to, Learning Focused training; Marzano's Classroom Instruction that Works, Family Literacy, Writer's Workshop, *Understanding by Design* and *Differentiated Instruction*, with emphasis on teaching Georgia Performance Standards. Teachers have completed a book study of Marzano's work as part of the Floyd County teacher evaluation program for improvement. For the 2007-2008 school year teachers are attending an in-house workshop on *Love and Logic* to improve school wide discipline and increase time on task. Other staff development includes training in Writer's Workshop, implementing GPS in math, corrective reading, and book studies such as a study of Mosaic of Thought by Zimmerman and Keene.

5. Strategies to attract highly qualified professional staff

Floyd County Schools provide a local supplement above the state based salary. The reputation of our county is excellent because we have highly qualified leadership staff, a history of academic success, up-to-date facilities and easy access to needed materials and supplies. At Pepperell Elementary School, we have strong leadership and excellent teachers. We have a computer lab with a computer teacher, a media center, music room, a gym with bleachers and lots more! We recognize teachers in several ways. The Teacher of the Year is recognized at a special assembly each year. Colleagues nominate teachers to be recognized as recipients of the "Tireless Teacher" award each month. We have a morning news show called WPES LIVE where birthdays are announced daily. PTO supports the staff by providing money for supplies, snacks during the year for teachers, and special treats and gifts for Teacher Appreciation Week.

6. Strategies to increase parental involvement

Pepperell Elementary School's plan for increased parental involvement is developed by a parent involvement committee including our counselor, lunchroom manager, our PTO officers, School Council members, and the principal. The 2007-2008 parent involvement opportunities include, but may not be limited to the following:

- Orientation for grades 4 – 5
- Open House with Student-Led conferences
- Five Early Release Conference Days
- Special Persons Days (lunch)
- PTO meetings
- Parent Lunch and Learn workshops
- Family Literacy Nights
- Book fairs
- Muffins for Moms

Doughnuts for Dads  
Field trips/training  
Mentor Training  
Field Day  
Fun Run, Rock, and Roll  
Holiday Happening  
Dr. Seuss Birthday Bash  
Parent Center  
Awards Day

We will also involve the parents throughout the year in many other ways: Pepperell Elementary School Council, homework agendas, parent-teacher conferences, calendars, and parent interest surveys.

7. Plans for assisting preschool children in the transition

Pepperell Elementary School serves grade 4-5. Each year Pepperell Elementary invites the 3<sup>rd</sup> grade students to visit the school and visit with students and teachers in classrooms during a regular school day. Parents and students from feeder schools are invited to attend a Spring Picnic where parents have the opportunity to tour the school. Before school begins each year, parents and students are invited to meet the teacher before school begins. Additionally the counselor meets with classrooms to orient students to the new school.

8. Decisions regarding assessment

Results from standardized tests are evaluated by the Leadership Team, all academic teachers, and Title I coordinators. Test results are discussed throughout the year at faculty meetings and grade level meetings in an effort to improve the overall instructional program. Teachers develop Testing Action Plans that are shared with the entire faculty. Furthermore, AYP school improvement plans are written and evaluated throughout the year. At Pepperell Elementary School, we use many different assessments to determine the progress of our students. These include:

Criterion Referenced Competency Test (CRCT)  
Iowa Test of Basic Skills (ITBS)  
Benchmark Tests - ELA GPS and QCC math tests  
DIBELS and corrective reading testing  
State and local writing exams  
Teacher made tests/Observations  
Student Projects  
Compass Learning  
Special Services Testing  
AYP School Reports

9. Assisting students who have difficulty mastering curriculum objectives

- a. Problems identified on a timely basis  
Teachers use ongoing assessments, such as those listed in component eight, to identify specific needs of individual students. If a student is having difficulty based on tests, objectives and/or classroom performance, objectives will be taught again and reassessed through the Georgia Pyramid of Intervention. If problems continue, the student may be referred to a Student Support Team (SST). Students may be encouraged to participate in Learning Center after school or assigned to attend Intersession.
- b. Training for teachers  
A variety of staff development opportunities are offered throughout the year, utilizing Title I, Title IIA and additional staff development monies. These opportunities are designed to enable teachers to identify and address difficulties students are having. System personnel and/or school faculty also address areas of specific needs for our school. Staff development opportunities are listed in component four of this document.
- c. Additional assistance  
Parent conference release days are scheduled throughout the year and parents are encouraged to attend. Parents of students having difficulty are contacted by phone, letter, weekly reports, agendas, and/or home visits as necessary. Teachers communicate ideas that will help their child. They are also encouraged to attend any parent involvement activities offered by the school.  
Parents are informed of school programs such as EIP, Special Education, Learning Center, Family Literacy Nights, and Intersessions that will help meet the student's academic needs. Parents of students having difficulties are also informed of community resources that will help meet their individual needs.

10. Description of how the resources from Title I and other resources will be used.

During the past two years, math has been a weakness for our students and emphasis was placed on improving math instruction. Test scores have indicated an improvement in math; therefore, we now are concentrating on reading and math. To provide for the educational needs of our students, Title I funds and other resources will be used to implement the following strategies:

- Early Intervention Program teachers (grades 4 – 5)
- After-school learning center for reading and math
- Computers and software
- Morning Book Club
- Accelerated Reading and Accelerated Math
- Parent Involvement needs
- Staff development
- Instructional materials

- Attendance Initiatives
- ESOL services and materials

11. List of state and local educational agency programs and other federal programs that will be included

The following programs will be included in the QSIP/School-wide Title I plan at Pepperell Elementary School: Title IIA, Early Intervention Program (EIP), Exceptional Student Services (ESS), English for Speakers of Other Languages (ESOL). Resources from school improvement funds, state and local funds, fund raisers through PTO, and support from business partners will also be used to enhance the educational programs at Pepperell Elementary School

12. Individual student assessments

Parent conference early release days are scheduled during the year. Informal assessment results (i.e. progress on language arts and math objectives, unit tests, daily work) as well as formal assessment results (i.e. CRCT, Georgia Alternative Assessments, state and local writing exams) are shared with parents at this time. Additional conferences are scheduled as needed and one PTO meeting is devoted to Student-Led conferences. Teachers, counselors, and administrators are available to assist parents in interpreting and evaluating test results.

13. Collection and analysis of disaggregated data

Certified teachers will collect achievement and assessment data according to guidelines set by the state of Georgia. The leadership team at Pepperell Elementary School will review and interpret the disaggregated data received from the state. This information will be shared with the appropriate teachers in faculty and/or grade level meetings.

14. Ensuring statistically sound results

All testing will be administered according to directions set forth by the national, state and/or local guidelines.

15. Reporting of Disaggregated data

All public reporting of achievement and assessment data will be done through the school system and appropriate state agencies.

16. Development of the School-wide Title I Plan

The initial School-wide Title I plan for Pepperell Elementary School began in the fall of 2004 with the NSSE process and was completed in the spring of 2005. The development of our school-wide plan took place during the 2004-2005 school year. The coordination and writing of the Pepperell Elementary School QSIP/School-wide Title I plan is continuing and will be completed during the 2007-2008 school year.

17. Planning committee

Representatives from each grade, special programs, administration and parents have developed the QSIP. A list of steering committee members

may be found in the beginning section of the QSIP. The section committees will be listed at the beginning of each section of the QSIP.

18. Availability of the school-wide plan

Copies of the School-wide Title I plan for Pepperell Elementary School will be available in the principal's office, the media center, and the Floyd County Central Office. An abbreviated version of the plan that includes goals, objectives, and strategies will be provided for each staff member.

19. Language translation

Documents will be translated as needed. At Pepperell Elementary School, the Parent Involvement section of our Title I plan, the belief, mission and vision statements and parent surveys have been translated into Spanish.

20. Section 1116

The Pepperell Elementary School-wide Program is subject to the school improvement provision of section 1116.

**Pepperell Elementary School  
Parent Involvement Policy  
2007-2008**

**For Quality Assurance, All Yearly Activities, Meetings,  
and/or Events will be Documented, Filed in a Title I Folder,  
and Securely Stored at the School.**

This school-wide plan has been developed by and agreed upon by a committee including Pepperell Elementary school parents and staff members. This policy will be updated periodically to meet the changing needs of the parents and the school.

**1. ANNUAL MEETING**

Pepperell Elementary School will conduct an annual fall orientation meeting to inform parents of all the programs and activities available at our school. The School-wide Title I Program will be discussed, and parents will be informed of their rights under this program. Parents will be given an opportunity to serve on school committees.

**2. MEETING OPTIONS**

To ensure all parents have the opportunity to be involved, parent meeting times will be varied to accommodate parent needs.

**3. PARENT INVOLVEMENT**

Parents will be involved in the decision making process concerning the design, implementation, assessment, and alteration of the school-wide program through surveys, committees, conferences, and/or meetings.

**4. PROVIDING PARENT INFORMATION**

Parents will be:

- a. provided with information on a timely basis through individual parent conferences, group conferences, meetings, workshops, and/or printed materials.
- b. given a description and explanation of the curriculum, academic assessments, and proficiency levels students are expected to meet.
- c. given opportunities for regular meetings to participate in decisions relating to the education of their children, if requested.
- d. assured that if the educational plan is unsatisfactory to the parent, their comments and concerns will be given to the LEA.

**5. COMPACT**

The school compact will:

- a. describe the staff's responsibility to provide high-quality curriculum and instruction. The compact will also address the parents' and students' responsibilities for learning.
- b. will address the importance of communication between teachers and parents, such as:
  - i. regular parent conferences.
  - ii. frequent reports on student progress.
  - iii. availability of staff and opportunities to observe or volunteer in the classroom.

**6. PROVIDE ASSISTANCE**

Information will be provided to parents to help them better understand:

- a. national education goals.
- b. state content standards and student performance standards.
- c. state and local assessment data.

**7. MATERIALS AND TRAINING OPPORTUNITIES**

Pepperell Elementary School will provide parents, to the extent possible, training opportunities, workshops, and/or printed materials related to education and child rearing issues.

**8. EQUAL PARTNERS**

The staff at Pepperell Elementary School will be educated to Recognize the value of parent involvement and strive to implement and coordinate parent programs that build ties between home and school. The staff will communicate with and support parents as equal partners. Workshops, staff development programs, the parent volunteer program, local PTO, and other community agencies will be the means to involve parents and help achieve this goal.

**9. COORDINATION WITH OTHER PARENT PROGRAMS**

Parent Involvement programs and activities will be coordinated and integrated with local public or state preschool programs and agencies to the extent appropriate and feasible.

**10. LANGUAGE**

Information will be sent, to the extent feasible, in a language the parents can understand.

- 11. TEACHER TRAINING**  
Parents may be invited to participate in training available to principals, teachers, and other educators when it will improve the effectiveness of such training.
- 12. LITERACY TRAINING**  
Parents may be provided literacy training through the use of various funds, including Title I.
- 13. PARENT INVOLVEMENT ACTIVITIES**  
Title I and other funds may be used to provide local parent involvement activities.
- 14. IMPROVING PARENT INVOLVEMENT**  
Training may be provided to parents to encourage and improve the involvement of other parents.
- 15. FLEXIBLE PARENT MEETINGS**  
School meetings may be offered at a variety of times to encourage more parent participation.
- 16. NEW IDEAS**  
Model approaches to improving parent involvement will be researched and may be implemented.
- 17. ADVISORY COUNCIL**  
A district-wide parent advisory council will be established through the school councils.
- 18. COMMUNITY PARTNERSHIP**  
Recognizing the important contribution outside resources can provide, Pepperell Elementary School will strive to develop relationships with special service agencies, community groups, and businesses to address key family, school, and community issues. We will develop appropriate roles that encourage successful partnerships between parent, school, and community.
- 19. ADDITIONAL PARENT OPPORTUNITIES**  
The school will strive to provide additional parent involvement activities, if requested by parents.

**20. ACCESSIBILITY FOR ALL**

To the extent possible, Pepperell Elementary School will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports under section 1111 of the No Child Left Behind act of 2001 in a format, and to the extent reasonable, in a language that parents can understand.