

Menlo Elementary

2015-2016

Title I Schoolwide/School Improvement Plan



Paula Buice, Principal

Mike Martin, Title I Director

Revised September 1, 2015

School Name: Menlo Elementary	
School Mailing Address: 2430 Hwy 337 Menlo, GA 30731	
LEA Name: Chattooga County School District	
LEA Title One Director/Coordinator Name: Mike Martin	
LEA Title One Director/Coordinator Signature:	Date:
LEA Title One Director/Coordinator Mailing Address: Chattooga County BOE 33 Middle School Road Summerville, GA 30747	
Email Address: mmartin@chattooga.k12.ga.us	
Telephone: 706-857-3447	
Fax: 706-857-3440	

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Title I School wide/School Improvement Plan

Planning Committee Members:

NAME	POSITION/ROLE
Paula Buice	Principal
Kathy Cooper	Kindergarten Teacher, Design Team Member
Jessica Fletcher	1st grade Teacher, Design Team
Heather Bachelor	2nd Grade Teacher, Design Team
Donna Brown	3rd Grade Teacher, Design Team
Amy Stivers	4th Grade Teacher, Design Team
Ashley Brown	5th Grade Teacher, Design Team
Angie Culbert	6th-8th Grade Teacher, Design Team
Susan Noel	6th-8th Grade Teacher, Design Team
Marie Rowland	Media Center Specialist, Design Team
Mary Beth Waggoner	Counselor
Tracey Reynolds	Title I Parent Coordinators
Samantha Stephens	
Teri Foley	
Becky Allen	6th - 8th Grade Math Teacher
Ansley Smith	School Council Chair/Parent
Kim Humphrey	Business Community Partner/Parent
Amy Anderson	Parent
Cissy Marshall	PTO President/Parent/Teacher
Kasey Wheat	School Council/Parents
Jason Morrison	
Amanda Key	
Amanda Larkins	Girl Scout Leader/Parent
Val Quinn	Parent
Carol Mitchell	Business Community Partners
Tim Willingham	
Glenda Hamilton	

SIP Components

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

Response:

- A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Those involved were members of the Design Team, professional learning communities of subject area/grade level teachers, and representatives from our school council and PTO. The Design Team and Grade level/subject area Teams met to disaggregate test scores, reviewed the survey results and review the needs for the upcoming year 2015-2016. The 2014-15 plan was reviewed, revised and updated based on the identified needs. The Design Team presented a draft of the action plan for staff review, uploaded to the website, and shared with parents through newsletters, school council and Annual Title I meeting for parental and community stakeholder input. The action plan was revised accordingly to shared responses and deliberation among the interested parties. The current action plan will be assessed at the end of each nine week marking period and mid-year to make further revisions as needed and follow-up on implementation of actions. Each action plan pertaining to the four academic areas is contained in the appendix that reflects how MES will improve.
- B. As part of strategic planning, school improvement planning committees met in professional learning communities monthly to review student achievement scores (GKIDS/STEEP/DRA/STAR/Benchmark/SLOs/CCRPI) and to use our data to identify existing strengths and weaknesses at every grade level. Strategies are shared to improve instruction. Vertical team members also meet to look at strengths and weaknesses across the curriculum in a subject area. Subject level vertical teams then use the data to set goals for “meets” and “exceeds” categories and develop professional development goals to help achieve these standards. Ongoing skill assessments and re-teaching are utilized to improve mastery levels by grade level teams. The STAR, DRA, Lexia, Milestones, SLOs and benchmark scores are used to evaluate the progress of basic skills in reading in first through eighth grade. STAR, Milestones, SLO’s and benchmarks are used to evaluate student growth and achievement in Math. Write score, Milestones and Lucy Calkins’ writing rubrics are used to evaluate writing progress among students in grades 3-8. Benchmarks are used to evaluate student growth in Social Studies and Science. Visitors, staff, and students have the opportunity to view our school’s academic progress on our Data Wall displayed in our Data Room (Room 17). Our staff and parents complete a needs assessment survey in the spring and results are analyzed by the parent coordinator and team of parent volunteers, including school council, to address needs/concerns addressed through the survey results. These needs are addressed in our Title I/SIP action plan. The Design Team meets monthly to discuss professional learning opportunities and to review the school improvement plan and title I plan.
- 2013-2014 CRCT scores *Milestones has not yet been released.
 - 2014-2015 Title I Parent Survey Results (Appendix B)
 - 2013-2014 CCRPI Report (Appendix A) *2015 CCRPI has not been released due to delay of Milestones scores.
 - 2013-2014 Writing Scores *Write score tests were not administered in 14-15.
 - 2014-2015 SLOs and Benchmark Results/STAR Test Results/LEXIA reports
 - Discipline/Attendance Data

The School Improvement Committee meets monthly at the school to discuss the needs of the school. The Leadership Team will review the SIP plan four times throughout the 2015-2016 school year (August 2015, October 2015, January 2016, and May 2016). Data teams meet every Wednesday to focus on data driven instructional decisions and grade level teams meet every Friday to analyze school, grade level, and

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individual student data and/or needs. The principal meets regularly with the teams to analyze data and address concerns/suggestions. Professional Learning Communities are formed within the data teams to pursue best researched practices and instruction to address concerns analyzed within the data points. The MES School Council meets four times a year to discuss school improvement.

C. We do not currently have migrant students at this time. However, if we do receive any, a plan is in place to diagnose their needs, create and maintain a profile based on a needs assessment, plan effective, engaging and standards based instruction. The school follows the procedure and guidelines established by the district for dealing with migrant children when applicable. We have taken into account the needs of migrant students who may enroll and be in attendance. We have developed a plan to assess their needs and identify appropriate support and resources available through assistance from our LEA. Timely communication in their languages will be provided. Parents will be given the opportunity to become acquainted with the school procedures and programs through a “Meet the Teacher Night” hosted before school starts and an “Open House” hosted within the first two months of school beginning. Resources are available that may assist English Language Learners. Title I Parent Coordinators host a district wide parent workshop in the Fall that assist ELL/ESOL learners and their parents to locate resources within their homeschools that will be of assistance to them.

D. We have reflected on current achievement data that will help the school staff and stakeholders understand the subjects and skills in which teaching and learning need to be improved. The academic advisors meet monthly with grade level teams to discuss improving instruction. Data teams meet weekly to review current data from unit assessments, Lexia, STAR and benchmarks to identify current learning needs. Subject level teams meet after CRCT scores are released to disaggregate data. Teachers are provided with two-year comparison of the CRCT data and benchmark data for disaggregation. This procedure will be followed with the Milestones once the data is released by the state. Subgroups that are in need of support are identified and addressed. Subject level teams and stakeholders compared two years of data and created charts of the CRCT data within domains of subject academic achievement, subgroups/demographic achievement, and overall meets/exceeds population. This procedure will be followed with the Milestones when results are released in October 2015.

	CRCT Reading		Lexile Level		CRCT Language Arts		CRCT Mathematics		CRCT Science		CRCT Social Studies		GA Writing Assessment	
	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013
3rd Grade	94%	97	66	59	83	89	86	86	77	78	91	86	~	~
4th Grade	97	97	74	70	84	80	90	83	71	87	82	87	~	~
5th Grade	97	100	46	44	91	93	91	95	81	76	84	88	91	67.5
6th Grade	98	97	~	~	90	97	85	86	83	78	68	75	~	~
7th Grade	100	95	~	~	97	87	98	97	92	87	90	79	~	~
8th Grade	100	100	77	74	100	97	94	97	92	76	65	82	100	91
GA	94.6	94	3rd Grade		93	92.3	88.1	86.8	82.3	80.3	81.3	79.3	~	~

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Performance Target			(650) 5th (850) 8 th (1050)												
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The lagging data (CRCT) reflects improvement over the last several years. An identified area to improve is meeting performance targets in ELA, elementary Science, and Social Studies. The data reflected in the CCRPI and the CRCT shows that one of the weaker areas is the percentage of students meeting the Lexile cut scores for 3rd, 5th, and 8th grades. The ELA vertical planning teams concluded that increasing the rigor and the DOK within the instructional units across all subjects would increase the Lexile reading levels of students. K-2 data teams will focus on increasing basic reading/phonic skills and fluency; grade 3-8 ELA data team will focus on improving writing as assessed through Lucy Calkins’ rubrics. Areas of focus for MES this year will be to increase the instructional rigor in ELA and all subject content area, differentiate instruction to meet needs of all students with a focus on students with disabilities and economically disadvantaged, especially in ELA instruction (writing processes and grammar/mechanics) and achievement in Science. CRCT historical data reflects significant improvement with students with disabilities in math, reading, and science. Although significant growth has occurred in math, this area will still be targeted to achieve continual growth.

The CCRPI (Appendix A) serves as lagging achievement data to assist teachers in targeting areas of growth and weaknesses of students, as well as, to identify instructional practices that are effective among individual students who exhibit high student growth. Indicators that are identified as not meeting target include: 1) the percentage of students meeting Lexile levels, 2) the percentage of students exceeding on the CRCT, and 3) the percentage of students passing all four subjects in the classroom and on the CRCT.

For the 2015-2016 school year, grades K-2 data teams will focus on math fluency of basic addition/subtraction/beginning multiplication facts. Grades 3-5 data team will focus on multiplication/division fact fluency, and improving understanding of fractional concepts.

Parents are surveyed in the spring regarding their perceptions about the instruction and areas of improvement. (Parent Survey – Appendix B) The parent survey reflected positive responses towards parent engagement opportunities and high learning expectations. Timely feedback was noted as an area to improve.

SLO data was reviewed for grades K-3, as well as GKIDS, to identify specific learning needs. Math was identified as an area of weakness on the 3rd grade SLO. IXL, Study Island, A Story of Units and Accelerated Math will be used as a safety net and used to help students for remediation and acceleration. Targeted instruction will be provided for students who experienced low growth in Reading through Orton Gillingham methods, afternoon tutoring, and other identified research based strategies. Current data from STAR will guide instructional decisions.

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MES 2014-2015 SLO Data (Grades K-3)

<u>Teacher</u>	<u>Grade/ Subject</u>	<u>Low Growth</u>	<u>Expected Growth</u>	<u>High Growth</u>	<u>Expected or High</u>
Teacher B	K/ ELA	0/21=0%	3/21=14%	18/21=86%	21/21=100%
Teacher C	K/ ELA	0/23=0%	0/23=0%	23/23=100%	23/23=100%
District Avg	K/ ELA	11/222=5%	35/222=16%	176/222=79%	211/222=95%
Teacher B	K/Math	2/21=10%	0/21=0%	19/21=90%	19/21=90%
Teacher C	K/Math	0/23=0%	0/23=0%	23/23=100%	23/23=100%
District Avg	K/Math	11/222=5%	21/222=9%	190/222=86%	211/222=95%
Teacher F	1/ELA	9/46=20%	11/46=24%	26/46=57%	34/46=80%
District Avg	1/ ELA	52/232=22%	90/232=39%	90/232=39%	180/232=77%
Teacher M	1/ Math	5/46=11%	13/46=28%	28/46=61%	41/46=89%
District Avg	1/Math	67/234=29%	84/234=36%	83/234=35%	167/234=71%
Teacher M	2/ELA	8/46=17%	21/46=46%	17/46=37%	38/46=83%
District Avg	2/ ELA	62/223=28%	88/223=39%	73/223=33%	161/223=72%
Teacher Ba	2/ Math	6/46=13%	13/46=28%	27/46=59%	40/46=87%
District AVG	2/ Math	69/218=32%	82/218=38%	67/218=31%	149/218=68%
Teacher T	3 ELA	8/35=23%	12/35=34%	15/35=43%	27/35=77%
District Avg	3/ELA	62/194=32%	65/194=34%	67/194=35%	132/194=68%
Teacher Br	3/Math	18/35=51%	10/35=29%	7/35=20%	17/35=49%
District Avg	3/Math	88/196=45%	71/196=36%	37/196=19%	108/196=55%

Although Spring 2014 Milestones data have not been released and updated CCRPI reports, the data teams utilized 2014-2015 SLO's and benchmarks to analyze current needs of improvement, in addition to lagging data. The school improvement team will analyze the Milestones data in October of 2015 and revisit the school improvement goals.

- E. MES has 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 and the State student academic achievement standard, including our subject area subgroups of math, ELA, science and social studies. Students are provided targeted instruction, based on their weaknesses as identified in the state testing and universal screening from STAR, through ELT (extended learning time) and afternoon tutoring services. The 2014 CCRPI and Georgia Milestones data cannot be analyzed at the present time due to delay of state release of data. We have identified students who are not yet meeting standards of the 2014 CRCT state tested performance standards.
- 53% of SWD did not meet ELA standards on the 2014 spring CRCT, with a loss from 50% of SWD not meeting ELA standards on the 2013 CRCT. Although a significant number of SWD did not meet science standards, a significant increase was noted from the past two years from the DNM to Meets category.
 - Our economically disadvantaged subgroup performance is analyzed and determined at the present

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time to meet performance targets.

- Plans are constructed to incorporate higher level thinking and accelerate students that score in the 840-850 range. Interpretation of data reflect that the percentage of the gifted population at MES score below state average in the exceeds category in every subject.
- Our students' Lexile levels in each grade fall below the state performance target as reflected in the 2014 CCRPI data.
- SLO measures reflected a low student growth among 3rd grade SWD students in the area of math fluency.

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

➤ The major strengths we found in our program were...

- The majority of our regular education students are meeting state performance targets in Reading, Math, Science and Social Studies subject areas.
- 70% or greater, with the exception of third grade, had adequate/high growth on the SLO measures.
- We are entering our second year of instituting a more rigorous math curriculum for all students based on the CCGPS math frameworks called "A Story of Units." Teachers participated in district wide professional development session during the summer and will meet with vertical teams throughout the year. Teachers also participated in summer math institute, district wide Social Studies and Science vertical team planning, and STEM training for grades 6-8. K-8 teachers also engaged in Math Common Core Planning Teams through the 2014-2015 school year in which they will develop common benchmark assessments and aligned curriculum maps for the district curriculum. A K-12 District Vertical Team in each content area will continue to meet monthly for the 15-16 school year.
- Student achievement and growth fall within or above state averages.
- The district supports the teachers with adequate professional development to prepare for state changes in curriculum and assessment, as well as, school and personal professional growth goals.
- CRCT Math, Reading, Science, and Social Studies DNM categories reflected a decrease from 2012-2013 CRCT scores.
- READ 180 classes reflected adequate/high growth in Reading. This program is offered to 4th/5th grade students. Additional seats have been purchased to provide the READ 180 program to struggling readers in grades 6-8 for the 2015-2016 school year.
- Professional development is in place to assist teachers in planning and implementing effective differentiated instruction.
- Data teams assist in building Professional Learning Communities and analyzing current achievement data to target instruction in order to meet the needs of all students.
- The level of teacher commitment is high.
- Parental support is strong at MES as reflected in the survey.

➤ The major needs we discovered were . . .

- Reading weaknesses identified within domains were Reading for Information for grades K-5, and vocabulary development for grades 6-8 as reflected on the 2014 CRCT. *Milestone data has not been released yet.
- The special education population was identified as a low-performing population among grades 6-8 as reflected in STAR data.
- Lexile cut levels as reflected on the CCRPI remain to be low according to state benchmark for all grades.
- The white subgroup achievement in Math and Reading did not meet the state performance target.

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- In grades K-2, a weakness in place value understanding had been noted. In grades 3-8, the largest weakness identified was Numbers and Operations.
- Students with disabilities are being targeted with special emphasis in the academic areas of ELA with a primary focus on writing and grammar/mechanics. An additional ELT class will be in place for grades 6-8 SWD identified as not meeting ELA, with targeted instructional goals. Tutoring services will be provided for all students.
- A weakness with the domain of Economics was noted on the 2014 CRCT.
- All teachers should further develop differentiation strategies and implementing the RTI model. For example, teachers will participate in book studies to investigate and explore opportunities to differentiate classroom instruction, processes, and settings to optimize student learning in the RTI process. PLC's will continue to research and implement differentiation strategies.
- Plans are made to improve understanding among teachers, students, and parents of the new state test and data analyzed from the Georgia Milestones, which replaced the CRCT.

➤ The needs we will address are . .

- Develop strategies and plans for determining readiness, curriculum and assessment tools, and instructional strategies for key concepts for English language arts and math standards concerning Common Core Standards.
- Improve teaching and learning practices to raise LEXILE levels and Milestone scores in Reading in Grades 3-8, as well as county benchmark scores/SLO's for grades 1, 2 and 3. (Orton Gillingham training)
- Increase percentage of students who exceed target levels in all academic subjects by implementing more rigorous instructional practices/DOK.
- Subgroup weaknesses within domains will be addressed through professional development, book studies, and targeted instruction through classroom instruction and Extended Learning Time.
- Continued implementation of technology through daily lesson planning. (Smart Exchange implementation/training, Texas Instruments Calculator training, Smartboard Training)
- Differentiation practices targeted to help all students (remediation, acceleration, student interests). Professional development within the area of differentiation strategies will be provided to the teachers.
- Increase parental involvement through effective means of communication. (Infinite Campus, Parent Workshops, Parent Conferences, School Webpage/Facebook, Shout Point, MES House system, and Parent Engagement App)
- Increase parental awareness of changes in curriculum with the adoption of Common Core Standards and the school evaluation process of the CCRPI (College Career Readiness Performance Index), as well as, the changes of the new testing system and criteria (Georgia Milestones).
- Increase teacher understanding and the expectations of the evaluation system TKES.
- Identifying and analyzing data regarding early numeracy and literacy decoding/phonemic weaknesses through formative, summative, and diagnostic assessments.
- Analyze and utilize data to increase student understanding/growth/achievement by performing data teams.
- Establish effective professional learning communities.

➤ The specific academic needs of those students that are to be addressed in the school wide program plan will be...

- Specific reading interventions targeting phonics, phonemic awareness, decoding skills, fluency and vocabulary development for students who are below grade level in their independent and/or

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instructional reading level. (Lexia program, Thinking maps, Saxon Phonics K-2, STAR, IXL, Reading Eggs, Scholastic Readers, Orton Gillingham training)

- Increased emphasis on informational reading through non-fiction text and instructional focus on text features across curriculum. (Increased Lexile, Lexia, leveled classroom libraries)
- Interventions for all grade levels to build mathematical fact fluency, vocabulary development, place value understanding and conceptual knowledge of math standards. (STEEP, Thinking maps, Vertical Team Planning, Data teams, A Story of Units, Big Brainz, Study Island)
- Interventions that use a variety of presentations with an emphasis on hands-on activities in Math and Science. (Thinking Maps, Hands-on Standards, Increased lab time, A Story of Units)
- Focus on the development of government, civics, and economics standards through increased reading time on current events. (Social Studies Weekly for grades K-5, Gallopade, Study Island)
- Increase rigor and depth of knowledge in instructional practices through all subject areas. (Differentiation PLC's, DOK training, Data team training, Book studies pertaining to differentiation in the classroom)
- Increase student achievement through increased rigor and targeted weaknesses as identified through benchmark data in Science. (USA Test Prep, Future Problem Solvers)
- Improve the writing process through student self-evaluation and goal setting (Lucy Calkins, Write Score)
- Special Education students and RTI who are not performing at their targeted performance levels will use computer software (Study Island, Reading Coach, Lexia, Write Score, 4th/5th grade SpEd/RTI students Read 180) to improve comprehension and ELA standards.
- Academic needs of students will be addressed in the schoolwide program learning communities (PLCs). At MES we will also develop stronger relationships between students and adults through Teachers as Advisors. We will take the information gained from student, teacher and parent surveys to focus on the needs identified. The MES House system will be utilized to build stronger, supportive relationships among faculty and students. (Ron Clark Academy House system)

➤ The ROOTCAUSE/s that we discovered for each of the needs were . . .
(How did you get in this situation? What are some causes?)

- Subgroups of students were not provided “continued” specific phonics instruction and decoding skills early enough to prevent reading weaknesses.
- Data teams were not formed and nor reflecting on current achievement data to identify pertinent needs.
- Students were not identified as in need until a deficit occurred.
- Manipulatives were not used sufficiently and for an appropriate amount of time in math for those students who needed them.
- Students were not fluent with math facts due to little time to build fluency within conceptual frameworks.
- Focus of reading instruction has predominantly centered on fictional text and structure.
- Students lacked problem solving skills (Level 3: Shorter Term Strategic Thinking and Level 4: Extended Strategic Thinking). Depth of knowledge was not utilized effectively in developing more rigorous thought processes and effective questioning.
- Writing across the curriculum was identified as a cause in ELA and holding students accountable for formal language.
- The need to revisit and redesign at school and district level a well-articulated ELA curriculum that is aligned to Georgia Common Core Standards and common assessments
- Alignment of science and social studies standards to a common curriculum map

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G. The measurable goals/benchmarks we have established to address the needs for all students at MES by 2015-2016, are...

Academic Performance Goal

MES students in grades 3-8 will maintain a passing rate of 5% of the state average on the ELA, Math, Science, and Social Studies portions of the GMAS. The 2014-2015 GA Milestones EOG will act as a baseline for the upcoming 2015-16 school year in establishing targeted performance measures. A historical look at the data for MES generally shows that the students at MES score at or above state average in all subject tested areas of the CRCT. 55% of SWD will meet or exceed on state standards in ELA on the 2015 GMAS. A focus on increasing rigor and addressing all needs of students through differentiation will pertain to all academic subject areas.

Technology Performance Goal:

Menlo Elementary School continues to increase access to technology for instruction, assessment (formative and summative), and progress monitoring. Professional development in effective technology instruction will be implemented to increase the use and effectiveness of technology classroom instruction. The technology purchases and professional development will support all areas of curriculum.

Parent Involvement and Student Motivation Performance Goal:

MES will focus on parent involvement for the 2015-2016 school year. MES will provide parents with multiple forms of communication and education tools to increase parent involvement as it directly relates to student achievement and new testing procedures throughout the year.

TKES and LKES Performance Goal:

TKES and LKES will be implemented staff wide at MES during the 2015-2016 school year. Teachers will set personal professional goals to address student learning.

*2. School wide reform strategies that are scientifically researched based, directly tied to the comprehensive needs assessment and academic standards.

Response:

After review of our scores, we will use the following scientifically, research based strategies/programs (Appendix C):

- Professional development will focus on increasing DOK levels in instruction and developing rigor concerning Common Core standards; incorporating the use of thinking maps across all subjects; *Writing to Win* journaling across the curriculum; establishing PLC's among grade level bands; differentiating instruction to meet the needs of all learners; analyzing formative and summative diagnostic assessments to plan for future instruction; increase the use of technology and more effectively implement the use of technology in instruction; and establish effective data teams across grade levels.
- Utilize writing tasks across the curriculum - journaling across the curriculum with the "*Writing to Win*" program and Lucy Calkins' Writing program
- Use Lexia, Reading Eggs, and Saxon Phonics to build mastery of phonics and phonemic awareness
- Use Developmental Reading Assessment (DRA) and STAR to determine reading levels and plan for future instruction
- Teachers will collaboratively plan vertically with subject area teachers and across grade level teams

- Use of system developed benchmarks to assess student learning and other assessments to guide and differentiate instruction (Gallopade, Storyworks, USA Test Prep, Scholastic Weekly Studies)
- Students in grades 1-5 will participate in timed tests for basic math facts and reading on a regular basis to increase fluency (STEEP, Big Brainz, A Story of Units)
- Utilize games, GPS framework tasks, instructional software, math manipulatives, and Thinking Maps to provide differentiated instruction and to improve achievement on targeted academic skills
- Continuation of implementing small-group instruction/intervention in math, reading, and writing through Extended Learning Time (ELT)
- Adhere to the Instructional Calendars to ensure that all students are being taught the CCGPS in an effective and timely manner
- Utilize Write Score to increase the student achievement in the areas of writing constructive and extended responses
- Integrate the use of technology into the curriculum via interactive classroom lessons (Smart Boards, document cameras, student response systems, laptop use, student computers, engaging supplemental software and licensing that supports core academics)
- Use computer based instruction as effective tools to extend learning opportunities for students (Study Island, Classworks, Lexia, IXL, Brain Pop, Starfall, AR Book Quizzes, Classworks, Reading Eggs, Scholastic Read 180, Big Brainz, Study Island, Edutyping)
- Use effective reading strategies delivered through Scholastic Read 180 program to build reading skills among struggling readers. Professional development in Orton Gillingham methods will be provided for grades K-2, and READ 180 training for grades 4-8 ELA teachers.
- Continuation of America's Choice workshop format: Readers, Writers, and Math Workshop
- Use of Thinking Maps across curriculum subjects
- Increase job-embedded professional development (PLC's formed to identify and study research-based reading, math, and science strategies, and differentiation strategies, based on school improvement goals.)
- Identify and utilize lead/model teachers to provide additional support to teachers on implementing effective instructional strategies via professional development and/or modeling lessons; as well as to provide additional support to students in the classrooms, as needed.
- The Math Team, Literacy Team, Social Studies Team and Science Team will continue to facilitate the use of quality teaching strategies for math, language arts, social studies and science.
- Create a culture of positivity and praise through establishing a house system in conjunction with Teachers as Advisors.

2(a). School wide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

The ways in which we will address the needs of all children in the school particularly the needs of students that are not demonstrating proficiency related to the State's academic content and student academic achievement standard are to implement common core standards with an emphasis on building vocabulary of the standard and unpacking the standards through tasks applicable to real-life scenarios. Thinking maps will be utilized across all grade levels and subject areas to assist students in building "thought processes" to increase vocabulary understanding and conceptual understanding of standards. Lucy Calkins Writing and *Writing to Win* will be used to address informational writing procedures and address new testing criteria for Georgia Milestones that will initiate constructive and extended responses. Lexia, IXL and Study Island will be used to provide computer assisted instruction, frequent assessment, and online availability for practice at home on grade level standards. STEEP progress monitoring will be administered to grades K-5 to determine fluency progress.

Non-negotiables of basic skills pertaining to ELA and Math have been developed K-8. These non-negotiables must be mastered by the end of the grade level and will help clarify the basic conceptual knowledge a student must demonstrate for promotion, as well as, offer benchmark goals throughout the year. These non-negotiables and benchmark assessments will be discussed in the monthly grade level meetings. We will use the benchmark testing, SLOs, Milestones, Lexia, Study Island, STAR, DRA, USA Test Prep, Write Score and STEEP to determine whether expectations are being met. Students in 4th through 8th grades, who have demonstrated weaknesses in ELA, will receive specialized reading instruction through the Scholastic READ 180 program. Leveled reading material will be provided through Story Works, Scholastic Weekly readers, and leveled classroom libraries. Afternoon tutoring will be provided for students not meeting the standards.

If progress is not made, the staff will re-evaluate our strategies using curriculum specialists. A curriculum specialist will assist with data analysis and developing effective instructional strategies to address academic needs as noted in the STAR assessments.

2(b). Are based upon effective means of raising student achievement.

- The Common Core Curriculum is the result of research from universities across our country. It is the basis of GCPS Academic Knowledge and Skills. GCPS provides parents and teachers with a concise list of skills and knowledge students must gain at each grade level and in each subject.
- The Response to Intervention (RTI) system will provide evidence based instructional strategies for identifying struggling students. As a result, our staff will provide intensive intervention for these students in the process.
- IEP/ELL plans (overcoming learning barriers through implementation of effective instructional plans)
- Integrating Technology- In 2000, the US Department of Education appointed experts to review educational technology. The Educational Technology Expert Panel: Exemplary and Promising Educational Technology Programs 2000 reported, "Educational technology has now evolved to a point where its power to transform schools is evident." The panel further defined educational technology as "A variety of electronic tools, media, and environments that can be used to enhance learning, foster creativity, stimulate communication, encourage collaboration, and engage in the continuous development and application of knowledge and skills." Information technology can be incorporated into forms of learning that can be customized to students. Technology support has been a priority for our students. We have two full labs, a travel laptop lab, five I pads per classroom, a traveling Ipad cart and additional computers in our Media Center. We have used Title I funds to provide additional classroom technology access through Smart Boards and computers. We also provide web-based educational programs such as IXL, Lexia, Study Island, and Big Brainz. Smart boards are in every classroom and two smart tables in lower grades.
- Extended Learning Time-Malcolm Gladwell devoted a chapter in his book, Outliers, to reveal how programs such as the KIPP School have shown outstanding results by providing additional time for learning during the day and year. Extended day tutoring and extensions funded by Title I and McKinney Vento funds. These funding sources may also provided transportation which is a critical factor in allowing our

students to attend.

- Targeting instruction- Our Design Team, Data, Math, Literacy, and Science Teams make data driven decisions an integral part of our improvement plan. Teachers use data to plan for future lessons. STAR and Performance Matters are data management systems that assist teachers in disaggregating the data and identifying student strengths, weaknesses, and best practices for instructional decisions.
- Instructional Focus Meetings provide staff with professional development. Instructional coaches and teacher leaders prepare and deliver research based professional development on a monthly basis.
- Professional Learning Communities- grade levels meet to apply and assess knowledge gained in the IFMs by constructing common lesson plans and assessments. 2015-2016 Goal – Teachers will further develop and implement differentiated instruction through PLC’s.
- Implement parent involvement activities that improve student academic achievement and school performance (i.e. Family Math and Science Nights, Family Reading Night, Title I Annual Parent Meeting)
- Research based teaching strategies/programs (Appendix C)

2(c). Use effective instructional methods that increase the quality and amount of learning time.

Response:

We will increase the amount and quality of learning time by . . .

- After School Tutoring
- Monday School Tutoring (if funding is available)
- Extended Learning Time blocks (40 minutes)
- Increasing Depth Of Knowledge and Academic Rigor
- Utilizing Research Based Strategies
- Improving Data Analysis and forming effective Data Teams
- Improved understanding and effective use of differentiation strategies
- Building classroom climates of positivity, praise, and high expectations

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response:

Menlo Elementary’s School Improvement Plan targets populations that include all students in grades K-8 in all subject content areas, with a special emphasis on students with disabilities in ELA and math.

Individualized Education Plans for Special Education students, as well as Response to Intervention Tiered Plans for Tier 2 and 3 identified students, will be developed and implemented to ensure that effective instructional strategies are implemented and appropriate testing accommodations are provided based on the students’ needs. 504 plans are developed for qualifying students to ensure all needs are being met; teachers track student progress. Accommodations and interventions are identified throughout the instructional process to assist English Language learners.

GMSA data, benchmark testing, writing test, pre and post unit tests, student portfolios, and parent surveys will help determine if the needs of the targeted population have been met and are consistent with our school improvement plan. Local and state data will be analyzed regularly to ensure that data-driven decisions are made to meet the needs of all students, particularly targeted populations. Differentiated instruction for all students, especially targeted population, based on ongoing data analysis will be provided. Establishing measurable goals to meet academic standards, measuring and monitoring student progress, and providing support in the targeted areas of mathematics and reading are consistent with the Educate America Act. The progress of Homeless students is monitored and tracked by grading period through the McKinney Vento

liaison.

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the school wide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring.

Response:

We are not providing field trips with Title I funds.

*3. Instruction by highly qualified professional staff.

Response: We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Currently all teachers and paraprofessionals at MES are considered highly qualified to teach all assigned areas.

- The percent of classes taught by teachers certified for academic subjects and grade level is 100%.
- The percent of classes taught by teachers with a major, minor or the equivalent in the subject being taught is 100%.
- The percent of classes taught by teachers who participated in content-focused professional development is 100%.
- The percent of teachers with a Masters Degree or greater is approximately 65%.
- All instructional paraprofessionals have passed the state exam.
- 100% of staff is HQ.

We have incorporated a teacher-mentoring program...

- All new teachers are assigned to a fellow teacher for subject area support.
- All new teachers are assigned at team leader or mentor to help them with day-to-day duties and responsibilities at the school level.

*3(a). Strategies to attract highly qualified teachers to high-needs schools.

Response: Strategies used to attract highly qualified teachers: Provide a strong mentor during the new teacher's first year.

- Provide meeting and release time between mentor and mentee.
- Provide on-going staff development in areas of need and appropriate resources. For example, academic coaches lead vertical team meetings, focusing on current curriculum maps and resources (Lucy Calkins Writing, READ 180, A Story of Units Math) for all grade level teachers and resource teachers. Ongoing instruction with state mandated "Response to Intervention" and school implementation is in progress. Further training on ways to incorporate math manipulatives in math instruction has been explored in math PLCs, professional development conducted by the academic coach and Webinar sessions delivered by the State DOE.
- Provide assistance from the administrative team, district Academic coach, curriculum specialist and model classrooms
- Strengthen relationship with Shorter College, Berry College, and Georgia Highlands through student teaching.
- Provide additional professional development assistance through an instructional coach.

- State supplements for math/science teachers.
- County sponsored gifted endorsement, reading endorsement, and technology certification
- Teachers are assigned in areas in which they are HiQ.
- Focus on following characteristics of effective teachers when interviewing prospective candidates:
 1. Deep knowledge of content
 2. Knowledge of best practices in instruction
 3. Knowledge of the learning process
 4. Skills in using student data to make instructional choices
 5. Respect of students
 6. High expectations
 7. Passion for teaching
 8. Ethical and moral commitment
 9. Results
 10. Differentiation

***4. Professional development for staff to enable all children in the school**

A. Response:

We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.

- The MES Design Team, along with Lead Teachers and Academic Instructional Coaches, identified specific school improvement needs in the areas of Language Arts, Math, Reading, Social Studies and Science. They developed and executed an improvement plan to address the identified needs.
- Implement teacher study groups to research and analyze effective teaching strategies, explore differentiation, analyze student work and data through book studies, grade-level team meetings, data teams, and PLC's.
- Teachers undergo continuous training over the Student Support and RTI process to address intervention strategies in order to improve teacher response to student weaknesses.
- Teachers and staff are trained off site and redeliver to the entire group when necessary to keep research-based data and strategies up to date and in practice in each classroom. For example, teacher attended A Story of Units development this past summer to revamp units of math instruction that reflected the incorporated more rigor and constructive response. The district math vertical teams reviewed the progress of the first year implementation of the new math program. Other subject area teachers in Science have attended GPS training through GYSTC for redelivery and meet with a district wide vertical science team to analyze current curriculum, as well as, student achievement. Webinar sessions on specific content areas have provided further professional development concerning CCGPS frameworks and tasks. Subject area teachers plan to attend professional development opportunities as they pertain to the identified needs (i.e. GCTM Math conference, State Science Conference, Orthon Gillingham training, Lucy Calkins ELA training sessions, RESA classes pertaining to differentiation and depth of knowledge, Thinking Maps, Ron Clark Academy)

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

- Teachers are required to plan collaboratively within grade levels and also within subject areas. This allows the spread of good effective teaching practices to go beyond one teacher, as well as, creates an environment where teachers can receive not only support but also appropriate criticism learning from one another. This practice is supported by monthly grade level meetings and vertical team meetings, and establishes professional learning communities to explore differentiation strategies. Data teams will be established across subject levels to analyze ongoing current data

points pertaining to student achievement .

- Teachers are trained on the new evaluation system in Georgia, TKES, and understand the process that reflect these standards. Professional development is aligned to the TKES standards that have been identified as weaknesses or areas of concern among the staff.
- Horizontal grade level meetings occur monthly. Vertical team meetings occur every nine weeks. During this time, grade level teams meet to discuss student progress, plan lessons, disaggregate data, and plan for curriculum alignment.
- The instructional coaches work closely with teachers in aligning and unpacking Common Core standards and delivery of standards-based instruction.
- Teachers are updated concerning changes to the CCGPS and the new Georgia test, Georgia Milestones Assessment End Of Grade.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems.

- As a school, we decided that a major focus that we need to address is effectively implementing the differentiation strategies in all subject areas across all grade levels. In 2013-2014, professional learning communities were established among the grade and subject levels, to define and identify effective differentiation. During the 2014-2015 school year, effective and consistent differentiation practices will be embedded within the instruction. A book study, of “Advanced Differentiation,” will help guide PLC’s in implementing consistent uses of differentiation strategies to address students’ learning styles and needs.
- Another focus of academic subject areas is to increase the rigor and DOK questioning in instruction and learning expectations. Professional development within this area will include training at the Ron Clark academy for all MES teachers to develop high learning expectations and implement rigorous tasks that challenge all students.
- K-2 ELA teachers will receive Orton-Gillingham training to address student weaknesses in reading fluency and basic phonics skills.
- Another major focus that we need to address is Response to Intervention. Many teachers are struggling with allocating time for Tier III interventions. A thirty minute Extended Learning Time has been devoted to RTI. Tutoring funds have been allocated to support Monday school tutoring sessions as needed. Identifying Tier III resources/interventions is also an issue of concern.
- Performance Matters and STAR (Data Assessment Management Systems) have been purchased to assist teachers in analyzing formative, summative, and diagnostic assessments to plan for future instruction and individualize interventions for optimal student learning.
- Classroom Libraries will be updated to include more non-fictional choices and titles to reflect Common Core Frameworks.
- Smart Exchange training will be provided for one day to update teachers concerning Smart tools applicable to Common Core standards.
- READ 180 has been purchased for 4th through 8th grade students to be utilized as a program to address students that are struggling readers and writers.
- An academic consultant will meet with Reading and ELA teachers every nine weeks to analyze and interpret STAR data. The consultant will assist teachers in identifying appropriate interventions to address students’ learning needs as identified from the STAR data.

D. We have 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 within the overall instructional program. Professional development for analyzing STAR Reading and Math data, as well as Performance Matters, will help teachers utilize the data analysis programs to identify strengths/needs of all students in grades K-8. The academic instructional

coaches assist teachers in disaggregating data to examine all domains related to student achievement. Teachers will be trained in the testing administration of all state and local assessments required for each grade level. These include but are not limited to: GKIDS, SLO's, GMAS, GAA, and county-wide benchmark assessments. Teachers meet with professional learning communities to review and interpret data. MES will be engaged in PLC's focused on Advancing Differentiation of Instruction for the 2015-2016 school year.

***5. Strategies to increase parental involvement.**

Response:

MES has involved parents in the planning, review, and improvement of the comprehensive school wide program plan by inviting them to attend the SIP meeting at MES and the Annual Title I meeting. These meetings are publicized on the website, school Facebook site, PTO webpage, monthly newsletter and the school's marquee. It is an open meeting and parents as well as all stakeholders are invited to attend. The parents who attended in the spring of 2015 and the Fall of 2015 contributed significantly to the revision of the parent/teacher/student compact (Appendix E), the parent involvement plan (Appendix D) for MES, and the Title I school wide plan.

- A. We have involved parents in the planning, review, and improvement of the comprehensive school wide program plan by . . .
- Inviting parents to participate in the writing of our school wide plan in August 2015
 - Asking our Local School Council, primarily made up of parents, to review and make any suggestions to the school wide plan
 - In September 2015, all parents are invited to attend the Annual Title I Orientation meeting to receive information about the School-wide Title I program and to offer input regarding the draft of the Title I School-wide Plan
 - Title I parent compacts and parent involvement policy are sent home to each family at the beginning of the school year, August 2015. Parents sign a document stating they have received the Parent Compact (Appendix E).
 - Title I comprehensive school wide plan is posted on the website and made available to the LEA, parents, and the public (internet, newspaper, newsletters)
- B. We have developed a parent involvement policy included in our appendices (Appendix D) that
- includes strategies to increase parental involvement and communication
 - compacts required – include with the policy
 - Parent involvement activities include but are not limited to...
 - We have a family math night that provides parents an opportunity to learn and play math games that will assist their children in learning the grade level standards in a fun and motivating way. “Bag of games” is available for parents to take home and continue to build those math skills through game playing.
 - Family reading nights are held each Thursday evening from 5:00-7:00 to allow parents, students and community members opportunities to use the media center and computers.
 - Invited parents to an open forum during PTO and Open House to address Title I Plan and Parent Involvement opportunities.
 - Actively recruiting parents to participate in Classroom Moms/Dads, tutoring programs, and book fair.
 - We will host a Georgia Milestones End Of Grade/ Technology night to let parents practice sample CRCT items and inform parents about the new parent portals.
 - County-wide and school initiated parent workshops are offered throughout the year to help educate parents, grandparents, and guardians about availability of school resources and instructional

strategies.

- School and class newsletters to update parents on coming events and news.
 - A parent resource area, where parents can check out materials and videos on topics from academics and social issues, to parenting tips.
 - An active Parent Teacher Organization
 - Parent compacts (*Appendix E*)
 - Part-time Parent coordinator is funded through Title 1
 - Planners used by students to help keep parents informed
 - Science Family Night (partnered with GYSTC)
 - Doughnuts for Daily Writing
 - Grandparent Icecream social
 - Administered needs assessment survey developed by the system to target parent involvement opportunities (*Appendix B*)
- describes how the school will provide individual student academic assessment results, including a interpretation of those results
- A parent portal allowing a parent to check on their individual child’s academic progress and attendance.
 - The school calendar is located on the school website and included in the student agenda so that parents are informed of testing dates and report card dates.
 - Parent conferences are available during teacher planning periods and after school hours.
 - A Georgia Milestones End Of Grade/ Technology night is held to let parents practice sample Georgia Miles Stones EOG items and inform parents about the Georgia Milestones End of Grade tested domains.
 - Workshops for parents are provided on: parent portal registration, standardized testing, partnering with the teacher to improve their child’s achievement, holding a parent/teacher conference.
 - Information is provided in the Student Handbook regarding expected grade level proficiency levels and standards that must be met for promotion.
 - MES provides each parent a summary of the students Georgia Milestones End of Grade scores and Georgia Student Growth Measure, benchmark scores, and SLO’s scores for grades 1-8. These reports give parents information pertaining to promotion and modifications.
- makes the comprehensive school wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- The Title I plan and other Title I documents are available on the school website. The website URL is made public through class newsletters and local newspaper.
 - A hard copy of the Title I Comprehensive Plan is available in the front office for review.
- compacts required – include with policy (*Appendix D-E*)
- Menlo Elementary will survey its parent population, at least annually, to evaluate the effectiveness of our parent involvement program and other school goals.
 - The Title I committee, consisting of parents, community members, school administration and staff will meet to review and/or revise the Title I school-wide Plan, the School Parent Involvement Policy, and School/Parent Compact.
 - All meetings are documented using an agenda, attendance log, and minutes.
The compact will be distributed in the Fall each year as tool for parents, teachers, and students to help define the expectations and responsibilities of each stakeholder. Parents, teachers, school Principal, and students will sign the compact after discussing and understanding their roles and responsibilities.

*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

Response:

A. Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year.

Preschool to Kindergarten

Menlo Elementary School offers a preschool for four-year-old students. Before school begins, the preschool teacher conducts an on-site visit with parents and students to answer questions and gain a better understanding of the student and family. Students and parents are offered an opportunity to meet with the teacher and will receive student packets to help with the transition from home to school or preschool to kindergarten. Throughout the school year, preschool students attend school assemblies to adjust to school routines. Also, the parent coordinator and teacher will conduct a visit to the kindergarten classes at the end of school to help them know what to expect for the next year.

Additional support is provided through kindergarten instructional paraprofessionals. All paraprofessionals are required to have 50 hours of professional development training and to have successfully passed the State exam to become highly qualified.

8th to 9th Grade Transition

The eighth to ninth grade transition is a big step for our students at Menlo School as many of them have attended Menlo School for their entire educational experience. If this big step is thoughtfully planned, then the transition to a new school is not so hard. The transition plan will include:

During spring semester, the eighth grade class will take a field trip to the high school. During this field trip the principal will welcome them to the building. The students will then be given a tour of the campus including hallways, lunchroom, gym, and any buildings in which elective classes may be held. The vocational teachers and those who teach freshman elective classes will discuss what their different classes offer. One teacher representative from each academic area will briefly discuss what the freshman academic year is like. Other events allow CHS students and MES 8th grade students to interact through pep rallies, FFA meetings, FCA meetings, sporting events, 4-H events, etc.

In early March a few high school students and the guidance counselor who are actively involved in the high school in regards to academics, sports, electives, clubs, etc. will visit Menlo School for question/answer session with the 8th grade class. This will give upcoming freshman a student perspective of what it is like to be a student in high school. Several of the 9th grade teachers could also accompany the high school students on this visit in the hopes that the 8th grade students will be able to connect some faces with the teacher names they will see on their schedules the next year.

In late March the counselor from the high school will visit Menlo School and talk with the 8th graders and parents about registering for classes. The proper paperwork will be distributed and explained that the students need in order to register for their freshman classes. The eighth grade homeroom teachers will also attend this meeting to hear any new updates from year to year regarding registration processes. The counselor will work with each 8th grade student in developing his/her graduation plan. With the use of Infinite Campus, the eighth grade teachers will provide opportunity at school for the students to register online for their freshman classes.

*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:

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

- Teachers use classroom data (STAR, Lexia) for progress monitoring.
- Teachers use system level benchmark exams to determine areas of weaknesses and areas of strength. This information allows teachers to determine what needs to be re-taught and what has been mastered.
- Teachers use data to target at-risk students in the areas of reading and math for our Response to Intervention. (RTI - pullout – 20 to 30 minute sessions – twice a week)
- Teachers use student growth measures from SLO's, GKIDS and the Milestones to determine best instructional practices and curriculum decisions.
- The district academic coaches provide assistance in analysis of data and curriculum decisions. A STAR educational consultant provides further guidance in data analysis and interpretation.

There are teams of teachers who have been charged with looking at specific data to make decisions about instruction, these teams include...

- Grade Level Team – This team is made up of grade level subject area teachers who complete a CRCT/Milestones root analysis each spring and target learning goals for students. They discuss assessments and alignment of those assessments to standards. They monitor student progress through classroom benchmarks and other data. They plan collaboratively to make sure that they are teaching all standards effectively.
- School Improvement Team – This team is made up of Department Chairs and other school leaders. The focus of this group is to develop an action plan for school improvement. The focus of this team is on improving Math, English/Reading, Science, Social Studies, parent involvement, technology and student attendance.
- Design Team – This team has been charged with finding the root cause of problems or weaknesses in the school. An elementary and middle grades teacher representative, academic coaches, special education representative, media center specialist, and administration comprise this team. They have focused on the three areas that the School Improvement Team has determined to be the most critical areas.
- Student Support Teams – The SST Coordinator, grade level teachers, resource teachers, counselor, and/or administration representatives comprise the student support team. The SST utilizes the test data to identify areas of needed growth for students with academic weaknesses. This team creates a plan to address student needs with targeted interventions.
- Curriculum Vertical Teams – This team consists of one teacher from each subject grade level. This team works on “power indicators” and vertical alignment of K-8 standards. This team reflects on the logical, consistent order for teaching the content in a subject area from one grade level to the next.
- Data teams – Data teams will be initiated in Grades K-2 Reading/Math, Grades 3-5 ELA/Math, and grades 6-8 Science and ELA. Each of these teams have a priority focus for the 2015-2016 school year and will analyze current data pertaining to student growth.

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

Response:

A. 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 school wide plan.

8(a). List of State and local educational agency programs and other federal programs that will be included.

Response:

In addition to the coordinating efforts listed throughout our school’s improvement plan, the following programs are utilized at Menlo Elementary:

- Free and/or Reduced Lunch to Qualifying Families
- School Nurse
- Red Ribbon Week and Drug Free Schools Programs
- EIP – Early Intervention Program
- Extended Learning Time Programs
- Chattooga County Public School Summer School
- Chattooga County Public School Staff Development Funds
- Special Education Programs
- Response to Intervention process and procedures
- Support from the School Resource Officer
- School Social Worker
- Gifted Program
- Title I
- Title II - Eisenhower funds for Math and Science Professional Learning
- Title III – Parent Liaisons
- McKinney Vento funding
- CHAMPS for grades 5 and 8
- 4-H Cooperative Extension services
- Reading Buddies
- PTO
- Student Council
- Media School News Program for students (Tigers Roar)
- Character Education Program
- Summer Lunch Program
- Tillotson Grants
- English Learners Program
- Migrant Education
- PreK and Head Start

The programs listed above provide Menlo Elementary with the necessary funds and personnel to give the students in our school an exceptional education. Lunch and snack programs, Drug Safety programs, exercise programs and the school nurse ensure that the students stay healthy. Through Early Intervention Programs and other Chattooga County initiatives, Menlo Elementary is able to provide a multitude of academic support for the students. Funding from Title I and Title II supplement the academic programs and professional development that Menlo Elementary is able to offer such as Extended Learning Time opportunities and programs to address academic needs. Title III provides second language parents and students access to school information. Parent leadership opportunities through the School Council, Title I Committee and the PTO provide parents with opportunities to participate in school governance and improvement. The Response to Intervention Program provides a structure of student assessment and support for individual students who are not reaching their potential in the regular classroom setting either in academics or behavior. Using this structure, students receive the targeted assistance needed for them to be

successful. Student leadership programs like Student Council and 4-H give students leadership opportunities. Learning how to manage media equipment to produce a daily media show provides eighth graders with career information about jobs both before and behind the camera.

8(b). Description of how resources from Title I and other sources will be used.

Response:

- Title I enrichment classes – Teachers will work collaboratively with the RTI coordinator to target and address the needs of students at risk of not meeting the math and ELA standards. Classes for students who have struggled meeting standards in previous years are given additional support and instruction in a small-group setting through ELT (extended learning time), Response to Intervention (RTI) and tutoring.
- Designate school Title I funds to improve student achievement. Title I funds will also provide the continuation of educational computer programs or professional support for programs such as Study Island, IXL, Reading Eggs, Lexia, Edutyping, Big Brainz, and Read 180. Title I funding is also used to update student computers. These technology-based purchases have allowed MES teachers to present difficult information to students in a variety of ways with virtual math manipulatives, graphic organizers, and online media resources. Title I funds will also be utilized to purchase additional research based resources that will assist in developing instructional content that will increase student achievement in Social Studies and Reading. (Gallopade, Study Island, USA test prep, Storyworks, Scholastic News Weekly readers)
- Effective use of data collection and assessment will be possible through the purchase and use of STAR Reading and Math, Early Literacy, Performance Matters, and Write Score.
- MES has been able to increase parent involvement in academic areas by sponsoring a Family Math night in the fall, Science night in the winter, and Technology night in the spring. Snacks are provided at the events.
- Title I monies assist in funding teacher training in best practices and other Professional Development in targeted areas of math and reading improvement, as well as, standards-based classroom instruction. (Ron Clark training, Orton Gillingham training, Educational consultant)
- Monday Tutoring – Title I funds in conjunction with McKinney-Vento and Special Education funds are used to support Monday tutoring services. Monday session tutoring is provided in hope of bringing students up to standard from a deficit. The purpose of the tutoring services is to ensure that those students who are struggling in academic areas are given additional opportunities for success. Title I funds in conjunction with McKinney-Vento funding also help to provide school materials to students and transportation on an as needed, qualifying basis.
- Local grants have been awarded and used in conjunction with Title I monies to further purchase and allocate technology and media resources. (Tillotson grant and Reading Buddies grant.)
- Title I funds will also be allocated towards curriculum resources upgrade concerning the Common Core implementation (purchase of Lexiled Classroom Libraries, Gallopade, Social Studies Weekly, Scholastic weekly readers).

8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response:

The Federal Programs Director will continue to work to ensure that all Title I programs are integrated and do not conflict with other federal programs and laws. Where applicable, this plan was developed in coordination with federal laws and programs including but not limited to the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act and National and Community Service Act of 1990.

*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

Response:

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Teachers periodically analyze the effectiveness of our organization to help improve student learning. When data is analyzed, schedule adjustments can be made to place students in classes that are conducive to their learning needs. Yearly progress is monitored by CRCT/Milestones scores, benchmark scores, unit pre and post tests, SLO's, STAR Math/Reading data, SRA reports from READ 180 and Annual Yearly Progress reports. Two times a year, students take benchmark assessments that produce data to be analyzed by the teachers, Design Team, and instructional coaches. An educational assessment consultant will further assist teachers in developing a testing schedule that will provide timely and effective feedback regarding the STAR assessments. Data teams will be initiated and meet weekly to discuss data pertaining to current student achievement.

The entire teaching staff participates in monthly grade level curriculum meetings. Best practices are discussed, and research is used to make decisions about curriculum instruction. Teachers review permanent records, Student Support Team (SST) records, previous test results and any other information provided to determine students' strengths and weaknesses. Teachers compile class profiles utilizing test reports to determine individual and class strengths and weaknesses and address these results while teaching.

Title I funds/resources are utilized to ensure students who are identified as "bubble" students (students who demonstrated low growth) receive additional support as determined by analysis of school and student data. Title I funds/resources are utilized to ensure students who are economically disadvantaged receive additional support as determined by analysis of school and student data (Georgia Milestones EOG, CCRPI).

9(a). Measures to ensure that student weaknesses are identified on a timely basis.

Response:

Throughout the year, teachers will continue to assess student progress using a myriad of data sources. Data teams will be initiated to analyze current data points in Reading, Math, Writing, Science and Social Studies regarding student achievement as demonstrated in unit assessments, learning tasks and STAR assessments. Teachers will interpret data and plan for appropriate interventions to address student learning needs. Plans will be made at PLC meetings, parent conferences, and SST meetings on ways to address the needs of at-risk learners. Frequent monitoring of SST, IEPs and 504 ensures Free Appropriate Public Education for all students. Training for teachers is provided to assist them in identifying instructional strategies to be utilized with 504, EL, migrant, and homeless students.

Teachers will work in professional learning communities to reflect on best practices that will enhance student growth.

MES is providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.

These strategies/activities include:

- Response To Intervention and Extended Learning Time (Math and Reading, 20-30 minute segments, Two days a week)
- Student Support Team
- Early Intervention Program

- Tutoring before and after school (as funds allow)
- Tiered level interventions
- Teachers observe other teachers who use activities successfully
- Classroom activities to motivate and assist in weak areas (Math games and math manipulatives, and Reading and ELA centers)
- Math and Science night – motivates and encourages students to master a particular standard
- Rewards for achievement (Accelerated Reader Awards, Attendance, Behavior, Academic Honor Roll, Benchmark growth)
- Instructional coaches provide additional assistance to students and teachers
- Weekly Reading/Computer Family Nights in the media center
- America’s Choice model of Reading, Writing, and Math Workshop
- Classworks and Study Island tutorials
- Student mentors
- Student journaling across the curriculum – *Writing to Win*
- Thinking Maps
- Write Score assessments
- STAR Web universal screening and monitoring probes

9(b). Periodic training for teachers in the identification of weaknesses and appropriate assistance for identified weaknesses.

Response: The success of each program is based on weekly and monthly reports provided by the teachers, tutors, and computer based programs. Teachers work in PLCs to analyze student work and data, then determine interventions. DOK, student engagement, and differentiation instruction are topics researched with the PLC. The school works closely with Northwest Georgia RESA to provide training to all faculty members in authentic assessments, activating strategies, summarizing techniques, standards-based instruction, and other best practice methods.

Orton Gillingham training will assist K-2 teachers in delivering research based strategies to remediate reading instruction and utilize multisensory components to engage reluctant readers. The methodology will assist in addressing the reading fluency goal and building more fluent readers within MES.

The Ron Clark Academy is a school that hosts model classroom to train teachers in innovative and dynamic teaching methods. Through classroom observations, participants in the training program learn ways to increase student engagement, ensure academic rigor, and create a climate and culture that lead to success.

2015-2016 Professional Development Calendar	
<u>Date</u>	<u>Professional Development Title</u>
Data Team Meetings - Every 2nd, 4th Wednesday	Data Team Meetings - K-2 Reading Fluency, K-5 Math Fluency, 4-8 Science, 3-8 Lucy Calkins Writing
Weekly Fridays	Grade Level Meetings
1st Wednesday Monthly	PLC meetings: Differentiation
August 24, September 28, October 26, November 30, January 25, Feb 29, March 28, April 25, ,	District Wide Math Vertical Team Meetings

9/14/2015, October 12, November 16, December 14, January 18, February 22, March 21, April 18	District Wide ELA Vertical Team Meetings
9/14/2015, Monthly DTB	District Wide Science Team Vertical Team Meetings
8/10/15, Monthly DTB	District Wide Social Studies Vertical Team Meetings
Jul-15	Data Team Training
Sep-15	Orton Gillingham K-2
Oct-15	STAR Data Training
Oct-15	Smart Board Training
Nov-15	Ron Clarke Academy Grades K-3

9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

Response:

Parent conferences are encouraged at Menlo Elementary School. Teachers regularly hold parent conferences to discuss student progress according to progress report cards, benchmark gains, and CRCT strengths and weaknesses. Parent support may include the following:

- Parent newsletters that include reading and math strategies
- Online tutorials
- Links on teacher websites
- Reading and math games that may be checked out through the parent coordinator
- Parent workshops
- Additional assistance through community and state funded programs such as McKinney Vento, GED classes, and Even Start
- Parents have online access to student grade book through Infinite Campus
- Class DOJO (used to inform parents daily concerning student progress, as well as, used to reward HOUSE points for student accolades and parent engagement)

Student Support Team meetings are also held on a regular basis to discuss strategies and procedures that would encourage student success. Parents are notified by letter and invited as a participant to the SST meetings. SST meetings also include communication with previous teachers who have insight about the student's learning styles. RTI is utilized for those students who are experiencing difficulties with academics. During the meeting, parents are also provided with what actions they may take at home to help their child and what additional services may be provided in the community. Students who could benefit from further testing will be referred for diagnostic or psychological testing.

Further communication with parents regarding student progress is maintained through student agendas, teacher emails via school website, parent portal, and teacher phone conferences which are recorded on a conference log.

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

Response: Parents/Guardians of MES students will be provided frequent assessment information. Parents will be able to access student information by using the Parent Portal on Infinite Campus. MES students will be provided mid-term progress reports, which will communicate student progress. Students will receive report

cards every nine weeks, and the dates that they will receive these reports are posted on the system calendar and will be posted on the school marquee, newsletters, and website. Each academic department will assess students using benchmarks and the fine arts department, along with grades 1-3, will administer SLOs at the beginning and end of the school year for a pre/post measure of growth. Performance Matters, a data assessment management program, will provide a student analysis report toward the mastery of standards as reflected in the SLOs. In addition, writing processes will be measured through the administration of Write Score tests in the Fall and Spring of the year. Parent/Teacher conferences will be held throughout the year, requested either by parents or teachers.

The results of statewide assessments (Georgia Milestones EOG) will be sent home in October of 2015, or at designated state release time. An interpretation guide for parents will be included in the report. Prior to testing administration, a parent forum is held for parents to practice sample items and receive instruction regarding how to interpret the scoring system the GMAS (March 2015). Parents are encouraged to come in for a conference with a teacher or administrator if more explanation is needed. Once results are received, parents will be notified of options for students to avoid retention if the assessment test was not passed. Remediation will be provided to the student and they will be re-tested prior to the end of the school year. When the re-test results are received, parents will be notified by mail. Promotion/retention meetings will be held to decide options for the subsequent school year. All interpretations of scores will be provided in native languages.

At the beginning of the school year, at a PTO meeting and at the Annual Title I Meeting the administration will share the spring results from the GMAS End Of Grade assessments and the CCRPI report. The web URL, located on the school website, is provided for parents to review both reports regarding the school's CCRPI score and academic achievement. The CCRPI data is lagging data and reflects the previous year's state assessment scores.

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

Response: Test data is collected according to state guidelines by the system Director of Testing and Assistant Superintendent. The State Department of Education will disaggregate the data and provide information to the system and the school. State assessment data are downloaded by the District Test Coordinator and are loaded to Infinite Campus and placed into spreadsheets so that the information can be manipulated by leaders, support and instructional staff. Academic coaches provide additional assistance in data reports and reviews. State and local scores are disaggregated at the state, county and school levels. MES teachers disaggregate the state assessment data by domain, subgroups, and overall achievement to analyze weaknesses and strengths within instructional decisions, look for trends schoolwide, and develop student profiles to ensure that the needs of individual students are met. These scores are used to help improve instruction, student achievement, and the curriculum decisions. This data will be provided to the media through the system central office.

The State Longitudinal Data System (SLDS) is also utilized as a tool for ongoing analysis of data by system leaders, building leaders, and individual teachers. Data used for student assessment and achievement are collected and disseminated through the Chattooga County Portal to My Students, My School, and My District. Teachers and administrators in local schools view results for both aggregated school information as well as current classroom and individual student results of students. Teachers and administrators can also view up to 5 years of historical data for their school or class, disaggregated in to subgroups.

Teachers administer tests that are mandated by the county as well as the state. All tests are governed by the same testing procedures that are outlined by the county testing coordinator and carried out by the school

testing coordinator. Both county and state test are used in collecting data to raise student achievement. Classroom exams, benchmarks, and SLOs are analyzed using Performance Matters to disaggregate data.

Teachers and administration work collaboratively to examine and analyze this data for instructional purposes, including error patterns, and the need for remediation, acceleration or enrichment. Data teams analyze current student achievement to drive instructional decisions. Elements can also be used to build common local assessments in the classroom for which results can be disaggregated. Staff uses data from multiple sources to improve instruction.

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

Response:

The statistical validity and reliability of state assessments are maintained by the Georgia Department of Education. (Counselors, school test coordinators) meet with teachers and staff to train on test security and administration in order to ensure that testing results will be representative of student learning. Test data is maintained in a database format as well as in spreadsheets in order to keep data shared between schools and the central office as secure as possible. Teachers and staff are continuously trained for each test to make sure that the results are statistically valid and reliable. All administration, storage, and coding procedures will be followed to insure test security and proper administration of the test. Test data will be handled in a confidential manner at the system and school levels. When assessment results are received, they are analyzed to ensure that coding is accurate and students are identified in the correct subgroups.

13. Provisions for public reporting of disaggregated data.

Response: The disaggregated data shall be reported to the public in accordance with state guidelines. The State Report Card and local system reports shall be disseminated to the media at the state and system levels. Menlo Elementary School also holds a parent forum at the beginning of the school year to share with stakeholders, parents, and the community at large, the school wide disaggregated results and Balanced Scorecard. This information is also posted to the school and Chattooga County Schools website. Parents are also provided information on attendance, state and local assessments, and CCRPI scores/results at School Improvement Sessions and parent meetings throughout the year.

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

Response: Menlo Elementary School met with the Title I Committee to develop the Local School Plan for Improvement as well as to update the School wide Plan for the 2015-2016 school year. During our meetings, data was reviewed, instructional strategies were identified and the budget was created. Parents were invited to become part of the Title I Committee through announcements made in weekly school newsletters, our web site and through flyers sent home. Meeting dates were also publicized on the school web site. Information is shared with School council members through e-mail and with hard copies. Faculty and parents receive information about these documents. Once the plan is finalized, it will be shared with the entire faculty as well as with parents in our school community. This plan will continue to be reviewed throughout the school year (Fall, Winter and Spring) and revised on an as needed basis.

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

Response: The school leadership team and grade level teachers met to assist in the development of the school wide plan. The plan was then presented to the School Council, PTO, Reading Buddies, Student Leadership Team and Menlo Lion's Club for parent and community feedback. After incorporating ideas from these groups, the draft of the plan was presented to the faculty and staff of Menlo Elementary School for final approval. The Title I checklist was used to ensure that the eighteen components were addressed. The revised plan was submitted to the LEA/Title I office.

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

Response: A copy of the plan will be on file with the Federal Programs Director and will be housed in the Parent Resource Center located at the Chattooga County Board of Education. In addition, a hard copy of the plan for public review will be available in the front office and on-line through a link to our website.

<http://www.chattooga.k12.ga.us>.

<http://chattooga.menlo.schoolfusion.us/?sessionid=9f2357dd0a3377a8f4168ec56349bbf6&t>

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

Response:

At this time, we are not serving any non-English students. If the need for a translation arises, a translated copy upon a parent/guardian request will be furnished by the Central Office personnel.

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

Response:

The revised School wide plan of Menlo Elementary School is subject to the school improvement provisions of section 1116 of NCLB.

As stated in the GA ESEA Flexibility Waiver, Georgia is no longer held accountable for requirements of the Elementary and Secondary Education ACT (ESEA) section 1116 (b) that require LEAs to identify schools for improvement, corrective action, or restructuring when they have not made AYP for two or more years. The Georgia ESEA Flexibility Waiver instead requires the SEA to identify Title I schools as having a Priority, Focus, Alert, or Reward status.

The ESEA requirement for parent involvement and parent notification has not changed. There are specific requirements for parental notification of a Title I school's status of Priority, Focus, or Alert. Title I schools that are identified as Priority or Focus are required to provide Flexible Learning Programs (FLPs) to increase time spent on learning. Priority and Focus schools are required to invite all parents to be involved in the design of the FLP. In addition, these schools are required to notify parents of their child's eligibility to participate in FLPs. Furthermore, Priority and Focus schools are required to develop a Memorandum of Agreement (MOA) between the LEA and the SEA. Memorandums of Agreement have multiple requirements as outlined in the Georgia ESEA Flexibility Waiver.

Currently, Menlo Elementary is not distinguished as a Priority, Focus, or Alert school.

Appendix A
CRCT Data Two Year Comparison

CCRPI MES Student Growth Percentile Data (% of students that had typical/high growth) FYI 2012 and FYI 2013						
Subjects	Element 2014	Element 2013	Change	Middle 2014	Middle 2013	Change
ELA	68%	52%	16%	74%	63%	11%
Reading	64%	55%	9%	84%	64%	20%
Math	63%	71%	-8%	77%	81%	-4%
Science	42%	48%	-6%	82%	77%	5%
Social Studies	59%	71%	-12%	67%	61%	6%

Overall CCRPI Scores	
MES Elementary	
2013	79.9
2014	74.8

MES Middle	
2013	87.2
2014	89

CCRPI 2014 Analysis – There was a decrease in percent of students who met achievement standards as compared from 2013 to 2014 CCRPI. Those areas include: elementary Math, Science and Social Studies. Graduation predictors that didn't meet state benchmarks included passing all four content areas, exceeding CRCT, and percentage of students reading at benchmark Lexile level.

2013-2014 SLO Student Growth Data			
Grade	Subject	% of students with Expected or High Growth	District Average
1	ELA	0.8	0.77
1	Math	0.89	0.71
2	ELA	0.83	0.72
2	Math	0.87	0.68
3	ELA	0.77	0.68
3	Math	0.49	0.55

Appendix B

2014-2015 Title I Parent Survey Results

Title I Parent Survey 2015	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I feel welcome when I enter the school.	52	20	5		
2. The school schedules parent/teacher conferences in a flexible way so that I can attend.	51	21	4		
3. I know what the School-Parent Compact is.	38	26	6	2	4
4. The School-Parent Compact provides a meaningful way to communicate with my child's teacher.	39	21	13	2	
5. Teachers regularly communicate with me.	42	22	10	2	1
6. My calls, emails, or notes to school staff are answered promptly.	48	17	10		
7. I have access to and regularly use email.	47	13	8	3	2
8. I prefer teacher communication to be:					
a. Phone Calls	35	19	4		
b. Emails	27	13	7	2	2
c. Weekly classroom letters	43	18	2		
d. Take home folders	33	21	2	1	
e. Assignment notebooks/Agendas	27	19	3	2	1
f. Other – Please specify					
9. I feel knowledgeable about the school's learning expectations for my child.	41	24	9	2	
10. I feel knowledgeable about what is going on at the school.	38	26	9	1	
11. I know how to help my child with his/her homework.	32	29	11	2	2
12. My child receives additional academic help or individualized instruction when needed.	39	23	13	1	
13. I am informed of the state testing program (Georgia Milestones) and curriculum standards (Common Core.)	39	25	9	2	1
14. All of my child's teachers keep me regularly informed of my child's progress.	41	20	7	4	1
15. The school provides our family with workshops or informational events.	40	23	9	1	
16. The school provides our family with parenting resources.	38	17	16	1	1
17. The school asks our input on family workshops and events.	34	17	17	3	1
18. The school asks for my input about my child and how he/she learns best.	35	18	12	5	1

19. I have been encouraged to volunteer at school.	35	17	18	3	
20. I feel that parents are involved in decision-making at our school.	30	21	17	6	
21. I have been invited to participate in school planning such as the school improvement plan, the Title I plan, parent involvement policy, Parent Advisory/ School Council, PTO etc.	41	17	11	3	
22. I feel knowledgeable about the Title I program.	29	27	10	5	1
23. I feel knowledgeable about our school's status as a Title I School wide school.	33	22	12	4	1
24. I feel that my child has made adequate progress over the course of this school year.	39	25	6	2	1
25. I am aware that 1% of Chattooga County Schools Title I funds are reserved and allocated for Title I Part A parent involvement.	29	27	11	5	2

Comments or suggestions for improving parent involvement opportunities or for use of funds for parent engagement educational activities: (Curriculum, Testing, Grading Procedures and Reporting, Communication, Involvement opportunities)

Thank you for completing the survey! If you have further questions or would like to be on the Parental Involvement Team, please contact Tracey Reynolds at trreynolds@chattooga.k12.ga.us.

Appendix C
Research Based Strategies

Research Based Strategies/Programs	Evidence of Research Based Practices
Lexia	http://www.lexialearning.com/research/index.html#keyfindings
Orton Gillingham Method	http://www.orton-gillingham.net/
Writing to Win	http://www.writingtowin.com/researchbase.html
Lucy Calkins Writing	http://www.heinemann.com/shared/onlineresources/E00871/UoSWResearchBase85x11.pdf
Read With Sarah	http://www.alphaskills.com/index.html
Versatile	http://www.hand2mind.com/pdf/grant/vtpositionpaper.pdf
Kaleidoscope	http://www.fcrr.org/FCRRreports/PDF/kaleidoscope.pdf
Jack and Jelly	http://www.cindycupp.com/research.htm
Shurley Method	https://www.shurley.com/pdf/Why_It_WorksLRes.pdf
Seeing Numbers	http://www.seeingnumbers.net/howitworks.html
Everyday Math Games	http://everydaymath.uchicago.edu/about/research-results/
Seven Effective Instructional Math Practices	Meta-analysis conducted by Center On Instruction (2008)
Classworks	http://www.classworks.com/index.cfm/success/research/
Study Island	http://www.studyisland.com/web/results/research/
<ul style="list-style-type: none"> • Thinking Maps • Scholastic READ 180 • SAXON Phonics • Write Score • STAR • Performance Matters 	<ul style="list-style-type: none"> • http://www.thinkingfoundation.org/research/whole_school/whole_school.html • http://research.scholastic.com/sites/default/files/publications/R180_Compndium_2014.pdf • http://ilispa.org/pipermail/listserv_ilispa.org/attachments/20080403/b9990b99/attachment.pdf • http://digitalscholarship.tnstate.edu/dissertations/AAI3587647/ • http://doc.renlearn.com/KMNet/R003957507GG2170.pdf • http://www4.performancematters.com/web/index.php?option=com_content&view=article&id=37&Itemid=47

**Menlo Elementary School
Parent Involvement Policy/Plan
School-wide Title I
2015-2016**

The following parent involvement policy was developed and agreed upon by the staff and parents of students at Menlo School. The policy will be distributed and discussed with the parents during an annual Title I Meeting and Meet the Teacher Orientation. A copy will also be sent home to each family.

Parent's perceptions will be improved by using more effective communication plans. Parental input will be sought to strengthen the school-home partnership.

The Common Core Standards, school curriculum, state and local assessments, school mission and belief statements, and the school's annual report card will be communicated to parents in a variety of flexible ways including but not limited to the following.

- A. Meet the Teacher Orientation
- B. Title I Annual Meeting
- C. Open House
- D. PTO Meetings
- E. Scheduled Conferences
- F. Personal contact by phone or letter/Shout Point Phone System
- G. Student Compacts
- H. School/Teacher Websites
- I. Online Infinite Campus
- J. Online Newsletter
- K. Open Lunch Invitation
- L. School Marquee
- M. Tutorial Blogs/Podcasts
- N. Parent University Workshops
- O. Reading Buddies
- P. 8th Grade School Orientation
- Q. 8th Grade Parent Graduation Plan Meeting
- R. 6th Grade Parent Meeting Transition to Middle School

Opportunities will be provided for parents to share expertise, to be involved and share in appropriate decision making through:

- A. Classroom Visitations
- B. Parent Volunteer Programs (Classroom Moms)
- C. Site-Based Council Meetings (Student Leadership Council, Parent Council)
- D. School Committees
- E. Student Program and Projects
- F. Site-based Workshops (math night/science night/ music night/ CRCT night)
- G. National Parent Leadership Month
- H. School Art Program
- I. End of the year Picnic
- J. Parent University/Workshops
- K. Community/Family Reading Night
- L. Mother Involvement Incentives (Mother/child bake off)
- M. Father Involvement Incentives (Father/daughter spring dance.

Effective parent involvement and support partnerships among the school, parents and community will be ensured by:

- A. Providing material and training
- B. Developing appropriate roles for community organizations and businesses in parent involvement activities
- C. Providing parent involvement activities through parent involvement coordinator
- D. Providing opportunities for parents to become involved in school/classroom activities
- E. Providing parent volunteer packets
- F. Providing parents the opportunity to be involved in developing the parent volunteer policy
- G. Classroom Mom/Dad/Grandparent

The School will provide information and opportunities for parents with limited English proficiency or disabilities to participate in programs and workshops.

Measurement of Parent Involvement

Some benefits that will be used to measure parental involvement at Menlo Elementary School include:

- Higher grades and test scores
- Long term academic achievement
- Positive attitudes and behavior
- More successful programs
- More effective schools
- Percentages of participation will be followed closely to check for a desired increase in parent involvement using the parent involvement survey.

Revised April 25, 2014

Appendix E
Title I School-Compact

Menlo Elementary School
2430 Hwy 337
Menlo, GA 30731
Phone (706)862-2323 Fax (706)862-2360

Mr. Jimmy Lenderman

Mrs. Paula Buice

School-Parent Compact
Menlo Elementary School
2015-2016

Dear Parent/Guardian,

Menlo Elementary School, students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how the school and parents will build and develop a partnership that will help children achieve the state's high standards.

To understand how working together can benefit your child, it is first important to understand our district's and school's goals for student academic achievement.

Chattooga County Goals:

1. Establishing internationally competitive standards for student performance and an accountability system and policy framework designed to insure that all students are challenged individually and collectively to meet more rigorous standards.
2. In collaboration with technical colleges, other institutions of higher learning and the local business community, insuring that vocational/technical education programs prepare students for a diverse and technologically rich society.
3. Insuring that all students and staff have a safe and secure environment for teaching and learning.
4. Attracting, retaining and training the best teachers, principals and support staff.
5. Utilizing, technology both to improve student achievement and to increase the school district's productivity and efficiency as a major business enterprise.
6. Increasing parental and community involvement through public engagement policies and practices that treat parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities as true partners in the educational process.
7. Reviewing the potential for utilizing the school district's existing public education facilities to establish self-supporting community school evening/week-end education programs for interested Chattooga County adults.

Menlo Elementary School Goals:

1. Improve student achievement, close the academic achievement gaps, and increase Lexile levels.
(2014 CCRPI indicators to improve – Reading, ELA and Social Studies)
2. Provide a safe and nurturing environment.
3. Provide strong leadership for effective and efficient operations.
4. Advance academic achievement, through enhanced instructional delivery in differentiation strategies and depth of knowledge, gained by professional development.
5. Strengthen collaboration with stakeholders, and increase parent and community satisfaction.

To help your child meet the district and school goals, the school, you, and your child will work together to:

School Responsibilities:

Menlo Elementary School will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards by:

All Teachers and Staff will:

- encourage and support students' learning at their independent learning level. (i.e. RTI, SST, afternoon consulting/tutoring hours per subject)
- believe that each student can learn.
- maintain and foster high standards of academic achievement and positive behavior. (i.e. Common Core Standards and rigorous tasks, Teachers as Mentors)
- respectfully and accurately inform parents of their child's progress. (i.e. report cards, benchmark reports, Parent Portal, student agendas, Parent conferences)
- be prepared to teach the state common core curriculum objectives using district-approved materials/strategies
- educate students, parents, and teachers regarding the upcoming changes to Georgia's assessment system – Georgia Milestones
- be committed to continuous growth for the teacher, staff, and the school.
- respect cultural differences of students, their families and other staff members.
- help students resolve conflicts in positive, nonviolent ways. (i.e. School Counseling groups)
- coordinate efforts with other staff to support the success of each child (i.e. Teachers as Mentors)
- create a caring, inclusive, stimulating, and safe school/classroom setting.
- Use achievement data and surveys (Title I, Title IIA, Technology, etc) to develop school improvement goals and parent engagement activities

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

- Conferences held throughout the year. A mailing/calendar will be sent with information about the conferences. The Title I parent compact will be reviewed at the first meeting.
- Conferences can be arranged at a mutually agreed upon time with the teacher and parent/guardian.
- SST /IEP conferences will be held four times per year – at the end of each nine week grading period .
- 504 Conferences will be held at a minimum of twice a year.
- 8th grade transition plans and parent conferences will be held at the end of the school year.

3. Provide parents with frequent reports on their children's progress.

- Individual CRCT reports for the previous year will be distributed at Open House.
- Progress reports/ Report cards will be distributed at mid-term and the end of each nine weeks.
- Benchmark results will be distributed following each test.
- Grades for individual assignment are available to parents through the secure Electronic Parent Portal. This is maintained on a regular basis, providing parents with access to students' grades and attendance information. (Please contact the office if you would like to set up a parent portal account.)
- At-risk letters for pupils in danger of retention will be distributed after the first semester.
- Each monthly RTI meeting and each annual IEP review meeting will include an update of the student's current academic progress.

4. Provide parents reasonable access to staff.

- All teachers will be available to speak with parents during Meet and Greet the Teacher night, Open House, Family Math/Science night.
- All teachers are available upon request for phone or face-to-face conferences during their planning time. Please call ahead to schedule a face-to-face conference.
- Parents may email at any time. A staff contact list is available on our website <http://chattooga.menlo.schoolfusion.us/>

5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

- Parents are invited to participate, volunteer, and observe in their child’s class. Please make arrangements with the child’s teacher prior to visitation.
- Parents may volunteer to chaperone field trips, serve as guest speakers, mentor/tutor pupils, or work with clubs. A background check is required. Please contact the school office to complete the required background check.
- Parents are invited to attend the Annual Parent Orientation meeting held in September in the MES cafeteria.
- Parents are also invited to participate in the revision of the Title I School-wide Plan, Parent Involvement Policy, and School-Parent Compact in the fall and spring of the year.

Parent Responsibilities:

I/We, as (a) parent(s), will:

- See that my child attends school regularly and on time.
- Support the school in developing positive behaviors.
- Communicate regularly with my child’s teacher about his/her progress.
- Attend parent activities when possible.
- Monitor television viewing, video game playing, and Internet use (especially social media)
- Participating, as appropriate, in decisions relating to my child’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Student Responsibilities:

- always do my best in my work and in my behavior.
- work cooperatively with my classmates and teachers.
- show respect for myself, my school, teachers, and others.
- obey the school and bus rules.
- take pride in myself, my school and school work.
- come to school prepared with my homework and my supplies.
- believe that I can and will learn.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Attend school regularly and on time

Please review this School-Parent Compact with your child. This School-Parent Compact will be discussed with you throughout the year at different school-family events as we work together to help your child succeed in school.

Please sign and date below to acknowledge that you have read, received, and agree to this School-Parent Compact. Once signed, please return the form to your child’s teacher. We look forward to our school-parent partnership!

School Representative Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

MES Principal: _____ Date: _____

Revised 4/26/2015

*For further information or help, please contact the Title I parent Coordinators,
 Tracey Reynolds - treynolds@chattooga.k12.ga.us
 Samantha Stephens - sstephens@chattooga.k12.ga.us*



Menlo Elementary School 2015-2016

School Improvement Plan

Chattooga County Schools	Chattooga County Schools						
Plan Type	Menlo Elementary School Improvement Plan						
Plan Name	Menlo Elementary SIP	Plan Date	7/1/2015 - 6/30/2019				
Strategic Goal Area	Performance Objective	Performance Measures	Initiative	Actions	Timeline	Costs/ Fund Source	Person Responsible
I. System Priority 1: Student Achievement	1. Increase student performance/growth on GA Milestones in ELA for grades 3-8; increase student growth in ELA for students in grades K-3 on the SLOs. School Keys Strand: I2 Creates an academically-challenging instructional environment that cultivates higher order thinking skills	Performance Target TBA by GADOE FY2015 MES Performance Goal: Students in grades 3-8 will score within 5% of the state average on academic achievement and growth; 100% of students in grades K-2 will demonstrate typical/high growth	A. Prepare students for the Georgia Milestones and SLO Assessments through practice aimed at improving creative thinking, writing constructive/ extended responses, the problem solving processes and increasing rigor.	a. Continue Write Score program to monitor and assess students' writing in grades 3-8 b. Professional development on Depth of Knowledge (DOK) and increasing DOK questioning and tasks to include more activities which provide evidence of complexity levels 3 or 4. c. Continue with implementation of Writing to Learn and Thinking Maps to improve written communication, as well as organization of ideas in all subject areas in grades K-8. d. To increase writing and keyboarding skills for the online testing and writing component.	August 2015 to July 2016	Write Score \$3275 (Title I) /DOK Professional Development/ \$0 (RESA) Edutyping \$1700	ELA Teachers Principal Academic Coaches

Strategic Goal Area	Performance Objective	Performance Measures	Initiative	Actions	Timeline	Costs/ Fund Source	Person Responsible
I. System Priority 1: Student Achievement	1. Increase student performance/ growth on GA Milestones in ELA for grades 3-8; increase student growth in ELA for students in grades K-3 on the SLOs. School Keys Strand: I2 Creates an academically-challenging instructional environment that cultivates higher order thinking skills; Curriculum planning standards 1-3	Performance Target TBA by GADOE FY2015 MES Performance Goal: Students in grades 3-8 will score within 5% of the state average on academic achievement and growth; 100% of students in grades K-2 will demonstrate typical/high growth	C. Increase percentage of students who exceed target levels on formal assessments in Reading or Language Arts by implementing a comprehensive, spiral curriculum that provides cohesive instruction KK-8.	a. ELA teachers will collaboratively research, rate, and adopt a system of instruction that will progressively move students from KK to 8th grade with rigor matching state Lexile expectations for reading. b. ELA teachers will form a search committee to select and adopt a new language program to address "Conventions" and "Knowledge of Language" and "Vocabulary Acquisition" as aligned with Common Core. ELA teachers will continue to work on a district wide vertical team to develop a common curriculum map and tasks. c. To increase reading fluency and student reading growth on SLOs, teachers will attend Orton Gillinham training . d. To implement best researched practices to struggling readers, teachers will attend the Ron Clark Academy.	2015-May 2020	Curriculum (Write to Win/ Lucy Calkins/ ELA Program) (Local Funding) -Reading Eggs \$500 _Orton Gillingham \$5000 -Ron Clark Academy \$5500 -Story Works \$200 Lexia \$9500.00	District Level and School Level ELA teachers; ELA Coach; Principals; Curriculum Director

Strategic Goal Area	Performance Objective	Performance Measures	Initiative	Actions	Timeline	Costs/ Fund Source	Person Responsible
I. System Priority 1: Student Achievement	2. Increase student performance/growth in grades 3-8 on the GA Milestones in Math; increase student growth for students in grades K-3 in math on the SLO's	Performance Target TBA by GADOE FY2015 MES Performance Target: Students in grades 3-8 will score within 5% of the state average on academic achievement and growth; 100% of students in grades K-2 will demonstrate typical/high growth	A. Prepare students for the Georgia Milestones and SLO Assessments through practice aimed at increasing rigor, writing constructive/extended responses, and a focus on problem solving processes.	a. Teachers will use computer tutorials such as Study Island, OAS, IXL, and STAR on a weekly basis as part of regular math instruction b. Teachers will implement a system wide initiative to include writing across the curriculum in K-8 to prepare students for constructed response items. c. Teachers will use a variety of assessment tools to evaluate student progress on a frequent, ongoing basis. d. Teachers K-5 will implement A Story of Units math program as part of regular math instruction. e. Professional development in DOK and critical thinking to add Level 3 and Level 4 questioning to math tasks	Fall 2014-May 2015	Write To Win - Journaling Across the Curriculum; Thinking Maps (Title I Funds \$0) IXL (\$2700-Title I)	Math Teachers Principal Academic Coaches

Strategic Goal Area	Performance Objective	Performance Measures	Initiative	Actions	Timeline	Costs/ Fund Source	Person Responsible
I. System Priority 1: Student Achievement	3. Increase student performance/growth on GA milestones in Social Studies School Keys Strand: I4 Enables students to attain higher levels of learning through differentiated instruction	Performance Target TBA by GADOE FY2015 MES Performance Goal: Students in grades 3-8 will score within 5% of the state average on academic achievement and growth; 100% of students in grades K-2 will demonstrate typical/high growth	A. Student performance will be enhanced in Social Studies through differentiated learning and more rigorous instructional practices.	a. Teachers will participate in professional development and/or PLC exploring differentiation learning and differentiation strategies in social studies. b. Teachers will implement best researched teaching practices. Remediation and acceleration will be provided through programs such as Study Island, differentiated articles from SS weekly, and Gallopade. Increase DOK levels in daily instructional practices by implementing more Level 3 and Level 4 questions/tasks	Fall 2015-May 2016	PLCs; Differentiation Literature for Book Study to be used in PLC \$400; RESA Professional Development -Ron Clark Academy \$4500 (Title I) (Local Funds -Social Studies News Weekly (\$1800) -Study Island (\$3300) Gallopade \$3000(Title I)	Social Studies Teachers; Grade Level Teachers Principal
I. System Priority 1: Student Achievement	3. Increase student performance/growth on GA milestones in Social Studies School Keys Strand: I7 Integrates appropriate current technology into teaching and learning	Performance Target TBA by GADOE FY2015 MES Performance Goal: Students in grades 3-8 will score within 5% of the state average on academic achievement and growth; 100% of students in grades K-2 will demonstrate typical/high growth	B. Incorporate more effective technology uses of instruction and web based instruction in the social studies tasks.	a. Teachers will utilize United Streaming videos that correlate with the standards. b. Teachers will use Smart Boards and computer assisted document cameras to make maps interactive with the students.	Fall 2015-May 2016	Smart Board Training Updated Computers/ Technology Updated programs/ web based instruction - (Title I Local Funds Tillotson Grant E-rate)	All teachers Principal Patrick Clifton/ Technology

Strategic Goal Area	Performance Objective	Performance Measures	Initiative	Actions	Timeline	Costs/ Fund Source	Person Responsible
I. System Priority 1: Student Achievement	4. Increase student performance/growth in Science on the Georgia Milestones in grades 3-8. School Keys Strand: Family and Engagement Standard 5: Collaborates about support strategies that can be used at home to enhance academic achievement	Performance Target TBA by GADOE FY2015 MES Performance Goal: Students in grades 3-8 will score within 5% of the state average on academic achievement and growth; 100% of students in grades K-2 will demonstrate typical/high growth	B. Provide Hands On-Science activities and increase awareness of the importance of science in our world throughout the community. Host a family science night.	a. Host a Family Science Night in partnership with GYSTC. b. Remediate and accelerate students who are struggling with Science concepts through the use of Study island. c. Provide enrichment through offering an advanced credit to 8 th grade students.	August 2015	GYSTC membership (District Title I PD) -Science materials \$800 (Local funding PTO Title I parent involvement) -Study Island \$2900	GYSTC K-8 Science Teachers MES teachers Principal Support Staff
I. System Priority 1: Student Achievement	5. Increase the Integration of Technology in Instruction Students will build critical thinking skills and media literacy through instruction that incorporates 21st century skills.	Performance Target TBA by GADOE FY2015 MES Performance Goal: Students in grades 3-8 will score within 5% of the state average on academic achievement and growth; 100% of students in grades K-2 will demonstrate typical/high growth	A. Provide technology instruction and support for parents and students	a. Increase awareness and use of Parent Portal b. Provide training on how to use Parent Portal c. Provide applicable students with an electronic device to manage their documents, digital resources, activities and time d. Maximize use of online resources (Read 180, Study Island, IXL, NovaNet, Performance Matters, etc.) 4. Provide Smart board training.	2015-2016	Light snacks \$____ (Title I PTO)	Principal Title I PICs Teachers

Strategic Goal Area	Performance Objective	Performance Measures	Initiative	Actions	Timeline	Costs/ Fund Source	Person Responsible
I. System Priority 1: Student Achievement	7. Provide professional development in effective use in interpretation of data School Keys Strand: Professional Learning Standard 2 - Professional Learning is data drive, articulated goals - using research and results	Performance Target TBA by GADOE FY2015 MES Performance Goal: Students in grades 3-8 will score within 5% of the state average on academic achievement and growth; 100% of students in grades K-2 will demonstrate typical/high growth	A. Professional development on the analysis and interpretation of data	a. A system wide use of the data information program Performance Matters b. Consultation/ Professional Guidance with STAR testing consultant	2015-2019	STAR \$4000 Performance Matters (per year) (Local Funding Title I) District wide data training for data teams	All Teachers Principal Academic Coaches
II. System Priority 2: CONTINUOUS IMPROVEMENT	1. Implement Instructional Training and Support for Faculty and Staff School Keys Strand: Professional Learning Standard 1-3; School Culture Standard 1	MES Performance Goal: Teachers score proficient on TKES observation; student growth is typical/exceeds in subject area(s) taught	A. Provide training for faculty and staff	a. Continue professional development according to professional development plan, personal growth goals, and SIP b. Maintain opportunities to become teacher leaders c. CCRPI/SLDS/TKES training and implementation 4. DATA training to implement DATA teams	2015-2019	NWGA RESA \$____ PLC Literature \$400 (Local Funding Title Funding NWGA RESA) -Data training consultant \$3000	All Teachers Academic Coaches

Strategic Goal Area	Performance Objective	Performance Measures	Initiative	Actions	Timeline	Costs/ Fund Source	Person Responsible
II. System Priority 2: CONTINUOUS IMPROVEMENT	2. Sustain A Highly Qualified Educator Workforce School Keys Strand: School Culture Standard 1: The school culture is committed to the professional growth of all educators. Professional Learning Standards 1-3	MES Performance Goals: 100% of teachers are HQ.	A. Retain highly effective teachers	a. Teachers must be highly qualified b. Non-highly qualified teachers must have a written plan c. Implement new teacher and leader evaluation system (TKES/LKES)	2015-2019	GADOE/ NWGA RESA classes / Webinars PLU Workshops \$_____ (Local Funding Title Funding) NWGA RESA Professional Learning Community	Teachers Principal Assistant Super Superintend.
III. System Priority 3: STAKEHOLDER INVOLVEMENT	1. Optimize Parent and Community Involvement School Keys Strand: Student, Family, Community 2.1 Organizational Structures and Processes encourage student, family and community involvement	MES Performance Goal: 50% more parental involvement reflected on survey (Title I)	A. Increase parent involvement	a. PTO meetings monthly; election of new president b. Family Reading Night c. Math & Science Nights, and Doughnuts for Daily Writing for parents and students d. Initiate "Volunteer Spot" for parents to interact with school functions/activities through volunteerspot app.	2015-2019	Reading Night \$600/ Math-Science Nights \$600/ Volunteer Spot subscription \$99 per year (Title I)/ PTO expenditures \$ \$_____ (PTO Title I Local Funding Tillotson Grant)	Teachers Parents Community Principal PTO officers Maintenance - Johnny Worsham Media - Rowland
III. System Priority 3: STAKEHOLDER INVOLVEMENT	1. Optimize Parent and Community Involvement School Keys Strand: 2.1 Family Community Organizational Structures	Increased Parent Engagement	B. Expand community involvement through Family Reading night.	a. The media center specialist will keep the library open until 6:30 every Thursday night for "Family Reading" night to provide media resources for parents after school hours.	2015-2015	(PTO Title I)	MES Office Staff/Media Center School Council Principal MES School leadership Title I PICs

Strategic Goal Area	Performance Objective	Performance Measures	Initiative	Actions	Timeline	Costs/ Fund Source	Person Responsible
IV. System Priority Goal 4: EFFICIENT & EFFECTIVE OPERATIONAL PROCESSES	1. Improve School Safety School Keys Strand: PO 4.3 Physical plant maintained and up to date.	Increased safety precautions	A. Establish a safe school climate	a. Conduct an annual review of the MES school and district emergency response team protocols b. Maintain up to date safety plans and safety inspections c. Follow state and local guidelines for weather and fire drills d. Continue open communication with sheriff's department with School Resource Officers	2015-2016	CHAMPS Program \$____ (Sheriff's office Local funding for emergency needs)	Principal Johnny Worsham - Safety Coordinator District MES safety team Mark Pickle - safety coordinator Teachers
IV. System Priority Goal 4: EFFICIENT & EFFECTIVE OPERATIONAL PROCESSES	2. Maintenance of Facilities School Keys Strand: PO 4.3 Physical plant maintained and up to date.	Decreased complaints from parents about damaged parking lot	A. Maintenance improvement	a. Resurface parking lot area in front of cafeteria and drive with concrete	2016	\$6000/ System Funding (Local funding)	Johnny Worsham