Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Frank Long Elementary	**District Name: Liberty County**	
Principal Name: Debra Sukaratana	**School Year: 2014 - 2015**	
School Mailing Address: 920 Long Frasier Drive, Hinesville, GA 31313		
Telephone: 912 – 368 - 3595		
District Title I Director/Coordinator Name: Stephanie Clark		
District Title I Director/Coordinator Mailing Address: 200 Bradwell Street, Hinesville, GA 31313		
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ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)		
Priority School ☐	**Focus School** ☐	
Title I Alert School ☐		
Principal's Signature:		**Date:**
Title I Director's Signature:		**Date:**
Superintendent's Signature:		**Date:**
Revision Date: 10/20/14	**Revision Date:01/15/15**	**Revision Date: 03/10/15**

SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as "Not Met" need additional development.

- Please add your planning committee members on the next page.

- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).

- Please submit your School Improvement Plan as an addendum after the header page in this document.

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Charleen Anderson		**Data Operator**
Matt Anderson		**5th Grade Teacher**
Christine Barrett		**1st Grade Teacher**
Jessica Bennett		**Paraprofessional**
Becky Busby		**Gifted Resource Teacher**
Kris Christner		**4th Grade Teacher**
Susan Fennell		**2nd Grade Teacher**
Charlene Rocker		**Assistant Principal**
Stacey Glandon		**Computer Lab Teacher**
Pam Harden		**Kindergarten Teacher**
Debra Sukaratana		**Principal**
Kathleen Nile		**Special Education Teacher**
Trish Griggs		**School Council Rep**
Ruth Turner		**3rd Grade Teacher**
Marguerite Andrews		**Academic Coach**

SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Response:

1. Frank Long Elementary has drafted 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 Leadership Team consisting of the principal, assistant principal, Academic Coach, grade level leaders, the school registrar, paraprofessionals, and the school council and parent representatives.
   The ways they were involved include as follows:

- The Leadership Team met to discuss all components of the plan as well as targeted academic areas.
- A draft of the plan was submitted to the entire faculty to review and provide feedback for finalization.
- This plan is made available to parents as requested and via the school website, parent resource room and data wall. Goals in the action plan as well as the Parent Involvement Policy are shared with parents and stakeholders at the Annual Title I meeting offered twice in September to accommodate parents. The Annual Title I meeting is for informational purposes only.
- The plan is reviewed throughout the school year to determine progress.

B. We have used the following instruments, procedures, or processes to obtain this information …

- The Leadership Team meets as needed 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.
- In Professional learning Communities grade level teams discussed 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 Leadership 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.

- Professional Learning Communities are held to discuss best practices in the classrooms and effective instructional strategies for classroom planning. Teachers collaborate and

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brainstorm during team meetings as to what is effective in the classroom and instructional strategies that may need enhancement. Common Core GPS (CCGPS) for English/Language Arts and Mathematics will be the major focus for the staff in professional learning. Teachers will complete the following activities: o view state webinars and deconstruct the state units for classroom planning. o use best practice ideas from FIP to enhance training and student assessment. o Discuss strategies for implementing 6-Traits of writing in all subject areas. o share ideas for all subjects taught and come up with innovative strategies to increase student achievement. o analyze data to look at targeted areas planning instruction based on student needs from classroom assessments. o discuss county benchmark assessments (STAR Enterprise Reading and Math and GRASP). Benchmarks are given four times a year. After testing sessions, teachers pull data to 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 final session of benchmarks is used to guide classroom instruction to target areas that may need enhancing before the GMAS as well as determine growth throughout the year from benchmark to benchmark sessions. o look at all students who are failing and interventions that are provided to assist in student success. SLDS through Power School is used to store and view student achievement data to also determine areas of growth and target weaknesses. Classroom unit assessments and informal daily checks are also used to plan instruction. Teachers use web-based Study Island, Education City, and GOFAR (Georgia Online Formative Assessment Resource) as informal checks weekly and county assessments through STAR Enterprise Reading and Math and GRASP throughout the school year. The STAR Reading is not only is used for classroom instruction but also to set the Accelerated Reading goals each nine weeks. Results for benchmarks are shared throughout the school to show growth and discussed among grade level teams for commonalities and strategic planning. • School surveys such as SAI, Title II and Advance Ed/SACS are completed for documentation and determining areas that need improvement. o Certified staff members 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 faculty meeting. Targeted areas are placed within the strategies of the action plan. SAI targeted areas are embedded into strategies and action steps. o SAI results completed by teachers show two needs: ➢ <u>Learning communities</u> reflects the need to include non-staff members, such as students, parents and community members. ➢ <u>Learning designs</u> greatest necessity includes the need for more jobs embedded

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professional learning through peer observations.

- 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, and Title II results).***
- Title II survey results show staff members would like to receive more professional development in use of:
  - strategies for struggling learners (34.38%);
  - reading writing workshops (37.5%)
  - examining and increasing rigor (31.25.8%).

  Results help determine school and county areas of improvement.
- 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 will work with struggling students and support teachers in the classroom. Resource teachers will remediate students daily in reading and/or math. This will be fulfilled through in-class support. The SST Coordinator will work with identified tier III 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 or SST process based on classroom and county probes as well as classroom performance data. Each grading period determines student standing at tier levels.

Lexiles (3X per year)	Reading
GAA data (1X per year)	Portfolio of growth over time
GKIDS scores (2X per year)	Reading/ELA and Mathematics
STAR reading and math test data (4X per year)	Reading Comprehension and Mathematics
Benchmark test scores (2X per year)	Reading/ELA and Mathematics
Prior CRCT scores (GMAS will replace CRCT)	Reading/ELA and Mathematics
SLO (2X per year)	Reading/ELA and Mathematics
GRASP reading/math probe scores (2X per year)	Reading and Mathematics
Report card grades (4X per year)	Reading/ELA and Math, Sci, Soc. St.
Progress report grades	Reading/ELA and Math, Sci, Soc. St.

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C. We have taken into account the needs of migrant children. 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.

- These are the procedures we follow should those students be in attendance:
  - 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, education, health, nutrition, and social services/school social worker.

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. 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.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards [the Common Core Georgia Performance Standards (CCGPS)] and the State student academic achievement standards including

- <u>Economically disadvantaged students</u> serve as seventy percent of the student population. These students are given the opportunity to participate in the Back-Pack Buddy program offering healthy snacks. The students are also assisted as needed through EIP, RTI or SST services if qualifications are met. This subgroup met state and subgroup performance targets in ELA, science, and social studies on CCRPI reports. They did, however, meet subgroup performance targets on reading and math but not state targets.

i. Students from various racial and ethnic groups make up over sixty percent of the school population. These students did not meet either state or subgroup performance targets for ELA, reading, math, and science on CCRPI reports.

ii. <u>Students with disabilities</u> (SWD) are served in co-lab and inclusion to benefit a regular classroom setting based on high expectations for all. The co-lab special education teacher comes into the room for various segments based on IEPs to assist students according to their individual education plan. SWD met subgroup Participation Rate and Performance Targets for reading, language arts, science and social studies but not the state Performance Target on CCRPI. SWD did not meet subgroup targets or state Performance Targets in math.

iii. Students with <u>limited English proficiency</u> are bused to another elementary school in the district for EL services.

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F. The data has helped us reach conclusions regarding achievement or other related data.

The major strengths we found academically in our program were reading skills in vocabulary acquisition, literary comprehension, writing, algebra, physical and life sciences, and economics.

- The major needs discovered were reading for information, information and media literacy, numbers and operations, measurement and data analysis, geometry, grammar, research and the writing process, government and civics, and history.
- The needs Frank Long will address are reading for information in reading; numbers and operations in math; grammar in language arts; earth science in science; history and government in social studies; positive classroom learning environments for PBIS.
    i. The specific academic needs of those students in the RTI and SST process, special education students, and economically disadvantaged students are to be addressed in the school –wide program
    ii. The ROOTCAUSE/s that we discovered for each of the needs were . . . lack of foundation of skills in specific subject areas, resources available for student and parent support. This was determined based on the usage of the new CCGPS state units for ELA and Math and the gaps in foundational skills. Teachers taught straight from the state units and many skills necessary for basic learning were not covered as thoroughly as necessary for student success. Resources available to students were not as abundant due to the first year using the standards and the urgency from district to follow units strictly without basal resources. The need for more intense parent support was linked to the new CCGPS way of learning since parents were not familiar with the CCGPS expectations and new way of thinking and learning required of students. Resources such as textbooks were not available to parents to assist with children's homework that parents were so dependent upon in the past.

G. The measurable goals/benchmarks we have established to address the needs were . . . previous CRCT performance. Research-based strategies for daily instruction are used. Some include CCGPS, differentiated instruction, cooperative learning, technology based learning, co-teaching classrooms, peer tutoring, podcasting, small group or individualized instruction. Title I Resource teachers are used during school day remediation throughout the school day during the scheduled remediation blocks to assist teachers with struggling learners based on targeted areas of need.

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• **Math Student Goal:** Student performance on the Spring 2015 math will meet state standards on the Georgia Milestones Assessment System (GMAS) • **Math** scores will improve on the State Learning Objectives (SLO) by at least 30% from the pretest to the post grades K, 1, 2, and 3 • **Reading and ELA** scores will improve on the State Learning Objectives (SLO) by at least 30% from the pretest to the post grades K, 1, 2, and 3 • **Reading Student Goal:** Student performance on the Spring 2015 math will meet state standards on the Georgia Milestones Assessment System (GMAS) • **Reading Lexiles** will improve to state expectations in grades 1 – 5. • **Writing** proficiency in all grade levels will improve throughout the year to meet state standards.

2. Schoolwide reform strategies that:
• Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
Response: 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 program increase the amount and quality of

2. Schoolwide reform strategies that:

- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

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. 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).*** The school and district mission statements reflect the beliefs of our staff and all stakeholders**.**

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 (TKES) observations to check for the implementation of such strategies. Walkthroughs are emailed to teachers so they may see the informal observation data. This data is used to decide key targets in teacher professional learning. 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, Classroom Management That Works and, Teaching Student Centered Mathematics Van de Wall series.*

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 TKES for Standards-Based Classroom practices, common assessments, portfolios, teacher commentary and conferencing, 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 GMAS practice assessments. Teachers will take courses through the Teaching and Learning department. The Teaching and Learning department covers topics from differentiated instruction to positive behavior intervention. Course hours for

2. Schoolwide reform strategies that:

- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

teachers will be assigned based on assessment data determined through the school improvement process. Teachers will view GaDOE state webinars for Common Core GPS as well as participate in county support dates for CCGPS in ELA and Math. Staff members will learn about lexiles, "close" reading, state units, assessment rubrics and other topics centered around the new CCGPS. Teachers will also be able to choose any courses that will meet the specific needs of their classroom and their personal professional development plans.

During the 2014-2015 school year, paraprofessionals fulfilled professional learning requirements by learning about technology integration and specific uses of equipment and how they can assist teachers, as well about the new CCGPS curriculum and how our classrooms are changing.

Seven 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. 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.

- Use effective methods and instructional strategies that are based on scientifically based research that:
    - strengthen the core academic program in the school.
    - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
    - include strategies for meeting the educational needs of historically underserved populations

Response:

Several procedures are implemented to increase the quality and amount of learning time such as Positive Behavioral Interventions and Supports (PBIS), Early Intervention Program, Retired Educators Supporting Student Learning Achievement (RESSLA) program,learning communities, research based professional learning, technology, after school tutoring/remediation, and Title I remediation built into the daily schedule.

Daily remediation is built into the school schedule so that struggling students will receive extra support from Title I Resource teachers. Students are identified based on formative and summative assessments and previous CRCT as to their targeted areas of need in reading and/or math. Resource teachers work along with classroom teachers in small group remediation assisting students in reteaching and review. The After School program is designed to target struggling students in reading and math to give an extra boost of instruction after the

school day two days a week. Students are eligible based on classroom academic performance and CRCT results.

The Frank Long staff will be trained in Positive Behavioral Interventions and Supports (PBIS) along with Educator Handbook to create positive supports for behavior. PBIS will ensure consistent behavior plans and consequences throughout all grade levels. Since behavior has a direct effect on student learning, staff members will use PBIS in conjunction with Educator Handbook to track behavior and discipline to determine areas of need whether it is teacher professional learning or student RTI process. The staff will look at data in monthly faculty meetings to determine if goals are being met and there is consistency throughout the school. A PLC each month will focus on behavior expectations where staff members will discuss trends and commonalities within the grade level and areas that may need improvement.

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 Common Core Georgia Performance Standards for Standards-Based Classroom practices, common assessments, teacher commentary and conferencing, Georgia Teacher Keys (TKES), differentiated instruction, learning styles, Thinking Maps and other LCBOE initiatives. Additional learning community sessions are set aside for grade levels to review and prepare performance tasks centered on state standards and curriculum maps, review benchmark test results, and GMAS practice assessments. Course hours for teachers will be assigned based on assessment data determined through the school improvement process. Teachers will continue to view GaDOE state webinars for Common Core GPS as well as participate in county support dates for CCGPS in ELA and Math. Staff members will continue to learn about Lexiles, close reading strategies, assessment rubrics and other topics centered on CCGPS. Teachers will also be able to choose any courses that will meet the specific needs of their classroom and their personal professional development plans.

Paraprofessionals further their education by taking courses and through PLCs. Paraprofessionals fulfill professional learning requirements by learning about technology integration, CCGPS instructional practices, and teaching 21st century skills. Course topics are designed so paraprofessionals may assist teachers with classroom instruction for remediation and enrichment.

Technology Classroom is 100% teacher participation. All certified staff members now utilize technology to maximize instructional effectiveness. Teachers are trained how to incorporate technology hardware and software into daily lessons to enhance learning. Each year the process continues with additional support from the county technology office as well as the school level. Technology integration has expanded to the use of iPads, and MacBook's. Teachers have complete professional learning focusing on the use of Apple products to enhance student learning. The entire staff was trained in the use of iPads. One to one iPads are available in grades 3- 5. Kindergarten through second grade have class sets available for daily checkout. As new staff members join the team, Grade Level Leaders will train them.

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 throughout School Improvement Action Plan, SAI and Title II Survey Data, FLE Mission Statement, Test Data Chart, & Best Practices Summary,).***

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
    - counseling, pupil services, and mentoring services;
    - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
    - the integration of vocational and technical education programs; and

Response: 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. The staff establishes high expectations and accountability for all learners by providing fair and equal opportunities to increase student achievement.

Teachers use formative classroom assessments, SLOs benchmarks, and GMAS to determine that student's needs and targets are being met. Teachers also use the RTI/SST process to determine more intense interventions of struggling students to bring them to grade level performance. Classroom teachers also follow individual education plans of identified students to ensure all students' learning needs are meet.

- Address how the school will determine if such needs have been met; and
    - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Response: We will analyze the results from the SLOs and GMAS to assess the progress of our students. Teachers and administrators will analyze results and report on the effectiveness of classroom strategies used with our target students. Results on these assessments will show if our struggling students met state standards.

3. Instruction by highly qualified professional staff

Response: 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**.** We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Teachers implement research based instruction in their classrooms to ensure quality learning. One hundred percent of the teachers and paraprofessionals are highly qualified. All teachers and paraprofessionals maintain certification through professional learning courses based on school improvement.

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.

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4. In accordance with Section 1119and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response:

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 Academic Coach meets with all new teachers to conduct a school orientation of resources and instructional expectations. Past professional learning such as standards-based classrooms, 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. We have devoted sufficient resources to effectively carry out the professional development activities that address the root causes of academic deficiencies.

We will include teachers, principals, paraprofessionals and if appropriate, parents, and other staff in the following professional development activities. These activities are designed to address the root causes of our identified needs.

Professional learning will take place at the district office at the Liberty County Board of Education, Frank Long Elementary, First District RESA, and other various conference venues that will have the greatest impact on student achievement. All professional learning is research-based and specifically aligns to our goals as identified in the Comprehensive School Improvement Plan.

The Professional Development Plan is created from identified areas in the SAI and Title II surveys. These needs assessments help when the Professional Development Committee meets at the end of the year to plan for Professional Learning for the upcoming academic year. A copy of the professional learning plan is included in the Comprehensive School Improvement Plan (a copy of which is found in the Parent Involvement Notebook). Professional learning teams serve as the pivotal piece of professional learning at FLE. In addition to the planned training, staff members participate in peer observations and are permitted to go to content area conferences while funding permits. Trainers are invited to the school to provide instruction to all staff members, also when funding permits.

We have aligned professional development with the State's academic content and student academic achievement standards . . .

Based on test data and survey results, professional learning for 2014-2015 will include the topics listed below. FLE fifth grade is the only grade that team-teaches, so teachers will participate in the workshops, which apply to their grade level and subject area.

1. Formative Instructional Practices (FIP)
2. Infusing Technology into Instruction in all subject areas
3. 6 Traits of Writing
4. Math Workshops (Thinking Maps for Math with GLRS)

4. In accordance with Section 1119and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

5. Reading Workshops (Scholastic Read 180, Thinking Maps, Critical Literacy for CCGPS)
6. PBIS Training
7. Data Talks in Schools
8. Best Practice for SLDS
9. Summer Sessions: Building Capacity Through Teacher Leaders (Data Digs, Learning Targets, UDL, and Content Specific sessions)
10. Georgia Milestones (GMAS) Trainings
11. Differentiation of Instruction
12. Guided Reading and Lexile training (Scholastic)

All professional learning that takes place is research-based and specifically aligns to the goals as identified in the Comprehensive School Improvement Plan. The professional Development Plan stems from the SAI survey and Title II survey completed at the end of the year. This needs assessment helps when the Professional Development Committee meets at the end of the year to plan for Professional Learning during the upcoming academic year. A copy of the professional learning plan is included in the School Improvement Plan (a copy of which is found in the Parent Involvement Notebook). Professional learning teams serve as the pivotal piece of professional learning at TCE. In addition to the planned training, staff members meet weekly in professional learning communities to discuss teaching and learning strategies that work. Teachers are encouraged to attend conferences if funding permits. Trainers are invited to the school to provide instruction to all staff members, also when funding permits as well. Administrators use iPads for walk-through observations. The walk-through program also provides real time data on specific criteria to be observed in a performance-based classroom.

We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example (money, time, resources, instructional coaches, etc,)…

Frank Long has an Academic Coach who helps with and oversees professional learning. Funds are used to pay outside trainers as needed. Funds may be used for conferences to support specific instruction. The administration team will attend trainings to further develop their knowledge of TKES/LKES, ie. ***Five Practices of Effective Leaders;*** which in turn, will have a direct impact on teacher effectiveness and classroom performance. The Academic Coach will also attend the ***2014 Georgia Milestones Item and Data Review***; which will help to prepare teachers and ensure student achievement on the new state assessment (GMAS) in Spring 2015.

Teachers are granted release time in order to attend training(s). Therefore, money is set-aside for substitute pay. Funds are also earmarked for supplies to support training and implementation.

4. In accordance with Section 1119and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.
We will included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways . . . Teachers are trained on how to interpret individual test scores; the academic coach trains on how to examine most scores and helps with the State Longitudinal Data System (SLDS). The system Testing Coordinator helps with benchmark scores, and GKIDS. Special education staff works with the teachers to interpret GAA scores, and the RtI/SST Coordinator trains teachers on how to interpret GRASP scores.

5. Strategies to attract high quality highly qualified teachers to high-need schools.
Response Frank Long is not a high needs school. However, we follow the recruiting and retention procedures as mentioned in the LCSS statement for strategies attracting highly qualified teachers. Also, the school district enhances its retention of employees through financial support. Upon the successful completion of the GACE, 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. Frank Long Elementary 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. Also, Frank Long provides mentor teachers for new teachers for the first two of their teaching years. In addition, Frank Long Elementary has professional learning communities during the weekly-extended workday and grade level meetings to help meet teacher needs and encourage retention of highly qualified teachers.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.
Response: A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by . . . • encouraging feedback on schoolwide parent survey • sharing feedback from all surveys with parents • inviting parents to conferences • encouraging parents to utilize Parent Portal • encouraging input on schoolwide program from parents on School Council • encouraging input from parents during the Title I Parent Information Meeting and responding to that feedback with a reasonable timeframe B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community, by... • uploading the plan to the school website • providing copies of the plan during Open House

- providing copies of the plan during the Annual Title I Parent Information Meeting
- notifying parents when the plan is updated.

C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by...

- planning two meetings: one in the evening and one in the morning to afford all parents an opportunity to attend

- ensuring the meetings are family friendly

- sending family friendly fliers to parents one week prior to the meeting

- advertising the meeting to parents through fliers, One Call Now, mass messaging

system, the school marquee, morning announcements, the school and county website.

a. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, childcare, and as such services relate to parental involvement by...

planning and scheduling parent engagement opportunities at least four times during the 2014-15 school year.

Of these:

- Children/students are encouraged to attend with their parents.

- We will provide learning activities that are student friendly, to make evening parent engagement activities appropriate for the entire family, and request feedback from parents about the usefulness of the activities.

b. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms
of academic assessments used to measure student progress, and the proficiency

levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by ...

- planning two Title I informational meetings will be held at the beginning of the 2014- 15 school year.
- Inviting parents to Title I events in several ways. Modes of communication/notification include: mass phone calls (One Call Now), flyers, school marquee, school website, teacher newsletters, to students to take home, and the calendar of events is also available on the school website
- providing parents with a schedule and information for all summative and formative assessments as well as the purpose for each assessment
- including curricular information in the parent information meeting, and explaining that we teach CCGPS for ELA and MATH and GPS for Science and Social Studies

- providing information on proficiency levels for all assessments, expected Lexile levels, and reading fluency to parents during informational meetings, at parent/teacher conferences. The information is also available as a pamphlet in the parent information center in the school's entryway. We also provide assessment specific information when assessment information is sent home throughout the year.
- requesting feedback and suggestions throughout the year. All suggestions are taken into account and responses to suggestions are provided in a timely manner.

F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards by...

- developing a school-parent compact by the leadership team of Frank Long Elementary. It was presented to parents at both Title 1 informational meetings.
- submitting the compact for discussion, and approval by parents at the meeting.
- providing copies of the Compact to the parents and students as they enroll at Frank Long throughout the year.

G.We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators, by...

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- discussing Common Core Georgia Performance Standards during Open House, the Title 1 Meeting, and in pamphlets available at both events. A link to the standards is also posted on the school website.
- discussing State and local achievement standards with parents at every opportunity including Open House, Title I informational meeting and during conferences.
- providing information about Statewide tests and school benchmark and diagnostic tests with parents at Open House, the Title I meeting and with parents during Parent Engagement Activities and Parent/Teacher conferences. Teachers and Administrators are willing and able to help parents interpret test scores and to discuss cut scores and achievement standards.
- ensuring the availability of the Academic Coach to help parents with Parent Portal and to assist parents in interpreting assessment results including the report card and progress reports. Teachers and administrators are achievement focused and work with parents during conferences to find ways to monitor and improve student achievement.
- conduct various workshops to help parents understand how to work with teachers and their child to increase achievement. The Academic Coach and the Military Child Education Coalition (MCEC) strategically plan specific events throughout the year based on parent survey feedback. There is considerable attention during planning to ensure the events help to build relationships between parents and teachers and to increase cooperation between all stakeholders.

H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by...

- scheduling parent engagement activities at various times of day and throughout the year.
- maintaining a Parent Resource Room with items available for checkout by parents. Teachers have a Resource Room referral form that they may complete during a parent/teacher conference so that parents can request skill specific games and resources to help their child close gaps in learning. The Academic Coach checks materials out to parents and train them in the use of the items. Resource Room hours are advertised and posted and parents may also come by appointment.
- purchasing The Home and School Connection newsletter with Title I funds, which is sent to parents at the beginning of each month. It contains ideas and activities for parents and their children designed to increase student achievement, increase parental involvement, and foster a love of learning.

I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by ...

- ensuring the Parent Involvement Coordinator (Academic Coach) attends the State

Parent Engagement Conference. Topics covered and then redelivered at the school level will include:

- Elementary and Secondary Education Act (ESEA) Parent Involvement Compliance

- Research-Based Best Practice for Family Engagement

- Parent Leadership and Skills Building
- Student Support and Achievement Resources

- ensuring the Parent Involvement Coordinator participates in the PIC Webinars and reads material as it pertains to parent involvement. This information will be redelivered/shared as appropriate

J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by ...

- planning for the Academic Coach to visit programs in the community and facilitate the transition to Kindergarten for students and their parents during the spring prior to entrance to Kindergarten.
- planning and scheduling orientation for rising Kindergartners will be offered during the spring.
- scheduling daytime visits for students coming to Kindergarten during the coming school year.
- providing goody bags with items chosen to help parents prepare their child (ren) for Kindergarten.

K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by...

- placing information related to school and parent programs, meetings and other activities on the school calendar, the school and county websites, and flyers will be sent home prior to the event.
- utilizing One Call Now, a mass messaging system, school website, quarterly newsletter, flyers, and Twitter to spread the word and send reminders prior to events.
- translating materials for parents who speak other languages.
- ensuring any parent has the opportunity to meet with the Academic Coach if he/she has questions about any program, meeting, or activity.

L. We will provide full opportunities, to the extent practicable, for the participation of parents

with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by... Students in need of ELL services are identified and then served through other schools in the county. However, there are resources in place when we have parents in need of materials in their native language, or parents with a disability. We...

- will utilize ..... to translate documents into the parents native language.
- require the computer operator and teachers to inform the Academic Coach when we have parent's who's native language is not English
- ensure all documents are in parent friendly language, free of jargon that may not be understood by those outside the education field.
- ensure parents have the opportunity to sit with the Academic Coach and have documents explained to them.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Response:
We plan activities for assisting preschool children in the transition from early childhood programs. We also included transition plans for students entering middle school and for students entering from private schools including students entering our school throughout the school year. 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.

Open House Transition Practices:

- An Open House is held in August to allow 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 are provided for all parents as they sign in during the school registration process.
- A second Open House is provided to update parents on important events and items for the school year.
- The Annual Title I Parent Meeting is held each September providing parents news about Title I information and policies as well as other information regarding the resource room, curriculum, testing, parental involvement, "Parents Right to Know," survey data, and the school improvement plan and goals.
- 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 regarding kindergarten standards and academic expectations. Special needs staff are available for any questions and concerns from parents during the Parent program.

Public & Private Transitions:

- 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 is 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 Transitions:

- 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. Teachers also use this information during the first days of school so the students can see from first-hand experience what kindergarten is all about. 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. Special education representatives from the school meet with private programs, the public Pre-K and Head Start for any transition goals for students with Individual Education Plans upon request by educational programs.

Middle School Transitions:

Before moving to the middle school, students are given the opportunity in the spring to visit the nearby middle school. Prior to the middle school visit, students from the neighboring middle school come into the fifth grade classes to conduct transitional talks. The fifth grade transition also prepares students for sixth grade mathematics. Fifth grade teachers accelerate instruction 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 may benefit from taking in middle school as well as enhanced learning classes.

Student LEXILE levels will increase by increased text complexity of reading informational and literary selections recommended by the state units integrating topics across the curriculum as part of CCRPI data.

8.	Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
Response:	

The ways that we include teachers in decisions regarding use of academic assessment are . . .

Frank Long teachers are included in the decision-making process of selecting research-based resources 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 Academic Coach and then the Central Office personnel.

The Leadership Team at Frank Long meet to review English Language Arts, 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.

Each year an assigned group of teachers assembles during a county-wide meeting to discuss GaDOE units for ELA and Math. This team of teachers serves as guides for each grade level for creating the common assessments, instructional tasks, rubrics for assessing, and revising state units. During professional learning communities teachers also look at common assessment, GRASP, and STAR Reading and Math assessment results to discuss mastery levels of performance skills. Strengths and weaknesses from the assessments are used to guide classroom instruction and planned 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.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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

Frank Long provides activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards will be provided with effective, timely, and additional assistance. These interventions are supported through federal, state, and local resources and are coordinated with other programs as applicable.

These activities, especially for those students who are struggling, are scientifically research based and designed to meet the needs of the learners in need. 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 two times per year, and the GMAS. Teachers meet in professional learning communities to discuss interventions and methods for student's not meeting expectations. Groups review assessments, determine areas of weakness and develop an instructional plan to support students in meeting standards. Georgia Longitudinal Data System (GaLDS) in Powerteacher is used to look at data

trends in each classroom and as a grade level.

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 funded through Title I are also used in every grade level to work with students struggling in reading, math, and social studies skills. Students are not pulled from classrooms during main instruction. A remediation block is set into the daily schedule for these subjects. During this time Retired Educators Supporting Student Learning Achievement (RESSLA). The After School program will provide additional time and assistance to students struggling in reading and math. Frank Long has also purchased iPads for second grade to have one to one. Kindergarten and First grade will be provided with ten to have enough for small group instructions.

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training
Response: Federal, state and local programs provide necessary assistance to students with targeted needs. Effective and timely activities funded by state and federal funds 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 (paid through Title I Part A Expenditures), and paraprofessionals work with struggling learners in reading and mathematics. They also work each afternoon with assigned grade levels in social studies skills and GMAS 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. 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)***. Other programs are funded through federal and state programs such as the School Nutrition 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 and provides snacks for the after school program. 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 pay for the school level Academic coach, parent involvement activities as well as supplemental math and reading supplies, technology equipment, and the RESSLA program. Title I funds also support and supplies for our Parent Involvement Program and Resource Room. Title

I funds have helped to purchase technology and software that assist students in the learning process. The Technology Department provides funding for technology specialists to support teachers and students using the technology. Title II funds are used to support professional learning for all staff members. The Central Office assists in making this possible. A copy of our Title I budget is kept in the Parent Involvement Notebook.

Title I funds, School Nutrition Program funds, and local funds are coordinated to allow Frank Long to offer After School programs for students who need assistance with skills required to meet expectations on the GMAS.

The Early Intervention Program (EIP) provides assistance to students who need additional support (smaller student/teacher ratio, additional segments of instruction) in reading and/or mathematics. Funds are also used to support our English Language Learners (ELL) program. Additionally, we have a program (GATE) for our gifted and talented students here at the school. Eligibility for all these programs is determined by the use of state and county guidelines.

We provide a continuum of placement options to be available to meet the needs of students with disabilities. Special Education funding is provided for teachers and paraprofessionals to provide co-teaching, inclusion, resource, and self contained services to students who have exceptional learning needs. Special education staff are committed to collaborative practice in general education classrooms. The speech pathologist works with classroom teachers to provide speech and language services. The school psychologist (shared by schools) works closely with the SST coordinator to discuss next steps and progress monitoring procedures for those students who do not make progress.

The use of Response to Intervention (RtI) helps teachers diagnose and prescribe interventions for students who are struggling. Students who continue to struggle move into the Student Support Team (SST) tier of the Pyramid of Intervention. Special Education programs, and a strong technology program. Parents at FLE are able to use YMCA Pryme Tyme program for after school extended day care right here at the school. We support the local public library's reading initiatives.

Title I funds will be used to purchase replacement Open Court Phonics kits for each teacher in grades K-2. Teachers will receive training on Thinking Maps using Title I funds as well. Each of the programs listed above is part of the comprehensive school improvement plan. Services are coordinated to function seamlessly as we strive to ensure the success of each student in mastering grade level standards.

Title I funds will also be used to purchase additional iPads, cases, storage/charging stations, and ear buds. Students and teachers will effectively use the iPads and their accessories to address areas of academic deficiencies as outlined in our SIP. For example, remediation in target content areas, raising reading Lexiles, and writing across the content.

Title I	Supports the instruction of reading and mathematics
Title II	Supports professional learning
EIP	Early Intervention Program
Counselor	Supports struggling learners with academic, social, and emotional issues
Media Specialist	Supports students and teachers to increase student learning, reading levels and Lexiles, and the use of media for project-based learning
GATE	Gifted and Talented
Special Education	Supports students with exceptional learning needs
YMCA – Pryme Tyme	Before and after school daycare
Military Parent Transition Coordinator	A parent liaison will work with parents, teachers, and students to make transitions smooth for the home and school.
School social worker	Supports families who are struggling or need assistance
Department of Family and Children Services (DFACS)	Supports families in crisis
Student Support Team Coordinator	Supports students and assists teachers through SST and RtI processes
Technology Department	Funds coaches to provide job embedded training
United Way	Back Pack Buddy Program provides healthy food and snacks on weekends during the school year.

Local services include assistance and grants from our community business partner, as well as support from the 3-15 Battalion of Fort Stewart. The Read Across America program where kindergarten and first grade students are provided books to take home and the Back Pack Buddy system where students are provided with nutritional snacks they may take home over the weekend are funded through United Way.

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

Response

Once individual test results (GMAS and GKIDS) 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 GaDOE website. If results come in after school is out, the county mails GMAC 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.

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. GRASP and STAR Enterprise Reading and Math results are used during parent teacher conferences to show progress or lack of. Teachers use the data to show parents weaknesses along with strategies to target those areas.

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

Response: Formative (unit common assessments, teacher tests, student tasks, benchmarks) and summative (GMAS, GKIDS) assessment results drive instruction at Frank Long. At the beginning of the school year, grade levels meet in Professional Learning Communities (PLCs) to determine grade level weaknesses in reading, math, and science from CRCT and benchmark scores. From these weaknesses, percentage goals are set for improvement in each area. This data is also used in the school improvement plan for benchmarks. Teachers utilize GaLDS in Powerteacher when meeting in PLCs to discuss GMAS and STAR Enterprise for county benchmark assessments to target areas of strength and weakness. 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, data in third and fifth grades determine individual plans for remediation of students who fail reading and/or math to remediate and retest. 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. Weekly PLCs are utilized to discuss any students failing, why they are failing and interventions put into place to help them become more successful.

A school data wall is updated each year to portray yearly test data for the CRCT 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. Grade levels look at performance data in the fall, setting goals for the upcoming school year. Teachers will look at GKIDS, End of Year

Benchmark and GMAS data depending on the grade level. Target areas are determined by weaknesses in subject areas. A data room is found in the teacher training room to show growth charts on benchmarks as they are completed throughout the year. Previous CRCT data is also disaggregated by subgroups and portrayed in charts for teachers to use during PLCs. Parents can log into the Parent Portal to view current grades as well as nine-week averages and attendance.

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

Data is placed in the training room for visuals to show teachers, parents, and the school council what Frank Long is working toward each year.

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

Response: At Frank Long Elementary student assessments are given in all grades. Kindergarten students take the GKIDS assessment, first and second grades take quarterly benchmark assessments, third through fifth students take the GMAS. A testing plan has been written at the school-level to include all state and county policies and is enforced during each standardized 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 during the testing window from a secured area from the site based testing coordinator (Assistant Principal) 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. The assessments themselves have been validated and found to be reliable by the state or through research-based practices.

14. Provisions for public reporting of disaggregated data.

Response: State assessment data results are published statewide and released by the Georgia Department of Education. This data is also reported for the school and school district on the GaDOE 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 College and Career Ready Performance Index (CCRPI) status are printed each year with school ranking on the GaDOE website and the *Coastal Courier*. CCRPI data results are broken down by the disaggregation of subgroups. A data wall is also posted at the front entrance to the school showcasing previous CRCT, GKIDS, and the Georgia 5th Grade Writing assessment results along with a copy of the school improvement action plan. During the first Open House parents view a Power Point over Title I components and the school assessment data. CCRPI and test data results are also shared with the School Council at the first meeting in August.

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

Response: 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 GMAS , SLOs ,Benchmark, 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 data sheets, which provides an ongoing monitoring tool for the improvement goal areas, is linked with and aligned to the school's improvement plan.

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

Response: During post planning the Leadership 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 to all stakeholders to review and give 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.

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

Response: 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.

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

Response: 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 translation 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.

19. Plan is subject to the school improvement provisions of Section 1116.
Response: 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.