



Cherokee County School District
School Council
Meeting Minutes Notes

Carmel Elementary
School Council - PG 1

DATE 11/15/19

MEETING TIME 7:30 am

MEETING LOCATION Carmel

MEETING CALLED BY	Chair's Name - Jeremy Powell
TYPE OF MEETING	Regular Meeting or Special Meeting
PRINCIPAL	Paula White
NOTE TAKER	Secretary - Michele Harcarik
BOARD ATTENDEES	Jeremy Powell, Kim Adamski, Morgan Hood, Chevin Terrado, Jeff Bennett, Michele Harcarik, Erica Morrie, Paula White
GUEST ATTENDEES	

Agenda Items

TIME ALLOTTED

TOPIC CCSD Blue Print

PRESENTER

DISCUSSION	Give our brochures and discuss each part (Mission , Vision, Core Beliefs, and Priority Areas) Discussed Blueprint 2020-2024.		
CONCLUSIONS			
ACTION ITEMS	PERSON RESPONSIBLE		
	Paula White		

TIME ALLOTTED

TOPIC Growth of Staff

PRESENTER

DISCUSSION	We have added 2 special education teachers and an additional Title 1 teacher Title I teacher from carryover money. Enrollment, especially SPED increasing.		
CONCLUSIONS			
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE	
	Paula White		



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TIME ALLOTTED	TOPIC Title I TA Revision Meeting	PRESENTER
DISCUSSION	The group will review the Title I Targeted Assist Plan and make revisions Discuss Budget Items purchased Discussed PEF's role and where the room is. Discussed attendance at Title I events. Excited to hear about the parent checkout room and the resources. All looks good.	
CONCLUSIONS		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
	Michele Harcarik	

TIME ALLOTTED]	TOPIC CoGat Scores	PRESENTER
DISCUSSION	Share district report and review Carmel scores Cogat scores are in, discussed school average in comparison to district. Discussed Carmel's CCRPI score.	
CONCLUSIONS		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
	Paula White	

TIME ALLOTTED	TOPIC GA DOE Survey	PRESENTER
DISCUSSION	Share information about the climate survey Will be sent out soon. This is used in calculation for the school climate star rating.	
CONCLUSIONS		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
	Paul White	

AJOURNMENT CALLED BY	Jeremy Powell
TIME	7:30am
NEXT MEETING	February 7, 2020. Discuss SEL, PD and data



Cherokee County
School District

VISION MISSION CORE BELIEFS

"Together, we will prepare the emerging generation to confidently rise up to limitless learning potential and success."

"We are committed to educating the emerging generation through learning environments designed to increase the performance of all students."

- **RIGOR:** We believe in a **growth mindset**, as every student can learn, achieve and thrive.
- **RELEVANCE:** We believe the **meaningful connections** we forge with students, families and community partners positively influence how we teach, lead and prepare graduates for success in a knowledge-based, technology rich and culturally diverse world.
- **RELATIONSHIPS:** We believe **safe, diverse and inclusive schools** are critical for successful teaching and learning and strengthening our culture of belonging, kindness and possibility.

BLUEPRINT 2020-24

FIVE PRIORITY AREAS

STUDENT ACHIEVEMENT:
EQUITY AND ACCESS

ORGANIZATIONAL AND
OPERATIONAL EFFECTIVENESS

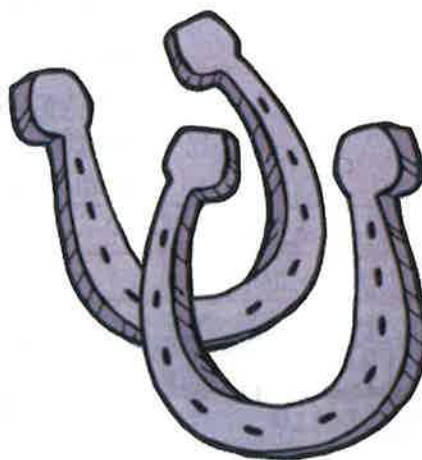
FAMILY, PARTNER AND
COMMUNITY ENGAGEMENT

POSITIVE CULTURE
AND CLIMATE

QUALITY WORKFORCE



Cherokee
County
School
District



**Carmel Elementary
Title I Targeted Assistance Plan
2019-2020**

Paula White, Principal

Targeted Assistance Plan Team Members

Targeted Assistance Plan Team Members

Name	Position/Role	Signature
Paula White	Principal	Paula White
Erica Morrie	Assistant Principal	Erica Morrie
Michele Harcarik	Assistant Principal	Michele Harcarik
Miranda Romero	SPED Teacher	Miranda Romero
Maria Tucker	Title 1 Teacher	Maria Tucker
Dawn Mathis	SPED Teacher	Dawn Mathis
Melanie Phillips	Kindergarten Teacher	Melanie Phillips
Yudy Soro	Parent Engagement Facilitator	Yudy Soro
Morgan Hood	Parent	Morgan Hood
Sharon Borg	Classified Employee	Sharon Borg

2018-2019 Data Review

Upon looking at data, we analyzed Milestones data for 3rd - 5th grade to determine our needs assessment. We felt that ELA was our greatest need as more students in ELA were beginning or developing learners. Upon further analysis of ELA Milestones scores, we found that some of the highest areas of need, beyond general comprehension, were in vocabulary and writing. We did not use data from grades K-2 to determine the needs assessment as our school improvement plan is based on GA Milestones data.

2019 - 3 rd grade math	2019 - 3 rd grade ELA
Beginning Learner-Level 1 - 25 Developing Learner-Level 2 - 41 Proficient Learner-Level 3 - 63 Distinguished Learner-Level 4 - 39	Beginning Learner-Level 1 - 52 Developing Learner-Level 2 - 44 Proficient Learner-Level 3 - 46 Distinguished Learner-Level 4 - 26
Level 1 - 25 students • 9 ESL • 13 IEP • 3 ESL & IEP • 0 504 • 8 EIP	Level 1 - 52 students • 18 ESL • 20 IEP • 4 ESL & IEP • 1 504 • 19 EIP • 0 met 670 lexile
Level 2 - 41 students • 12 ESL • 11 IEP • 3 ESL & IEP • 1 504 • 17 EIP • 0 AIM	Level 2 - 44 students • 9 ESL, 2 M • 7 IEP • 3 ESL & IEP • 0 504 • 13 EIP • 1 AIM • 13 met 670 lexile • 31 did not meet 670 lexile
Level 3 - 63 students • 10 ESL, 4 M • 6 IEP • 1 ESL & IEP • 2 504 • 7 EIP • 4 AIM	Level 3 - 46 students • 5 ESL, 1 M • 2 IEP • 0 ESL & IEP • 4 504 • 3 EIP • 6 AIM • 44 met 670 lexile • 2 did not meet 670 lexile
Level 4 - 39 students • 1 ESL • 0 IEP • 0 ESL & IEP • 2 504 • 3 EIP • 15 AIM	Level 4 - 26 students • 1 ESL M • 1 IEP • 0 ESL & IEP • 0 504 • 0 EIP • 12 AIM • 26 met 670 lexile

2019 - 4 th grade math	2019 - 4 th grade ELA
Beginning Learner-Level 1 - 13 Developing Learner-Level 2 - 58 Proficient Learner-Level 3 - 79 Distinguished Learner-Level 4 - 30	Beginning Learner-Level 1 - 40 Developing Learner-Level 2 - 57 Proficient Learner-Level 3 - 56 Distinguished Learner-Level 4 - 27
Level 1 - 13 students • 3 ESL • 6 IEP • 2 ESL & IEP • 1 504 • 5 EIP • 0 AIM • 6 increased score • 5 decreased score • 2 no comparison Level 2 - 58 students • 10 ESL • 17 IEP • 3 504 • 14 EIP • 0 AIM • 28 increased score • 24 decreased score • 1 no change • 5 no comparison Level 3 - 79 students • 6 ESL • 4 IEP • 0 IEP & ESL • 3 504 • 8 EIP • 1 AIM • 50 increased score • 23 decreased score • 6 no comparison Level 4 - 30 students • 2 ESL • 0 IEP • 0 504 • 1 EIP • 9 AIM • 24 increased score • 4 decreased score • 2 no comparison	Level 1 - 40 students • 7 ESL • 16 IEP • 4 ESL & IEP • 0 504 • 12 EIP • 0 AIM • 0 met 840 lexile • 23 increased score • 14 decreased score • 3 no comparison Level 2 - 57 students • 9 ESL • 5 IEP • 0 IEP & ESL • 3 504 • 17 EIP • 0 AIM • 14 met or exceeded 840 lexile • 43 did not meet 840 lexile • 38 increased score • 13 decreased score • 3 no change • 3 no comparison Level 3 - 56 students • 4 ESL • 1 IEP • 0 504 • 5 EIP • 5 AIM • 51 met or exceeded 840 lexile • 5 did not meet 840 lexile • 31 increased score • 17 decreased score • 1 no change • 7 no comparison Level 4 - 27 students • 1 ESL • 0 IEP • 1 504 • 1 EIP • 5 AIM

2019 4 th grade math continued	2019 4 th grade ELA continued
Overall 108 increased scale score 56 decreased scale score 1 no change in scale score 15 no score for comparison	• 27 met or exceeded 840 lexile • 20 increased score • 6 decreased score • 1 no change Overall 112 increased scale score 50 decreased scale score 5 no change in scale score 13 no score for comparison

2019 - 5 th grade math	2019 - 5 th grade ELA
Beginning Learner-Level 1 - 29 Developing Learner-Level 2 - 44 Proficient Learner-Level 3 - 62 Distinguished Learner-Level 4 - 38	Beginning Learner-Level 1 - 30 Developing Learner-Level 2 - 53 Proficient Learner-Level 3 - 69 Distinguished Learner-Level 4 - 21
Level 1 - 29 students • 9 ESL • 4 IEP • 1 ESL & IEP • 2 504 • 5 EIP • 0 AIM • 2 increased score • 18 decreased score • 9 no comparison	Level 1 - 30 students • 10 ESL • 8 IEP • 2 ESL & IEP • 2 504 • 6 EIP • 0 met 920 Lexile • 7 increased score • 15 decreased score • 8 no comparison
Level 2 - 44 students • 3 ESL • 6 IEP • 0 ESL & IEP • 4 504 • 14 EIP • 0 AIM • 10 increased score • 30 decreased score • 1 no change • 3 no comparison	Level 2 - 53 students • 0 ESL • 6 IEP • 1 ESL & IEP • 4 504 • 15 EIP • 1 AIM • 20 met or exceeded 920 Lexile • 33 did not meet 920 Lexile • 25 increased score • 22 decreased score • 2 no change • 4 no comparison
Level 3 - 62 students • 2 ESL • 7 IEP • 2 ESL & IEP • 3 504 • 7 EIP • 2 AIM • 25 increased score • 36 decreased score • 1 no comparison	Level 3 - 69 students • 0 ESL • 5 IEP • 0 ESL & IEP • 4 504 • 7 EIP • 9 AIM • 68 met or exceeded 920 Lexile • 1 did not meet 920 Lexile • 39 increased score • 28 decreased score • 2 no comparison score
Level 4 - 38 students • 0 ESL • 2 IEP • 0 ESL & IEP • 1 504 • 2 EIP • 15 AIM • 24 increased score • 12 decreased score • 2 no comparison	Level 4 - 21 students • 0 ESL • 0 IEP • 0 ESL & IEP • 0 504 • 0 EIP

2019 - 5 th grade Math continued	2019-5 th grade ELA continued
Overall 61 increased scale score 96 decreased scale score 1 no change in scale score 15 no score for comparison	• 7 AIM • 21 met or exceeded 920 Lexile • 17 increased score • 3 decreased score • 1 no score comparison
	Overall 88 increased scale score 68 decreased scale score 2 no change in scale score 15 no score for comparison

2019 - 5th grade Science	2019 - 5th grade SS
Beginning Learner-Level 1 – 50 Developing Learner-Level 2 – 43 Proficient Learner-Level 3 – 63 Distinguished Learner-Level 4 – 17 Level 1 - 50 students • 12 ESL • 9 IEP • 3 ESL & IEP • 4 504 • 11 EIP • 1 AIM Level 2 - 43 students • 2 ESL • 4 IEP • 0 ESL & IEP • 2 504 • 8 EIP • 1 AIM Level 3 – 63 students • 0 ESL • 6 IEP • 0 ESL & IEP • 3 504 • 6 EIP • 10 AIM Level 4 - 17 students • 0 ESL • 6 IEP • 0 ESL & IEP • 1 504 • 1 EIP • 5 AIM	Beginning Learner-Level 1 – 41 Developing Learner-Level 2 – 89 Proficient Learner-Level 3 – 29 Distinguished Learner-Level 4 – 14 Level 1 - 41 students • 13 ESL • 9 IEP • 3 ESL & IEP • 3 504 • 10 EIP • 0 AIM Level 2 - 89 students • 1 ESL • 9 IEP • 0 ESL & IEP • 3 504 • 15 EIP • 1 AIM Level 3 - 29 students • 0 ESL • 1 IEP • 0 ESL & IEP • 3 504 • 1 EIP • 9 AIM Level 4 - 14 students • 0 ESL • 0 IEP • 0 ESL & IEP • 1 504 • 0 EIP • 7 AIM

Needs Assessment

Why are students not performing well in ELA? Students have deficits in vocabulary and written expression. Priority Order: 1	
Root Cause	How to Address Concerns:
Lack of explicit vocabulary instruction	Professional development in how to explicitly teach vocabulary; monitor all staff members explicitly teach vocabulary
Lack of repeated exposure to vocabulary in multiple contexts	Realia, hands on experiences, common schoolwide academic vocabulary list
Lack of knowledge of word parts and meanings	Professional development in how to teach word parts and meanings, and word study and phonics instruction ; utilize GA DOE vocabulary toolbox
Lack of consistency in writing instruction	Professional development in Writer's Workshop; master scheduling prioritizing time to implement; monitor all teachers are consistently teaching writing
Lack of stamina in writing	Journal writing across all areas
Lack of quality and consistent feedback and conferencing between students and teachers	Professional development in feedback/conferencing and goal setting; student led conferencing
SMART Goals: Students in third through fifth grade will increase their performance in ELA on the Georgia Milestones State Assessment from 68% proficient or distinguished (baseline 2019 SY) to 74% proficient and distinguished by 2022. Students in third through fifth grade will increase their performance in ELA on the Georgia Milestones State Assessment in writing from 16.4% proficient or distinguished (baseline 2019 SY) to 25% proficient and distinguished by SY 2022 by focusing on constructive response.	

Describe the evidence-based action steps to be taken to achieve the goal:

Professional Development – ELA Best Practices in Literacy and Writing PD (vocabulary instructional strategies, writing instructional strategies, SIOP vocabulary strategies, and conferencing and feedback), [National Reading Recovery and K-6 Literacy Conference](#), ELA Interventions PD, coaching of teachers (contracted services), and coherence and consistency across grade levels / Professional Books: *Writing Strategies* by Serravallo, *Next Step Forward in Word Study and Phonics*, and *Understanding Texts and Readers: Responsive Comprehension Instruction with Leveled Texts*

Instructional Strategies – direct instruction, word study and phonics, strategies from GA DOE Vocabulary Toolbox, repeated exposure through multiple contextual examples (Hattie, 2016), Writer's workshop, journal writing, pilot elements of Rise Up Strategy

EXP (extended school day instructional program) – focused on ELA, Leveled Literacy Intervention (LLI), word study games, take-home books

[EXP \(extended breaks instructional program in February and April\)](#) – focused on ELA, guided reading and guided writing

Parent Engagement – Curriculum Night (state standards), ESOL Night, Literacy Night, Technology/Resources Meeting; Accessibility to computers, a printer, resource room, take-home books, consumable supplies during parent trainings, and literacy games for parents.

Resources, Supplies & Materials - Kajeet, journals, classroom libraries, leveled text, easel, dry erase markers, post-it notes, paper, cardstock, file folders, labels, dry erase sleeves, reading rods, literacy games, chart paper, sentence strips, book pouches, translation services

Description of the method by which children are to be identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards based on multiple, educationally related, objective criteria by teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel.

- a. children not older than age 21 who are entitled to a free public education through grade 12**
- b. children who are not yet at a grade level at which the local educational agency provides a free public education.**

Selection Process (Fall):

At Carmel Elementary, we disaggregate data by grade level, looking at all schoolwide universal assessments (Scholastic Reading Inventory, easyCBM, and Milestones). The easyCBM assessment subtests are dictated by the county which means we needed to have different criteria for new students because at some grade levels, students took a different assessment from students in the spring. For our multiple selection criteria, in Kindergarten, we used a Letter Sounds assessment and easyCBM Letter Names to determine students most at need. In first grade, we used Scholastic Reading Inventory End of Year scores from 2019, as well as easyCBM Letter Sounds. In second grade, we used Scholastic Reading Inventory and easyCBM word reading fluency for students from the spring and passage reading fluency for new students. In third grade, we used Scholastic Reading Inventory and easyCBM passage reading fluency for spring scores and reading comprehension (MCRC) for new students. In grades 4 and 5 we used Georgia Milestones Scale Scores and easyCBM reading comprehension (MCRC). If students were new to our school and did not have Milestones scores, we used Scholastic Reading Inventory in place of Milestones scores. All students will be included on the Multiple Selection Criteria (MSC) spreadsheet including Special Education and EL students. Once this data was compiled, students were rank ordered based on the multiple selection criteria. Points were assigned based on the criteria, and students who had the highest number of points, are the lowest achieving, and therefore will be served. We are serving students with 20 and 15 points at all grade levels. We also decided to serve students with 10 points at grades 2, 3 and 5. Students in grade 5 were selected because it is a critical year for them as they take four Milestones content area tests. Students in grade 3 were selected as this is their first year in a testing grade and we felt they need the extra support. We also selected students in grade 2 at 10 points in order to help get them ready for next year's assessment and we feel it is a key year to address deficits in ELA. Students who are identified as qualifying for Special Education and/or ESOL services, will be served by a Title I teacher if they qualify based on the multiple selection criteria in the area of ELA, unless the parent chooses to waive the right for them to be served through a signed consent form or remedial services interfere with services required through an IEP or ESOL service requirements. At the start of the year, we will serve students based upon the multiple selection criteria from the previous spring data, utilizing scores from fall assessments for new students. We will administer

assessments to all students at the scheduled benchmark time period (August and December) and include this new data in our multiple selection criteria spreadsheet. This will include all new students who have transferred into the school in between benchmark assessments.

Grades and subject area to be served (Fall):

All students in grades K-5 who qualify based upon the multiple selection criteria will be served in ELA. We will be serving all students who received 20 or 15 points in all grade levels. Furthermore, we will serve students who received 10 points in grades 2, 3, and 5. The focus will be on comprehension, vocabulary acquisition, and writing across the content areas. Students will be served through small group instruction, using the pull out or push in model during the school day. Students will also be served through EXP (extended school day instructional program) in ELA.

Instructional Strategies:

Direct instruction – Students will receive instruction in explicit vocabulary using the GA DOE Vocabulary Toolbox (i.e. Frayer Model, K.I.M, Alphaboxes) as well as word study and phonics.

Repeated Exposure to Vocabulary – Students will have opportunities for repeated exposure to vocabulary through multiple contextual examples (Hattie 2016), morning meetings, and a common school-wide academic vocabulary list. Students will also be exposed to realia to help them better understand vocabulary. We will add visual vocabulary throughout the school to increase students' exposure to common vocabulary.

Writer's Workshop – Students will be instructed in writing through Writer's Workshop.

Journal writing – students will be provided journals to ensure they are increasing stamina in writing and writing across all content areas.

Rise Up Strategy– Teachers will use elements of The Next Step Forward in Reading Intervention by Jan Richardson & Ellen Lewis with students during guided reading time, along with other reading comprehension resources.

Goals:

Students in third through fifth grade will increase their performance in ELA on the Georgia Milestones State Assessment from 68% proficient or distinguished (baseline 2019 SY) to 74% proficient and distinguished by 2022.

Students in third through fifth grade will increase their performance in ELA on the Georgia Milestones State Assessment in writing from 16.4% proficient or distinguished

(baseline 2019 SY) to 25% proficient and distinguished by SY 2022 by focusing on constructive response.

Plan Development:

The Targeted Assistance Plan team met in July 2019, prior to school beginning, to review data and develop the TA Plan. We will meet with the staff at a beginning of the year faculty meeting to review the TA Plan and garner input from all staff. The plan will also be reviewed with parents at the school council meeting and parent input will be solicited via the Carmel website, where a summary of the plan will be posted and an email link included for parents to respond to. At open house in July, a parent survey will be given to solicit feedback from parents about ways we can assist them in participating in their child's education.

A description of the supplemental programs, activities, and academic courses necessary to provide a well-rounded education.

Supplemental programs that help provide our students with a well-rounded education include two full-time counselors on staff who implement the Bucket Filler Program and the Check in/Check out Program. Supplemental activities include Ladies Lunch and Men's Lunch. In addition, a newcomer's breakfast, welcome bags, and student tours by student ambassadors are provided to new students to help them get acclimated and feel welcome. The special education department pairs regular education student buddies with students with special needs through a Friendship club. Students can participate in Odyssey of the Mind, Science Olympiad, Student Council, Technology Club, Academic Bowl, Running Club, Reading Bowl, 4H, and Yearbook. All grade levels participate in a Learn and Serve project throughout the year. Each classroom conducts a daily morning meeting and school-wide character education words are emphasized weekly. Students serve as peer tutors to fellow students before school and throughout the school day.

Career Awareness is provided through 1st-5th grade by counselors, Kindergarten teachers teach a unit on community helpers.

A description of methods and instructional strategies that will be provided to strengthen the academic program of the school which may include:

- a. expanded learning time, before- and afterschool programs, and summer programs and opportunities, and
- b. a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

We offer select students opportunities to participate in EXP, an afterschool expanded learning program. We will also offer select students an opportunity to participate in an expanded learning program during the Winter and Spring breaks. We also offer other

afterschool programs in reading, math and science such as Reading Bowl, Odyssey of the Mind, Science Olympiad, Tech club, etc. in order to expand learning for students.

We currently assist students through special education, 504s, ESOL, RTI, and EIP. In RTI, we address both academic needs and behavioral needs using a 3-tiered model. Students receive regular education through state standards. Students identified as SPED, ESOL, and EIP receive services through the appropriate teachers as indicated in their IEP, ESOL Ed Plan, or RTI plan for EIP. Remedial Title I teachers will collaborate with classroom teachers and provide additional academic support through the push in or pull out model for students identified as at risk based upon the multiple selection criteria.

Strategies planned to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under Subpart 2 of Part B of Title II, or State-run preschool programs to elementary school programs.

We inform local daycares of our Kindergarten registration process. In the spring, we will have a Meet and Greet for Pre-K parents and students to familiarize them with the school and teachers to ensure a smooth transition to Kindergarten. We offer tours throughout the year to any pre-K families. At the beginning of each year, Kindergarten teachers make a personal phone call to their students welcoming them and introducing themselves.

Description of provisions made to serve all eligible children, including:

- a. economically disadvantaged children,
- b. children with disabilities,
- c. migrant children,
- d. children who are English learners,
- e. homeless children,
- f. children who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under Subpart 2 of Part B of Title II, or in preschool services under Title I, and
- g. children who reside at a state Neglected/Delinquent facility or attend a community day program.

Carmel Elementary provides a free, appropriate public education to all students, including those with disabilities. Students are provided appropriate education and related aids and services to ensure they can access a free, appropriate public education.

All students who satisfy the requirements of the Section 504 regulations relating to educational setting, evaluation and placement, and procedural safeguards are provided these accommodations according to their individualized plan.

Cherokee County Schools do not discriminate on the basis of race, color, religion, sex, national origin, disability, age, marital status, sexual orientation, or gender identity in its employment practices, programs, activities, or student placement. Provisions are made to support all eligible students, regardless of circumstances, including those that are economically disadvantaged. System-wide procedures have been established to remove barriers that affect student achievement. CCSD's Homeless Liaison and Social Workers coordinate transportation and after-school tutoring for homeless students, as well as provide supplies and other services as needed. Tutoring services and supplies are provided for migrant students or students from neglected or delinquent facilities. ELL students receive additional services from highly qualified ESOL teachers. Students in ESOL receive assistance in language acquisition during science and social studies. Students in Special Education are served according to their IEP goals in the co-taught, resource, or supportive instruction setting. Special Education students who qualify can also receive ESY (Extended School Year). Students who qualify are eligible to participate in the EXP program. Students who qualify for the Head Start program are identified and served according to district guidelines.

Description of how the school will provide professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.

For the 2019-20 school year, teachers who work with Title I students will participate in professional development on the following topics: vocabulary instructional strategies, writing instructional strategies, SIOP vocabulary strategies, conferencing and feedback, coherence and consistency across grade levels, coaching of teachers, guided reading strategies, and Writing Strategies by Serravallo. Teachers, administrators, and the instructional lead strategist (ILS), will collaborate with each other during PLC meetings to review the effectiveness of instructional strategies. Teachers, with their respective grade levels, will plan together every Tuesday and collaborate on lessons. Remedial Title I teachers will attend meetings in order to plan with the grade level teachers. The ILS will provide coaching to Title I teachers throughout the year, focusing on evidence-based strategies. A contracted services coach will also be utilized to provide additional coaching and professional development to Title I teachers. Teachers who work with participating students will attend professional development in writing and reading strategies. Building Staff Capacity will be conducted through two activities each semester. In addition, Title I remedial teachers will attend the National Reading Recovery and K-6 Literacy Conference to learn about instructional strategies with guided reading, guided writing, vocabulary, and word study and phonics instruction.

Description of how the school will be implementing strategies to increase the involvement of parents of eligible children in accordance with Section 1116.

To increase parent involvement and to create a true partnership with parents, Carmel Elementary School (CES) will implement several strategies in three key areas: communicating, building capacity and partnerships, and involving parents in the decision-making process.

Communication is extremely important between schools and parents. In order to improve the level and quality of communication, Carmel ES uses multiple strategies to disseminate information. The school webpage is regularly updated for parents to reference information and resources. Carmel ES teachers regularly send newsletters home to parents, parents of 3rd-5th graders have ready-access to student grades and information through Canvas (the district's parent portal), and the outdoor school marquee displays school happenings. Furthermore, the Parent Family Engagement Plan and Compact were developed with parent input and will be sent home to families of participating students identified by the multiple selection criteria in the fall. It is also available in the front office and is posted on the school website. All Title I documents will be provided in English and Spanish.

In order to build true partnerships with parents and the community, the school must seek to build capacity with all stakeholders. Carmel ES has identified numerous methods to use in this area. The Title I Annual Meeting will be held in the fall to inform parents of Title I status and their rights to be involved. Each semester, two parent workshops will be provided. Topics for these workshops include academic standards, assessment, how technology can impact achievement, and how parents can actively participate in their child's education. Transition meetings for students entering kindergarten and those moving to the middle school for sixth grade will be offered to ensure a smooth transition for these students. Parents will also be offered training on how to monitor student progress to aid in achievement. Furthermore, two staff training each semester will be conducted on parent involvement practices and effective strategies for staff to communicate and to build partnerships with parents and other stakeholders.

The third key component on which Carmel ES will focus is involving parents in decision making. Parents will be involved in the revision of the School Improvement Plan, Title I Targeted Assistance Plan, Parent Family Engagement Plan, and the Compact at the Parent Revision Meeting which will be conducted in the fall for the 2019-20 school year and the spring for the 2020-21 school year. Also, parents will be allowed to provide input into the revision of the District Parent Involvement Policy and the Comprehensive LEA Improvement Plan (CLIP) at the District Revision Meeting in the spring. To gain even more input from parents, parent surveys in both English and Spanish will be provided to parents electronically and as a hard copy in the spring of each year. Other input methods and opportunities include school council meetings and PTA meetings. School Council meetings are open meetings and dates are posted on the school website. PTA meetings, which coincide with grade level performances, are scheduled at regular intervals allowing parents the opportunity to vote on relevant and critical information.

Each strategy employed by Carmel ES is meant to improve student achievement and to give parents the tools they need to help their children be successful at all levels. Effective communication, true partnerships, and inclusive stakeholder shared decision-making increases success for Carmel ES students.

Description of the process for reviewing the progress made by participating children on an ongoing basis and the process for evaluating and revising the program plan as needed to provide additional assistance to enable these children to meet the state content standards and state student performance standards.

The Carmel Elementary Targeted Assistance Title I Plan will be reviewed on an on-going basis and revised annually. All stakeholders will have input into the revision of this plan. Students being served through Title I will be progress monitored on a monthly basis using running records. In addition, benchmark data will be analyzed in the fall and winter using the criteria on the Multiple Selection Criteria Worksheet and data will be entered into the worksheet to requalify students for the second semester.

Description of the process performed at the school coordinating and integrating Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support improvement activities under Section 1111(d).

Title I funds will be integrated with monies from the following programs to enhance educational services or purchase resources for instructional purposes:

- Title III ESOL
- Title VI B IDEA
- State Staff Development Funds
- QBE Instructional (KK, 1-3, 4-5, Gifted, ESOL)
- Early Intervention Programs (EIP)
- Georgia Instructional Extension program (ExP)
- Cherokee County Innovation Zone Funds

Title I funds will be used to fund the following positions and resources:

- Three full-time remedial teachers, full year (LMR)
- One full-time remedial teacher, partial year (LMR)
- Beyond School Hour Tutors, Remedial Weeks in February and April 2020 (Article - Moderate- [Structuring Out-of-School Time](#))
- Transportation for remedial weeks Beyond School Hours tutoring (N/A)
- Summer School Teachers: ELA 3rd Grade (Article -Moderate- [Structuring Out-of-School Time](#))
- A part-time Parent Engagement Facilitator (LMR)

- Salaries for translation, interpretation, and childcare during parent engagement workshops (N/A)
- Supplies needed for parent engagement workshops and Parent Resource Room for example, cd players, headphones, paper, cardstock, file folders, tape, spinners, dice, games, magnet letters, EXPO markers, EXPO sheets (N/A)
- Texts needed for parent engagement workshops and Parent Resource Room, for example, short reads, professional books, brochures (LMR)
- Equipment needed for parent engagement workshops, such as a projector screen, printer, boom, Talk and Listen Wireless Language Interpretation System, and Kajeets (N/A)
- Contracted professional development services (LMR)
- Substitutes for staff funded by Title I and books for professional development (LMRs)
- Supplies for participating at-risk students identified on the MSC spreadsheet in the area of ELA and their teachers, for example carts, white boards, index cards, and comprehension cubes, short reads, bridge books for summer skill retention (N/A)
- Books for Classroom Libraries (N/A)
- Technology equipment, such as headphones, laptops, iPads, charging carts, cases, and Osmos, to be used with identified at-risk students using the MSC worksheet (N/A)

Description of the efforts to be made to support an accelerated, high-quality curriculum and at the same time minimize the removal of children from the regular classroom during regular school hours for instruction.

We implement Rigorous Curriculum Design (RCD) in ELA and utilize guided reading to support acceleration in reading. We also have a gifted program for eligible students. A STEM Colt's Lab is a part of our specials schedule rotation in which all students participate. Remedial teachers push in when possible to minimize the removal of students from regular classroom instruction. SPED teachers work as co-teachers alongside a regular education teacher to provide support to students with IEPs to address established goals. ESOL students are served through a push in model during science and social studies.

**COGNITIVE ABILITIES TEST
REPORT OF SCHOOL/SYSTEM AVERAGES
GRADE 4 - FALL 2019**

SCHOOL	NUMBER OF STUDENTS TESTED	VERBAL SAS/PR	QUANTITATIVE SAS/PR	NONVERBAL SAS/PR	COMPOSITE SAS/PR
CCSD	2953	100.5/51	105.2/63	103.9/60	103.5/59
ARNOLD MILL	97	102.3/56	109.2/72	107.9/69	107.1/67
AVERY	157	104.2/60	107.5/68	103.8/59	105.6/64
BALL GROUND	87	96.5/41	99.3/48	100.4/51	98.4/46
BASCOMB	145	109.0/71	113.8/81	110.7/75	112.4/78
BOSTON	105	100.1/50	102.5/56	103.6/59	102.0/55
CARMEL	173	98.0/45	102.6/56	103.2/58	101.5/54
CLARK CREEK	188	99.8/50	105.5/63	104.2/60	103.6/59
CLAYTON	43	100.1/50	102.8/57	99.2/48	100.5/51
FREE HOME	38	98.4/46	104.3/61	103.4/58	103.0/57
HASTY	149	90.8/28	98.4/46	98.6/47	95.7/39
HICKORY FLAT	122	104.5/61	108.2/70	108.2/70	107.9/69
HOLLY SPRINGS	114	102.6/56	107.7/68	103.2/58	105.0/62
INDIAN KNOLL	152	100.9/52	105.6/64	104.8/62	104.1/60
JOHNSTON	88	99.5/49	105.7/64	103.9/60	103.2/58
KNOX	165	101.1/53	103.7/59	103.6/59	103.0/57
LIBERTY	173	102.5/56	106.8/66	106.0/65	105.4/63
LITTLE RIVER	219	103.1/58	106.9/67	104.8/62	105.5/63
MACEDONIA	135	103.4/58	107.2/67	106.6/66	106.3/65
MOUNTAIN ROAD	65	103.3/58	107.4/68	105.1/63	106.3/65
OAK GROVE	73	94.8/37	102.4/56	101.6/54	99.5/49
R.M. MOORE	162	93.2/34	99.8/50	97.7/44	96.4/41
SIXES	121	102.5/56	107.9/69	104.9/62	105.7/64
WOODSTOCK ES	182	97.9/45	103.0/57	101.1/53	100.6/51
Standard Age Score (SAS)-Based on a national mean of 100.					
Percentile Rank (PR)-Percentage of students in national sample whose score fell at or below school/system SAS average.					

**COGNITIVE ABILITIES TEST
REPORT OF SCHOOL/SYSTEM AVERAGES
GRADE 2 - FALL 2019**

SCHOOL	NUMBER OF STUDENTS TESTED	VERBAL SAS/PR	QUANTITATIVE SAS/PR	NONVERBAL SAS/PR	COMPOSITE SAS/PR
CCSD	2979	101.8/54	104.8/62	102.8/57	103.3/58
ARNOLD MILL	136	103.1/58	105.7/64	104.4/61	104.6/61
AVERY	166	103.0/57	106.0/65	102.9/57	104.1/60
BALL GROUND	87	101.2/53	103.5/59	100.6/51	101.6/54
BASCOMB	156	107.2/67	108.1/69	107.7/68	108.4/70
BOSTON	75	105.1/63	107.6/68	107.1/67	107.3/68
CARMEL	170	101.9/55	104.8/62	104.1/60	103.6/59
CLARK CREEK	195	102.3/56	105.6/64	103.3/58	104.0/60
CLAYTON	34	100.8/52	100.6/51	97.9/45	99.9/50
FREE HOME	60	102.9/57	106.2/65	103.4/58	104.3/61
HASTY	152	94.9/37	98.3/46	97.7/44	96.3/41
HICKORY FLAT	117	105.3/63	107.5/68	105.2/63	106.5/66
HOLLY SPRINGS	109	102.9/57	103.5/59	102.9/57	103.3/58
INDIAN KNOLL	132	100.0/50	106.4/66	104.6/61	104.2/60
JOHNSTON	102	102.5/56	108.2/70	105.2/63	105.9/64
KNOX	171	102.3/56	103.1/58	101.2/53	102.1/55
LIBERTY	173	102.5/56	105.9/64	103.7/59	104.2/60
LITTLE RIVER	216	102.4/56	106.8/66	104.2/60	104.7/62
MACEDONIA	112	104.4/61	106.7/66	105.1/63	105.6/64
MOUNTAIN ROAD	71	103.1/58	102.9/57	102.9/57	103.0/57
OAK GROVE	83	96.5/41	100.8/52	97.3/43	97.4/44
R.M. MOORE	121	93.8/35	97.7/44	95.1/38	94.8/37
SIXES	143	105.1/63	107.4/68	104.6/61	106.0/65
WOODSTOCK ES	198	98.9/47	103.5/59	99.8/50	100.4/51
Standard Age Score (SAS)-Based on a national mean of 100.					
Percentile Rank (PR)-Percentage of students in national sample whose score fell at or below school/system SAS average.					

The **Georgia Parent Survey** is also modeled after the student survey and contains 24 questions. All parents should be encouraged to participate in this survey because the data will be used as part of the calculation of the School Climate Star Rating. Schools with less than 15 parent surveys will be designated as Low Participation (LP), the results will not be calculated, and the school's School Climate Star Rating will be negatively impacted. The following is the URL for the Georgia Parent Survey:

Parent URL: <https://gshs.gadoe.org/parents>

All survey responses are anonymous and will be submitted directly to the Georgia Department of Education for analysis. Individual data results from the GSPS and the Georgia Parent Survey will not be available to the public and will not be posted online.

Please have students, staff, and parents complete their respective surveys by Friday, January 24, 2020. If you have any questions, please feel free to contact Letitia Cline at 770.704.4207 or email to letitia.cline@cherokeek12.net.

