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

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School Name: Lamar County Elementary School
Approval Date:10/4/13 Approved by:_Better Seeker Team **Approval Date:_10/4/13 Approved by: School Council**
School's 2013 Accountability status (please check): **__X__Other** **____Reward** **____Priority** **___ Focus** **____Alert**
School Mailing Address: **228 Roberta Drive** **Barnesville, Georgia 30204**
Principal's Name: Dr. Andrea Scandrett
Principal's email address: ascandre@lamar.k12.ga.us
LEA Name: Lamar County Schools
LEA Title One Director/Coordinator's Name: Norma J. Greenwood

LEA Title One Director/Coordinator's Signature:	**Date:**

LEA Title One Director/Coordinator's Mailing Address: Lamar County Schools 100 Victory Lane Barnesville, GA 30204
LEA Title One Director/Coordinator's Email Address: ngreenwd@lamar.k12.ga.us
LEA Title One Director/Coordinator's Telephone: 770.358.5891
LEA Title One Director/Coordinator's Fax: 770.358.5858

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SWP/SIP Template Instructions

Notes:

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

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

- The asterisk (*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).

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

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Title I Schoolwide/School Improvement Plan

Planning Committee Members:

NAME	POSITION/ROLE
Dr. Andrea Scandrett	Principal
Waylon Knight	Assistant Principal
Paige Adams	Counselor
Kim Andrews	4th Grade Teacher
Claudia Bryan	Media Specialist
Jennifer Castellanos	Art Teacher
Amanda Horne	3rd Grade Teacher
Gina Ralston	5th Grade Teacher
Kathy Smith	Special Education Teacher
Marci Vining	Learning Support Specialist
LaShawn Watson	Special Education
Crystal Thompson	Paraprofessional

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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 schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were our Better Seeker Team members. The ways they were involved were gathering insight and information from each department including administration, regular education, special education, and activity and discussing this data with the group for school improvement purposes. We will also share our plan with our school council members and at our open house. Lamar County Elementary School has a wealth of support for our students and staff from the community and school system. In addition to our school counselor, our school works closely with a school social worker as a parent liaison to handle issues with attendance, communicate with the Department of Family and Children's Services, and make home visits regarding the welfare of our students. LCES also works closely in conjunction with the system technology director to handle current technological trends, purchasing new equipment, and problem-solving. The director of personnel and professional learning is an important asset to LCES by aiding new teachers in the mentoring process, certification issues, and professional development. We are also proud to have our own SRO, School Resource Officer, a City of Barnesville police officer that helps to handle serious discipline problems, mentor students, and provide assistance wherever necessary around the school and school grounds.

B. . We brainstorm ideas for the plan by gathering information through a needs assessment survey. We also review and analyze CRCT data and writing scores to determine strengths and weaknesses and select particular domains of instructional concern. We send a draft to the faculty and staff. The Better Seeker Team members meet with their assigned departments to collect commentary and modifications. Following this meeting, the Better Seeker Team members convene to share information from department meetings and develop the final plan.

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

C. We have taken into account the needs of migrant children by reviewing the procedures of the Migrant Education Program Plan with Patti Hitson. We currently do not have any migratory students. Should those students register, we would have the parents fill out the appropriate form and mail to Southern Pin MEA in Lenox, Georgia.

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, we disaggregated CRCT and benchmark data to determine areas weakness within academic and demographic domains. This data analysis provides specific learning targets.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including
- Economically disadvantaged students showed weaknesses in Social Studies and Science with 29.6% of students failing to meet expectations in Science and 32% of students failing to meet expectations in Social Studies. Economically Disadvantaged students showed improvements from the 2011 CRCT results in the areas of Reading, Mathematics, and Language Arts.
- Students from Major racial and ethnic groups revealed great gains in all subject areas in 2012 compared to 2011. Yet, we still have 40% of black students failing to meet expectations in Science and 38% failing to meet expectations in Social Studies. The 2012 data also showed that mathematics is a weak area among racial groups and remains an area of focus for extended learning programs this year.
- Students with disabilities showed the greatest need in the areas of Math, Social Studies, and Science. 51.7% did not meet the standard in Mathematics. Although, this is an improvement from 2011 data with 64% failing to meet expectations. Like other subgroups, Social Studies and Science are also a high area of need with 67.2% in Science and 73.4% in Social Studies failing to meet the standards.
- The three students with limited English proficiency scored 33% below expectations in Mathematics, 100% below expectations in Science, and 33% below expectations in Social Studies. These students met expectations for Reading and Math.

F. The data has helped us reach <u>conclusions</u> regarding achievement or other related data.

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

- The major strengths we found in our program were Reading Skills and Vocabulary Acquisition for Reading GPS. In English/Language Arts GPS, students scored the highest in research and the writing process. Third grade students performed consistently well among most mathematics domains. While, fourth and fifth grade students showed the highest number of correct problems in the areas of data analysis and probability. Fourth grade also demonstrated strength in the domain of algebra. Fifth graders showed strength in geometry. Regarding Science, third grade students scored the highest in physical science, while fourth and fifth graders scored the highest in life science. Data analysis revealed that third graders grasped economics and history concepts, and fourth graders showed the most knowledge in government/civics.
- The major needs we discovered were in the areas of Social Studies and Science for fifth grade students. We will address all domains of the Social Studies GPS including history, geography, government/civics, and economics.
- The needs we will address is the teaching of science and social studies each day.
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be all 5th grade students that take social studies an science. We will also concentrate on special education and EIP students that do not retain material in science. We will use study island and extended learning time for these students.
- The ROOTCAUSE/s that we discovered for each of the needs were teachers not following the framework to fidelity. Monthly meetings will be held to keep all teachers on track and following the framework. Tasks will be given as a grade level to determine mastery.

G. The measurable goals/benchmarks we have established to address the needs were . . .

- Our students will show a 5% increase in student achievement in Reading from "Does Not Meet" to "Meets" or "Exceeds Expectations" on the CRCT.
- There will be a 5% increase in student achievement on the Math subtests from "Does Not Meet" to "Meets" on the CRCT at each grade level.
- Each student will show a 5% increase in students scoring in stages 4, 5, or 6 on the Georgia Writing Assessment in Grades three and five.
- There will be a 5% increase in student achievement on the Science from "Does Not Meet" to "Meets" on the CRCT domains for 3rd and 4th grade and a 10% increase in student achievement on the Science from "Does Not Meet" to "Meets" on the CRCT domains for 5th grade.
- There will be a 5% increase in student achievement on the Social Studies from "Does Not Meet" to "Meets" on the CRCT domains for 3rd and 4th grade and a 10% increase in student achievement on the Social Studies from "Does Not Meet" to "Meets" on the CRCT domains for 5th grade.

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

*2. Schoolwide reform strategies that are scientifically researched based.

Response:

- A protected 135 minute reading block
- The continued use of the Dare to C.A.R.E. plan to motivate students and encourage them to become more responsible citizens and increase student motivation
- Training in the Common Core Georgia Performance Standards through grade level shared planning time including webinars and RESA workshops
- Using the Collaborative model during reading block between regular education and special education
- Continuing to use the study group model for professional growth
- Continuing to use staff committees to monitor progress for student achievement in writing utilizing the Georgia Writing Rubric.
- Selecting student's writing sample with commentary at each grade level for display
- Administering STAR Math and STAR Reading for benchmark and progress monitoring assessments
- Utilizing practice assignments and customized tests through Study Island for extended learning in all subject areas
- Third graders and Special Education students will participate in DIBELS (Dynamic Indicators of Basic Early Literacy Skills) benchmark scores obtained in the fall, winter, and spring.
- Providing vicarious learning opportunities to specifically increase vocabulary interest and student understanding
- Continuing to offer various methods of informing and involving parents and community and establishing a parent involvement committee
- Utilizing new attendance incentives to encourage student involvement
- Continuing to provide Early Intervention Program (EIP) classes at each grade level
- Providing extended learning time small group instruction for low achieving+ students

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*2. Schoolwide reform strategies that are scientifically researched based.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.
A. *Response:* The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement include: ➢ LCES has established a consistent method for implementing reading and language arts instruction. A previous grant provided materials, strategies, on-going training for the teaching of low achieving students, and a 135 minute school-wide protected reading / language arts block. The grant also provided supplementation and intervention for students with reading difficulties. ➢ We are currently providing after school tutorial programs, parent literacy nights, ELT (extended learning time), RTI, and parent/student referrals to other community-based programs for increasing student achievement. ➢ The Student Support Team (SST) provides support for students who are having difficulties in the regular education class. ➢ On-going professional growth is provided at faculty meetings and through the study group model.

2(b). Are based upon effective means of raising student achievement.
Response: During the school year, all students are exposed to a variety of technology and software that will enhance their educational experience, such as: Activ Boards, laptops and computer labs; STAR reading and STAR math and Study Island. LCES will offer Extended learning time to all interested students seeking assistance and those identified by The school-wide plan. Strategies are focused on helping ALL students reach the state's standards. Students that are identified as low achieving based on local assessments as well as state-wide assessment scores are included in additional math and language arts courses at the end of the day and also at the beginning of the day. An intervention paraprofessional runs the lab with these students as they work on study island as well as the STAR program. Teachers will also be expected to • Provide immediate feedback to students • State standards and essential questions throughout lessons • Walkthrough observations • Allot time to teach specific strategies • Provide guided practice before independent practice • Provide a physical and pictorial models

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- Relate instruction to real-life events; keep instruction relevant and rigorous
- Encourage practice
- Differentiate Instruction

B. Research based on:

- ❖ Common Core Standards
- ❖ Lucy Calkin's – Pathways to the Common Core
- ❖ Marzano's Classroom Instruction that Works
- ❖ GLISI
- ❖ Ann Davies- Making Classroom Assessment Work

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

B. *Response:* We will increase the amount and quality of learning time by block scheduling, after/before-school tutorial, and ELT.

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: Our low achieving students will receive intense intervention during the school day and before and after school. Before school, students practice weak skills using the web-based site, Study Island. Beginning in January, students will receive after school intervention. Our low achieving students will be our target population. Using STAR assessments as a progress monitoring tool will support efforts to determine if students are making improvements and to adjust instruction according to individual needs.

*3. Instruction by highly qualified professional staff.

Response: 99.7 % of our teachers are highly qualified. Highly qualified people are strongly encouraged to apply for our positions.

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

A. *Response:* We will continue to employ teachers that are highly qualified in early childhood education. We will utilize teachers from Gordon who have been in our school student teaching and during their practicum experience. LCES will only hire certified teachers for our students. By using Teach Georgia and Lamar County's Application website, we will interview teachers that are certified.

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

Response:

A. 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. For example, staff members plan together as grade level teams to ensure that all students receive high quality, tailored instruction and practice. Each grade level meets twice a month to discuss and plan future lessons. LCES monitors school-wide improvement through a six week reporting from each of the eight staff based committees (math, reading, writing, technology, attendance, safety, media, and courtesy). Each committee reports to the faculty on how each of their areas have improved and how the school can make improvements in each area. Data team meetings occur once a month to review student achievement and make adjustments to instruction and to identify struggling students.

B. We have aligned professional development with the State's academic content and student academic achievement standards. Faculty and staff participate in weekly professional development trainings that focus on areas of need including Common Core, RTI, research-based teaching strategies, and Quadrant D instructional strategies. We also participate in the webinars provided by the GaDOE related to Mathematics and English/Language Arts CCGPS.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example, we have a Learning Support Specialist who researches, disseminates, and models quality teaching strategies and rigorous analysis of school level data to impact professional learning. We fund RESA trainings and conferences such as the GaETC for teachers seeking additional support. These efforts support educators in implementing standards-based, results-driven instruction.

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 and the overall instructional program in the following ways. We have included teachers in professional development activities regarding the use of Extended Learning Time, STAR and DIBELS benchmarks, CCGPS, and RTI. The expectation is that the administrators will see the interventions in place –this is a part of LCES' focus walk rubric. All teachers must have a plan in place during the day for reading and math interventions. All teachers have 4 computers in their classroom so students can work on Study Island(individualized plan on instructional level). In addition, intervention paraprofessionals are assigned to EIP classrooms. A paraprofessional works with her EIP groups using Read Naturally, other strategies and manipulatives. Third graders work on fluency and decoding skills mostly. Fourth and fifth graders work on comprehension

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

skills. Our Intervention paraprofessional works with the EIP students in math. They use math strategies and manipulatives. Third graders work on the basic facts and skills for that week. Fourth and fifth graders work on the skill for that week. If a special education paraprofessional does not have a period for collab, she works with EIP students. EIP students and 5th grade math students work through the Study Island lab each morning. LCES provides after school tutoring for all students. All students identified intensive are progress-monitored bi-weekly and all strategic students are progress-monitored monthly. Additional staff members have helped us to perform these tasks with our students. We have 2 intervention paraprofessionals that work solely with low achieving students. We also have a Learning Support Specialist. She compiles our data as a school and works with teachers to help improve instruction for all of our students.

*5. Strategies to increase parental involvement.

Response:

A. We have involved parents in the planning, review, and improvement of the comprehensive school wide program plan by discussing and reviewing initial and final drafts of the plan with the Student Council. We vote on the plan during our Title I meeting and School Council meeting. Parents that participate on our PTCO also have the opportunity to discuss and give input for our school wide improvement plan. Our plan will also be posted online for review and commentary.

B. We have developed a parent involvement policy included in our appendices that encourages active parent participation and promotes open access.
   - We provide strategies to increase parental involvement such as
     (1) Fifth grade students participate in 4-H which provides several opportunities for community involvement.
     (2) Fifth grade students participate in the DARE (Drug Awareness Resistance Education) program to deter students' drug use and to promote productive citizens in the community.
     (3) The Junior Police program is provided for all third grade students to teach students about how to become law abiding citizens and ways that they can improve their community.
     (4) Fire safety classes are provided by the Volunteer Fire Department for all third graders. A Community Action Award was presented to LCES administration for allowing the school to participate in the Fire Safety Program.
     (5) Based on parent permission, all students are offered the opportunity to participate in a fluoride and dental program, which is provided by the Department of Human Resources. The following is an excerpt of a letter received from that Department: "During the implementation of the school based Oral Health Prevention Program

in your school, the Oral Health Section of District Four Health Services was able to provide dental services to 140 students. Of these students, 66 were NOT covered by Medicaid or Peachcare. Of the 140 students that were provided services at your school, 67 had no apparent dental problems, 57 had cavities and needed to seek additional dental services within the next three months, and 16 needed immediate dental care."

(6) An annual Career Week, coordinated by the school counselor, is held at LCES to help students to better plan for their future as citizens in the community.
(7) Regular PTCO meetings in the evening with meals and specialized focus bring parents, faculty, and the community together. Parent Literacy Nights are provided for the parents and community to help improve reading in our school. We also host an annual Empty Stocking Food Drive to collect non-perishable food for needy families in the community. These food items provide meals for more than 250 families in our communities which often include many of the students at LCES who donate goods to the food drive.
(8) LCES has an active school council which participates in school activities. The school council is planning to implement a Big Brother, Big Sister program to help with at-risk students.
(9) We host luncheons for parents throughout the year including Student of the Month and Grandparents' Day.
(10) Parent volunteers are encouraged to support teachers by reading aloud, working in small groups, and assisting teachers with daily tasks.
(11) Parent conferences are an expectation of teachers and required documentation is turned in at the end of the year.
(12) Weekly tasks including Tuesday Folders, newsletters, and signed agenda encourage communication with parents.

- The school will provide individual student academic assessment results and interpretation of those results through parent conferences. Teachers will review data with parents using detailed STAR reports and CRCT assessment scores.
- The comprehensive school wide program plan is available to the LEA, parents, and the public via our website http://lamarcountyelem.ga.lce.schoolinsites.com/
- Parent Involvement Compact is completed at the beginning of the year or as a part of registration throughout the school year.
- Parent Involvement checklist is included at the end of the report.

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*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 children in the transition from the primary to elementary school and students transferring from public or private schools. We hold 2nd grade nights to help with transition from 2nd grade to 3rd grade. The students have the opportunity to visit us during the day and come back at night with their parents. We will communicate this year with the Primary and Middle school to address the transition at our grade level. We want to improve the communication between schools so that our students will benefit. Students transferring from another school are assigned a mentor in the classroom and meet with the counselor. Administration discusses the handbook with the students and parents to establish early channels of communication.

*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 by including them on the district Better Seeker Team and also by including them on our School Council. Teachers have the opportunities to discuss our improvement in the faculty meetings and during professional development. Teachers are encouraged to help us make good decisions by analyzing progress monitoring data using STAR reports. These discussions are focused on determining low achieving students and developing and monitoring individualized learning plans for success.

*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 schoolwide plan.

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8(a). List of State and local educational agency programs and other federal programs that will be included.
Response: Lamar County Elementary School has a wealth of support for our students and staff from the community and school system. In addition to our school counselor, our school works closely with a school social worker as a parent liaison to handle issues with attendance, communicate with the Department of Family and Children's Services, and make home visits regarding line problems, mentor students, and provide assistance wherever necessary around the school and school grounds. We also have additional agency included in our school. They are listed below: Programs are coordinated and integrated using the following federal, state, and local services, EIP – Georgia State Department RTI STAR0- Progress Monitoring Toll Study Island- Instructional software Professional Learning Flu Shots from Health Clinic Afterschool Program Dental Screening from Health Clinic Sex Education for 5th grade boys from Local Doctors

8(b). Description of how resources from Title I and other sources will be used.
Response: Title 1 money will be used for staff salaries, supplies and computer software. We will purchase materials that are needed to teach math, reading, science, social studies. The resources will be used for low achieving students.

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:

*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:
Response: A. 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. Those activities are individualized intervention daily through the RTI process, ELT, Study Island practice during Computer Lab, and tutoring before and after school.

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9(a). Measures to ensure that students' difficulties are identified on a timely basis.
Response: Benchmark data will be used frequently. STAR Reading and Math will be used to determine at-risk students. DIBELS will also be used in 3rd grade and special education. Progress monitoring will take place weekly and biweekly using these assessment tools. Study Island will also be used for practice in all subjects including Social Studies and Science. Teachers will still provide individualized assistance to students during class time when the need arises.

9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.
Response: The EIS committee will be responsible for training teachers on the identification of difficulties with students. This committee will also observe teachers. Following the district's RTI procedures for students that are struggling, teachers will regularly hold Student Support Team and data team meetings. Teachers will meet on these students monthly to determine effective strategies that will help them improve in all areas academically. Parents will also be invited to attend the meetings.

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: Teachers are required to hold 2 parents conferences per year. Tier students and students on SST will have more meetings throughout the year. Using a Parent Report from STAR assessments, teachers will review benchmark and progress monitoring schools and explain strategies that parents should implement in the home to improve student achievement.

10. Description of how individual student assessment results and interpretation will be provided to parents.
Response: Parents will receive grades on their students throughout the year via the parent portal. Formal midterms and report cards will be sent at the 4 ½ week and 9 week marks respectively. We will also make sure that parents are informed of student progress at parent nights and parent conferences.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
Response: Data will be collected by teachers. The Learning Support Specialist will compile all data and share during data meetings. The LSS will also facilitate data meetings and content meetings. During these meetings the data will be discussed as it relates to each subject area.

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12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
Response: To improve the validity and reliability of our results, we purchased the STAR Enterprise assessments. These tools provide software reports to tell how students are doing relative to their peers nationwide with norm-referenced scores. The scores proved percentile rank, grade-equivalent, student growth percentile, and the scaled score, which is a statistical relationship based on learning progressions.

13. Provisions for public reporting of disaggregated data.
Response: All data will be reported to parents and staff. The reporting will take place via the website, parent conferences, and Tuesday Folder information.

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 schoolwide program.
Response: We are growing and learning as a faculty and staff about how to use our data to drive our school improvement goals and objectives. Over the past few years it has become more and more evident through NCLB and AYP that this is what we should be doing. We are examining statistical benchmark data, not just standardized test scores, to help make those school improvement decisions. That is one reason our strategies included in our action plan look at all the areas that affect that improvement: curriculum, parent and community involvement, resources, professional learning. We know that this plan must be a working document that will need to grow and change with yearly results. One of the big changes we made this school year has been our look at our Special Education model. Our AYP results showed that the subgroup, Students With Disabilities, was not showing the necessary gains that were required for AYP. Those are the kinds of decisions that we believe are critical if our school is to improve. What is actually happening at our school must drive where we go from here. Our school has several challenges that impact our improvement process: ➢ Special Education population ➢ School wide Title I ➢ Low socio-economic status ➢ Cuts in state school budget Several changes are already being made in what is happening in our school, based on our needs. There will be challenges and changes that will continue as long as we are operational. That is the nature of education. As we continue to study the data that is collected to help determine our strengths and weaknesses, then we can continue to make data driven decisions that lead to school improvement.

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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 development of the plan included all stakeholders of Lamar County Elementary. Administrators, teachers, paraprofessionals, teachers, parents, and other community members were involved in the development and implementation of the plan.

16. Plan available to the LEA, parents, and the public.
Response: The plan is available via our website under the "Title I" link.

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: Transact will be used for a small Hispanic population when the need arises. Letters will be sent in the native language of the family.

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

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ADDENDUM

Parent Involvement Plan

Parent Compact

Approved- October 3, 2013

Lamar County Elementary School
Parent Involvement Policy and Plan for Shared Student Success
2013-2014 School Year

Dr. Andrea Scandrett, Principal
Mr. Waylon Knight, Assistant Principal
228 Roberta Drive
Barnesville, Georgia 30204
(770) 358-5556 (phone)

What is Title 1?

Lamar County Elementary School is identified as a Title 1 school as part of the Elementary and Secondary Education Act of 1965 (ESEA). Title 1 is designed to support State and local school reform efforts tied to challenging state academics standards in order to reinforce and enhance efforts to improve teaching and learning for students. Title 1 programs must be based on effective means of improving student achievement and include strategies to support parental involvement. All Title 1 schools must jointly develop with all parents a written parental involvement policy.

School Plan for Shared Student Achievement

What is it? This is a plan that describes how Lamar County Elementary School (LCES) will provide opportunities to improve parent engagement to support student learning. LCES values the contributions and involvement of parents in order to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that LCES will support parent engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home.

How is it developed? Lamar County Elementary School welcomes parent input and comments at any time regarding the parental involvement plan. All parent feedback will be used to revise the plan for the next year. The plan is posted on our school website for parents to view and post feedback throughout the year. We also offer an annual survey online and in writing to ask parents for their suggestions on the plan and the use of funds for parental involvement. Parents can also give feedback to the principal at any time via email, in writing, or in person.

Who is it for? All students participating in the Title 1 program, and their families, are encouraged and invited to fully participate in the opportunities described in this plan. LCES will provide full opportunity for the participation of parents with limited English, parents with disabilities and parents of migratory children.

Where is it available? At the beginning of the year, this plan will be distributed in multiple ways to all parents and the community. Each parent/student will receive a hard copy. Parents can also retrieve a copy of the plan by going to our district website at www.lamar.k12.ga.us and clicking on Lamar County Elementary School and in the school Media Center.

Approved- October 3, 2013

How will you receive timely information? Information regarding up to date information regarding all Title 1 programs will be posted on our website, announced in an automated phone call, and sent home in weekly flyers.

Student – Parent – Teacher – Administration Title 1 Compacts

As a part of this plan, LCES and our families will develop a school – parent compact, which is an agreement that parents, teachers, and students will develop together that explains how parents and teachers will work together to make sure all of our students reach grade level standards. The compacts will be reviewed and updated on an annual basis using feedback from parents, students, and teachers in the spring of each year for planning purposes. The school – parent compacts are kept with each child's homeroom teacher if parents need a copy.

When can we get together?

LCES will host and offer the following events to build participation for stronger parental involvement. Our goal is to provide a supportive partnership among the school, parents, and the community improving student academic achievement.

August 1, 2013 – Open House from 2-6 p.m.

September 6, 2013- Annual Title 1Meeting 6:30 p.m.

September 6, 2013- Chili Supper for LCES families 6:00 p.m.

October 3, 2013- School Council Meeting 8:15

October 3, 2013-- Title I Parent Input Meeting 6-7

October 16, 2013— Title I Parent Input Meeting 6-7 (2)

October 30, 2013- LCES Blood Drive

December 12, 2013—Christmas Concert 6:30-7:30.

March 27, 2014- Spring Concert 6:30 p.m.

May 8-9, 2014- Drama Performance 6:30 p.m.

Math and Literacy Nights- TBA

2014 Georgia Department of Education Performance Targets

Reading: CRCT (3, 4, 5) – 95% of all students will meet or exceed standards.
L. Arts: CRCT (3, 4, 5) – 95% of all students will meet or exceed standards.
Math: CRCT (3, 4, 5) – 90% of all students will meet or exceed standards.

Dear Parent/Guardian,

Lamar County Elementary School, students participating in the Title 1, Part A program, and their families, agree that this compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how 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.

LCES works diligently to reach the following targets:
2014 Georgia Department of Education Performance Targets
Reading: CRCT – 95% of all students will meet or exceed standards.
L. Arts: CRCT – 95% of all students will meet or exceed standards.
Math: CRCT – 90 % of all students will meet or exceed standards.

The concentrated area for improvement in the third grade for the 2013-2014 school year is

MCC.3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

MCC.3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

MCC.3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding

ELACC3RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

School Responsibilities:
Lamar County 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.*** The faculty and staff will provide high quality instruction based on the Common Core Georgia Performance Standards. On a quarterly basis, the faculty will review and analyze the schools data and school improvement plan goals to identify strengths and weaknesses.
2. ***Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.*** The faculty and staff will provide a minimum of two scheduled parent teacher conferences either face to face, by phone, or by email where teachers will provide the necessary materials and activities for parents to work with their child and improve the child's academic achievement. Parents will also be able to participate in the two scheduled content nights scheduled to be at LCES Teachers and parents will decide and use the most effective means of communication to conference together.
3. ***Provide parents with frequent reports on their child's progress.*** Parents will be provided quarterly mid-term progress reports that will reflect their child's academic averages, a quarterly instructional flyer produced by the Learning Support Specialist highlight student learning for each nine weeks. Parents are

alerted to these reports using the school system automated phone calls, in hard copy, and electronically accessible on our school website (www.lamar.k12.ga.us).

4. ***Provide parents reasonable access to all staff members.*** Parents have daily access to all staff members by phone, email, and face to face conferences that are set up in advance. LCES will do its best to provide immediate feedback to all parents in a timely manner reflective of the method in which it was received.
5. ***Provide parents opportunities to volunteer at the school, participate in their child's class, and observe classroom activities.*** LCES encourages parents to be involved in their child's classroom setting. LCES requests that parents call ahead of time to set up an appointment to observe their child's classroom. Volunteering on a daily basis requires parents to be trained by a designated system employee (school social worker or lead school counselor) on the Mandated Reporter Training Manual.

Parent Responsibilities:

We, as parents, will play an integral role in the daily life of our child.

1. *We will provide our child a designated nightly time for homework so that as a family we can sit and talk about the content standards our child is learning.*
2. *We will review our child's homeroom sheet each night as a family to discuss any important communication to and from the school.*
3. *We will read the weekly newsletter every Monday that will provide information about my child's week.*
4. *We will initiate and communicate with our child's teacher regarding any concerns that we might have through email, phone calls, or face to face meetings.*
5. *We will participate in our child's education by attending parent/teacher conferences and participating in curriculum nights.*
6. *We will ensure that our child will attend school daily and stay the entire day unless properly excused so that he/she may take advantage of the rigorous daily instruction provided on a daily basis for our child to be successful. We will also provide a regularly scheduled bedtime with a minimum of 8 hours sleep for our child.*

Student Responsibilities:

I, as a student at LCES will focus on how I will meet the daily goals for my individual success.

- *I will be prepared and use materials as directed.*
- *I will complete all of my assignments in a timely manner.*
- *I will follow the directions of all adults.*
- *I will use appropriate language.*
- *I will remain in my personal space.*
- *I will report unsafe things to an adult.*

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 received, read, and agree to this Parent-School Compact. Once signed, please return the form to your child's homeroom teacher.

Principal Signature: _____ Assistant Principal: _____ Date: _____

School Representative Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Dear Parent/Guardian,

Lamar County Elementary School, students participating in the Title 1, Part A program, and their families, agree that this compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how 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.

LCES works diligently to reach the following targets:
2014 Georgia Department of Education Performance Targets
Reading: CRCT – 95% of all students will meet or exceed standards.
L. Arts: CRCT – 92% of all students will meet or exceed standards.
Math: CRCT – 88 % of all students will meet or exceed standards.

The concentrated area for improvement in the fourth grade for the 2013-2014 school year is _____
MCC.4.OA.3 Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

MCC.4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

MCC.4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

ELACC4RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

School Responsibilities:
Lamar County 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.*** The faculty and staff will provide high quality instruction based on the Common Core Georgia Performance Standards. On a quarterly basis, the faculty will review and analyze the schools data and school improvement plan goals to identify strengths and weaknesses.
2. ***Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.*** The faculty and staff will provide a minimum of two scheduled parent teacher conferences either face to face, by phone, or by email where teachers will provide the necessary materials and activities for parents to work with their child and improve the child's academic achievement. Parents will also be able to participate in the two scheduled content nights scheduled to be at LCES Teachers and parents will decide and use the most effective means of communication to conference together.
3. ***Provide parents with frequent reports on their child's progress.*** Parents will be provided quarterly mid-term progress reports that will reflect their child's academic averages, a quarterly instructional flyer produced by the Learning Support Specialist highlight student learning for each nine weeks. Parents are alerted to these reports using the school system automated phone calls, in hard copy, and electronically accessible on our school website (www.lamar.k12.ga.us).

4. ***Provide parents reasonable access to all staff members.*** Parents have daily access to all staff members by phone, email, and face to face conferences that are set up in advance. LCES will do its best to provide immediate feedback to all parents in a timely manner reflective of the method in which it was received.
5. ***Provide parents opportunities to volunteer at the school, participate in their child's class, and observe classroom activities.*** LCES encourages parents to be involved in their child's classroom setting. LCES requests that parents call ahead of time to set up an appointment to observe their child's classroom. Volunteering on a daily basis requires parents to be trained by a designated system employee (school social worker or lead school counselor) on the Mandated Reporter Training Manual.

Parent Responsibilities:

We, as parents, will play an integral role in the daily life of our child.

1. *We will provide our child a designated nightly time for homework so that as a family we can sit and talk about the content standards our child is learning.*
2. *We will review our child's homeroom sheet each night as a family to discuss any important communication to and from the school.*
3. *We will read the weekly newsletter every Monday that will provide information about our child's week.*
4. *We will initiate and communicate with our child's teacher regarding any concerns that we might have through email, phone calls, or face to face meetings.*
5. *We will participate in our child's education by attending parent/teacher conferences and participating in curriculum nights.*
6. *We will ensure that our child will attend school daily and stay the entire day unless properly excused so that he/she may take advantage of the rigorous daily instruction provided on a daily basis for our child to be successful. We will also provide a regularly scheduled bedtime with a minimum of 8 hours sleep for our child.*

Student Responsibilities:

I, as a student at LCES will focus on how I will meet the daily goals for my individual success.

- *I will be prepared and use materials as directed.*
- *I will complete all of my assignments in a timely manner.*
- *I will follow the directions of all adults.*
- *I will use appropriate language.*
- *I will remain in my personal space.*
- *I will report unsafe things to an adult.*

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Principal Signature: _____ Assistant Principal: _____ Date: _____

School Representative Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Dear Parent/Guardian,

Lamar County Elementary School, students participating in the Title 1, Part A program, and their families, agree that this compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how 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.

LCES works diligently to reach the following targets:
2014 Georgia Department of Education Performance Targets
Reading: CRCT – 90% of all students will meet or exceed standards.
L. Arts: CRCT – 92% of all students will meet or exceed standards.
Math: CRCT – 87 % of all students will meet or exceed standards.

The concentrated area for improvement in the fifth grade for the 2013-2014 school year is _____
ELACC5RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

MCC5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

MCC5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

MCC.5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

School Responsibilities:
Lamar County Elementary School will:

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2. ***Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.*** The faculty and staff will provide a minimum of two scheduled parent teacher conferences either face to face, by phone, or by email where teachers will provide the necessary materials and activities for parents to work with their child and improve the child's academic achievement. Parents will also be able to participate in the two scheduled content nights scheduled to be at LCES Teachers and parents will decide and use the most effective means of communication to conference together.
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School Representative Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____