

SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL:

Folkston Elementary School/Michael F. Walker

NAME OF DISTRICT/SUPERINTENDENT:

Charlton County/Dr. John Lairsey

Comprehensive Support School *Targeted Support School* *Schoolwide Title I School* *Targeted Assistance Title I School*
 Non-Title I School *Opportunity School*

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

Submitted: 8/30/2016 Revised: 10/4/2016 Approved: 10/11/2016 Revised: 12/13/2016

SIGNATURES:

Superintendent _____ Date _____
 Principal Supervisor _____ Date _____
 Principal _____ Date _____
 Title 1 Director _____ Date _____
 (Title 1 Schools only)

Planning Committee Members (SWP 8, 16)

FES Title I SIP Planning Committee Members - August 29, 2016		
Name	Position/Role	Signature
Michael Walker	Principal	<i>Michael Walker</i>
Becky Gowen	Instructional Supervisor	<i>Becky Gowen</i>
Amanda Jackson	Instructional Supervisor	
<i>Leighann Kibler</i>	<i>Parent</i>	
<i>Kennie Floyd</i>	<i>G. Parent</i>	<i>K. Floyd</i>
<i>Leilan K. Lee Jones</i>	<i>Parent</i>	<i>Leilan K. Lee Jones</i>
<i>Cindy McCullough</i>	<i>Teacher</i>	<i>C. McCullough</i>
<i>Anna Roberts</i>	<i>District PIC</i>	<i>Anna Roberts</i>
<i>Amy Dickerson</i>	<i>PIC coordinator / 3rd</i>	<i>Amy Dickerson</i>
<i>Heather Riccio</i>	<i>3rd Gr Teacher</i>	<i>Heather Riccio</i>
<i>Heather Billington</i>	<i>2nd Grade Teacher</i>	<i>Heather Billington</i>

Title I only (SWP 10, 15, 19)

The Letter of Intent for Title I Schoolwide was submitted on _____.

Please indicate the programs that are consolidated in this plan: _____

School Designated as a Priority School NO ___ (Yes or No)

School Designated as a Focus School NO ___ (Yes or No)

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Increase the percentage of students reading at or above grade-level on the Georgia Milestones	Georgia Milestones (FY16) STAR (FY16) Guided Reading Levels (FY16) GKIDS (FY16) DIBELS DORF (FY16) Reading Inventory (FY16) iRead Data Student Longitudinal Data System (SLDS)	District Office Administrators Teachers Parents All Students Community Members	GMAS Student Report Progress/Report Card Title I Parent Engagement Meetings Parent/Teacher Conferences SRI Report STAR Report DIBELS Report iRead Report
Increase the percentage of students meeting or exceeding on the Georgia Milestones in math	Georgia Milestones (FY16) GKIDS (FY16) Student Longitudinal Data System (SLDS)	District Office Administrators Teachers Parents All Students RESA Math Consultant Community Members	GMAS Student Report Progress/Report Card Title I Parent Engagement Meetings Parent/Teacher Conferences DIBELS Report
Reduce the number of office discipline referrals as reported by SWIS	SWIS Data Reporting System (FY16) Infinite Campus Teacher Surveys (FY16) Parent Surveys (FY16)	District PBIS Coordinator Administrators PBIS School Team Teachers All Students Community Members	School Website Newsletters Newspaper Parent Information Letters Parent/Teacher Conferences Title I Meetings Parent Engagement Meetings

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<p>Decrease the number of students who miss 5 or more days</p>	<p>Infinite Campus Student Longitudinal Data System (SLDS) CCRPI Results (FY16)</p>	<p>District Office Administrators Counselor Secretary Teachers Parents Students</p>	<p>Monthly Attendance Meetings Attendance Phone Communication Attendance Letters Newsletter Website Title I Parent Meeting Parent/Teacher Conferences</p>
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**SMART GOAL #1: Increase the number of all students reading at or above grade-level on the Georgia Milestones (grade 3) by 5%.
(Specific, Measurable, Attainable, Results-Based, and Time-Bound) (SWP 2, 7, 9, 10)**

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Curriculum 1, 2, 3</p> <p>Assessment 1, 2, 3, 4, 5</p> <p>Instruction 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Professional Learning 1, 2, 3, 4, 5, 6</p> <p>Leadership 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Planning 1, 2, 3, 4, 5</p> <p>Family Engagement 1, 2, 3, 4, 5,</p> <p>School Culture 2, 3, 4, 5</p>	<p>All students</p> <p>All teachers</p> <p>Parents</p>	<ul style="list-style-type: none"> • ELA curriculum implementation • iRead will be purchased and implemented for supplemental instruction and intervention in reading • Chrome books will be purchased for students to help implement the ELA curriculum and iRead supplemental reading computer program • Replace projectors for white boards previously purchased with Title I funds. These boards are used to improve instructional practices and student learning. • Continued differentiated instruction • Literacy Coach to provide professional development in literacy • 1 Reading A-Z license for Intervention support • Reading Coach Books for 3rd grade to support ELA instruction • Brain Pop to support the ELA curriculum • Regular grade level meetings to monitor the use of the Universal Literacy Screener data to guide instruction • Monthly Home Reading Logs requesting parent signature • Online parent access to the ELA curriculum, Journeys • ELA standards-based resources for the Parent Resource Center • RTI/Parent Teacher Conferences to support strategies at home that will enhance academic achievement • Educational games for incentives to increase attendance at Parent Engagement activities • Games and manipulatives for ELA for parent resource center • Parent Engagement printing, copying services/supplies • Supplemental instructional materials for parent involvement activities • Light refreshments for parent engagement nights • Ink, toner, and laminating film for parent engagement activities • Guest speaker for parent engagement night • Supplemental children’s books for parent engagement meetings • Continue to provide access to general education curriculum through co-teaching classes • PIC stipend with FICA and Dental/Life Insurance • GMAS scores are sent home upon arrival from the DOE. The scores are also displayed in the local newspaper. 	<ul style="list-style-type: none"> • Formative and summative assessments • Lesson plans • Student attendance • Collaborative planning agendas • Student data – DIBELS, RI, guided reading levels, GKIDS • Professional Development Logs • Parent meeting sign-in logs • Agendas and sign-in sheets from meetings with teachers, administrators, and reading coach • RTI minutes 	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Knowledge and understanding of ELA curriculum <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Knowledge and understanding of best reading instructional practices and reading Georgia Standards of Excellence (GSE) <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Increased rate of level III and level IV on reading scores <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Knowledge of the reading curriculum 	<p>Literacy Coach (effective implementation of ELA curriculum)</p> <p>Review of ELA lesson plan by administration and Literacy Coach</p> <p>Classroom observations by Administration and Literacy Coach</p> <p>Professional Learning Communities (ELA)</p> <p>Effective use of the ELA Daily Schedules</p> <p>Data Driven grade level intervention planning (monthly)</p>	<p>Costs: \$85,000: ELA reading program</p> <p>\$9,000: iRead:</p> <p>\$11,000: Chrome books</p> <p>Title IIA</p> <p>\$4,500: Projectors for white boards</p> <p>\$1300.00: Brain Pop Jr.</p> <p>\$3500.00 Reading/Math Coach Books</p> <p>\$2622 Parent Engagement Budget</p> <p>Funding Source: SRG Title I</p> <p>Resources: Local BOE</p> <p>Parent Engagement Title I Budget</p> <p>\$1000 \$90 FICA \$10 Insurance Source: Title I</p>

SMART GOAL #2: Improve early literacy skills for all students in grades K-3, as measured by comparison data from reading benchmark #1 to reading benchmark #3. (Specific, Measurable, Attainable, Results-Based, and Time-Bound) (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Curriculum 1, 2, 3</p> <p>Assessment 1, 2, 3, 4, 5</p> <p>Instruction 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Professional Learning 1, 2, 3, 4, 5, 6</p> <p>Leadership 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Planning 1, 2, 3, 4, 5</p> <p>Family Engagement 1, 2, 3, 4, 5,</p> <p>School Culture 2, 3, 4, 5</p>	<p>All students</p> <p>All teachers</p> <p>Parents</p>	<ul style="list-style-type: none"> • ELA curriculum implementation • iRead will be purchased and implemented for supplemental instruction and intervention in reading • Chrome books will be purchased for students to help implement the ELA curriculum and iRead supplemental reading computer program • Replace projectors for white boards previously purchased with Title I funds. These boards are used to improve instructional practices and student learning. • Continued differentiated instruction • Reading Coach to monitor the implementation of the core reading program, including benchmark data • Grade level collaborative meetings with reading coach to review reading benchmark data • ELA Coach Books for 3rd grade to support ELA instruction • 1 Reading A-Z license for Intervention support • Brain Pop to support the ELA curriculum • Regular grade level meetings to monitor the use of the Universal Literacy Screener data to guide instruction • Monthly Home Reading Logs requesting parent signature • Online parent access to the ELA curriculum, Journeys • ELA standards-based resources for the Parent Resource Center • RTI/Parent Teacher Conferences to support strategies at home that will enhance academic achievement • Educational games for incentives to increase attendance at Parent Engagement activities • Games and manipulatives for ELA for parent resource center • Parent Engagement printing, copying services/supplies • Supplemental instructional materials for parent involvement activities • Light refreshments for parent engagement nights • Ink, toner, and laminating film for parent engagement activities • Guest speaker for parent engagement night • Supplemental children’s books for parent engagement meetings • Continue to provide access to general education curriculum through co-teaching classes • Fund additional teaching positions (K-2) in order to reduce classroom size and fund subs for those teachers 	<ul style="list-style-type: none"> • Formative and summative assessments • Lesson plans • Student attendance • Collaborative planning agendas • Student data – DIBELS, RI, guided reading levels, GKIDS • Professional Development Logs • Parent meeting sign-in logs • Agendas and sign-in sheets from meetings with teachers, administrators, and reading coach • RTI minutes 	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Knowledge and understanding of ELA curriculum <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Knowledge and understanding of best reading instructional practices and reading Georgia Standards of Excellence (GSE) <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Increased rate of level III and level IV on reading scores <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Knowledge of the reading curriculum 	<p>Literacy Coach (effective implementation of ELA curriculum)</p> <p>Review of ELA lesson plan by administration and Literacy Coach</p> <p>Classroom observations by Administration and Literacy Coach</p> <p>Professional Learning Communities (ELA)</p> <p>Effective use of the ELA Daily Schedules</p> <p>Data Driven grade level intervention planning (monthly)</p>	<p>Costs:</p> <p>\$85,000: ELA reading program</p> <p>\$9,000: iRead:</p> <p>\$11,000: Chrome books</p> <p>\$4,500: Projectors for white boards</p> <p>\$1300.00: Brain Pop Jr.</p> <p>\$3500.00 Reading/Math Coach Books</p> <p>\$2622 Parent Engagement Budget</p> <p>Funding Source:</p> <p>SRG Title I</p> <p>Resources:</p> <p>Local BOE</p> <p>Parent Engagement Title 1 Budget</p>

SMART GOAL #3 The number of all students referred to the office for Level 3 and or Level 4 offenses will be 10% less in FY17 as compared to FY16. (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum Assessment 2, 3, 4 Instruction 1, 4, 8, 9 Professional Learning 1, 2, 3, 4, 5, 6 Leadership 1, 2, 3, 4, 5, 6, 7, 8 Planning 1, 2, 3, 4, 5 Family Engagement 1, 2, 3, 5 School Culture 1, 2, 3, 4, 5	All FES Staff All Students Parents/Guardians	<ul style="list-style-type: none"> • PBIS School Visit (Bus tour of model PBIS school). • FES Faculty PBIS Awareness in FY 16 • PBIS Coach and administration training in FY16 • PBIS SWIS Training FY16 • PBIS School Team Training FY 16 • PBIS Teacher Implementation Handbook • PBIS District monthly Coaches Meeting FY16 and FY17 • PBIS FES School Team monthly meetings to review SWIS data FY16 and FY17 • PBIS Awareness at faculty meetings FY16 and FY17 • PBIS Parent Presentation FY17 • PBIS rewards system • PBIS school wide celebrations • Parent training for PBIS home/school connection • Attend PBIS conference 	<ul style="list-style-type: none"> • SWIS Data monthly reports • PBIS School Team Agendas and minutes • PBIS Product Notebook • PBIS Teacher Handbook • PBIS Walk Through Report • Faculty Meeting Agendas • Teacher reward charts • Family Night PBIS agenda • PBIS lesson plans 	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Administration demonstrates knowledge and understanding of PBIS expectations, implementation and SWIS data <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Teacher demonstrates implementation and support of PBIS <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Improved student behavior as evident by SWIS report <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Parent demonstrates support of PBIS 	<ul style="list-style-type: none"> • Administrative Walk Throughs • PBIS OKRESA/District Team Walkthroughs • PBIS School Team Agenda and minutes • Monitor SWIS Data • Teacher and Parent Surveys 	<p>Costs:</p> <p>\$500.00: PBIS rewards and celebrations</p> <p>\$100.00: PBIS Conference Registration Fee</p> <p>\$900.00 PBIS Conference</p> <p>\$350.00 PBIS Parent Engagement Speaker</p> <p>Funding Source: Principal’s Account Title I Parent Engagement Budget</p> <p>Resources: PBIS Model School DOE PBIS Training OKRESA School Climate Specialist PBIS Web-site PBIS Guest Speaker PBIS DC</p>

SMART GOAL #4 Decrease the number of all students who miss five or more days in FY 17.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum Assessment Instruction Professional Learning 1, 2, 3, 4, 5, 6 Leadership 1, 2, 3, 4, 5, 6, 7, 8 Planning 1, 2, 3, 4, 5 Family Engagement 1, 2, 3, 4, 5, 6 School Culture 1, 2, 3, 4, 5	Parents All students Teachers Counselor School Secretary Administration In -School Attendance Review Committee Multi-Disciplinary Truancy Task Force/Panel	<ul style="list-style-type: none"> Implement the Charlton County attendance policy and procedures. Personal Contacts by teachers Attendance letters sent by school Personal contacts logged into Infinite Campus Monthly grade-level meetings with counselor to review attendance data Multi-Disciplinary Truancy Task Force will meet with identified parents Monthly perfect attendance celebration luncheon Perfect attendance recognition during academic pep rally 	<ul style="list-style-type: none"> Charlton County School Student/Parent Handbook Daily school attendance data Agendas from monthly attendance meetings Contact log from Infinite Campus Verification log in Infinite Campus of attendance letters sent 	<p>School Leaders Demonstrate: The importance of understanding/using attendance data to help student attendance</p> <p>Teachers Demonstrate: The importance of understanding/using attendance data and making personal contacts to improve the attendance of students</p> <p>Students Demonstrate: More awareness of the importance of attending school every day possible</p> <p>Parents Demonstrate: Understanding of the attendance policy and the importance of their child attending school every day possible</p>	<ul style="list-style-type: none"> Collect and store parents' signature page from the Charlton County school handbook Parent Engagement Compact Student Longitudinal Data System (SLDS) Infinite Campus CCRPI Data 	<p>Costs: \$100: Envelopes/Stamps: \$200: Food for celebration luncheons</p> <p>Funding Source: Principal Account</p> <p>Resources: Infinite Campus Truancy Task Force</p>

SMART GOAL #5 Increase the number of all students meeting or exceeding in Math on the Georgia Milestones by 5%. (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Curriculum 1, 2, 3</p> <p>Assessment 1, 2, 3, 4, 5</p> <p>Instruction 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Professional Learning 1, 2, 3, 4, 5, 6</p> <p>Leadership 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Planning 1, 2, 3, 4, 5</p> <p>Family Engagement 1, 2, 3, 4, 5,</p> <p>School Culture 2, 3, 4, 5</p>	<p>All students</p> <p>All teachers</p> <p>Parents</p>	<ul style="list-style-type: none"> Math curriculum (Kindergarten and 1st grade Angie Neal, 2nd and 3rd Go Math) Supplement math curriculum in 2nd and 3rd grades with Eureka Math Implement the Eureka Math program in K & 1 starting the 2nd 9 weeks to increase the rigor of the math curriculum to meet the state math standards Number Talks Professional Development Reflex Math was purchased and implemented for supplemental instruction and intervention in math Continued differentiated instruction Common formative assessments to help guide instruction Grade level meeting to monitor the use of the Universal Math Screener data to guide instruction RESA math consultant to collaborate with grade level teams and administration to improve math practices Math Coach Books for 3rd grade to support Math instruction Online parent access to the 2nd/3rd Math curriculum, GO Math and Reflex Math Math standards-based resources for the Parent Resource Center Educational games for incentives to increase attendance at Parent Engagement activities Continue to provide access to general education curriculum through co-teaching classes Fund additional teaching positions in order to reduce classroom size and fund subs for those teachers GMAS scores are sent home upon arrival from the DOE. The scores are also displayed in the local newspaper. 	<ul style="list-style-type: none"> Formative and summative assessments Lesson plans Student attendance Collaborative planning agendas Student data – Math Benchmarks, Universal Math Screeners Professional Development Logs Parent meeting sign-in logs Agendas and sign-in sheets from meetings with teachers, administrators, and RESA math consultant 	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> Knowledge and understanding of Math curriculum <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> Knowledge and understanding of best math instructional practices and reading Georgia Standards of Excellence (GSE) <p>Students Demonstrate:</p> <ul style="list-style-type: none"> Increased rate of level III and level IV on math scores <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> Knowledge of the math curriculum 	<p>Administration (effective implementation of Math curriculum)</p> <p>Review of Math lesson plan by administration</p> <p>Classroom observations by Administration</p> <p>Professional Learning Communities (Math)</p> <p>Effective use of the Math Daily Schedules</p> <p>Data Driven grade level intervention planning (monthly)</p>	<p>Costs:</p> <p>Go Math program \$5000.00</p> <p>Reflex Math \$3,000</p> <p>\$3500.00</p> <p>Reading/Math Coach Books \$200</p> <p>Parent Educational Incentives</p> <p>Funding Source:</p> <p>Title VIB</p> <p>Title I</p> <p>Resources:</p> <p>Local BOE</p> <p>RESA Math consultant</p>

SMART GOAL #6 Improve the math skills for all students, grades K-3, as measured by fall and spring comparison data from the universal math screener. (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum 1, 2, 3 Assessment 1, 2, 3, 4, 5 Instruction 1, 2, 3, 4, 5, 6, 7, 8, 9 Professional Learning 1, 2, 3, 4, 5, 6 Leadership 1, 2, 3, 4, 5, 6, 7, 8 Planning 1, 2, 3, 4, 5 Family Engagement 1, 2, 3, 4, 5, School Culture 2, 3, 4, 5	All students All teachers Parents	<ul style="list-style-type: none"> Math curriculum (Kindergarten and 1st grade Angie Neal, 2nd and 3rd Go Math) Supplement math curriculum in 2nd and 3rd grades with Eureka Math Implement the Eureka Math program in K & 1 starting the 2nd 9 weeks to increase the rigor of the math curriculum to meet the state math standards Number Talks Professional Development Reflex Math was purchased and implemented for supplemental instruction and intervention in math Continued differentiated instruction Common formative assessments to help guide instruction Grade level meeting to monitor the use of the Universal Math Screener data to guide instruction RESA math consultant to collaborate with grade level teams and administration to improve math practices Math Coach Books for 3rd grade to support Math instruction Online parent access to the 2nd/3rd Math curriculum, GO Math Math standards-based resources for the Parent Resource Center Educational games for incentives to increase attendance at Parent Engagement activities Continue to provide access to general education curriculum through co-teaching classes Fund additional teaching positions in order to reduce classroom size and fund subs for those teachers 	<ul style="list-style-type: none"> Formative and summative assessments Lesson plans Student attendance Collaborative planning agendas Student data – Math Benchmarks, Universal Math Screeners Professional Development Logs Parent meeting sign-in logs Agendas and sign-in sheets from meetings with teachers, administrators, and RESA math consultant 	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> Knowledge and understanding of Math curriculum <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> Knowledge and understanding of best math instructional practices and reading Georgia Standards of Excellence (GSE) <p>Students Demonstrate:</p> <ul style="list-style-type: none"> Increased rate of level III and level IV on math scores <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> Knowledge of the math curriculum 	Administration (effective implementation of Math curriculum) Review of Math lesson plan by administration Classroom observations by Administration Professional Learning Communities (Math) Effective use of the Math Daily Schedules Data Driven grade level intervention planning (monthly)	<p>Costs: Go Math program \$5000.00 Reflex Math \$3,000 \$3500.00 Reading/Math Coach Books \$200 Parent Educational Incentives Funding Source: Title VIB Title I Resources: Local BOE RESA Math consultant</p>

Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
System professional learning on the effective use of the Journeys/iRead ELA programs to enhance the teaching of the state standards	Ongoing during the 2016-2017 School Year	Estimated Cost: Journey’s Training: \$15,000 iRead Training: \$0 (included in cost of the program) Funding Source: Striving Readers Grant Resources: Professional development delivered by the Journey’s trainer	Principal Curriculum Director Literacy Coach	Lesson plans Monthly grade-level meetings to review data and plan interventions Administrator observations Literacy Coach observations	Lesson Plans EOG results Benchmark results GMAS results Intervention plan Progress monitoring data/electronic data wall
System professional learning on implementing PBIS effectively	Ongoing during the 2016-2017 School Year \$0	Estimated Cost: \$0 Funding Source: BOE Resources: Professional development delivered by the PBIS DOE team	Administration School PBIS Team Teachers PBIS DC School Climate Specialist	Administration observations RESA PBIS Monitoring Team School PBIS Team District PBIS Monitoring Team	SWIS Data EOG results Benchmark results GMAS Results
System professional learning on improving student attendance through the implementation of the BOE/State attendance policy	Ongoing during the 2016-2017 School Year	Estimated Cost: \$0 Resources: System Social Worker School Counselor Teachers Administration School Attendance Clerk	System Social Worker School Counselor Teachers Administration Parents Students Attendance Clerk	Administration monitors attendance procedures Monthly attendance meetings with teachers/counselors to review attendance issues with each teacher	Agendas and sign-in sheets for attendance meetings with teachers and parents Documentation by school counselor of parent contacts, including phone calls, school meetings, and home visits concerning attendance Teacher notes in Infinite Campus of parent contacts concerning attendance
System professional learning on the effective use of the Reflex Math program to enhance the teaching of the math state standards	Ongoing during the 2016-2017 School Year	Estimated Cost: \$3000 Funding Source: Title VIB Resources: Professional development delivered by the administration and staff	Principal Instructional Supervisors Teachers	Administrator observations Lesson plans	Lesson Plans EOG results Benchmark results GMAS results

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System professional learning on the effective use of the Eureka Math Program to increase the rigor of the math curriculum	Ongoing during the 2016-2017 School Year	Estimated Cost: Substitutes Funding Source: Title IIA	Math consultant from OKRESA Instructional Supervisors Principal Teachers	Administrator observations Lesson plans	Lesson Plans EOG results Benchmark results GMAS results
System professional learning on Number Talks – strategies to improve math computation skills of the students through ongoing daily routines in math fluency	Ongoing during the 2016-2017 School Year	Estimated Cost: Substitutes Funding Source: Title IIA	Math consultant from OKRESA Instructional Supervisors Principal Teachers	Administrator observations Lesson plans	Lesson Plans EOG results Benchmark results GMAS results

Highly Qualified Staff

(SWP 3, 5)

All courses are taught by highly qualified staff. Yes ___ (Yes or no)

If no, explain

List efforts to recruit highly qualified teachers to your school.

Historically, FES has been fortunate to have had a low teacher attrition rate. For the 2016-17 school year, FES has hired two new kindergarten teachers, and one pre-k teacher. Two of these hires were due to one teacher moving to another county and another teacher taking a job as our new literacy coach.

The third hire was due to needing an additional teacher in order to reduce classroom size.

The strategies to attract and keep highly qualified teachers are:

- Maintain and nurture a school climate that promotes a positive work environment where teachers and staff feel supported and appreciated;
- Professional development opportunities are offered and encouraged by the administration to help teachers when indicated as areas of need;
- Collaborative planning within each grade level on a daily and weekly basis;
- Teacher surveys are given and input is addressed during the year by the administration;
- Leadership team made up of teachers and administration meet on a monthly basis to discuss concerns and areas of strength throughout the school;
- The administration has an open door policy and encourages teachers to communicate openly about areas of concern or need. This is communicated to the applicants during the interview process.
- Central office administrators attend teacher recruitment fairs in search of highly qualified teachers.

Transition Plan for Assisting Pre-school Children

Following are our plans for assisting preschool children in the transition from early childhood programs. In partnership with Bright from the Start, the administration works with Pre-K families in viewing the transitioning process from early childhood to elementary school programs. Throughout the year, the Pre-K teachers and school administrator work to implement the following activities:

- Vertical meetings between Pre-K and kindergarten teachers;
- Campus visits for pre-school children from early childhood programs in the community to tour the school and meet the faculty and staff;
- Partner with Headstart program for content transition standards;
- Parent orientation at the end of the year, to explain the transition process from Pre-K to Kindergarten;
- Opportunities for Pre-K students to learn about the routines and procedures that happen on a daily basis in kindergarten classrooms;
- Provide support to parents with health document requirements;

Also included are transition plans for students in third grade going to the middle school:

- Campus visit for third grade students to Bethune Middle School to meet the administration, staff, and view facility;
- Partner with Folkston Middle School for content transition standards;
- Parent orientation at the end of the year to explain the transition process from third grade to middle school. This orientation involves teachers from fourth grade meeting with third grade parents/students to discuss expectations;

Strategies to Increase Parent Involvement

At FES, we encourage a stakeholder family oriented environment. We recognize our parents as valuable contributors in improving student achievement and include them as we disaggregate data and parent surveys. We focus on the following initiatives to strengthen the home-school relationship:

- 1% of Title I funds are budgeted for Parent Involvement. These funds are used to support the following areas:
 - Parent educational incentives to increase participation
 - Materials for parent resource center
 - Printing/ink/toner/copying supplies to meet the parent communication needs
 - Light refreshments for educational parent nights to increase incentive for parent participation
 - Supplemental instructional materials for PI activities
 - Supplemental children's books for Parent Involvement meetings
 - Training Meeting for Parent Involvement Coordinator
 - Guest speaker for community family night on literacy
- Inviting parents to participate in the annual Title I meetings where student assessment results, parent/teacher survey results, and curriculum information are shared. We also send letters home to 3rd grade parents to inform them of individual test results.
- Test Data will be reported to the schools and then to the public. Results will be reported to the media after reports are final. Parents will be notified from the school regarding their child's performance on assessments through our Progress Reports, Report Cards, GKIDS, correspondence from school to parent for Georgia Milestone results, agendas, Parent/Teacher Conferences, and communication from our teachers to the parents of our students. Parents also have access to Infinite Campus, which is an online service that allows parents/students to log on and check student grades and attendance on a daily basis. Teachers at FES are required to update Infinite Campus by Wednesday of each week.
- Conducting an annual Title I Parent Involvement meeting to inform parents of the school's responsibilities and parent rights
- Providing a parent resource center where parents can check out materials to assist their child. This year we will add a tablet to the resource center for parent checkout. We advertise the resource center in our monthly newsletter.
- Encouraging parents to volunteer and participate in the school. The parent volunteers are recognized monthly in our newsletter.

- Requiring parents to sign and return the Home-School Compact form indicating that all parties agree to student academic success for the current year.
- Implementation of the school's Parent Involvement Policy, which is revised annually, to increase parents' awareness of the benefits of parental involvement in the school. The policy is sent home, made available at parent involvement meetings, attached to the school's website and presented at the Annual Title I Parent Involvement Meeting held at the beginning of the school year;
- Hosting school-wide workshops to help parents understand national goals, School Choice, Georgia Milestone, and ways to assist their child in order to improve academic performance. These workshops are scheduled throughout the year at various times and locations to accommodate parent schedules.
- Providing opportunities for parents to participate in PTO meetings, student performances, fundraisers, field day, Book Fair, and breakfasts/luncheons
- Utilizing the Parent Involvement Coordinator and school counselor between the community and home to help parents obtain necessary information and resources when needed;
- Sending parent surveys home mid-year and end-of-year to encourage feedback for school improvement;
- Responding to parent concerns in a timely manner;
- Collaborating with local businesses to provide rewards and incentives for student accomplishments;
- Continuation of newsletters, progress reports/report cards, school website, flyers, publishing in the newspaper concerning student achievement, parent/teacher conferences, and home-school communicators to support communication between parents and school;
- Development of a parent/student handbook to be sent out and signed at the beginning of the year that includes a calendar of events for the year with academic and non-academic information;
- Involving parents on the School Council, Parent Involvement Committee, and PTO

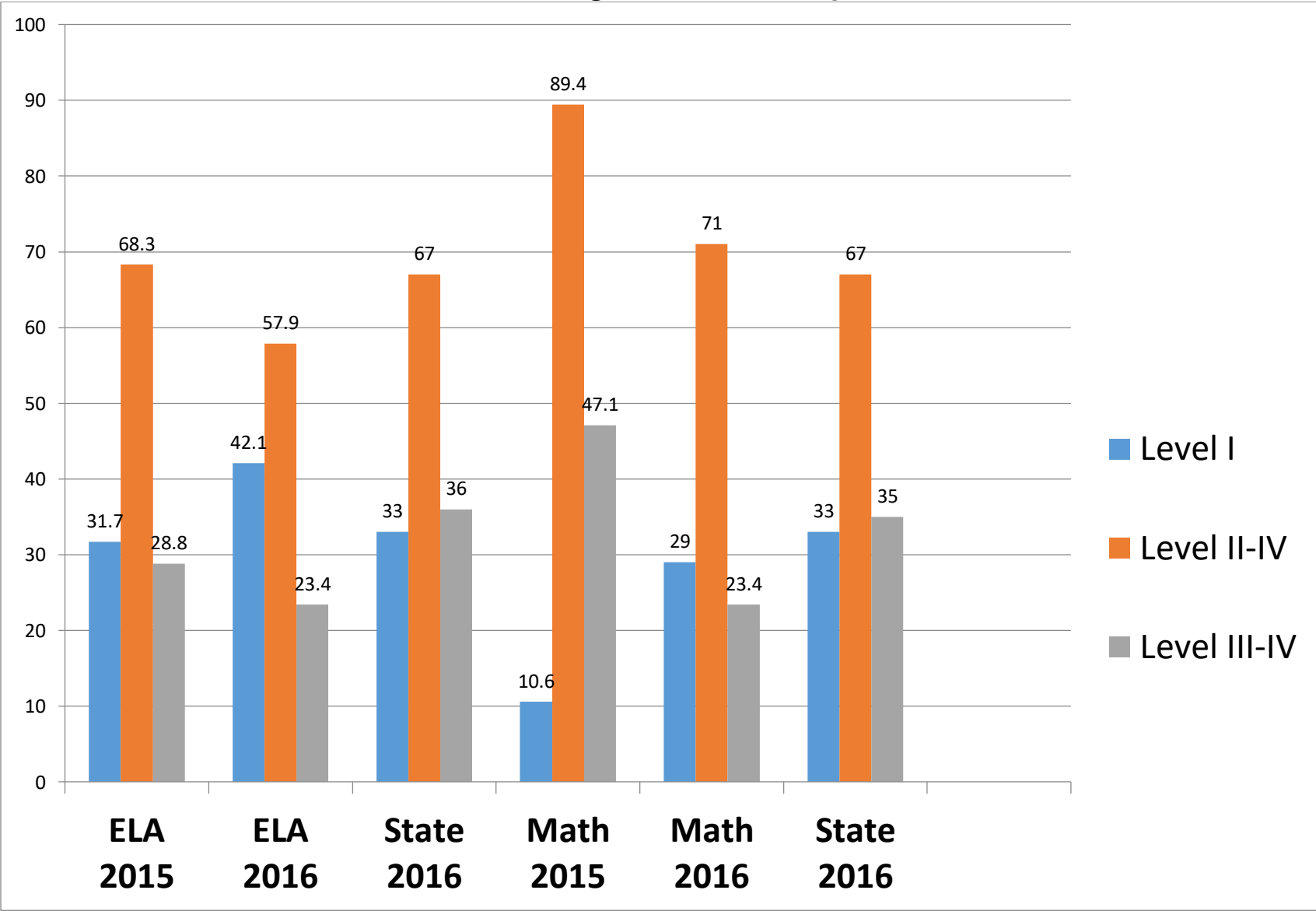
FES's scores dropped in ELA and math for the 2016 year. The Level I students increased from 31% to 42% in ELA and from 10.6% to 29% in math. The level II-IV students dropped from 68.3% to 57.9% in ELA and 89.4% to 71% in math. The level III & IV students dropped from 28.8% to 23.4% in ELA and 47.1% to 23.4% in math. All areas were below the state average.

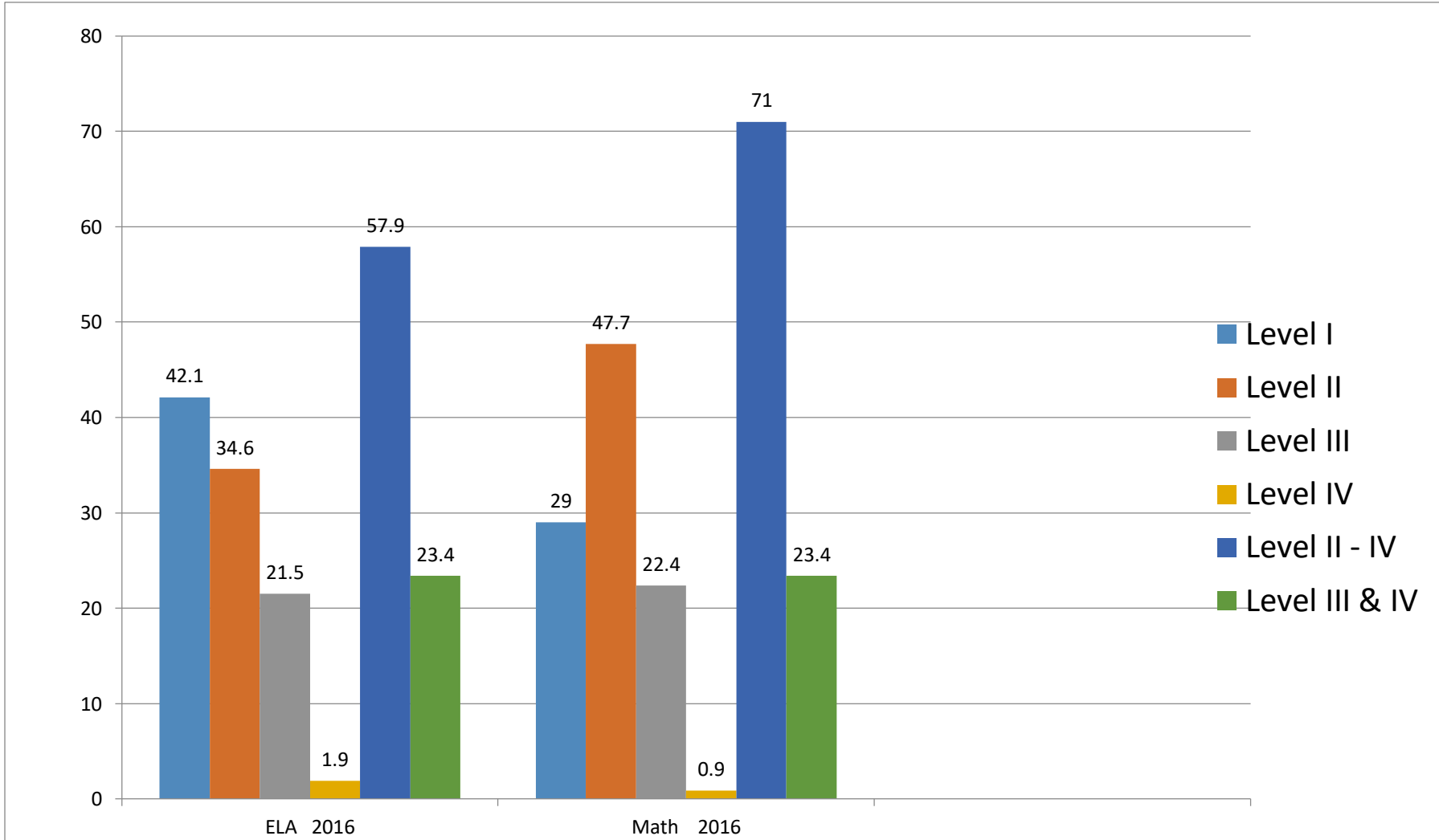
To address the problems in ELA, a focus has been made on the new ELA curriculum, along with the addition of a reading coach for the system to help in the integrity of implementation. The increased rigor and school-wide implementation of a common program will aid in the focus of state standards through instruction.

To address the problems in math, a focus on increasing the rigor of the math program, especially in kindergarten and first grade, will be monitored. FES is meeting with the OKRESA math consultant to look at a possible change and/or supplementing the existing math curriculum with Eureka math, a research-based math curriculum with a focus on the increased rigor while teaching the math standards. Professional planning days have been planned with the OKRESA consultant to discuss and focus on specific areas of weakness in our math curriculum.

Below are comparison graphs for ELA and math showing areas of deficiencies for Folkston Elementary School compared to the year before and to the state averages.

**Folkston Elementary School
2015-2016 Georgia Milestones Comparison**





Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>