

Liberty County School System
Frank Long Elementary

**Title I Site Information and
School-wide School Improvement Plan
2011 - 2012**

~ Committee Members ~

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Charlene Anderson	School Registrar
Marguerite Andrews	Kindergarten Teacher
Beverly Banks	1 st Grade Teacher
Becky Busby	Gifted Resource Teacher
Angela Fair	2 nd Grade Teacher
Vivian Gilliard	Assistant Principal
Judy Hellgren	Principal
Laurel Howard	Special Education Teacher
Theresa Johnson	3 rd Grade Teacher
Ann Mostellar	Parent & School Council Rep
Tracey Moyse	5 th Grade Teacher
Melissa Sands	Media Specialist
David Wasdin	4 th Grade Teacher
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Frank Long Elementary
Title I
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Title I Components

1. The comprehensive needs assessment of the entire school which addresses all academic areas and other factors that may affect achievement.

Frank Long Elementary has developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Those persons involved were the Better Seeking Team consisting of the principal, assistant principal, curriculum coordinator, grade level leaders, the school registrar, paraprofessionals, and the school council. The Better Seeking Team met to discuss all components of the plan as well as targeted academic areas. A draft of the plan was submitted to the school council and the entire faculty to review and provide feedback for finalization. The plan is reviewed throughout the school year to determine progress.

The Better Seeking Team meets monthly and grade levels meet weekly in Professional Learning Communities to discuss instructional strategies and best practices. Instructional strategies are designed for the targeted areas along with informal common assessments to measure understanding.

The Grade Level Team, known as the Better Seeking Team, meets once a month to discuss current school data and concerns. Using spring test scores, teachers disaggregate data using CRCT results to identify areas of strength and weakness during Professional Learning Communities. Grade level teams look at individual teacher data and grade level data to determine targeted areas for improvement that are sited in the school improvement plan. These target areas are also addressed and posted in the school for stakeholder awareness. After determining weaknesses, the School Improvement Committee, also consisting of the Better Seeking Team, meets to identify overall site weaknesses and areas in need of improvement. These areas are stated within the school-wide School Improvement Plan. The committee also meets to determine actions steps to improve these areas (*see School Improvement Action Plan, pgs 24 - 33*).

Professional Learning Communities are held to discuss best practices in the classrooms and effective instructional strategies for classroom planning. Teachers collaborate and brainstorm during team meetings what is effective in the classroom and instructional strategies that may need enhancement. Teachers share ideas for all subjects taught and come up with innovative strategies to increase student achievement. During meetings teachers analyze data to look at targeted areas planning instruction based on student needs from classroom assessments. Monthly PLCs are also used to discuss county benchmark assessments. Benchmarks are given three times a year. After testing sessions, teachers pull data from Assess Trax and determine areas of strength and weakness. Teachers discuss strengths and what methods were used to enhance these areas and then weaknesses with strategies to help increase student achievement. The cumulative benchmarks are used to guide classroom instruction to target areas that may need enhancing before the CRCT in April as well as determine growth throughout the year from benchmark to benchmark sessions. Classroom unit assessments and informal daily checks are also used to plan instruction. Teachers use web-based Study Island, Education City, and OAS (On-line Assessment System) as informal checks weekly and county benchmarks are assessed three times during the school year. Results are shared throughout the school to show growth and discussed among grade level teams.

School surveys such as SAI and Title II are completed for documentation and determining areas that need improvement. Certified staff members also take the Standards Assessment Inventory (SAI survey) each fall and spring in a session in the school computer lab. Web-based results are compiled and discussed at length during the pre-planning 2011 faculty meeting. Targeted areas are placed within

the strategies of the action plan. SAI targeted areas are embedded into strategies and action steps. Title II surveys are given each spring to teachers, paraprofessionals, administration, and parents. Survey results are used to look at the school's overall strengths and weaknesses from academics to the safe learning environment provided (*SAI results, pg 34 and Title II results, pg 35-36*). SAI results completed by teachers show the two greatest needs in learning communities and learning. These results portray a greater need for teacher peer observations and staff members choosing the type of professional development they receive. Title II survey results show staff members would like to receive more professional development in use of technology instruction, differentiated instructional strategies, parent involvement, and assessing student achievement. A Home Language Survey is given to all students each year to determine the primary language spoken in the home. This survey provides information that leads to remediation to fill academic gaps if there are language deficiencies.

Response to Interventions (RTI) is a process that includes providing systematic, research-based instruction and interventions to struggling learners. Interventions are matched to student needs and the monitoring of progress is continuous. Tiered intervention levels cover all learners, struggling and gifted. Methods of support are provided as needed determined by the classroom teacher and RTI committee. Grade level teams work each year to determine grade level methods of support in addition to the RTI interventions. The SST Coordinator and Instructional Coach will work with struggling students and support teachers in the classroom. The Instructional Coach will become part of our teacher resource team remediating students daily in reading and/or math. This will be fulfilled through a pull-out model and in-class support. The SST Coordinator will work with identified RTI tier II students and their homeroom teachers. They will conduct meetings on student performance and design intervention strategies specific to the learner's needs. Students are placed into the RTI process based on classroom and county probes as well as classroom performance data. Each grading period determines student standing at tier levels.

The needs of migrant children will be taken into account. Migrant children are identified through the use of the Occupational Survey at the time of registration. The system liaison makes contact with each migrant family to determine case-by-case needs. Migrant students are then evaluated academically just as other students in the school system are to determine academic needs. All migrant students are eligible for Title I services and receive appropriate Title I services. Furthermore, a referral is made to student services to indicate additional services, such as ELL or RTI that may be needed from that department. Specific activities to address the needs of migratory families are provided as follows: informing children and families of, or helping such children and families gain access to other education, health, nutrition, and social services.

Frank Long has based the plan on information about all students in the school and identified students who are not achieving the state academic standards. All students are given the expectation they must meet state performance standards. Groups include: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.

The data shows the following conclusions regarding achievement.

- The major strengths academically were vocabulary in reading, algebra in mathematics, and life sciences in science.
- The major needs discovered were comprehension in reading, the writing process in language arts, numbers and operations in mathematics, and earth sciences in science.
- The needs Frank Long will address are reading comprehension, numbers and operations for math, earth sciences in science, and the writing process through language arts skills.
- The specific academic needs of students in the RTI and SST process, special education students, and economically disadvantaged students are to be addressed in the school-wide program.

- The root/cause(s) discovered for each of the needs were lack of foundation of skills in specific subject areas, resources available for students and parent support.

Measurable goals were established for all subject areas with at least a two percent gain in each subject at each grade level.

2) School wide reform strategies that are scientifically researched based and (a) provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance; (b) are based upon effective means of raising student achievement; (c) use effective instructional methods that increase the quality and amount of learning time; and (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 Educate America Act.

Because FLE sets goals for increasing student achievement for all students each year, a focus on moving students from "does not meet" and "meets" to "meets" and "exceeds" is reflected in the school research-based improvement strategies delineated in the action plan. Students who have not met expectations and who are "bubble" students (barely meeting expectations) are identified individually for special remediation and assistance in acquiring the necessary skills and content to increase their performance. Students who meet or exceed expectations are also given opportunities to enrich and extend their learning in efforts to improve their achievement levels. The needs of all students are met by disaggregating data of assessments given throughout the year. The staff addresses the needs of all children, particularly targeted populations, and addresses how needs are met within the school improvement plan. Frank Long addresses the needs of all learners, particularly the needs of students furthest away from demonstrating proficiency in state standards. Education support services and strategies (RTI, SST, EIP, Special Education, Gifted, After School Program, and Summer School) are used to address the needs of all students. Support services are determined based on state and county guidelines for each of the areas. Students are recommended by classroom teachers for services for RTI. More extensive services needed include the SST process and then possibly if eligibility is met, Special Education. EIP and Gifted are determined from classroom and state assessments as well as state criteria met. The After School and Summer School programs increase the amount and quality of learning time and are determined by need based on teacher recommendation from student classroom performance. Research-based strategies for daily instruction are used. Some include GPS, differentiated instruction, cooperative learning, technology based learning, co-teaching classrooms, peer tutoring, podcasting, small group or individualized instruction.

The professional learning activities for the school target best practices and research-based strategies for training and implementation. Past professional learning is reviewed at the beginning of each school year for refreshers and new teacher orientation. All professional learning is sited in the School-wide School Improvement Plan and the Balanced Scorecard. Professional learning and instructional strategies are determined by student areas of need throughout both plans. Both documents focus on goals, strategies/interventions, resources, and assessments for increasing student achievement and performance for all students within the school (*see School Improvement Action Plan, pgs 24 – 33*). The school and district mission statements reflect the beliefs of our staff and all stakeholders (*see Mission Statements, pg 19*).

Frank Long uses research based instructional practices to raise student achievement. During the spring and summer of 2004 all staff members (certified and non-certified) participated in the *What Works in Schools: Refining Instruction* workshop. The 3 day workshop that began in March and ended in July was based on Robert Marzano's two books: *What Works in Schools* and *Classroom Instruction That Works*. Teachers and paraprofessionals have taken the best practices from the research-based

books and centered their instruction on these strategies. Each year the books are revisited to refresh staff members and train new teachers in the best practices strategies centered in the books. Administrators conducted informal and formal observations to check for the implementation of such strategies. Over the course of the past five years the following books were used in professional learning communities: *Making Classroom Assessment Work*, *How to Differentiate Instruction in Mixed Ability Classrooms*, *Teaching What Matters Most ~ Standards and Strategies for Raising Student Achievement*, *Assessing Student Outcomes: Performance Assessments Using the Dimension of Learning Model*, *Making the Most of Understanding by Design*, *Fair Isn't Always Equal: Assessing & Grading in a Differentiated Classroom*, *6+1 Traits of Writing*, and *Craft Lessons: Teaching Writing K-8*, *Seven Simple Secrets – What the BEST Teachers Know and Do* and *Classroom Management That Works*. Teachers read the books linked to the new Georgia Performance Standards and discuss them in learning communities.

During learning communities the staff will review books from their resource library for research based best practices. Teachers and paraprofessionals will continue to receive new training or reviews for the Georgia Performance Standards for Standards-Based Classroom practices, common assessments, portfolios, teacher commentary and conferencing, Georgia Keys, differentiated instruction, and learning styles. Additional learning community sessions are set aside for grade levels to review and prepare performance tasks and learning units centered on state standards and curriculum maps, review benchmark test results, and CRCT practice assessments. During the 2011-2012 school year teachers will be taking courses through the site PD360. Course hours for teachers will be assigned based on assessment data determined through the school improvement process. Teachers will also be able to choose any courses that will meet the specific needs of their classroom.

Paraprofessionals further their education by taking online units and assessments through the Para Educator site. The site allows them to determine what courses to complete or choose based on the grade level needs they are assisting.

Five years ago the implementation of the Model Technology Classroom project began and has now grown to 100% teacher participation. All certified staff members now utilize technology to its fullest potential. This program has shown teachers how to incorporate technology hardware and software into daily lessons to enhance learning. Teachers complete thirty course hours during their first year of the program and each year, the process continues with additional support from the county technology office as well as the school level.

Other off campus conferences and workshops are provided to teachers centering on areas of need. Teachers who attend replicate the training during learning communities (*see also Appendix A, pg 37; and throughout School Improvement Action Plan, SAI and Title II Survey Data, FLE Mission Statement, Test Data Chart, & Best Practices Summary, pgs 19 - 36*).

(3) Instruction by highly qualified professional staff. (a) Strategies to attract highly qualified teachers to high-needs schools.

All Frank Long Elementary teachers are certified by the State of Georgia and hold a bachelor's degree or higher in the area of their particular teaching field meeting the highly qualified standard. One teacher is National Board Certified (*see also Appendix B, pg 38*). Teachers implement research based instruction in their classrooms to ensure quality learning. All paraprofessionals are highly qualified and maintain certification through the Para Educator professional learning site and the county professional learning courses. One hundred percent of the teachers and paraprofessionals are highly qualified.

Frank Long follows the school district's qualifications when moving through the hiring process. The principal participates in the annual recruiting seminar held at the central office to meet possible candidates for vacant positions. The administration team along with a specific grade level, according to the job to be filled, holds interviews to screen and select highly qualified candidates when vacancies

occur in the building. Possible candidates teach a sample lesson in the grade level they are applying for during the interview process as well. Frank Long works with local universities in mentoring potential educators as well as hosting the Bradwell Institute Future Educators Association.

Professional learning is set according to school needs based on state assessments and school surveys. The professional learning supports staff instruction throughout the year so teachers are encouraged to remain at Frank Long. New teachers are assigned mentors to collaborate with throughout their first year. The county conducts a new teacher orientation before pre-planning each year. During pre-planning the site-based curriculum coordinator meets with all new teachers to conduct a school orientation of resources and instructional expectations. Past professional learning such as differentiated instruction, technology, and 6 Traits of Writing are reviewed so new teachers are familiar with current trends. Professional learning communities are held so teachers can collaborate to support new teachers in their efforts to improve student performance (*see LCSS statement ~ Appendix C, pg 39*).

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

All professional learning is research based best practices that are aligned with the goals and strategies identified in the school's and district's school improvement plans. Ongoing professional development centered on researched best practices is provided to all staff members – teachers, administrators, paraprofessionals, support personnel, and parents. The principal and curriculum coordinator identify professional development opportunities that would enable the school to meet the measurable goals set within the school improvement plan and present these to the Better Seeking Team and teachers for approval. Throughout the year, teachers often find various workshops of interest and these are recommended for attendance if it relates to the school improvement interventions. Through school and county opportunities, certified and non-certified staff members are given the chance to participate in professional development courses. Many teachers attend off-campus workshops and conferences relating to overall school weakness in and out of state. These teachers return and redeliver the material to others throughout the school. Mandatory school and county courses are redelivered to the entire staff during professional development days set in the county calendar and during professional learning communities. Off campus conferences are redelivered in a setting where teachers can choose the workshops they attend based on their classroom need. Liberty County requires all certified staff members to obtain at least two complete Professional Learning Units each school year. This is obtained through site-based workshops of 20 hours or more. Teachers will use PD360, a web-based program, to conduct professional learning to obtain their necessary hours. Courses will be assigned to teachers specific to their needs and the overall needs of the student population based in the school improvement plan. Teachers may also take courses of interest to enhance their classroom instruction. The principal and the assistant principal have attended GLISI.

Frank Long is now in its eighth year as a Model Technology school. Teachers design units and performance tasks based on Georgia Performance Standards and utilize technology to increase student achievement. Teachers have participated in thirty hours of training and technology implementation. One hundred percent of the teachers have been trained. The entire staff utilizes technology and as new teachers are hired, they complete the training. Technology is used in daily lessons by teachers and students through equipment and software. Technology Thursdays are designed so that teachers can learn new strategies and collaborate on innovative methods. One Thursday each month is set aside for technology professional learning. Teachers meet in co-grade level groups for new learning and revisiting past professional learning. An additional Thursday is planned for teachers to share projects and activities created. Administrators set up informal observations throughout the year to see how teachers are utilizing technology in their classrooms. Every winter, technology based projects, which

are aligned to the Georgia Performance Standards, are entered into the media festival process. One group of teachers representing all grade levels has formed a Podcast group. This group of teachers participates in professional learning on designing podcasts for classroom instruction to meet the needs of all learners. Teachers are trained on the use of the equipment and how it can be used during instruction.

Paraprofessionals obtain professional development credit through the Para Educator web site where they take online courses and assessments for credit. Paraprofessionals may choose courses that are aligned to the classes and grade levels in order to enhance instruction with the student groups they assist. Any professional development that is offered school-wide after school hours is also available to paraprofessionals.

Parents are provided workshops during the Parental Involvement Nights by grade level teachers. During the first open house, parents are invited to attend grade level sessions specific to their child's grade to learn about the year's expectations and what will be happening throughout the school year. Also during the first open house, parents view a Power Point covering all Title I Parental Involvement information on the school and one on the media program. A CRCT night is also provided to inform parents about the tests and give them test taking tips. All professional learning is identified in the school improvement plan (*School Improvement Action Plan, pgs 20 - 21 and Appendix A, pg 37*).

(5) Strategies to increase parental involvement.

Frank Long has taken many steps to involve parents throughout the school. An open-door policy encourages parents to visit the school; it makes them feel welcome and encourages communication. The school improvement action plan contains a specific plan for parental involvement (*School Improvement Action Plan, pg 31*). Parents are given the opportunity to be a part of the school improvement plan process by having the parents on the school council review the plan, as well as a parent representative on the school improvement committee. The plan is posted on the school website and the school data wall at the entrance of the school, making it available for review and feedback.

Strategies and interventions include monthly PTO nights and parent universities, weekly conferencing and communication, teacher websites and/or blogs and school websites, and a variety of newsletters and parent memos. *The Parental Involvement Policy is provided at the time of enrollment with dates of events for the school year and other valuable school information (Appendix D, pg 40 - 44)*. The Parent Involvement Policy and other valuable information is distributed in multiple ways; through a pamphlet at the beginning of the school year, school/classroom memos, school website, and the school phone alert system.

The Parental Involvement Committee, consisting of teachers, many whom are also parents, meet monthly to plan workshops and recruit parents to work as volunteers within the school. The committee also seeks input from parents on the school council as well as a parent suggestion table during PTO nights. The school also has an open door policy allowing all parents to speak to the administration about any concerns or suggestions they have improving our school culture. Parental Involvement Nights are scheduled and offer parents workshops and tips in areas of curriculum and test taking skills. The Military Child Education Coalition Parent to Parent Program will be assisting Frank Long during PTO nights through parent workshops on Homework Helpers, Early Math Helpers, and Reading 101. PTO nights with parent workshops will offer parents the opportunity to help their children meet performance standards. During this time a pamphlet is provided highlighting various special area activities like art, music, computers, media, guidance, and physical education. These evenings also give grade levels an opportunity to showcase their talents. Our largest Parent Involvement Night is a chili cook-off featuring parents and faculty members along with their delicious recipes. We also host Parent Academy workshops to focus on reading, math, homework, and healthy choices skills. The GATE (Gifted and

Talented Education) program hosts a parent workshop night during the year to showcase the program, student work, and network with other parents of gifted students. See Appendix E for the Parent Involvement Plan that lists all dates and events. The Parent Involvement Plan is also made into a pamphlet that is given to parents at the beginning of the school year or at student enrollment. This includes dates for PTOs, Fall Festival, Treats no Tricks Night, and Talent Show among other dates. Target serves the school as business partner. They have provided the school with grants, academic assistance, and volunteers for the past two years.

Parents are given the opportunity to participate in school related decisions through PTO nights, School Council, and parent conferences. The School Council meets once a quarter to discuss current school issues. The council consists of the principal, four parents/ community members, and two teachers. Parents are also welcome to visit the media center to check out books and materials. During the monthly Parental Involvement Nights, grade levels conduct parent workshops for make-it, take-it sessions and provides support for home. Parent conferences are offered three days a week after school and during the teacher's planning period when permitted.

Communication between the home and school is important. At the beginning of the school year parents, teachers, and students sign a Student Compact (*Appendix E, pg 45*) for student learning. Teachers discuss the compacts with the students, they are sent home for parents to sign and returned and kept in the front office. The purpose of the Student Compact is to bridge the home-school connection and show students that everyone is behind their learning. Two newsletters are sent home monthly, *Reading Connection* and *Helping Children Learn*. These offer tips to parents in both academics and parenting. At the beginning of the school year a Parent Information Pamphlet is sent home with event dates for the year. The school provides parents access to two websites containing school and other academic information: www.liberty.k12.ga.us/fle (the main school site) and www.liberty.k12.ga.us/kzeigler (the curriculum site). Each teacher also maintains a website for their classroom with important information about happenings and homework as well as the Parent Portal where parents have access to their child's grades. Teachers may be contacted through the school number and emails. Teacher emails are linked through the school web page and provided in class newsletters. The automatic call/ notification system is used to inform parents of important school events and the possible cancelling of school days. The *Coastal Courier* prints articles submitted by the school covering events and important happenings.

Encouraging parents to take part in their child's education is important to student learning. The *I Care Program* will support parent-child relationships outside the school setting and allow parents to participate in activities and quality time with their children. The program sets goals and provides activities that parents can do with their children at home to increase student performance that are linked to character education activities introduced at school.

Through Title I all PTO night agendas & sign in sheets, parent newsletters, and student assessment data documentation is located in the curriculum coordinator's office. Completed SAI surveys and Title II Parent/Staff/Administration surveys documentation and completed Student Compacts are also located in the office. Professional learning and teacher learning community documentation is also found in the curriculum office at Frank Long.

(6) Plan for assisting preschool children in the transition from early childhood programs to local elementary schools or from elementary schools to middle school or from middle school to high school.

Many of the transition plans for both public and private students, from pre-school to kindergarten, and from fifth grade to middle school are developed by the Liberty County School System.

An Open House is provided to parents to meet the classroom teachers for the upcoming year. Parents can tour the school and view videos showcasing standards that will be taught at each grade level and grade level expectations. Pamphlets, newsletters, and grade level information is provided for all parents as they sign in at PTO and during the school registration process.

Students entering from both public and private schools during the school year are provided an orientation of the school along with parents at the time of enrollment. A tour of the school, along with an explanation of the school procedures are provided to students. Parents are also given a LCSS Code of Conduct booklet, a Frank Long Elementary Student Handbook, and a Parent Involvement Policy with all guidelines, procedures, and important school dates. New students are also paired with student for the buddy system until they are familiar with the school.

Pre-School children tour the elementary school they will be attending during the month of May. They meet the kindergarten teachers and visit classrooms. This gives them first-hand experience of what they can expect the next year. Also during the month of May, kindergarten hosts a PTO night and invites pre-school students to attend as well. Information is provided to parents of kindergarten standards and academic expectations. Teachers also use this during the first days of school so the students can see from first hand experience what kindergarten is all about. During summer school Kindergarten Camp was offered to all upcoming kindergarten students. Over fifty Pre-K students attend each summer in preparation for the kindergarten year. Screening for the Early Intervention Program (EIP) assistance is also conducted throughout the summer months to all eligible upcoming kindergarten age students before the beginning of the school year to ensure proper placement.

Before moving to the middle school, students are given the opportunity in the spring to take a visit to the nearby middle school. The fifth grade transition also prepares students for sixth grade mathematics. Fifth grade teachers accelerate instruction by utilizing the weeks after CRCT to emphasize sixth grade math skills. Through emails fifth grade teachers collaborate with sixth grade teachers to enhance instruction where prior students may have shown difficulty in certain skills. In May of each school year fifth grade teachers counsel students in what courses they benefit from taking in middle school as well as enhanced learning classes.

(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.

Frank Long teachers are included in the decision-making process of selecting text-books through an organized adoption process led by members of the school system's curriculum team. Many teachers go through the process by viewing the materials and providing feedback to the site-based Curriculum Coordinator and then the Central Office personnel.

The Better Seeking Team and Grade Level Leaders at Frank Long meet monthly to review reading, mathematics, and science informal assessments that would be beneficial in determining strengths and weaknesses. Once the group meets, information is taken back and provided to all teachers for a decision to be made. Teachers meet in the professional learning communities to discuss assessment data and determine next steps. Strengths are reviewed and teachers discuss the strategies used to obtain the mastery of the standards. Weaknesses are discussed and teachers plan out detailed interventions and remediation to enhance instruction and bring those students to grade level on the targeted standards. Paperless days are set into the calendar each month to reinforce hands-on instruction and student learning.

Each year an assigned group of teachers assemble during a county-wide meeting to discuss benchmarks from the previous year and make revisions. This team of teachers serves as guides for each grade level for benchmark assessments. During professional learning communities teachers also

develop common and benchmark assessments and discuss mastery levels of performance skills. Strengths and weaknesses from the assessments are used to guide classroom instruction and planning of use of units to teach the standards. During this time teachers also discuss the scope and sequence of the data and how it should guide instruction in the classroom.

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

(a) List of State and local educational agency programs and other federal programs that will be included. (b) Description of how resources from Title I and other sources will be used. (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.

Programs such as RTI (Response to Intervention), EIP (Early Intervention Program), ELL (English Language Learners), Student Support Team (SST), Special Education and Gifted are offered at Frank Long Elementary through the supplemental services supported by the state and district. State and county checklists with guidelines are used to determine eligibility. At this time, all ELL identified students are enrolled to receive services at Joseph Martin Elementary. ELL students on a monitor status are enrolled at Frank Long and overseen by homeroom teachers if needs of services arise.

Effective and timely activities are provided at Frank Long to students who experience difficulty mastering the proficient or advanced levels of academic standards through *Response to Interventions* (After-School Program, EIP, RTI and SST). The *Response to Intervention* process consists of best practices for all students in tiered steps and is designed to assist struggling learners. Many other practices include cooperative learning, differentiated instruction, common assessments, benchmark testing, progress monitoring, learning styles, flexible grouping, and technology instruction. Additional remediation/acceleration time is built into Frank Long's daily schedule providing teachers time to work with students who require extra assistance or need to move ahead at a much faster pace in reading and math. During this time, resource teachers (Title I and Title I AARA funded), and paraprofessionals work with struggling learners in reading and mathematics. They also work each afternoon with assigned grade levels in science skills and CRCT test preparation. Data is continuously analyzed through informal and formal assessments to differentiate instruction as needed.

The Frank Long Elementary After-School Program, possible through federal Title I funds is offered twice a week to all grade levels for reading and math remediation. The Summer LEAP program is also provided through the use of Title I funds for students who need extra support over the summer or did not pass the CRCT assessment in third and fifth grades. EIP provides assistance to students who need supplemental support in reading and math in addition to what they normally receive in the classroom. Acceleration and remediation time is built into the daily schedule allowing teachers to work with students in areas of need. The Gifted Program is offered to any students exceeding classroom expectations and meeting the state requirements to the program. The Gifted Resource teacher is housed at Frank Long and each grade level has one gifted certified teacher. Response to Intervention allows teachers to work with students who are struggling academically or where their behavior has a negative impact on learning. Once identified and placed in tier two, a team meets to determine interventions that will make the student successful. The SST program, the third tier of *Response to Intervention* provides the gateway to services for students who are highly at-risk in academic and/or behavioral areas through the special education program (*throughout School Improvement Action Plan, pgs 24 - 33*).

Other programs are funded through federal and state programs such as the School Nutrition Program, Student Transition and Recovery (S.T.A.R.) Program, Safe & Drug Free Schools Program, and technology. The School Nutrition Program funds school breakfasts and lunches to the economically disadvantaged during the school year, provides snacks for the after school program, and

breakfast and lunch during the Summer LEAP program. The S.T.A.R. Program is an alternative to the regular discipline actions outlined in the county Code of Conduct. Parents must request when students attend the program for positive benefits of early morning regiment drill and exercise, supervision during the school day, and after-school tutoring sessions. The Safe and Drug Free School program is focused mainly through the school counselor. Classroom lessons are conducted on being drug free, bullying, Red Ribbon Week, and various other topics. The Liberty County Public Library offers a summer reading program to all students. The YMCA hosts the before and after school care to interested parents.

Title I funds are also used to purchase access to *Study Island* and *Education City* websites for instructional remediation purposes. Federal Title I funds are also allotted to purchase materials for classrooms and technology equipment to enhance instruction. Title II funds are used to provide professional learning to staff members in the targeted areas of need addressed in the School Improvement Plan. Areas include math, science, writing, and technology. Funds were also provided to purchase additional science materials such as class sets and leveled readers as well as grade specific materials related to standards. Title I funds also purchased the I CARE program for parental involvement in each school.

(9) Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include: (a) measures to ensure that students' difficulties are identified on a timely basis; (b) periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties; and (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.

Frank Long uses many interventions for students who experience difficulty meeting standards. Measures are taken to ensure that students' difficulties are identified in a timely basis. Struggling students are identified through weekly informal classroom assessments, cumulative benchmarks given three times per year, and the CRCT. Teachers meet bi-monthly in professional learning communities to discuss interventions and methods for students not meeting expectations. Groups review assessments, determine areas of weakness and develop an instructional plan to support students in meeting standards. Test Trax is used to look at data trends in each classroom and as a grade level.

Frank Long certified staff participates in weekly professional learning communities either to collaborate with peers and discuss common goals and targeted areas in the school improvement plan by following an assigned agenda or to take part in school-wide professional learning. Professional learning may include book studies that are completed on research-based strategies and methods, new professional learning over researched best practices, redeliveries of conferences teachers attend, and redeliveries of county trainings targeting overall needs. Research based best practices the staff has been trained on and revisits each year are differentiated instruction, standards based classrooms, cooperative learning, benchmark assessments, and data analysis. Teachers also participate in periodic trainings in the identification of special needs and how to provide appropriate assistance to students. Processes and programs like RTI, SST, EIP, special education, school social worker (absences, tardies, homelessness, and abuse), confidentiality, gifted, and behavior management are revisited at the beginning of each year to be familiar with requirements and expectations. Teachers and paraprofessionals will continue to receive new training or reviews for the Georgia Performance Standards for Standards-Based Classroom practices, common assessments, portfolios, teacher commentary and conferencing, Georgia Keys, differentiated instruction, and learning styles. Additional learning community sessions are set aside for grade levels to review state performance tasks and learning units centered, state curriculum maps, and benchmark test results.

Students who show difficulty mastering standards are placed in an EIP (Early Intervention Program) classroom and/or the RTI process for remediation and intervention assistance. Students are placed into EIP homerooms based on state criteria. Students are placed based on test scores or teachers creating the state placement rubric. EIP students are served in a small group setting with resource teachers also offering additional assistance. Struggling students who are failing in any subject area are placed into the RTI process. The homeroom teacher meets on a regular basis with the RTI/SST Coordinator to determine intervention strategies and monitor student progress. Students who do not show progress are moved into the SST process for more intense interventions. Resource teachers are also used in every grade level to work with students struggling in reading, math, and science skills. Students are not pulled from classrooms during main instruction. A remediation block is set into the daily schedule for these subjects. A group of teachers have formed a Podcasting group to create intervention strategies via videos for remediation in their classrooms. The After School program and a Homework Study Hall provide additional time and assistance to students struggling in specific areas.

Parent-teacher conferences are held three days a week after school. During this time, parents and teachers discuss student progress and specific resources such as websites like Education City and Study Island, which the student can utilize to be successful. Many teachers also meet with parents during their planning periods to work on instructional interventions that will help struggling learners. During these conferences, participants discuss strategies the school and parents can utilize for additional assistance provided to the student. Mid-quarter progress reports are sent home to ensure parents are informed on student progress. Weekly progress reports go home every Tuesday for immediate feedback of student performance. "Promotion in doubt" conferences are held at the end of each nine weeks outlining student areas of weakness and what strategies teachers are utilizing at school and what parents can do at home to help meet the grade level standards. Grade level letters are also provided to parents outlining skills that will be covered throughout the school year and methods parents can use at home to enhance learning. PTO nights are also held bi-monthly where grade levels set up a resource table available for parent interventions they can use at home and the Military Education Coalition assists in home-school connection workshops. Parents also receive student academic reports and notifications through newsletters, emails, phone calls, weekly student agendas, weekly assessments, and the Parent Portal. Teacher websites and blogs offer parents additional assistance.

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

Once individual test results (CRCT, GKIDS, & Writing) are received by the school, teachers send home results with the students along with a letter provided by the county referencing an interpretation guide of those results. Parents can also pull a reference from the GDOE website. If results come in after school is out, the county mails CRCT results to parents in a timely manner. Liberty county and Frank Long results are posted on the school and curriculum websites as well as printed in the *Coastal Courier*. A data wall is also posted at the front entrance of the school showcasing test scores.

Each Tuesday progress reports go home to inform parents of student success from ongoing classroom assessments. Parents can also access the Parent Portal from home at any time to monitor student progress. Accelerated Reader results of students who are struggling to meet their reading goals will be sent home as needed. Parents can access AR progress through an online webpage called Home Connect. Homework room notices are mailed home after a student attends homework study hall after a specific number of times. After benchmark sessions, results are sent home informing parents of progress and growth.

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

At the beginning of the school year, grade levels at Frank Long meet in Professional Learning Communities (PLCs) to determine grade level weaknesses in reading, math, and science. From these weaknesses, percentage goals are set for improvement in each area. Grade level posters are designed to be placed in the main hallway for students and teachers to have a reminder of the goals they are working towards. This data is also used in the school improvement plan for benchmarks. Teachers utilize Test Trax when meeting in PLCs to discuss CRCT and county benchmark assessments and targeted areas of strength and weaknesses. They plan strategies and interventions to help struggling students. Homeroom teachers use data for differentiated instruction, individualized instruction, progress monitoring, acceleration/remediation, resource assistance, RTI placement, and After School recommendations. Weekly classroom assessment results are used to determine students who will go to resource teachers during the remediation block in the reading, math, and science schedules.

A school data wall is updated each year to portray yearly test data for the CRCT and the Georgia Writing Assessments at the front entrance to the school. The updated school improvement plan is also posted. This is a reminder to teachers and students of the improvements they make each year and a visual for parents to see the goals Frank Long works toward.

A grade analysis form is completed each year to determine consistency between classroom grades and state assessment/benchmark scores.

Data is also placed in the conference room and training room for visuals to show teachers, parents, and the school council of what Frank Long is working toward each year. (*Assessment Data, pg 23*).

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

At Frank Long Elementary student assessments are given in all grades. Kindergarten students take the GKIDS assessment, first and second grades take a state benchmark assessment, third through fifth students take the CRCT, and third and fifth grade students also take the Georgia Writing Assessment. Teachers must go through test training each year before each test is given. A training session is provided as well as a question and answer session. Test regulations and administration responsibilities are discussed at length. Teachers sign a “Roles and Responsibilities” form stating they understand the testing procedures and guidelines and have followed them to the maximum. Each teacher signs out test materials daily from a secured area from the site based testing coordinator (Curriculum Coordinator) and completes all necessary sections before returning at the designated time. Teachers follow state protocols and the school provides proctors to assist teachers during the administration period to ensure the testing environment and the results will be valid and reliable.

(13) Provisions for public reporting of disaggregated data.

State assessment data results are published statewide and released by the Georgia Department of Education. This data is also reported by the school and school district on the GDOE website. Frank Long assessment results for state testing are provided to the public by the Board of Education through the *Coastal Courier*. Test results and AYP status are printed each year with school ranking on the GDOE website and the *Coastal Courier*. AYP data results are broken down by the disaggregation of subgroups. A data wall is also posted at the front entrance to the school showcasing CRCT, GKIDS, and the state writing assessment results along with a copy of the school improvement action plan. During the first PTO/Open House parents view a Power Point over Title I components and the school

assessment data. AYP and test data results are also shared with the School Council at the first meeting in August. Results are also posted on the school and curriculum websites and in a school newsletter.

(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 school-wide plan.

After spring standardized assessments are given and results are received by Frank Long, the school improvement action plan is revised annually. Revisions are made based on CRCT areas of weakness, the Georgia Third and Fifth Grade Writing Assessments, and GKIDS data. Each assessment is used to determine areas of weakness at each grade level. Overall target goals are set for the school as well. The plan is reviewed throughout the school year to determine progress. Measurable goals determined by areas of need in the school improvement plan are identified in the school plan and aligned with the district school improvement plan.

The Balanced Scorecard, which provides an ongoing monitoring tool for the improvement goal areas, is linked with and aligned to the school's improvement plan (*see School Improvement Action Plan, pgs 24 – 33*).

(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).

During post planning the Better Seeking Team meets to discuss all Title I components and revise each section. Members provide feedback, approve completed areas, and give revisions. The team also views test data to determine areas of strengths and weaknesses. The team discusses and sets measurable student goals according to the data for the upcoming school year. Title I staff, parents, and administrator surveys are conducted each May for data concerning school and county policies and procedures. Teachers also take the SAI survey in May. Areas of weakness identified in all surveys are written into the plan or updated based on current trends. During the first week of school, the plan is presented during a school-wide faculty meeting for discussion. Teachers then take the plans during professional learning communities to make revisions and additions. Suggestions are compiled and the plan is revised for final submission. Parents are given the opportunity to be a part of the school improvement plan process by having the parents on the school council review the plan, as well as a parent representative on the school improvement committee. The plan is posted on the school website and the school data wall at the entrance of the school, making it available for review and feedback. The plan is also presented to the school council at the initial meeting and discussed. Once the school council has seen the plan, the plan is submitted to the central office for review. It is also posted in the school and on the school website for parent and community review.

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

The final plan is submitted to the Board of Education for review. District personnel work with the school improvement team to validate the plan and its alignment to the district plan. If revisions are necessary, these are presented to the school and made. Once the final Frank Long Elementary plan is approved, it is posted on the school data wall at the front entrance for parents to view. The faculty receives a final copy to be placed in the faculty handbook as well as the school council receives a copy. A copy of the entire plan is posted on the school website for electronic review and copies are available at the school upon request. The Title I components and school improvement plan, focusing on school target goals, is presented to parents during an Open House night in September. Administrators and school council are available to receive any feedback from parents or the public that may be provided.

(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.

At this time, the district is at less than 1% of the population and Frank Long Elementary has 0% population that would need translation assistance. If a Spanish translation would be a concern, two staff members are fluent. All other languages would be discussed to find a proper translator through TransAct. During enrollment each parent completes a Home Language Survey indicating the primary language spoken in the home to determine if assistance is needed through the county.

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

The Frank Long Elementary school improvement plan adheres to the provisions in Section 1116 of the Elementary and Secondary Education Act of 1965. Furthermore, Frank Long's improvement plan adheres to the standards of AdvancEd and the Southern Association of Colleges and Schools for School Improvement which accredits the school through the district accreditation process. The school and its plan are also subject to the regulations within the Georgia Accrediting Commission.

**Frank Long Elementary
Comprehensive
School Improvement
Action Plan**

LCSS Mission Statement

The mission of the Liberty County School System is to provide all students an education which promotes excellence, good citizenship, and a love of learning.

Frank Long Mission Statement

The mission of Frank Long Elementary School is to form a partnership between teachers, parents, and the community. This mission provides a nurturing and quality learning environment with high expectations through standard-based classrooms. Our mission is to provide all students with the ability to acquire and apply knowledge. Our students will be provided the opportunity to develop the social, communication, and technological skills necessary to become productive members of our ever changing society.

The Frank Long Elementary mission statement supports the Liberty County District vision and mission statement.

Frank Long Beliefs

- We believe all individuals are unique and capable of learning.
- We believe each student has choices and is responsible for the consequences of these choices.
- We believe that the school environment should be safe, challenging, and promote learning.
- We believe that teachers, students, parents and the community share the responsibility for a child's success.
- We believe that expectations of students, parents and teachers should be held to the highest standard.
- We believe students must show respect for themselves and others.
- We believe that every student should be provided with the necessary skills to be a productive citizen in a technologically advanced society.
- We believe that every student should be given the opportunity to achieve to his or her maximum potential.
- We believe learning strategies should be research-based best practices and actively involve all students in order to meet the individual needs of all learners.
- We believe that in order for teachers to become effective educators and empower their students to strive to their fullest potential, they must collaborate with peers and must themselves continuously learn.

Comprehensive School Plan Statement ~ Best Practices Summary

During the 2010 - 2011 school year, Frank Long Elementary made Adequate Yearly Progress (AYP) for the tenth year in a row. One hundred percent of the students participated in the CRCT with 92.3% meeting or exceeded reading standards and 90.7% meeting or exceeding math standards. Of those students, 12.3% exceeded the AYP goal rate in reading and 15% exceeded the AYP goal rate in mathematics. Students in first grade made gains in reading on the benchmark and fourth grade remained the same on the CRCT but reading gains decreased in second, third and fifth grades. Mathematics increased in first, fourth and fifth grades but decreased in second and third grades. Science scores increased in fifth grade and decreased in third and fourth grades. (See the following page data chart.) Students with disabilities made a 25.8% increase in students passing math and a 6.4% decrease in students passing reading. Grade levels affecting AYP made a 3.7% decrease in reading and a 2.4% increase in mathematics. Third grade students met or exceeded standards scoring between 52 and 87 percent in each area of writing for all four genres assessed and scored above the county percentage; at least a five percent increase in many areas of the writing. Seventy-eight percent of the fifth grade students met or exceeded standards, a three percent decrease. Based on assessment data, targeted areas identified in the action plan include comprehension and media literacy for reading; numbers & operations, measurement, geometry, and data analysis/probability for mathematics; grammar, sentence construction, and the writing process for language arts and writing; earth sciences for science; and government/civics and geography for social studies. Other targeted areas in the action plan include technology; media literacy; parental involvement; leadership administration; and art, music, and physical education. Data from the spring 2011 Standards Assessment

Inventory (SAI survey) and Title II Staff and Parent surveys are also included and used to determine action steps for targeted areas.

Frank Long excels because of the best practices conducted by teachers daily and the Response to Interventions set for student support in all academic areas as well as behavior. Through professional learning communities and Better Seeking Team meetings, teachers and administrators collaborate to develop systematic methods of support for targeted areas of weakness based on research and Marzano publications. Improvement actions/strategies include common assessments for Georgia Performance Standards, differentiated instruction, remediation and acceleration time for both reading and math, an After-School program, and a hands-on outdoor classroom and science lab. The entire faculty now utilizes technology to enhance learning. All certified staff members completed a personal Student Achievement Evaluation Goal form, highlighting areas they would like to target in their classrooms. Response to Interventions tiered strategies will be utilized to benefit all students as academic and behavior progress is monitored throughout the school year.

Student Demographic Information

Total Student Enrollment (as of August 19, 2011): Total # 588

Sub Group	Total Count	Percentage
Female	289	49%
Male	299	51%
American Indian/Alaskan	21	4%
Asian/Pacific Islander	11	2%
Black	373	63%
Hispanic	52	9%
Multi-Racial	15	3%
White	239	41%
Gifted Students	27	5%
Students with Disabilities	48	8%
Early Intervention Program	123	21%
Student Support Team	17	3%
RTI	24	4%
Regular Lunch	154	26%
Free & Reduced Lunch	434	74%

2011 Assessment Data

Benchmark Data (1st & 2nd)

CRCT Test Data (3rd – 5th)

Number & Percentage Passing By Subject & Grade

SUBJECT (506 students 1-5) (307 students 3-5)	GRADE LEVEL (Total Tested)									
	1 st Grade (120)		2 nd Grade (90)		3 rd Grade (110)		4 th Grade (105)		5 th Grade (92)	
	# Pass	% Pass	# Pass	% Pass	# Pass	% Pass	# Pass	% Pass	# Pass	% Pass
Reading	114	95%	83	92%	95	86%	99	94%	83	90%
English Language Arts	111	82%	81	90%	93	85%	97	93%	88	97%
Math	109	91%	80	89%	89	81%	91	87%	81	89%
Science (grades 3 – 5)					78	71%	91	87%	78	84%
Social Studies (grades 3 – 5)					86	78%	90	85%	68	74%

Comparison from 2010 to 2011 Percentage Passing

SUBJECT	GRADE LEVEL														
	1 st Grade			2 nd Grade			3 rd Grade			4 th Grade			5 th Grade		
	'10	'11	+/-	'10	'11	+/-	'10	'11	+/-	'10	'11	+/-	'10	'11	+/-
Reading	92%	95%	+ 3	95%	92%	- 3	95%	86%	- 9	94%	94%	----	92%	90%	- 2
English Language Arts	89%	82%	- 7	94%	90%	- 4	93%	85%	- 8	97%	93%	- 4	95%	97%	+ 2
Math	89%	91%	+ 3	94%	89%	- 5	83%	81%	- 2	86%	87%	+ 1	87%	89%	+ 2
Science (grades 3 – 5)							87%	71%	- 16	91%	87%	- 4	81%	84%	+ 3
Social Studies (grades 3 – 5)							84%	78%	- 6	84%	85%	+ 1	68%	74%	+ 6

Comparison of Prior Grade Level Percentage Passing (ex: comparing 1st grade spring students to next year's 2nd grade spring scores)

SUBJECT	GRADE LEVEL												
	No scores for 1 st grade to show growth	2 nd Grade			3 rd Grade			4 th Grade			5 th Grade		
		'10	'11	+/-	'10	'11	+/-	'10	'11	+/-	'10	'11	+/-
Reading		92%	92%	---	95%	86%	- 9	95%	94%	- 1	94%	90%	- 4
English Language Arts		89%	90%	+ 1	94%	85%	- 9	93%	93%	----	97%	97%	---
Math		89%	89%	---	94%	81%	- 13	83%	87%	+ 4	86%	89%	+ 3
Science (grades 3 – 5)					No 2 nd gr scores to show growth			87%	87%	----	91%	84%	- 7
Social Studies (grades 3 – 5)								84%	85%	+ 1	84%	74%	- 10

Plan for Improving Student Achievement in Reading

Data analysis indicated that the greatest area of need is comprehension and media literacy.

CRCT Data Areas of Weakness by Grade: 1st & 2nd ~ Comprehension; 3rd ~ Reading for Information; 4th ~ Comprehension & Information and Media Literacy; 5th ~ Information & Media Literacy

Measurable Student Goals: Student performance on the Spring 2011 Reading CRCT ~ (at least 2% gains for each year)

1st Grade will increase from 95% meets/exceeds in 2011 to 97% M/E in 2012; 99% M/E in 2013; 100% M/E in 2014 (exceeded 2011 goal by 1%)

2nd Grade will increase from 92% meets/exceeds in 2011 to 94% M/E in 2012; 96% M/E in 2013; 98% M/E in 2014

3rd Grade will increase from 88% meets/exceeds in 2011 to 92% M/E in 2012; 96% M/E in 2013; 100% M/E in 2014

4th Grade will increase from 95% meets/exceeds in 2011 to 97% M/E in 2012; 99% M/E in 2013; 100% M/E in 2014

5th Grade will increase from 94% meets/exceeds in 2011 to 96% M/E in 2012; 98% M/E in 2013; 100% M/E in 2014 (met 2010 goal)

Action/Strategies/ Interventions	Timeline for Implementation	Professional Learning (& materials)	Funding Source	Person(s) Responsible	Evaluation & Documentation
<p>Through a balanced literacy program in the regular classroom and <i>Responses to Interventions</i> students will improve in vocabulary and comprehension skills on the CRCT using the tiered intervention strategies indentified in the Liberty County RTI manual & by the Better Seeking Team.</p>	<p>Fall 2011 (review) Ongoing (implementation)</p>	<p><u>Site-based PL:</u> Reviews: * <i>Standards-Based Classroom</i>, * <i>Assessment for Learning</i>, * <i>Learning Styles</i>, * <i>Differentiated Instruction</i> * <i>Responses to Interventions</i> * <i>Classroom Instruction That Works</i> * <i>Destination Reading & Math</i></p>	<p>none <i>(site based during PLC time & work Days)</i></p>	<p>Curriculum Coordinator Administration</p>	<p>Students meeting or exceeding the standards will increase by at least 2% each year until 2014.</p>
<p>Teachers will effectively implement best practices in reading by collaborating in PLC's to discuss ideas, share instructional methods, and implement strategies gained from researched-based readings, as well as, peer response groups. The mastery of standards will be shown using <i>accountable talk</i> and the <i>million word campaign</i> will be strongly promoted. <i>(SAI survey & Title II Survey)</i></p>	<p>Fall 2011 (training) Ongoing (implementation)</p>	<p>Trainings: * <i>PD360 Individualized Teacher Learning of Research Best Practices</i> * <i>Jolly Phonics (K)</i> * <i>Exam View</i></p>		<p>Homeroom Teachers Special Ed Teachers Media Specialist</p>	<p>~ CRCT scores ~ Progress Monitoring ~ STAR ~ PLC Summaries ~ Student Portfolios ~ Teacher Commentary ~ Learning Styles Inventory ~ Informal Reading Assessments</p>
<p>First through Fifth grade teachers will use benchmark assessments in professional learning communities during grade level learning days to determine areas of weakness and monitor student growth. <i>(SAI survey & Title II Survey)</i></p>	<p>Ongoing</p>	<p><u>LCSS PL:</u> * <i>Sail to Success for Struggling Learners</i> * <i>Gifted Endorsement & Instructional Strategies for Gifted Learners</i></p>	<p><u>Title I Funds:</u> \$1,000</p>	<p>Resource Teachers SST Coordinator</p>	<p>~ Performance Tasks/ Common Assessments ~ Student Work Samples ~ Observation Forms (Formal – GTOI & Informal)</p>
<p>Teachers will effectively implement <i>differentiated instruction</i> strategies and peer response groups for all learners (struggling & gifted) through the development of units in the standards-based classroom.</p>	<p>Ongoing</p>			<p>Learning Communities Better Seeking Guides</p>	<p>~ Data Analysis Forms ~ Teacher Personal Goals (Student Evaluation Goal) ~ On-Course Lesson Plans & Reports ~ Special Ed IEP's ~ Curriculum Map ~ Million Word Campaign Reading Logs</p>
<p>To increase student achievement, school leaders and staff members may participate in RESA and GaDOE content-related, job specific, and/or leadership development sessions as appropriate for school improvement.</p>	<p>Ongoing</p>	<p><u>Off-Campus PL:</u> * <i>Reading Literacy Conf</i> * <i>Georgia Reading Conf</i></p>		<p>After-School Teachers Readers Are Leaders Committee</p>	<p>~ On-Course Lesson Plans & Reports ~ Special Ed IEP's ~ Curriculum Map ~ Million Word Campaign Reading Logs</p>
<p>Teachers will implement paperless days to enhance differentiated instruction through hands-on learning to promote learning at all levels.</p>	<p>Ongoing</p>		<p><u>K-3 Reading Funds:</u> \$3,000 &</p>	<p>Paraprofessionals</p>	<p>~ Course Completion Surveys ~ Lesson Plans ~ Focus Walks ~ RTI Meetings/ Interventions</p>
<p>Teachers will set quarterly AR goals for students to meet or exceed to promote independent reading skills. Soldiers will assist in monthly AR days to boost reading skills.</p>	<p>Ongoing</p>	<p>Student Books, Classroom, & Media Materials</p>	<p><u>Media Funds:</u> \$6, 000</p>		
<p>Students will participate in Helen Ruffin Reading Bowl and be recognized by the Readers are Leaders committee.</p>	<p>Ongoing</p>				

Plan for Improving Student Achievement in *Writing / Language Arts*

Data analysis indicated that the greatest area of need is grammar, sentence construction, and the writing process.

CRCT Data Areas of Weakness by Grade: 1st & 2nd ~ Sentence Construction; 3rd ~ Research & Writing Process; 4th ~ Research & Writing Process; 5th ~ Grammar & Sentence Construction

Measurable Student Goals: Student performance on the Spring 2011 Language Arts CRCT ~ (at least 2% gains for each year)

- 1st Grade will increase from 82% meets/exceeds in 2011 to 85% M/E in 2012; 88% M/E in 2013; 92% M/E in 2014
- 2nd Grade will increase from 90% meets/exceeds in 2011 to 92% M/E in 2012; 94% M/E in 2013; 96% M/E in 2014
- 3rd Grade will increase from 86% meets/exceeds in 2011 to 90% M/E in 2012; 94% M/E in 2013; 98% M/E in 2014 (exceeded 2011 goal by 2%)
- 4th Grade will increase from 93% meets/exceeds in 2011 to 95% M/E in 2012; 90% M/E in 2013; 97% M/E in 2014 (exceeded 2011 goal by 7%)
- 5th Grade will increase from 97% meets/exceeds in 2011 to 99% M/E in 2012; 100% M/E in 2013; maintain in 2014 (exceeded 2011 goal by 10%)

Student performance on the Spring 2011 Georgia Writing Assessment ~

- 3rd Grade will increase from 83% (Informational); 79% (Persuasive); 87% (Narrative); & 79% (Response to Literature) meets/exceeds in each area by 3% each year until 2013. (met or exceeded goals)
- 5th Grade will increase from 78% meets/exceeds in 2011 to 81% M/E in 2012; 84% M/E in 2013; 87% M/E in 2014.

Action/Strategies/ Interventions	Timeline for Implementation	Professional Learning (& materials)	Funding Source	Person(s) Responsible	Evaluation & Documentation
Teachers will continue to implement the <i>6+1 Traits of Writing</i> in an effort to improve writing consistency among the grade levels. Writing across the curriculum, as well as, a focus on the updated GPS writing standards, and the writing process will be used to prepare all students for future state assessments in 3 rd & 5 th grades.	Fall 2011 (review) Ongoing (implementation)	<u>Site-based PL:</u> Reviews: * <i>Differentiated Instruction</i> * <i>Assessment for Learning</i> * <i>Teacher Commentary</i> * <i>Standards-Based Classrooms</i>	none <i>(site based during PLC time & work Days)</i>	Curriculum Coordinator Administration	Students meeting or exceeding the standards will increase by at least 2% each year until 2014.
Teachers will effectively implement best practices in writing to include <i>accountable talk</i> , posting student work/ <i>artifacts</i> , and constructing writing centers in classrooms focusing on traits and GPS language arts skills.	Ongoing	* <i>GA Keys</i> * <i>Response to Interventions</i>		Better Seeking Guides	~ CRCT Language Arts ~ 3 rd & 5 th GA Writing Assessment
Teachers will collaborate in learning communities on grade level learning days to determine mastery levels of work samples, develop units, writing prompts and mock assessments.	Ongoing	Review/Update: * <i>Writing Process, Writing Practice (K-5)</i> * <i>6+1 Traits of Writing</i>		Learning Communities	~ County Rubrics ~ Writing Card ~ Teacher Commentary ~ Student Portfolios ~ Journals
Students will write daily by maintaining journals which include grade level appropriate sentences, paragraphs, or essays that follow written and/or oral directions.	Ongoing	<u>LCSS PL:</u> * Write to Win		Classroom Teachers	~ Course Completion Surveys
The school counselor will effectively promote academic success through play media (children's lit & creative writing) in counseling and education.	Ongoing	<u>Classroom Materials & Resources:</u> * <i>Story Works</i> by Scholastic Student Magazines (3 rd – 5 th);	<u>Grade Level Funds:</u> \$560	SST Coordinator County Math Coordinator	~ Lesson Plans ~ Faculty Goal Sheets ~ PLC Summary Notes ~ Mock Assessments
To increase student achievement, school leaders and staff members may participate in RESA and GaDOE content-related, job specific, and/or leadership development sessions as appropriate for school improvement.	Ongoing			RESA Consultant Paraprofessionals	~ Focus Walks ~ 6+1 Posters & Samples ~ RTI Meeting Notes & Interventions
Teachers will implement paperless days to enhance differentiated instruction through hands-on learning to promote learning at all levels.	Ongoing			Counselor	~ Progress Monitoring
First through Fifth grade teachers will use benchmark assessments in professional learning communities to determine areas of weakness and monitor student growth. (<i>SAI survey & Title II Survey</i>)	Ongoing	Students At Risk Conference for Counselors	<u>Title II Funds:</u> \$100		

Plan for Improving Student Achievement in *Science*

Data analysis indicated that the greatest area of need is Earth Sciences.

CRCT Data Areas of Weakness by Grade: 3rd, 4th and 5th ~ Earth Science

Measurable Student Goals: Student performance on the Spring 2010 Science CRCT ~ (2% gains for each year)

- 3rd Grade will increase from 72% meets/exceeds in 2011 to 87% M/E in 2012; 92% M/E in 2013; 95% M/E in 2014
- 4th Grade will increase from 87% meets/exceeds in 2011 to 95% M/E in 2012; 97% M/E in 2013; 99% M/E in 2014
- 5th Grade will increase from 85% meets/exceeds in 2011 to 89% M/E in 2012; 93% M/E in 2013; 96% M/E in 2014 (exceeded 2011 goal by 2%)

Action/Strategies/ Interventions	Timeline for Implementation	Professional Learning (& materials)	Funding Source	Person(s) Responsible	Evaluation & Documentation
Teachers will work in professional learning communities on grade level learning days to complete data analysis in order to determine specific areas of need.	August 2011	<u>Site-based PL:</u> Reviews: * <i>Standards-Based Classroom</i> , * <i>Assessment for Learning</i> , * <i>Teacher Commentary</i> , * <i>Differentiated Instruction</i> , * <i>Learning Styles</i> * <i>Responses to Interventions</i>	none <i>(site based during PLC time & work Days)</i>	Curriculum Coordinator Administration Homeroom Teachers Better Seeking Team	Students meeting or exceeding the standards will increase by at least 2% each year until 2014. ~ CRCT scores ~ PLC Summaries ~ Informal Assessments ~ Student Portfolios ~ Teacher Commentary ~ Performance Tasks/ Common Assessments ~ Student Work Samples ~ <i>Observation Forms (Formal – GTOI & Informal)</i> ~ Data Analysis Forms ~ <i>Teacher Personal Goals (Student Evaluation Goal)</i> ~ On-Course Lesson Plans & Reports ~ Special Ed IEP's ~ Curriculum Map ~ Lesson Plans ~ Media Festival Projects ~ Focus Walks ~ Lab & Outdoor Classroom Activities ~ RTI Meeting Notes & Inventions ~ Science Fair Projects ~ Progress Monitoring
Teachers will work in professional learning communities on grade level learning days to develop units based on student learning styles and needs corresponding to GPS state units.	Ongoing			Professional Learning Communities Media Specialist	
Teachers will model and utilize effective strategies, to teach GPS skills which include differentiated instruction, common assessments, and higher order thinking skills.	Ongoing	<u>LCSS PL:</u> * <i>A Explosion of Science</i> , * <i>Balancing Best Practices in the Science Classroom</i> * <i>Mind Bugs: Elementary Science & Math</i>	none <i>(conducted during release time)</i>	Professional Learning Communities County Science Coordinator	
The outdoor classroom and science lab setting will be used to provide a hands-on learning to earth, physical, and life sciences.	Ongoing	<u>Off-campus PL:</u> * <i>Georgia Science Teacher Association Conference & Redelivery</i> * <i>Georgia Outdoor Classroom Symposium</i>	<u>Title I Funds:</u> \$500	Science Committee	
Students will enhance their science knowledge through observations, experimentation, and maintenance of the outdoor classroom and completion of Science Fair projects.	Ongoing				
During paperless days, teachers will integrate science and technology centering around hands-on activities and experiments in the areas of earth, life, and physical sciences.	Ongoing	<u>Materials & Resources:</u> * Leveled nonfiction readers * Teacher Resources * Manipulatives * Lab Resources * Outdoor Classroom Supplies * Science Magazines 5 th grade * Classroom science kits * 3 rd – 5 th resources provided by LCSS	<u>Box Top Funds:</u> \$2,000 <u>GL Funds:</u> \$500		
Teachers will effectively implement best practices from AIMS and professional learning communities for Georgia Performance Standards.	Ongoing				
Resource teachers will work with third and fifth grade on science standards and students showing weaknesses in certain skills.	Ongoing				
To increase student achievement, school leaders and staff members may participate in RESA and GaDOE content-related, job specific, and/or leadership development sessions as appropriate for school improvement.	Ongoing				

Plan for Improving Student Achievement in Social Studies

Data analysis indicated that the greatest area of need is Government & Civics and Geography.

CRCT Data Areas of Weakness by Grade: 3rd ~ Government & Civics; 4th ~ Geography; 5th ~ Government & Civics and Geography

Measurable Student Goals: Student performance on the Spring 2011 Social Studies CRCT ~ (4% gains for each year)

- 3rd Grade will increase from 80% meets/exceeds in 2011 to 84% M/E in 2012; 88% M/E in 2013; 92% M/E in 2014
- 4th Grade will increase from 87% meets/exceeds in 2011 to 91% M/E in 2012; 95% M/E in 2013; 99% M/E in 2014
- 5th Grade will increase from 73% meets/exceeds in 2011 to 77% M/E in 2012; 81% M/E in 2013; 85% M/E in 2014

Action/Strategies/ Interventions	Timeline for Implementation	Professional Learning (& materials)	Funding Source	Person(s) Responsible	Evaluation & Documentation
Teachers will work in professional learning communities to complete data analysis in order to determine specific areas of need.	August 2011	<u>Site-based PL:</u> Reviews: * <i>Standards-Based Classroom,</i> * <i>Assessment for Learning,</i> * <i>Teacher Commentary,</i>		Curriculum Coordinator	Students meeting or exceeding the standards will increase by 4% each year until 2014.
Teachers will work in professional learning communities to develop units based on student learning styles and needs corresponding to GPS state units.	Ongoing	* <i>Differentiated Instruction,</i> * <i>Learning Styles</i> * <i>Responses to Interventions</i>		Administration Homeroom Teachers	~ CRCT scores ~ PLC Summaries ~ Informal Assessments ~ Student Portfolios
Teachers will model and utilize effective strategies, to teach GPS skills which include differentiated instruction, common assessments, and higher order thinking skills.	Ongoing	<u>Materials & Resources:</u> * Leveled Nonfiction Readers * Social Studies magazines	<u>Title II Funds:</u> \$8000 <u>GL Funds:</u> \$1500	Better Seeking Team	~ Teacher Commentary ~ Performance Tasks/ Common Assessments ~ Student Work Samples
To increase student achievement, school leaders and staff members may participate in RESA and GaDOE content-related, job specific, and/or leadership development sessions as appropriate for school improvement.	Ongoing	* <i>Social Studies magazines</i> (3 rd – 5 th grades)		Professional Learning Communities	~ <i>Observation Forms</i> (<i>Formal – GTOI & Informal</i>) ~ Data Analysis Forms
Teachers will implement paperless days to enhance differentiated instruction through hands-on learning to promote learning at all levels.	Ongoing			Media Specialist	~ <i>Teacher Personal Goals</i> (<i>Student Evaluation Goal</i>) ~ On-Course Lesson Plans & Reports ~ Special Ed IEP's ~ Curriculum Map ~ Lesson Plans ~ Media Festival Projects ~ Focus Walks ~ Lab & Outdoor Classroom Activities ~ RTI Meeting Notes & Inventions ~ Progress Monitoring

Plan for Improving Student Achievement through Technology

Measurable Student Goals: Students will increase academic learning through higher-order thinking skills in performance-based projects and technology integration.

Media Festival Results (winners at each level): County ~ 10; State ~ 4; International ~ 6

Action/Strategies/ Interventions	Timeline for Implementation	Professional Learning (& materials)	Funding Source	Person(s) Responsible	Evaluation & Documentation
Teachers will effectively implement strategies/techniques to integrate technology with research-based best practices to enhance student performance. <i>(Title II Survey)</i>	Ongoing <i>(implementation)</i>	<u>Site-based PL:</u> <u>Technology Thursdays</u> ~ (all teachers)	<u>Title II Funds:</u> \$2,000	Curriculum Coordinator	100% of students will complete a computer-based project.
Teachers will complete work in professional learning communities in share sessions to discuss technology integration and classroom strategies which use available technological resources to enhance instruction each Thursday.	Ongoing	* <i>Webquests & Trackstar</i> * <i>Galileo for Research</i> * <i>Media Festival</i> * <i>Pixie</i> * <i>Web Blender (Share)</i> * <i>Learning Series</i> * <i>Clay Animation</i>		Principal Technology Office	~ Course Agendas & Sign-in Sheets ~ Completed grade level projects ~ Media Festival Results
Students & teachers will utilize technology as a tool to enhance learning. <i>(GA Keys I 2.7 Use of Technology)</i> <i>(Title II Survey)</i>	Ongoing	* <i>Web Blender (Share)</i> * <i>Learning Series</i> * <i>Clay Animation</i> * <i>Skype</i> * <i>Movie Maker</i> * <i>Edmodo</i> <i>(all new staff will be trained on the basics)</i>		Homeroom Teachers Technology Teacher	~ Lesson Plans & Work Samples ~ Course Completion Survey
Students will construct technology based projects of their own design based on grade level standards. Quality projects will be submitted to the school's Media Festival.	Ongoing	<u>Podcast Training</u> <u>Off-campus PL:</u> * <i>FLETC ~ Florida Tech Conference</i> * <i>International Media Festival</i>	<u>Title II Funds:</u> \$5,000	Media Specialist Better Seeking Guides	~ Focus Walks ~ Lesson Plans ~ Share Sessions
Students will participate in a weekly computer lab course utilizing hardware and various software components to enhance learning.	Weekly	<u>Resources & Materials:</u> Laptops Netbooks	<u>Title II Funds:</u> \$17,000	Media Committee Media Festival Committee	
Teachers and students will effectively use the media center laptop lab for research, creation of PowerPoints, and Photo Story projects.	Ongoing	Digital Cameras LCD Projectors; ELMOs; MOBIs; AR Online Version; E-pals; Flip Cams IPods, IPads, Macbooks		Technology Support Specialists	
Podcast teachers will enhance instruction through remediation strategies using Macbooks, IPods, and Flip Cams to create podcasts for skill lessons for struggling learners.	Ongoing	Exam View Learning Series			
Using technology, teachers will implement paperless days to enhance differentiated instruction through hands-on learning to promote learning at all levels.		<u>Online Sites:</u> Education City; Study Island	<u>None</u> (Purchased by Technology Dept)		

Plan for Improving Student Achievement through Parental Involvement

SAI Data:
 12% of classroom teachers feel more reinforcement is needed for families to support student’s learning at home. (8% decrease from 2010)
 16% of classroom teachers feel that they need more opportunities to learn how to involve families in their children’s education. (11% decrease from 2010)

Action/Strategies/ Interventions	Timeline for Implementation	Professional Learning (& materials)	Funding Source	Person(s) Responsible	Evaluation & Documentation
<p>The school will provide multiple opportunities for parental support through: Parental Involvement Nights; School Council; CRCT Night; Parent-Teacher conferences; and school/teacher/curriculum websites. See Title I section for full information. <i>(Title II & SAI Survey)</i></p> <p>Weekly parent communication and mid-term progress reports will indicate each student’s progress, what goals are expected of them, and will summarize effective learning skills and strategies parents and students can use at home. <i>(Title II & SAI Survey)</i></p> <p>School and curriculum quarterly updated web pages will provide an informational link between the school and parents by posting of school events, providing up-to-date information, and offering tips and methods of instruction to use at home. <i>(Title II & SAI Survey)</i></p> <p>Teachers will maintain web page/blog for their classrooms, which provide support for students and parents, along with access to classroom activities, homework, and other academic links. <i>(Title II & SAI Survey)</i></p> <p>Open communication is maintained through conferences that parents and teachers schedule as needed.</p> <p>The school will provide multiple opportunities demonstrating to parents strategies to promote reading, math and healthy lifestyles at home with the assistance of community support (Target, MCEC, & Army Brigade).</p> <p>Through the Military Child Education Coalition (MCEC) Parent to Parent Program, parents will be provided workshops during PTOs that will empower them to be their child’s best advocate. * <i>(Title II & SAI Survey)</i></p> <p>Parents will be given multiple opportunities each month to positively interact with their child through the I CARE program promoting character education.</p>	<p><u>Parent Involvement Nights:</u> August 2011 September 2011 October 2011* December 2011* February 2012* March 2012</p> <p><u>School Council:</u> August 2011 November 2011 February 2012 May 2012</p> <p><u>ABC Awards:</u> October 2011 January 2012 March 2012 May 2012</p> <p><u>Newsletters & Websites/Blogs:</u> Ongoing</p> <p><u>Grandparents Breakfast:</u> September 9</p> <p><u>Fall Festival:</u> September 30</p> <p><u>Treats No Tricks:</u> October 31</p> <p><u>Chili Cook-off:</u> January 19</p> <p><u>Talent Show:</u> May 10</p>	<p><u>Materials:</u> * Parent Resources & Materials * Learning Manipulatives * <i>Reading Connection</i> Newsletter * <i>Helping Children Learn</i> Newsletter * Academic Resources for Door Prizes & Refreshments * I CARE Program</p>	<p><u>Title I & II Funds:</u> \$2,000 <u>School Funds:</u> \$2,000</p> <p><u>Target Grant:</u> \$500</p> <p><u>Title I Funds:</u> \$8,200</p>	<p>Administration Curriculum Coordinator Homeroom Teachers Media Specialist SST Coordinator School Council Public Relation / Parental Involvement Committee School Social Worker Fall Festival Committee Talent Committee MCEC Representative Target Representative Army Brigade Representative</p>	<p>Parent participation in school will increase by 5% each year (11/12; 12/13; 13/14).</p> <p>The number of students not meeting the standard in the economically disadvantage subgroup will decrease by 2% each year (11/12; 12/13; 13/14).</p> <p>~ Parent Involvement Committee Minutes ~ I CARE documentation ~ PTO Sign-in Sheets ~ PTO Newsletters ~ CRCT Take Home Packets ~ Home-School Newsletters ~ Test Talks ~ Home-School Visits Log ~ School & Curriculum Websites ~ Teacher Websites ~ Parent Volunteer Log ~ Parent Information Pamphlet ~ Parent University Surveys</p>

Plan for Improving Student Achievement through Special Areas ~ Art, Music, & Physical Education

Measurable Student Goals: (Computer Lab is integrated into the Technology section)

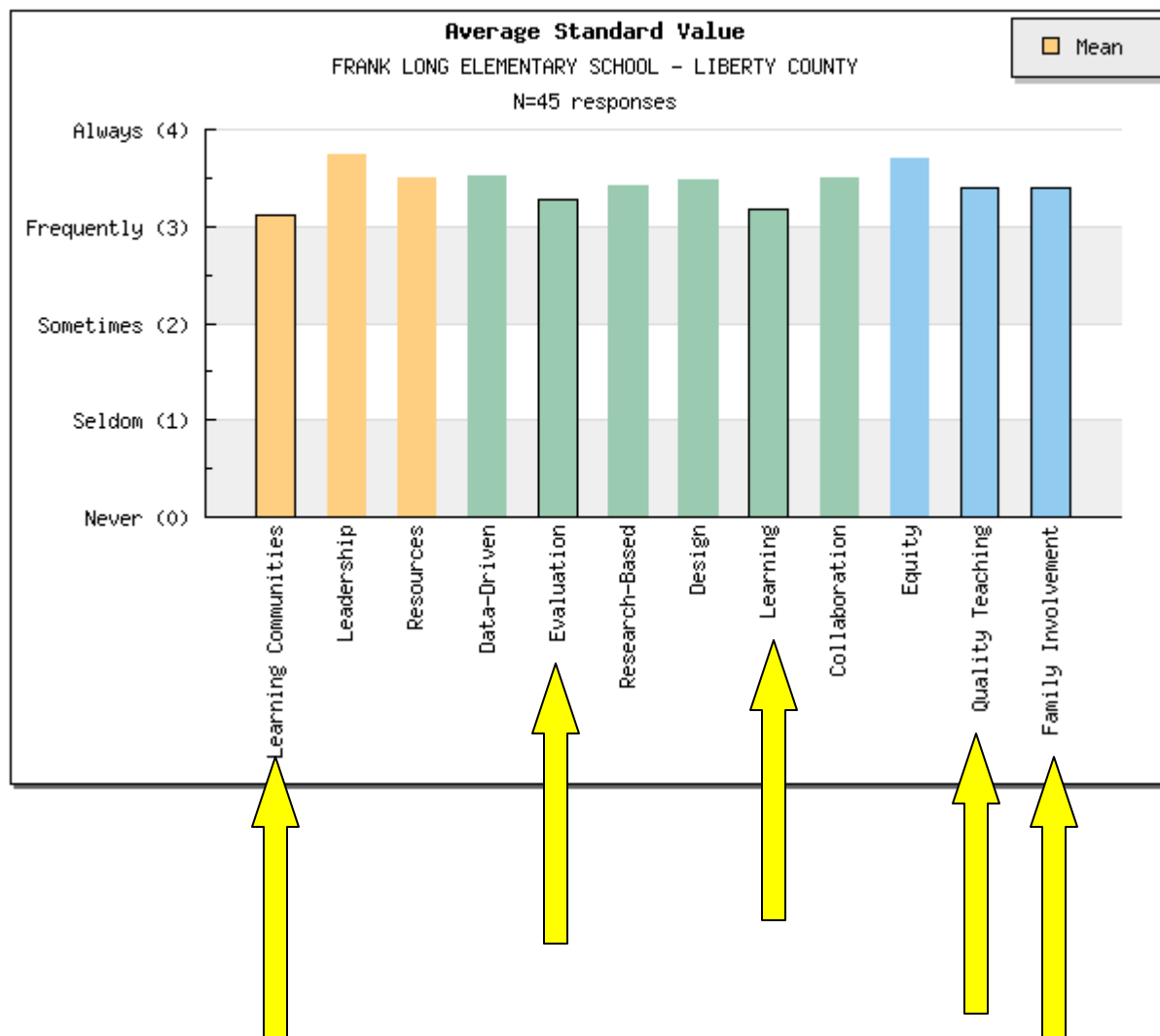
Art ~ 80% of the students will create art work which utilizes the seven elements of art and the seven principles of art.

PE ~ 85% of the students will learn the importance of a physically active lifestyle; information and skills to improve their physical, mental, and social well-being in order to enhance the quality of life to be more productive, healthy citizens; and to develop cardiovascular fitness, flexibility, agility, muscular strength, and muscular endurance using the Presidential Fitness Program as a guide.

Music ~ 85% of the students will integrate music materials and skills into their curriculum, bringing music into all subject areas.

Action/Strategies/ Interventions	Timeline for Implementation	Professional Learning (& materials)	Funding Source	Person(s) Responsible	Evaluation & Documentation
<p>Collaborative lessons based on GPS / QCC objectives will be planned by the teachers and art specialist.</p> <p>Awareness and strategies of how art can be integrated with other disciplines will be increased.</p> <p>The four Criticisms of Art (describe, analyze, interpret, and decide) will be used by grades K-5 to self evaluate student work. Self evaluation will be oral for grades K-2 and written for grades 3-5.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>GAEA Art Conference</p> <p>State & County Poster Contests</p>	<p><u>SBPD Funds:</u> \$500</p>	<p>Art Teacher</p> <p>Curriculum Coordinator</p>	<p>85% completed surveys indicate teacher satisfaction with art teacher.</p> <p>Increase level of collaboration lessons from one to two per teacher from previous year.</p> <p>Written self evaluation with work samples.</p>
<p>Music materials and instruments are integrated into the curriculum to bring music into all subject areas.</p> <p>Through collaboration with homeroom teachers, music will be brought into all classrooms, in an effort to provide students with music appreciation.</p> <p>Parental involvement will increase through occasional showcases portraying musical talent.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Annual GMEA Music Conference</p>	<p><u>SBPD Funds:</u> \$500</p>	<p>Music Teacher</p> <p>Curriculum Coordinator</p> <p>Chorus Committee</p>	<p>Increase level of collaboration lessons from one to two per teacher from previous year based on new knowledge and strategies.</p> <p>Implementation, class agenda, lesson plans and presentation, checklist used for assessment.</p>
<p>The teacher will implement best practices in the teaching of health and physical education.</p> <p>Pre and post tests will be utilized for the purpose of assessing current knowledge and fitness levels in. This will include Body Mass Index (BMI) and Presidential Physical Fitness testing scores.</p> <p>Teacher will increase awareness and strategies for how Physical Education can be integrated with other disciplines to plan curriculum and instruction.</p> <p>Student data affecting performance will be reviewed in Health/Physical Ed (absence, referrals, lack of participation, dress cuts, etc.).</p>	<p>Fall 2011</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Attend annual Share the Wealth, GAPHERD conference</p> <p>Review data for baseline scores, scale, BMI calculator, and software</p> <p>Learning communities</p> <p>GPS Training</p>	<p><u>SBPD Funds:</u> \$500</p>	<p>PE Teacher</p> <p>Curriculum Coordinator</p>	<p>~ Class rubric ~ Test scores ~ Curriculum document ~ Implementation Checklist ~ Student Goal Form ~ Lesson plans ~ Assessment Checklists ~ Collaboration notes ~ Performance Scores in course ~ Pre/Post Analysis</p>

Standards Assessment Inventory Spring 2011



Title II Staff Survey

All responses to questions are the majority of responses placed in bold with the percentage of the particular response.

LEADERSHIP	Majority Response %
Specific academic content targeted as professional learning to increase student achievement <ul style="list-style-type: none"> ▪ Mathematics ▪ Science 	100% 75%
Areas of professional learning for teachers that would have the greatest positive impact on student achievement <ul style="list-style-type: none"> ▪ Assessing student achievement, Differentiated instructional strategies, Standards-based classroom & Pyramid of intervention 	25% in each area
Area of professional learning to enhance skills as a school leader ~ Pyramid of intervention and monitoring	50%
TEACHERS	
Professional learning which would help teachers meet the goal of your individual professional development plan Science	26.7%
Professional learning areas that will enhance your skills as a teacher: <ul style="list-style-type: none"> ▪ Use of technology instruction ▪ Differentiated instructional strategies ▪ Parent and community involvement 	13.6% 13.6% 16.7%
What group of students would professional learning in differentiated instructional strategies enhance: <ul style="list-style-type: none"> ▪ Economically disadvantaged ▪ Special education 	30.8% 22.5%
How often do you differentiate by content, process, or product in class? Frequently	45%
Did you use the results of OAS state benchmark tests to plan instruction? Yes	63.1%
How beneficial was the benchmark testing information in meeting your instructional needs for your students? Somewhat beneficial	66.7%
How often do you use resources other than the textbook for instruction? (of the time)	75%
How often do you integrate content across the curriculum in the classroom? Some of the time	39.6%
How often do you study data to justify small group instruction in your classroom? Often	50.4%
How is documentation of student growth used to help the learner set goals during teacher-student conferences? Often	64.3%
Do you assess your students' learning styles? Yes	87.7%
How often do you conduct individual, academic conferences with each student? Weekly	36.6%
How often do you write commentary on student work? Weekly	79.8%
How often do you use manipulatives as part of your math instruction? Frequently	55.4%
How often do your students complete hands-on activities in science? Sometimes	75.3%
"I think coaching for teachers in differentiated instruction is needed." (science) Yes	59.8%
PARAPROFESSIONALS	
Area of professional learning to help meet the goal of your individualized Professional Development Plan ~ Differentiated Instruction	42.2%
Training that would enhance your skills as a paraprofessional ~ Use of technology in the classroom	29.8%
Professional learning in differentiated instructional strategies to enhance your skills with a particular group of students ~ Students with behavioral disorders	72.9%

Title II Parents Survey

Parents	Response %
My child's teacher is addressing the needs of my child in all areas.	97.1%
All children in my child's school has an equal opportunity to a quality education	100%
My child's school is doing an excellent job (no suggestions were provided)	100%
Areas of parent training at the school that would be helpful	
▪ School currently provides programs needed	51.5%
▪ Helping with homework	18.2%
▪ Computer usage & educational web sites	9.1%
▪ Conflict resolution	18.2%
▪ Helping my child become a better math student	27.3%
▪ Encouraging my child as a reader	18.2%
▪ School readiness	6.1%
▪ Becoming a parent volunteer	21.2%
My child's school can be characterized by which of the following:	
▪ Friendly climate	97.1%
▪ Clean environment	97.1%
▪ Safe with excellent supervision of my child	94.3%
▪ Highly qualified and effective teachers	94.3%
▪ Highly qualified and effective teacher assistants	74.3%
▪ Highly qualified and effective administrators	94.3%
▪ Strong academic instructional program in all areas	80.0%
▪ Quality opportunities in art	80.0%
▪ Quality opportunities in music	74.3%
▪ Quality opportunities in physical education	77.1%
▪ Quality opportunities in technology	94.3%

Frank Long Elementary School Workshops & Conference to Attend

(This will be updated as other courses become available.)

Workshop / Conference & Date	Attending
<i>An Explosion of Science ~ LCSS</i> (3 rd – 5 th grade)	July 2011 Moyse Tyson T Johnson Vaeth Coley Wasdin Boland Busby
<i>iPod Training Group</i>	Ongoing 2011 – 2012 Anderson Lawson Chenevert Wasdin Fennell Busby
<i>Technology Training Days ~ Green Screen</i>	August 18 & 25 All teachers
<i>Technology Training Days ~ Pixie</i>	September 1 Banks Lawson Jackson McCall Baxter Graham Fair Pierre Fennell
<i>Technology Training Days ~ Movie Maker</i>	September 15 Cahill McCall Baxter Boland Fair Rapoza Fennell Howard Lawson Huegel Tyson Vaeth
<i>Technology Training Days ~ Share/Web Blender</i>	September 22 Banks Cooke Jackson Graham Baxter Grandstaff Pierre Howard
<i>Technology Training Days ~ Clay Animation</i>	TBA Peterman
<i>GAEA – Georgia Art Educators Conference</i>	October 2011 Lewis
<i>GMAE – Georgia Music Conference</i>	January 2012 Oexmann
<i>DEL ~ IEP Training</i>	August 2011 Howard, Pierre, Danner & Grandstaff

Teacher Certifications & Endorsements

Administration	
Judy Hellgren, Principal	L6
Vivian Gilliard, Asst. Principal	L6
Kellie Zeigler, Curriculum	L5
Kindergarten	
Marguerite Andrews	T5
Christine Barrett	T4
Leslie Bowling	T5/Gifted
Pam Harden	T5/ Reading
Patty Johnson	T5
Sharon Long	T5
Catherine Smiley	T5
First Grade	
Beverly Banks	T5/ Nation Board
Emilee Cahill	T5
Wendy Chenevert	T4/Gifted
Tracey Jackson	T5
Jennifer Lanigan	T4
Sarah Peterman	T4
Second Grade	
Kelly Baxter	T5
Angela Fair	T5
Susan Fennell	T5/ Gifted & Reading
Stacey Glandon	T5/Gifted
Amanda Lawson	T5
Heidi McCall	T5
Third Grade	
Kelly Coley	T5
Trisha Huegel	T5/Gifted
Theresa Johnson	T6/ Reading/Gifted
Marianne Oglesby	T5
Ruth Turner	T4
Fourth Grade	
James Cooke	T5
Kris Christner	T6
Mary Boland	T4
Kandice Rapoza	T4
David Wasdin	T4/Gifted

Fifth Grade	
Matt Anderson	T4/Gifted
Jeremiah Graham	T4
Tracey Moyse	T5
Carla Tyson	T4
Liz Vaeth	T4
Special Education	
Tracey Danner	S6 (speech)
Laurel Howard	T5/Orthopedically Imp
Dr. Clarine Pierre	T7/Interrelated SpEd
Laura Grandstaff	T4
Special Areas	
Lindsey Oxeman	T4 (music)
Mike Lewis	T5 (art)
Gloria Reynolds	S6 (counselor)
Dr. Melissa Sands	T7 (media specialist)
Wanda Smith	T6 (computers)
Kame Varnedoe	5 (PE)
Resource / Pull-Out Services	
Leigh Ann Durrence	T4/Gifted
Jo Anne Grove	T6
Karen Stagmeier	F5 & S5
Gifted Resource	
Becky Busby	T5/Gifted

Recruitment and Retention of Highly Qualified Employees

Frank Long adheres to the Liberty County School District's well defined hiring process. In order to reach potential candidates at the local, state, and national level, all openings for certified positions are posted on the Teach Georgia website. In addition, job vacancies are posted at all schools. This distribution allows staff to be notified in a prompt and effortless manner. In addition, the school district makes a concerted effort to attend job fairs at various colleges and universities, the regional education service agency, and other applicable venues.

Applicants are encouraged to initiate the process of obtaining employment through the personnel office. If there happens to be multiple openings for a particular job, the personnel office attempts to match the candidates in locations that will best suit the employee and the administrator. Building administrators interview candidates and make an initial hiring determination. The personnel office accumulates these recommendations for referral to the Superintendent. The Superintendent then takes the personnel recommendations to the Board of Education for final approval.

The cultural belief instilled in our employees is one of a team effort. The attitude stressed is that if one is treated fairly, armed with the necessary tools, and given the chance to perform, one will excel in his or her job duties and become a vital component of the team. This attitude is further enhanced by the overwhelming support offered from peers, as well as from the community as a whole. The school district feels this corporate culture is the main factor that influences the retention of our staff.

Also, the school district enhances its retention of employees through financial support. Upon the successful completion of the Praxis II, the school district has agreed to reimburse employees for registration expenses. In addition, the Liberty County School District offers a competitive local supplement. Local supplements in Liberty County range from 8.75% to 9.75% of the state base. These supplements considerably increase the amount of the paychecks of our employees.

The Liberty County School District offers a variety of professional learning activities that positively impact the retention of its employees. Depending upon the individual needs of the employees, activities are made available at the school, system, and state levels. These activities provide enrichment opportunities for our employees, as well as an avenue to help facilitate the process of certificate renewal.

This is created in a pamphlet and given to parents at the beginning of the year or at ti

**Parental Involvement Policy
Frank Long Elementary
2011 - 2012**



Statement of Purpose:

The involvement of parents and community members is critical to the success of education. Ongoing efforts will be made to solicit input from parents and community members and to seek their involvement. Members of the school, the community, and parents were involved in the development of the Parental Involvement Plan through surveys and meetings held at the end of the previous school year.

Based on the needs identified by parent and staff surveys conducted at the end of the school year/beginning of the school year, the following strategies were outlined:

I. District parent/community involvement plan and school: The Parent Compact is distributed to parents and students at the beginning of the school year or as new students are enrolled in the school. In addition, all students receive a *LCSS Code of Conduct*, which includes the code of behavior and procedures. Students and parents also receive the *Frank Long Student Handbook* with important school information, procedures and a calendar of events. During the first week of school, teachers review this information with students. Parents are also asked to sign that they have read and understand the *LCSS Code of Conduct* and the *Frank Long Student Handbook* after discussing its content with their children.

II. Information about school policies and involvement opportunities are communicated through direct parent contact by the following staff: (Substitute individuals as appropriate for your school)

- A. Administrators
- B. Teachers
- C. Paraprofessionals
- D. School Counselor
- E. School Council

III. Annual and regular meetings of parents will be convened to discuss the school wide program, including their rights to be involved in the school plan.

- A. All parents are invited to attend parent meetings and are given copies of the school plan.
- B. Parents and community members are asked to serve on committees such as the School Council and the School Improvement Committee.
- C. Parent meetings are held during the school day and outside school hours. Specific dates and times are included in the plan.

IV. Parents will be provided information on school performance, student's individual assessments, and school curriculum.

- A. Information on school performance (CRCT and Benchmarks) is sent home with students annually. Additional copies are available in the office and are posted on the school's website.
- B. The results of norm-referenced and standardized tests are sent home with students

who have participated in these tests. The Parent Portal also provides parents with the results of classroom assignments and tests via the Internet.

- C. Student classroom performance is sent home weekly to monitor progress and growth. Information is available to parents to show strengths and weaknesses so areas of weakness can be targeted.
- D. Information about school curriculum is conveyed to parents through parent/teacher meetings, letters to parents, the school's monthly calendar, and teacher newsletters and the school web page.

V. Parents and community members will be given timely responses to their concerns and suggestions.

- A. All concerns or suggestions submitted in writing or verbally are responded to in a timely manner.
- B. Information from parent surveys have resulted in action steps in our plans.

VI. School-Parent Compact

- A. The parent/student/school compact was developed by community representatives from the school district.
- E. All stakeholders are asked to participate and to sign the compact to show their support.

VII. Building capacity for parent/community involvement

- A. Refer to the district's plan for parent and community involvement.
- B. Refer to the school's plan for parent and community involvement.

Parent Information:

To ensure student success, the partnership between Frank Long teachers and parents is vital. Parents are invited to attend the school with an open-door policy. At Frank Long, we recognize that parents are their children's primary teachers and their support is critical in our efforts to provide a quality education to all children at Frank Long Elementary. We believe that teachers and parents share the responsibility for a child's success. We believe that communication between parents and teachers is key to setting positive examples for our children to follow.

A School Compact between teachers, parents, & students is signed at the beginning of the school year to set a standard for learning and classroom expectations. Teachers review the compact with the students. Parents sign it as an understanding of the expectations. The compacts are held in front office after they are returned.

In order to maximize the success of our students the following programs are planned to involve parents. Please refer to the county calendar for holidays and academic dates such as progress reports and report cards.

- **Back To School Open House:** (August 3 ~ 3:00 – 6:00) Teachers and parents will meet for the first time. Parents and students will be able to view their classroom and get a picture of what they will be learning about this school year.
- **PTO Nights:** (September 15, October 13, December 1, February 2, March 8, ~ 5:30 to 7:00) The September Parent Night parents are invited to attend sessions by grade levels over specific grade level goals for the upcoming school year and then will be to visit classrooms until 7:00 to see what has taken place in the classrooms and view student work. March 8th will be an information night on the CRCT. All other dates will be conducted by an assigned grade level to include a short teacher-parent snack session,

student showcase, and parent academic support strategies for the home. Many grade levels choose to provide academic information and test-taking tips.

- **Grandparents Breakfast:** (September 9 ~ 7:45) Breakfast with grandparents to celebrate Grandparents Day.
- **Fall Festival:** (September 30 ~ 4:00 – 7:00) A fun-filled time of activities for all ages.
- **School Dances:** (August 19 ~ 2:45 to 5:30) Back to school dance; (February 10 ~ time TBA) Mother/Son & Father/Daughter Valentine Dance; (April 27 ~ 2:35 to 4:30) CRCT Celebration Dance for 3rd – 5th.
- **ABC Award Programs:** (October 20, January 12, March 22) Students are recognized each nine weeks for top Academics (A), Behavior (B), and overall Change (C) within their classroom. The End-of-Year awards program will be held at 9:00 am on May 23 for K – 2nd grades and May 24 for 3rd – 5th.
- **Picture Days:** Fall portraits ~ August 16 & retakes TBA; Spring portraits and class pictures ~ March 6.
- **School Council Meetings:** (August 16, November 1, February 7, May 8) Comprised of four parents/community members and two teachers this group meets every three months with the principal to discuss school policies and issues.
- **Children's Book Week:** (November 14 – 18) A fun filled week centered around the joy of reading, students will participate in activities about classic books and school favorites.
- **Book Fairs:** Many times a year the Media Center sponsors the Scholastic Book Fair. Book Fair #1: September 12 - 16 & Book Fair #2: January 30 – February 3. The Elf Mart is also offered to students during the week of December 12th, prior to winter holidays to purchase gifts for friends and family.
- **Treats no Tricks Night:** (October 31 ~ 5:30 to 7:00) Trick or treating at the school in a safe family oriented environment.
- **Chili Cook-off:** (January 19 ~ 5:30) FLE staff and parents cook their special chili and enter the taste-testing competition! For a small cost everyone can taste the delicious chili samples with a hotdog, chips, & drink.
- **Talent Show:** (May 10) Student talent show to showcase the many talents of teachers and students. Tickets are sold in advance.
- **Field Day:** (May 3 ~ 9:00 – 11:30) Students participate in competitions between the classes.

In addition to meetings and workshops, the Parental Involvement Committee meets monthly to discuss ways to recruit parents as volunteers. With the open-door policy we encourage parents to visit classrooms and help teachers in activities throughout the school day. Parents also volunteer during Children's Book Week to read to classes and during testing week as proctors. Volunteers are recognized at each ABC awards program for their effort and hours placed helping at our school.

Frank Long Elementary uses the following communication to provide parents with timely information about the school, progress of students, and academic tips.

- **Weekly Newsletters/Student Reports:** The majority of students receive a daily behavior report and weekly newsletter providing parents with important classroom information as well as student news. Weekly and mid-term reports are also sent home to show student progress.

- **Helping Children Learn:** A newsletter by The Parent Institute is sent home monthly with important family and school tips. Character Education, homework tips, strategies to encourage reading, and many other great ideas are provided.
- **Reading Connection:** A reading newsletter for primary and intermediate grades sent home bi-monthly.
- **School Web Site:** (www.liberty.k12.ga.us/fle) Provides information about the school and staff, lists the school's beliefs and mission statement to stakeholders and the school calendar of events. This site also gives information on the media center with Accelerated Reader information.
- **Curriculum Web Site:** (www.liberty.k12.ga.us/kzeigler) This site provides information for teachers and parents on testing information, current test scores, theme units, and links to other education sites in all curriculum areas.
- **Teacher Web Sites/Blogs:** As part of the lesson plans created on-line, teachers maintain a website linked to their lesson plans providing parents with updated classroom information, important reminders, and homework listings each day. Each teacher's web link can be found on the main school web site.

We have made AYP for the tenth year in a row. Adequate Yearly Progress is determined through CRCT combined scores in third through fifth grades along with attendance. With AYP, Frank Long Elementary receives the Distinguished School award each year.

County-wide Testing Dates	
5 th Grade Writing Assessment	March 7
CRCT (grades 3 rd – 5 th)	April 16 - 20

Students also participate in quarterly county benchmark assessments to monitor progress and student growth to help prepare for the year-end benchmark assessments in 1st & 2nd grades and the CRCT in 3rd – 5th.

Liberty County School System is incorporating the I CARE Program in all schools and throughout the community to encourage parents to become more active with their children at home and in the community. The program is character education based with classroom lessons integrating all subject areas along with activities that parents and students can complete at home. Each month a feedback form will be sent home providing the school and county with information on ways parents interact with their children. The information will assist the county and schools in providing parents with strategies to help their child at home.

2011 Title I Parent Survey Information:

Areas:	Response %
My child's teacher is addressing the needs of my child in all areas.	97.1%
All children in my child's school has an equal opportunity to a quality education	100%
My child's school is doing an excellent job (no suggestions were provided)	100%
Areas of parent training at the school that would be helpful	
▪ School currently provides programs needed	51.5%
▪ Helping with homework	18.2%
▪ Computer usage & educational web sites	9.1%
▪ Conflict resolution	18.2%
▪ Helping my child become a better math student	27.3%
▪ Encouraging my child as a reader	18.2%

▪ School readiness	6.1%
▪ Becoming a parent volunteer	21.2%
My child's school can be characterized by which of the following:	
▪ Friendly climate	97.1%
▪ Clean environment	97.1%
▪ Safe with excellent supervision of my child	94.3%
▪ Highly qualified and effective teachers	94.3%
▪ Highly qualified and effective teacher assistants	74.3%
▪ Highly qualified and effective administrators	94.3%
▪ Strong academic instructional program in all areas	80.0%
▪ Quality opportunities in art	80.0%
▪ Quality opportunities in music	74.3%
▪ Quality opportunities in physical education	77.1%
▪ Quality opportunities in technology	94.3%

The following page is the Student Compact to form a partnership between the school, students, and parents holding the highest expectations for all students.

Please review and sign the compact with your child and return it to your child's homeroom teacher.

Thank you for all that you do as parents at our school,
Frank Long Staff



Frank Long Elementary School

920 Long Frasier Street • Hinesville, Georgia 31313
Telephone: (912) 368-3595 • Fax: (912) 368-3512
www.liberty.k12.ga.us/fe

Appendix E

Judy Hellgren
Principal

Vivian Gilliard
Assistant Principal

2011 - 2012 SCHOOL COMPACT

School Mission: The mission of Frank Long Elementary is to form a partnership between teachers, parents and the community, while providing a nurturing and quality learning environment with high expectations. Our mission is to encourage all students to acquire knowledge, communication skills and the technological skills necessary to become a productive member of our ever-changing society.

As a Teacher, I, _____, will

- ~ believe that each student can learn;
- ~ show respect for each child and his/her family;
- ~ come to class prepared to teach;
- ~ provide an environment conducive to learning;
- ~ help each child grow to his/her fullest potential;
- ~ provide meaningful and appropriate homework activities;
- ~ enforce school and classroom rules fairly and consistently;
- ~ maintain open lines of communication with student and his/her parents;
- ~ demonstrate professional behavior and a positive attitude.

As a Student, I, _____, will


- ~ attend school regularly and on time;
- ~ promise to read daily at home and at school;
- ~ always try to do my best in my work and in my behavior;
- ~ work cooperatively with my classmates, teachers, and other school staff;
- ~ show respect for myself, my school, and other people;
- ~ take pride in myself and my school;
- ~ come to school with my homework and my supplies;
- ~ believe that I *can* learn and *will* learn.

As a Parent/Guardian, I, _____, will

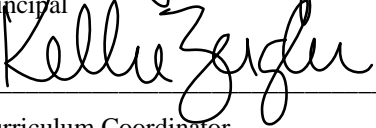
- ~ see that my child attends school regularly and on time;
- ~ encourage my child to read at home;
- ~ provide a home environment that encourages my child to learn;
- ~ work with my child to see that all homework assignments are completed;
- ~ communicate regularly with my child's teachers;
- ~ support the school in developing positive behaviors;
- ~ talk with my child about his/her school activities every day;
- ~ show respect and support for my child, the teacher, and the school.

As an Administrative Team, we will:

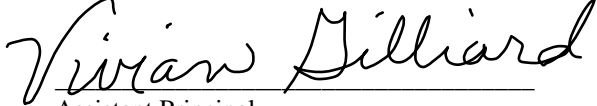
- ~ provide a safe and orderly environment conducive to learning;
- ~ provide an environment that allows for positive communication among the teacher, parent, and student;
- ~ support teachers in providing high quality instruction;
- ~ provide an open door policy for parents.



Principal



Curriculum Coordinator



Assistant Principal