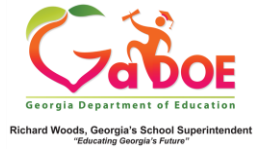


Georgia Department of Education Title I Schoolwide/School Improvement Plan

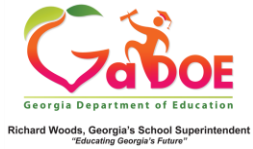
SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Eton Elementary School	District Name: Murray County	
Principal Name: Judy Redmond	School Year: 2015-2016	
School Mailing Address: 829 HWY 286 Chatsworth, Georgia 30705		
Telephone: 706-695-3207		
District Title I Director/Coordinator Name: Barbie Kendrick		
District Title I Director/Coordinator Mailing Address:		
Email Address: Barbie.Kendrick@murray.k12.ga.us		
Telephone: 706-695-4531		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



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SWP Template Instructions

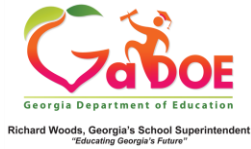
- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Judy Redmond		Principal
Greg Welch		Asst. Principal
Amy Petty		Academic Coach
Lisa Hughes		School Title One Coordinator/Media
Donna Hedrick		Kindergarten
Andrea Dillard		First Grade
Christie Oliver		Second Grade
Lavonda Gentry		Third Grade
Cassidy Langham		Fourth Grade
Tonya Chase		Fifth Grade
Marsha Smith		Sixth Grade
Stephanie Whisenant		Nonhomeroom/EES
Beth Hardin		Paraprofessional
Jan Green		Business Representative
Danielle Carter		Parent



Georgia Department of Education Title I Schoolwide/School Improvement Plan

For use by Local Educational Agency (LEA) Coordinator and Georgia Department of Education Title I Education Program Specialists

SCHOOL: Eton Elementary School

LEA: Murray County Schools

All components of a schoolwide program plan must be addressed. Those areas marked Not Met need additional development.

**Denotes required components as set forth in Section 1114 of Elementary and Secondary Education Act of 1965 (ESEA).*

MET	NOT MET	
Pg 7		1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).
Pg 44		2. Schoolwide reform strategies that:
Pg 44		<ul style="list-style-type: none"> • Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
Pg 45		<ul style="list-style-type: none"> • Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> • strengthen the core academic program in the school. • increase the amount and quality of learning time, such as providing an extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum • include strategies for meeting the educational needs of historically underserved populations

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MET	NOT MET	
Pg 50		<ul style="list-style-type: none"> • Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include: <ul style="list-style-type: none"> • counseling, pupil services, and mentoring services; • college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and • the integration of vocational and technical education programs; and
Pg 51		<ul style="list-style-type: none"> • Address how the school will determine if such needs have been met; and • Are consistent with, and are designed to implement, the state and local improvement plans, if any.
Pg 52		3. Instruction by highly qualified teachers.
Pg 54		4. In accordance with Section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.
Pg60		5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Pg 60		6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.
Pg 63		7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
Pg 64		8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.



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MET	NOT MET	
Pg 65		9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
Pg 67		10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
Pg 67		11. Description of how individual student assessment results and interpretation will be provided to parents.
Pg 69		12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
Pg 69		13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
Pg 69		14. Provisions for public reporting of disaggregated data.
Pg 70		15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.
Pg 71		16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).
Pg 71		17. Plan available to the LEA, parents, and the public.
Pg 71		18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.
Pg 71		19. Plan is subject to the school improvement provisions of Section 1116.

Comments:

Principal's Signature

Date

Title I Coordinator's Signature

Date

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP/SIP Components

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

Response: Eton Elementary has a comprehensive needs assessment which includes data sources that evaluates areas of Reading, Math, and English Language Arts. Data for this assessment includes scores from all students, as well as, students who are in subgroups. The subgroups include Students With Disabilities (SWD) and English Learners (EL). We have developed our school-wide plan with the participation of individuals who will carry out the Title One school-wide Improvement Plan. Based on results of data, we compiled a list of comprehensive goals for all students' needs, with particular emphasis on Students with Disabilities in the areas of Math and Reading

SWD students were served within the classroom as well as pull out at times. SWD (ESS) teachers planned with classroom teachers to make sure all students were served and were making academic progress. Teachers maintained standards checklists for each student to ensure that all standards were mastered. Students were served in small and whole group settings. Teachers analyzed test data to plan for each student in their area of need. Teachers met with each parent at least once during the year to discuss strengths and needs. Progress reports were sent home each 8 weeks updating parents on progress toward mastering IEP goals. Students used Thinking Maps to help build written response ability. Classroom and ESS teachers worked and planned collaboratively to ensure all students were progressing and making academic growth.

Achievement Data

Reading – was assessed by county benchmark test. Results follow:

Reading- 6 th grade	pre	Post	+/-
BOY School	61	73	12
BOY Eton SWD	30	45	15
District	57	71	14
MOY School	55	71	16
District	53	70	17
EOY School	54	73	19
EOY Eton SWD	44	60	16
District	51	70	19

Eton Elementary School sixth grade students made growth each benchmark period. Each growth score was comparable to the county growth. Using this data, Eton Elementary will continue best practices, interventions and strategies to better help students achieve mastery in reading.

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

ELA – was assessed using county benchmark test. Results follow:

ELA 1 st *No SWD in 1 st grade	pre	Post	+/-
BOY-School	42	84	42
District	43	77	34
MOY-school	65	90	25
District	64	82	18
EOY- School	62	88	26
District	60	83	23

Eton Elementary School's first grade students made growth each benchmark period. Eton Elementary made more growth each benchmark period than the county. .

ELA 2 nd grade	pre	Post	+/-
BOY School	62	82	20
BOY Eton SWD	48	81	33
District	64	83	19
MOY School	70	81	11
District	67	81	14
EOY School	66	80	14
EOY SWD	34	80	46
District	67	80	13

Eton Elementary School's second grade students made growth each benchmark period. Eton Elementary School's second grade students showed higher growth than the county two out of three benchmark periods.

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

ELA 3 rd	pre	Post	+/-
BOY School	39	58	21
BOY Eton SWD	27		
District	40	57	17
MOY School	50	69	19
District	52	67	15
EOY School	65	78	13
EOY Eton SWD	29	58	29
District	62	77	15

Eton Elementary School's third grade students scored more growth than the county two out of three benchmark periods.

ELA 4 th	pre	Post	+/-
BOY School	39	75	36
BOY Eton SWD	27	68	41
District	44	63	19
MOY School	44	86	22
District	47	67	20
EOY School	43	80	37
EOY Eton SWD	32	59	27
District	50	69	19

Eton Elementary School's fourth grade students showed more growth than the county scores each benchmark period.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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

ELA 5 th grade	pre	Post	+/-
BOY School	63	83	20
BOY Eton SWD District	64	80	16
MOY School	66	78	12
MOY District	61	78	17
EOY School	63	80	17
EOY Eton SWD	42	68	26
EOY District	58	79	21

Eton Elementary School's fifth grade made growth each benchmark period. They showed more growth than the county scores at the beginning of the year.

ELA- 6 th grade	pre	Post	+/-
BOY School	46	62	16
BOY Eton SWD	53	60	7
BOY District	46	68	22
MOY School	58	70	12
MOY District	49	76	27
EOY School	67	80	13
EOY Eton SWD	53	70	17
EOY District	64	84	20

Eton Elementary School's sixth grade made growth each benchmarking period. Goals were set using this data and we will continue using best practices, interventions and strategies to increase student success in Language Arts.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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Math

Math-1 st *No SWD in 1 st grade	pre	Post	+/- Growth
BOY School	42	85	43
District	43	76	33
MOY School	56	90	34
District	60	84	24
EOY School	57	84	33
District	58	78	20

Eton Elementary School's first grade classes scored higher and showed more growth than the county score each testing period.

Math 2nd	pre	Post	+/-
BOY School	56	82	26
BOY Eton SWD	25	72	47
District	58	84	26
MOY School	61	76	15
District	59	82	23
EOY School	59	77	16
EOY Eton SWD	38	71	33
District	60	79	19

Eton Elementary School's second grade classes scored evenly or slightly below the county growth average each testing period. Growth was made each testing period.

Math 3 rd	pre	Post	+/-
BOY School	37	68	31
BOY Eton SWD	27	59	32
District	35	73	38
MOY School	50	74	24
District	51	76	26
EOY School	48	70	22
EOY Eton SWD	33	52	19
District	49	72	23

Eton Elementary School's third grade made growth each benchmarking period. They scored slightly below the county average growth each benchmark period.



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Math 4 th	pre	Post	+/-
BOY School	46	86	40
BOY Eton SWD	46	79	33
District	50	80	30
MOY School	36	84	48
District	36	74	38
EOY School	32	75	43
EOY Eton SWD	33	55	23
District	33	66	33

Eton Elementary School's fourth grade students made growth each benchmarking period. Eton fourth grade students made more growth than the county average each benchmarking period.

Math 5 th grade	pre	Post	+/-
BOY School	33	71	37
BOY Eton SWD			
District	39	71	36
MOY School	41	71	30
District	43	74	31
EOY School	31	62	31
EOY Eton SWD	36	64	28
District	31	61	30

Eton Elementary School fifth grade students made growth each benchmarking period. Eton Elementary School students scored almost evenly with the county growth each benchmarking period.

Math Sixth Grade	pre	Post	+/-
BOY School	36	76	40
BOY Eton SWD	35	77	42
District	41	71	30
MOY School	29	70	41
District	34	65	31
EOY School	35	75	40
EOY Eton SWD	44	68	24
District	36	66	30

Eton Elementary School sixth grade made growth each benchmarking period and scored higher than the county each benchmarking period. Goals were set using this data and we will continue using best practices, interventions and strategies to increase student success in Math.

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EL

English learning students take an exit exam called the Access at the end of each year. This test assesses listening, speaking, reading, and writing. The results are charted below.

Total EL's tested	Total CPL 5.0 (AMAO annual Target 8.25%)	Total CPL 4.0-4.9 w/LS 4.8 & above (require LAC)
54	17-31%	0

% by grade moving Performance Bands (AMAO annual target 53%)	
Total EL's tested	90%
2 nd - 19 tested	63%
3 rd -8 tested	88%
4 th - 4 tested (no previous score for 3 students)	100%
5 th - none	—
6 th - 3 tested (previous score on one dates back to 2011)	66%

Total percent of EL students moving Performance Bands (AMAO annual target 53%) is 76%.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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Science

Science 3 rd	pre	Post	+/-
BOY School	39	79	40
District	38	74	36
EOY School	48	82	34
District	49	81	23

Eton Elementary School's third grade students are served by a part-time science teacher, as well as classroom teacher. Eton Elementary School's third grade showed higher growth each testing period than the county. Goals were set using this data and we will continue using best practices, interventions and strategies to increase student success.

Science 4 th grade	pre	Post	+/-
BOY School	43	82	39
District	44	83	39
MOY School	44	82	38
District	47	80	33
EOY School	41	84	43
District	48	80	32

Eton Elementary School's fourth grade students are served by a part-time science teacher, as well as classroom teacher. Eton Elementary School's fourth grade showed higher growth each testing period than the county. Goals were set using this data and we will continue using best practices, interventions and strategies to increase student success.

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Science-5th	pre	Post	+/-
BOY School	52	83	31
District	51	84	33
MOY School	45	66	21
District	43	76	33
EOY School	46	82	36
District	43	82	39

Eton Elementary School fifth grade students showed growth each benchmark period. Goals were set using this data and we will continue using best practices, interventions and strategies to increase student success.

Science 6 th grade	pre	Post	+/-
BOY School	53	75	22
District	49	73	24
MOY School	41	70	29
District	43	76	33
EOY School	45	75	30
District	38	74	36

Eton Elementary School's sixth grade made growth each benchmark period. Goals were set using this data and we will continue using best practices, interventions and strategies to increase student success.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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Social Studies

SS- 6 th grade	pre	Post	+/-
BOY School	33	70	37
District	38	79	41
MOY School	32	77	45
District	40	73	33
EOY School	40	80	40
District	37	81	44

Eton Elementary School sixth grade students made growth each benchmark period. Students showed more growth on the MOY benchmark than the county demonstrated. Goals were set using this data and we will continue using best practices, interventions and strategies to increase student success.

Kindergarten- Kindergarten students are not assessed using county benchmark assessments. DIBELS data was assessed.

PSF*

Test Date	Red	Yellow	Green
MOY (middle of the year)	3%	6%	91%
EOY (end of the year)		2%	98%
Change in score +/-	3%	4%	+7%

*Kindergarten is not assessed using this tool at the beginning of the year.

NWF*

Test Date	Red	Yellow	Green
MOY (middle of the year)	1%	4%	95%
EOY (end of the year)		3%	97%
Change in score +/-	1%	1%	2%

*Kindergarten is not assessed using this tool at the beginning of the year.



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GKIDS MATH

Eton Elementary Kindergarten Math	End of Year
Number Fluency	
Spring 2015	99.4% meets/exceeds

DIBELS Next

Grade	Percent EOY in Green
Kindergarten	98
Eton SWD- no students	
First School	63
Eton SWD- no students	
Second-School	70
Eton SWD	52
Third School	75
Eton SWD	61
Fourth School	76
Eton SWD	67
Fifth School	75
Eton SWD	82



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DIBELS Next test is given to measure literacy fluency. Sixth grade does not give the DIBELS Next test. Eton Elementary is using this data to improve student achievement in literacy. We will continue using best practices, interventions and strategies to improve literacy skills.

SRI

Second Grade through 6th grade also reported SRI scores/growth. SRI is an assessment that gives students a LEXILE level.

Grade Level/Test Date <i>2nd grade</i>	Below Basic	Basic	Proficient	Advanced
Number of students				
Beginning of Year	69	15	8	1
End of Year	44	24	19	6
Change in score +/-	-25	+9	+11	+5

Grade Level/Test Date <i>3rd grade</i>	Below Basic	Basic	Proficient	Advanced
Beginning of Year	55	24	22	1
End of Year	24	34	40	9
Change in score +/-	-31	+10	+18	+8

Grade Level/Test Date <i>4th grade</i>	Below Basic	Basic	Proficient	Advanced
Beginning of Year	47	26	14	1
End of Year	34	26	17	7
Change in score +/-	-13	-	+3	+8

Grade Level/Test Date <i>5th grade</i>	Below Basic	Basic	Proficient	Advanced
Beginning of Year	27	23	21	8
End of Year	22	17	23	17
Change in score +/-	-5	-6	+2	+9

Grade Level/Test Date <i>6th grade</i>	Below Basic	Basic	Proficient	Advanced
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Beginning of Year	34	33	8	10
End of Year	17	36	12	19
Change in score +/-	-17	+3	+4	+9

SWD- SRI

Grade Level	BOY Lexile Score	MOY Lexile Score	EOY Lexile Score
1 st Grade- no SWD students			
2 nd Grade	11	98	71
3 rd Grade	71	83	201
4 th Grade	241	262	258
5 th Grade	261	258	417
6 th Grade	436	592	612

SLO- Student Learning Objectives

Students in first grade and second grade took the SLO assessment at the end of the year.

SLO-Math	Score
Spring 2015	
1 st grade	90%
2 nd grade	76%



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SRI- Scholastic Reading Inventory is an online assessment of reading comprehension.

Eton Elementary is using this data to improve student achievement in reading comprehension and raise student LEXILE levels. Students will continue to advance toward being Proficient and Advanced readers to be more competent in literacy.

IKAN Eton Elementary will be using IKAN assessment beginning fall of 2015. Since this is our first year using IKAN math assessment, we will be using previous math data to guide our goals and math instruction.

Math Fact Assessment 2014-2015

Grade	Beginning of Year				Middle of Year				End of Year			
	Add	Sub	Mult	Div	Add	Sub	Mult	Div	Add	Sub	Mult	Div
K	-	-	-	-	-	-	-	-	100	80	-	-
1 st	76	65	-	-	76	51	-	-	80	80	-	-
2 nd	2	1	-	-	44	9	-	-	80	60	-	-
3 rd	57	22	-	-	68	42	9	2	82	67	38	26
4 th	66	22	3	3	-	-	47	35	-	-	65	49
5 th	65	39	33	17	-	-	80	67	-	-	82	80
6 th	87	59	72	57	-	-	88	83	-	-	86	75

Eton Elementary is using this data to continue planning to improve math facts and math fluency in all grades. Students will continue working on mastery of math facts for all four operations.

State End of Year Assessment

Eton Elementary School used Student Growth Averages to help set goals for the upcoming year. While Georgia Milestones data is not available at this time, data showing student growth using CRCT scores from 2013-14 was used to assist in setting goals. When Georgia Milestones data is available, new student growth goals will be established.



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201314 CRCT (average 4 th -6 th grade)				2014-2015	
Subject	Eton SGP	State SGP	Difference Between Eton and GA	Eton Elem. Georgia Milestone SGP	State Georgia Milestones SGP
ELA	40%	44.1%	-4.1 %	(to be determined)	(TBD)
Reading	66.5%	64.2%	+2.3%	(to be determined)	(TBD)
Math	53%	39.2%	+13.8%	(to be determined)	(TBD)
Science	55%	50%	+5%	(to be determined)	(TBD)
Social Studies	55.1%	39%	+16.1%	(to be determined)	(TBD)

Using the most recent CRCT (4th -6th grade) results to evaluate student growth and progress, teachers formed academic goals. Eton Elementary School scored above the state of Georgia's growth in all areas except ELA. These scores will be compared to student growth progress using Georgia Milestones. A comparison chart will be provided by the Georgia Department of Education to assess student growth in the areas of Reading, Math, Science, Social Studies, and ELA.

CCRPI Report

The state of Georgia was granted a wavier from NCLB in 2012. In order to maintain accountability and measure student and school wide growth, the state of Georgia created the CCRPI, College and Career Readiness Index. This index was rolled out Spring 2013. The scores from this assessment are gathered using : 1. Student Achievement, 2. Student Progress/ Growth , and 3. Closing the Achievement Gap. Schools can earn Challenge Points for schools that have a significant number of students who are economically challenged or students with disabilities who meet or exceed expectations. Eton Elementary scored 92.1 on the Elementary scale and 94.9 on the Middle School on the 2014-15 CCRPI scale.

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School Name	2014
Eton Elementary K – 5	91.2
Eton Elementary 6 th grade (MS)	94.9
Murray County K - 5	81.9
Murray County MS	71.1
State Elementary K - 5	72.7
State MS	73.8

Student Demographics

Eton Elementary is a kindergarten through sixth grade rural public school. The March 2015 FTE reflects Eton to have 619 students. There were 63 kindergarten students, 91 first grade students, 96 second grade students, 110 third grade students, 93 fourth grade students, 81 fifth grade students, and 85 sixth grade students. The school day begins at 7:30 a.m. and ends at 3:10 p.m. Students are enrolled for 160 days per year.

The ethnic composition of Eton is mainly Caucasian. The ethnic breakdown of the student population according to the 2015 March FTE count is as follows:

- African American - 2
- Asian- 1
- Caucasian- 484
- Latino(a)/Hispanic-124
- American Indian-1
- Multiracial - 7

Fifty students enrolled in the Excel (Gifted) program. 40 students enrolled in the EIP program and fifty one students enrolled in EL.

Discipline

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Eton Elementary had 91 office referrals for the 630 students in attendance for the school year 2014-2015, (14%). We believe this is due to the consistency of school wide classroom management and Positive Behavior Intervention Support (PBIS.)

Attendance

Eton Elementary School had 80 students who missed a total of 6 or more days in 2014-15. Eton Elementary School's yearly attendance average was 96.69%. Using this data, we will set an attendance goal of lowering the number of students who miss 6 or more days.

Teacher Demographics

For the 2015-16 school year, there are 36.5 certified teachers at Eton Elementary School. The administration at Eton is composed of one principal, one part-time assistant principal/part-time EIP teacher and one part-time counselor. Eton's faculty and staff include:

- 1 full time Academic Coach
- 1 full-time Executive Secretary
- 1-full-time Receptionist/Secretary
- 7 full-time Paraprofessionals
- 1 full-time Media Specialist
- 1 full-time Music teacher
- 1 full-time Excel teacher
- 1 part-time Science teacher
- 1 full-time Physical Education teacher
- 1 full-time ELL/ESL teacher

The teachers and administrators at Eton hold current teaching certificates issued by the State of Georgia. The majority of the faculty have a Masters Degree or higher. Teachers are recruited through the TeachGeorgia program from the Georgia Professional Standards Commission. This process assures the school of finding and recruiting teachers that are highly qualified.

Parental Involvement

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We have involved parents in the planning, review, and improvement of the comprehensive school-wide program plan by surveying to better understand what parental perspectives and needs are present: In the spring of 2015 parents of Eton students completed the Eton Elementary Parent Survey Spring.

Eton Elementary follows the Murray County School System Strategic Plan. This plan provides the school system and individual schools with goals and strategies to improve our schools. In the Engaging Stakeholders strategy, three questions are tracked using the Annual Perception Survey. This survey is given to parents. The questions are: School provides information about effective parenting techniques; school provides ways to involve parents and guardians in running the school; school provides information about how to support student learning at home.

- The school provides information about effective parenting techniques 90%
- The school provides ways to involve parents and guardians in running the school. 95%
- The school provides information about how to support student learning at home 95%

These scores indicate that Eton Elementary is effective in providing our parents with resources and involving our parents in the educational process.

By using the Parent Survey, Eton faculty and staff research ways to improve the areas that are in need of refinement. Eton Elementary School uses the data retrieved in planning parent education nights and learning opportunities for families.

Eton Elementary helps parents in several different ways. In addition to hosting educational parent workshops, monthly parenting tips are sent home with each student. The PTO will assist with resources to improve support and interaction with parents. Parents are invited to chaperone field trips with their students and volunteer at the school on a regular basis. Parents are invited to serve on School Council, School Improvement Teams, and Compact and Parental Involvement Policy revisions.

Eton informs families and the community about student progress and school programs in a variety of ways. Communication is carried out through e-mail, apps, phone calls, face-to-face meetings, Parent Portal web access, report cards, progress reports, student agendas in the fourth, fifth, and sixth grades, and pride-o-gram postcards.

The comprehensive needs assessment is conducted using many different forms of data. **We have used the following instruments, procedures, or processes to obtain this information: Georgia Milestones, GoFar, DIBELS NEXT, BURST, Professional Learning Survey, Student Safety Survey, LOTI, IKAN, and brainstorming.** During the 2015-2016 school year, Eton will also use Scholastic Reading Inventory (SRI) to assess students and obtain appropriate Lexile reading levels. Data is analyzed from a variety of sources to determine the strengths and areas of improvement of Eton Elementary. After analysis in spring 2015, the following areas were seen as areas for growth and improvement: student achievement, student attendance, parental involvement, and student use of technology. Several tests, both state mandated and



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district made, are administered to students at Eton. The results of these tests are analyzed and used to address student achievement. The Georgia Milestones measures students' performance based on the Georgia Performance Standards (GPS) in Science, and Social Studies. The Georgia Standards of Excellence in Mathematics, and English/Language Arts are also assessed on the Georgia Milestones. Kindergartens through third grade take a SLO assessment twice a year. Students in first through sixth grades are given assessments in the spring of the year.

District made achievement series assessment tests (pre and post) are given every grading period of the school year to students in first through sixth grades. Achievement series assessments measure the student's understanding and mastery of the Georgia Performance Standards as they are taught in the classroom. From this data, teachers create lesson plans and activities to meet specific needs within the classroom. Teachers share results and data from each test given with parents during conferences and send home data/test results for each assessment given.

We have taken into account the needs of immigrant and migrant children by including WIDA standards within each lesson plan and using differentiation within each classroom. Students who qualify for EL services are served each day in a small group with rigorous and relevant instruction to reinforce Georgia Performance Standards. Eton also uses a county translator to help with parent teacher conferences when parents do not speak English.

Staff Development Survey

In spring of 2015, the teachers and staff at Eton participated in a Staff Development Survey. The survey consisted of four areas (Teacher Improvement, Professional Learning, Applying Staff Development, and Best Practices.). Survey responses were never, seldom, sometimes, frequently, and always. A scale of one being never and five being always weighted responses. The following table contains a summary of the means for each of the four domains.

Teacher Improvement	4.62
Professional Learning	4.41
Applying Staff Development	4.52
Best Practices	4.54

Mean responses below 3.0 were viewed as areas of needs improvement. While no scores fell in the 3.0 range, Eton Elementary continues to strive for excellence by receiving training and professional development. Training is provided by the school's Curriculum and Instructional Facilitator, North Georgia RESA, and job embedded professional learning. The Academic Coach provides the training.

Using results from the school LoTi survey, Eton Elementary will focus on increasing our

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score from a 2 to a 4 by having students more actively engaged using more digital resources in the classroom.

Student/Teacher Technology Support

After examining the data included in this component, we feel our areas of priority concerns are: students with disabilities, reading, math, and professional development. We want to continue to make progress toward greater student academic achievement.

All members of the Eton faculty and staff believe that technology strengthens learning and student success. SMART interactive white boards, overhead LED projectors, and teacher computers are installed in classrooms in Kindergarten, first, second, third, fourth, fifth, and sixth grades. Eton has two computer labs where all grade levels have an assigned time. Teachers are encouraged to integrate technology into their lesson plans. The school has wireless and hard line network system for internet access and other networking needs. Eton also houses one Fast FORword classroom. There is one upper and one lower elementary classroom that is 21st century technology based. Technology is one component of Eton that is still weak and needs are noted. The Title I planning team agrees that technology must be a priority for all learners and teachers. Other technology training opportunities are also offered for teachers to effectively utilize technology in the classroom.

ETON ELEMENTARY SCHOOL TITLE ONE SCHOOL IMPROVEMENT GOALS 2015-16

Measurable Goals: From September 2015 to May 2016, Eton Elementary will decrease the number of students in grades K-6 who have missed 6 or more days from 80 students to 45 students.

Actions, Strategies, and	Timeline	Estimated costs,	Person(s) Responsible	Artifacts	Evidence of Impact on
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Interventions		Funding sources, and Resources			Student Learning
Attendance Review Committee	Throughout the year	\$0	Teacher, Attendance Coordinator, Counselor	Parent contracts, Meeting minutes	Fewer student absences
Provide weekly attendance rewards	Beginning of school year until end of school year	\$1000 per year	Teacher, Counselor	Purchase order, List of students who have perfect attendance for the week.	Fewer student absences
Documenting student absences—calling parent/guardian on first day of absence	Sy 2015-16	Paper, printer, telephone	Homeroom teacher, school administrator, school counselor	Attendance registers from homeroom teachers; parent contact log	Fewer student absences
Parents receive copy of Attendance policy in student handbook and teachers review policy in detail at orientation	Sy 2015-16	Handbooks	Teachers	Teachers keep a log of parents who received orientation on attendance policy.	Fewer student absences; better parent/school communication
Classrooms (one per grade level) will be rewarded for best monthly attendance with an ice cream party.	Sy 2015-16	\$1000 for ice cream for year	School counselor	Purchase order/list of classrooms that received ice cream party	Fewer student absences.
Decrease ESS absences	Sy 2015-16	\$0	ESS social worker, Administrator, School	Social worker referral form	Fewer student absences in sub group.



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			Counselor		
Focus on students who accumulated 5+ absences previous year to improve attendance	Sy 2015-16	Each homeroom teacher	Attendance Review Committee	Attendance records	Higher attendance rate.
EES teachers will call ESS students when ESS students are absent	Sy 2015-16	\$0	ESS teachers	Attendance records	Higher attendance rate
Students with weekly perfect attendance will be placed in a drawing for a homework pass. One pass per grade level each week.	Sy 2015-16	\$0	Homeroom teachers	Attendance Records	Higher attendance rate

Measurable Goals: In SY 2016, (from September 2015 to May 2016) kindergarten through sixth grade students will raise achievement in math from 90% to 95% as measured by SLO, GKIDS, and Georgia Milestones Assessment.

Actions, Strategies, and Interventions	Timeline	Estimated costs, Funding sources, and Resources	Person(s) Responsible	Artifacts	Evidence of Impact on Student Learning



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Provide additional instruction during the school day.	Throughout the school year—90 minutes of intervention weekly.	Study Island \$5400; Xtra math (\$0) Starfall More (\$275) Pebblego (\$1000)	Teachers K-6 th grades; ESS teachers and ESS paraprofessionals, ELL teacher.	Teacher lesson plans reflecting intervention time. Team agenda and minutes. Student achievement series assessment scores	Student increase in achievement series assessment scores. Classroom increase in achievement series assessment scores. Study Island weekly report. OAS test data to include 80% class and student mastery.
At risk and ESS students in grades Kindergarten – sixth will receive additional math instruction.	Sy 2015-16	Challenge before school program beginning In the fall through April. Estimated cost \$10,000 Peer tutoring, fact fluency practice	Challenge teachers, grade level teachers, EIP teachers, ELL teacher, paraprofessionals	List of students who have below state scores in math. Increased scores on OAS and system achievement series assessment tests. Scores on CRCT from previous year.	Teachers gauge student understanding on a regular basis to ensure understanding of mathematical concepts.
Math intervention needs based groups	Sy 2015-16	Harcourt, fact fluency assessment	Teachers	Observation, fluency of math facts, achievement series assessments	Fluency in math will be greater
Integrate math throughout all curriculum in grades Kindergarten – sixth grades	Sy 2015-16	PE, music, and media teachers	Laura Greeson, Charissa Baker, Angie Green	Task completion	Stronger math scores.



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Family math night	Sy 2015-16	\$ 480 for Discovery Museum	Teachers, Technology	Observation Increase in math GMAP, OAS and GKIDS scores	Stronger academic achievement
Each classroom will add 5 minute full class math fact practice	Sy 2015-16	\$0	K-3 rd Homeroom teachers 4-6 Math teachers	Lesson plans	Stronger mathematic understanding leading to greater ability to perform math tasks. Increase in math GMAP, OAS, and GKIDS scores. Students will have a greater understanding of math concepts.
Math Fact Assessment 3 times yearly	Sy 2015-16	\$0	K-3 Homeroom teachers 4th- 6 th Math teachers CIF	Math Assessment, Class Data, Math Stars display	Stronger mathematic understanding leading to greater ability to perform math tasks. Increase in math GMAP, OAS and GKIDS scores. Students will have a greater understanding of math concepts.
Kindergarten teachers will introduce how to identify money/coins	Sy 2015-16	\$0	Kindergarten teachers, paraprofessionals, EES teachers and paraprofessionals that work with Kindergarten	Lesson plans	Higher student achievement



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1 st grade teachers will introduce value of Money /coins	Sy 2015-16	\$0	1 st grade teachers, paraprofessionals, EES teachers and paraprofessionals that work with 1 st grade students.	Lesson plans	Higher student achievement
3 rd grade will departmentalize	Sy 2015-16	\$0	Each teacher in 3 rd grade will teach a specific subject area.	Lesson Plans	Higher student achievement.

Measurable Goals: In SY 2016, (from September 2015 to May 2016) teachers and paraprofessionals will participate in professional learning communities once a month to discuss current educational topics that pertain to student achievement.

Actions, Strategies, and Interventions	Timeline	Estimated costs, Funding sources, and Resources	Person(s) Responsible	Artifacts	Evidence of Impact on Student Learning
Grade levels will meet weekly for collaboration and to analyze data. Groups are encouraged to use the data room to better plan and understand vertical connection between grade levels.	Throughout the school year.	\$0	Teachers, ESS teachers and ESS paraprofessionals.	Agenda, minutes	Consistency between classrooms will result in more stability and expectations for students.
Vertical professional learning communities (PLC) will meet once each month for professional development and	Sy 2015-16	\$1000 for book studies,(Teach Like a Champion, Teaching with Poverty in Mind, Under-	Teachers and staff from all grade levels and non-homeroom teachers. Administrators, Academic Coach	Agenda, minutes, copies of articles	Stronger sense of collegiality. Higher student achievement.



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collaboration.		resourced Learners and additional titles as needed) chart paper, highlighters, copy paper			
Collaborative Vertical planning for implementation Of GPS	Sy 2015-16	CCGPS standards and performance goals	1 teacher from each grade K-6 Academic Coach	Agenda and minutes from the meeting	Stronger sense of understanding expectations and goals between grade levels
Teachers meet weekly to analyze SLDS data and data from other sources.	Sy 2015-16	\$0	Homeroom Teachers, ESS teachers, EIP teachers	Teacher plans, agendas, minutes	Stronger student achievement; lesson plans aligned with standards
Teachers will attend SLDS Training, Math training, Thinking Maps.	Sy 2015-16		Rachelle Terry, , CIF	Lesson Plans, Student Data	Raised student achievement
Striving Readers Grant, Comprehensive Reading Solutions Modules.	Sy 2015-16	0	CIF	Lesson Plans, Teacher Logs, Data Notebooks, Student Data and classroom observation	Raised student achievement

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Measurable Goals: In SY 2016, (from September 2015 to May 2016), 80% of students in third, fourth, fifth and sixth grades will be in the proficient range in science on the Georgia Milestones Assessment.					
Actions, Strategies, and Interventions	Timeline	Estimated costs, Funding sources, and Resources	Person(s) Responsible	Artifacts	Evidence of Impact on Student Learning
Pre-teach vocabulary for all concepts.	Throughout the school year.	Copy paper Hands on science materials	Half time Science teacher and classroom teacher	Lesson plans, achievement series assessment scores, GMAP scores, vocabulary	Achievement series assessment and GMAP scores meet or exceed.
Provide additional instruction, practice, and remediation	Sy 2015-16	Copy paper, Hands on Science materials, Brain Pop computer based activities	Teachers and staff from all grade levels and non-homeroom teachers. Administrators, Academic Coach Half-time Science teacher	Tests, Thinking Maps, rubrics, essential questions	Increase student achievement on GMAP and achievement series assessments.
Provide Learning-focused instruction in third, fourth and fifth grade	Sy 2015-16	Copy paper, LFS strategies, Hands on Science materials	Third, Fourth, and Fifth grade teachers and half-time science teacher	Tests, Thinking Maps, Journal writing, vocabulary	Stronger student achievement on GMAP and achievement series assessment; writing across the curriculum (Writing to Win)
Sixth grade provides additional remediation and acceleration through	Sy 2015-16	Computers and Hands on Science materials	Sixth grade science teacher	Schedule of intervention time; students grouped for acceleration/remediation; team agenda and minutes; individual achievement series	Student and classroom increase in achievement series assessment scores; Study



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computer lab daily before school.				assessment student reports for parents with listed resources.	Island weekly reports; OAS test data to include 80% class and student mastery.
Science Fair	Sy 2015-16	\$100	4 th , 5 th , 6 th grade teachers	Science Fair held in the spring	Raised student achievement
Science Night	Sy 2015-16	\$480 Discovery	Teachers, science teacher	Agenda, Activities at Science Night, student projects, parent evaluation of the activities	More parental involvement, greater understanding of how parents can assist students with school goals
Science Read-a-louds	Sy 2015-16		K-6 homeroom/science Teachers	Lesson plans	Greater exposure to science materials leading to greater understanding of science standards

Measurable Goals: In SY 2016, (from September 2015 to May 2016), 80% of EES students will be in the proficient range on the Georgia Milestones Assessment.

Actions, Strategies, and Interventions	Timeline	Estimated costs, Funding sources, and Resources	Person(s) Responsible	Artifacts	Evidence of Impact on Student Learning
Provide targeted intervention for ESS students	Throughout the school year. Each achievement series assessment period, pre	Study Island \$5400; Harcourt Math; Fast For Word, Xtra Math, i-Ready, Brain Pop,	ESS teachers, ESS paraprofessionals, Inclusion teachers, ELL teacher	Lesson plans, student test reports, teacher and paraprofessional schedule of intervention time.	Increase in student achievement series assessment scores. Work samples



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	and post	Brain Pop Junior \$1575 Scholastic Reading Inventory \$3500 Starfall More (\$275)			showing mastery of each standard in portfolio
After each achievement series assessment teachers will analyze data to determine individual student needs	Sy 2015-16	\$0 Achievement series assessment tests	ESS teachers, Inclusion teachers CIF	Achievement series assessment tests pre and post	Increase student achievement on achievement series assessments
Analyze data to determine GPS to re-teach and provide intervention.	Sy 2015-16		ESS teachers, inclusion teachers	Achievement series assessment, classroom tests, grade level agendas and minutes. SLDS usage.	Stronger student achievement on GMAP and achievement series assessment;
ESS and classroom teachers will coordinate resources and ensure each student's individual needs are met.	Sy 2015-16	\$0	ESS and classroom teachers, Excel teacher, and ELL teacher	Schedule of intervention time; students grouped for acceleration/remediation ; team agenda and minutes;	Student and classroom increase in achievement series assessment scores; Study Island weekly reports;



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Measurable Goals: In SY2016, (From September 2015 to May 2016), teachers will score a level 3 on the LOTI level of technology by using student led, technology embedded lessons.					
Actions, Strategies, and Interventions	Timeline	Estimated costs, Funding sources, and Resources	Person(s) Responsible	Artifacts	Evidence of Impact on Student Learning
Instructional technology	Sy 2015-16	SMARTboard training \$0	Teachers, Instructional technology trainer	Teacher planning, lesson plans, sign-in sheets	Technology embedded in lesson plans
Students using computer lab	Sy 2015-16	\$0 Harcourt on-line; web quests; Study Island \$5400;; fluency fact practice; Brain Pop, Brain Pop Junior, Pebblego (\$1000) ABCya (free)	teachers	Lesson plans, Computer lab use log	Students using technology to enhance their learning.
Increase rate of teachers technology use based on Loti survey from level 2 to 3	Sy 2015-16	\$0 Training through instructional technology	Teachers Instructional technology	Lesson plans; classroom observation	Variety of sources used for technology
All classrooms will have wireless network	Sy 2015-16	E-rate funding	Technology	Information services coordinator	Increase sources for classroom materials
Use technology to collect and analyze data	Sy 2015-16	Achievement series; Dibels Next; BURST, Infinite Campus, SRI (Scholastic Reading Inventory) 3500	Teachers, administrators	Grade level minutes; leadership team minutes	Mastery of standards



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All Teachers will create and maintain a webpage	Sy 2015-16	\$0	Certified Personnel	Webpages	Increased parental communication.
Academic Coach and tech specialist will provide specific training for teachers to aid in shifting from teacher focused use of technology to student focused use of technology	Sy 2015-16	\$0	Academic Coach Rachelle Terry	Lesson plans Classroom activities, student projects , and teacher observation	Student will engage in higher level thinking/processing information and solving problems by using technology.
Students will complete grade appropriate learning modules on learning.com	Sy 2015-16	\$6.00 per student	Classroom teachers	Performance based tasks	Greater understanding and achievement of 21 st century goals.

Measurable Goals: In SY2016, (from September 2015 to May 2016), Eton Elementary staff will continue with safety measures in our school in order for 100% of students to feel safe at school.

Actions, Strategies, and Interventions	Timeline	Estimated costs, Funding sources, and Resources	Person(s) Responsible	Artifacts	Evidence of Impact on Student Learning
Cafeteria- students wait behind seats until all classmates are	Sy 2015-16	PBIS Matrix for correct lunchroom behavior. PBS	Administrators, Faculty, Staff Food Services staff	PBIS Matrix Floors free of spills and food.	Safer school, cleaner environment, better behaved



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at table; first 10 minutes of silent time to encourage eating, using red/green cans. Keep floors clean, free from spills and dropped food		team. PBS tickets for rewards. Red/green time marker cans.		Lower noise level	students.
Bathroom— teachers monitor students in grades 4-6; send specific numbers in at a time in grades 4-6; all grades discuss correct bathroom behavior	Sy 2015-16	PBIS team; PBIS matrix; PBIS tickets for rewards	Administrators, Faculty, Staff, Custodians	PBIS Matrix	Safer school, better behaved students.
Students going home on the bus will sit in seats and observe proper bus conduct. Bus drivers will be given PBIS training on school expectations	Sy 2015-16	PBIS team; PBIS matrix; PBIS tickets for rewards	Administrators, Faculty, Staff, Bus drivers	PBIS Matrix Bus referrals	Safer bus rides
Playground Students are to use all equipment safely and follow rules.	Sy 2015-16	PBIS team; PBIS matrix; PBIS tickets for rewards	Administrators, Faculty, Staff,	PBIS Matrix	Safer playgrounds



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Student Council will continue using representatives from 4 th , 5 th , and 6 th grades	Sy 2015-16	\$0	Angie Green, EXCEL teacher	Videos and posters to encourage safety; Minutes of students council meetings	School safety will improve
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Measurable Goals: In SY2016, (from September 2015 to May 2016), 95% of kindergarten students will be green on DIBELS Next when given the end of the year assessment.

Actions, Strategies, and Interventions	Timeline	Estimated costs, Funding sources, and Resources	Person(s) Responsible	Artifacts	Evidence of Impact on Student Learning
Students will use take home readers nightly	Sy 2015-16	Take home readers	Homeroom teacher		Stronger reading fluency
Students will have small group instruction to strengthen reading, writing.	Sy 2015-16	Leveled readers, writing paper,	Homeroom Teachers, paraprofessionals	Writing Displays,	Stronger reading fluency, writing skills
Small group or individual intervention of reading fluency, writing skills	Sy 2015-16	Leveled readers, writing paper,	Homeroom teacher, paraprofessional	Writing Displays,	Stronger reading fluency, writing skills
Classroom teacher will model correct reading fluency with read alouds each week	Sy 2015-16	Tradebooks, Readaloud activities	Homeroom teacher		Stronger reading fluency skills
Students will use SMARTboard activities daily to improve student achievement	Sy 2015-16	\$0	Classroom teachers, paraprofessionals, ESS teachers that Work inside a Kindergarten classroom	Lesson plans, workstation documentation	Stronger goal achievement and greater student understanding



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Measurable Goals: In SY 2016 (from September 2015 to May 2016) first grade students will raise math achievement from 90%-92% in math as measured by SLO.					
Actions, Strategies, and Interventions	Timeline	Estimated costs, Funding sources, and Resources	Person(s) Responsible	Artifacts	Evidence of Impact on Student Learning
Students will use Xtra Math to improve math fluency and fact recognition	SY 2015-16	\$0 Xtra Math, Harcourt math website, Brain Pop, Brain Pop Junior, More Starfall	Homeroom teacher,		Stronger math fluency and stronger basic fact recognition
Each first grade classroom will incorporate SMARTboard activities into math curriculum	SY 2015-16	SMARTboard, SMARTboard activities	Homeroom teacher,	Games Activities completed To reinforce math skills	Stronger math fluency, stronger basic fact recognition and stronger math skills
Students will be served in small math groups.	SY 2015-16	Math manipulatives, Math activities, Paper, pencils, Small white dry erase boards	Homeroom teacher,	Math displays	Stronger math fluency, stronger basic fact recognition and stronger math skills
Students will use math workstations to build math skills.	SY 2015-16	Math manipulatives, Math activities, Paper, pencils, Small white dry erase boards, computers	Homeroom teacher	Math activities completed by students	Stronger math fluency, stronger basic fact recognition and stronger math skills
Students will receive math remediation/ intervention	SY 2015-16	Math manipulatives, Math activities, Paper, pencils, Small white boards computers	Homeroom teacher,	Math activities completed by students	Stronger math fluency, stronger basic fact recognition and stronger math skills
Each classroom will add 5 minute full class math fact practice	SY 2015-16	\$0	Homeroom teachers	Increase achievement in math CRCT, OAS scores. Students will have a greater	Stronger mathematic understanding leading to greater ability to perform



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				understanding of math concepts	math tasks.
Integration of technology to improve math skills will be provided daily	SY 2015-16	\$0	Homeroom teachers, ESS teachers/ paraprofessionals that work within the first grade rooms	Lesson plans and workstation documentation	Higher achievement scores

Measurable Goals. In SY2016, (from September 2015 to May 2016, 80% of first grade students will score in green when administered the DIBELS Next end of the year assessment.

Actions, Strategies, and Interventions	Timeline	Estimated costs, Funding sources, and Resources	Person(s) Responsible	Artifacts	Evidence of Impact on Student Learning
First grade teachers will send home fluency probes	SY 2015-16	\$0	Homeroom teachers	Homework sheet	Greater student fluency achievement.
Teachers will use differentiated lessons to promote greater fluency achievement	SY 2015-16	activities Reading series Teacher/grade level activities	Homeroom teachers	Classroom activities	Greater student fluency achievement.
Teachers will use SMARTboards and readers theater to integrate and involve students in the classroom.	SY 2015-16	SMARTboard SMARTboard activities	Homeroom teachers	Games and SMARTboard Activities that Are completed	Greater student fluency achievement.
Teachers will progress monitor each student	SY 2015-16	DIBELS Next, BURST	Homeroom teachers	BURST group activities, Weekly monitoring	Greater student fluency achievement



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Measurable Goals. In SY2016, (from September 2015 to May 2016, 90% of second grade students will score in green when administered the DIBELS Next end of the year assessment in fluency.					
Actions, Strategies, and Interventions	Timeline	Estimated costs, Funding sources, and Resources	Person(s) Responsible	Artifacts	Evidence of Impact on Student Learning
Second grade teachers will send home fluency probes	SY 2015-16	\$0	Homeroom teachers	Homework sheet	Greater student fluency achievement.
Teachers will use differentiated lessons to promote greater fluency achievement	SY 2015-16	activities Reading series Teacher/grade level activities	Homeroom teachers	Classroom activities	Greater student fluency achievement.
Teachers will use SMARTboards and readers theater to integrate and involve students in the classroom.	SY 2015-16	SMARTboard SMARTboard activities	Homeroom teachers	Games and SMARTboard Activities that Are completed	Greater student fluency achievement.
Teachers will progress monitor each student.	SY 2015-16	DIBELS Next, BURST, SRI	Homeroom teachers	BURST group activities, Weekly monitoring	Greater student fluency achievement
Students will be assessed using SRI 3 times yearly to measure lexile growth. Teachers will use fluency peers to encourage higher fluency	SY 2015-16	SRI, Fluency probes	Homeroom teachers	SRI/ Lexile scores, peer fluency records.	Increase of Lexile scores and greater student fluency achievement.

Measurable Goals. In SY 2016, (from September 2015 to May 2016), 80% of students in third, fourth, fifth and sixth grades will be in the proficient range in Social Studies on the Georgia Milestones Assessment.



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Actions, Strategies, and Interventions	Timeline	Estimated costs, Funding sources, and Resources	Person(s) Responsible	Artifacts	Evidence of Impact on Student Learning
Teachers will integrate technology by using virtual field trips and webquest.	SY 2015-16	\$0	Homeroom teachers and CIF	Lesson plans, student projects	Greater student achievement in Social Studies
3 rd -6 th teachers will utilize project based learning, performance tasks, book studies and other hands on methods to teach Social Studies for mastery	SY 2015-16	\$200	3 rd -6 th teachers CIF	Lessons and Student projects	Greater student achievement in Social Studies
Teachers will host a Social Studies Night	SY 2015-16	\$300- Supplies for projects and presentations.	Homeroom teachers	Social Studies projects	Greater student understanding and raised achievement in Social Studies.

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2. Schoolwide reform strategies that:

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

Response:

Eton Elementary School implements school-wide researched based methods that increase the quality and quantity of instruction. The ways in which we address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the States' academic content and student academic achievement standards are by implementing Georgia Performance Standards (GPS) in each grade level for all academic subjects using rigorous and relevant instruction, differentiated activities, and when needed individual remediation. Teachers plan instruction using Depth of Knowledge techniques with emphasis on higher thinking skills. Teachers and support staff have copies of their content specific standards, pacing guides, content maps, frameworks, and student test data in their classrooms. These items are organized into a data notebook provided by the school's Academic Coach. These items can also be accessed through the school, district, and state websites. Teachers also participate in weekly in-service and professional learning opportunities. Students in 3rd and 4th grade are served by a Science lab teacher using hands on activities while implementing state standards. Teachers are trained in and use technology and research based programs. The programs we use are: Learning.com, Brainpop, Study Island, Edmodo, Scholastic Reading Inventory, and GOFAR.

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

Response:

Eton Elementary School's research-based reform strategies align with the findings of the needs assessment. The strategies we use are:

Attendance: We have an Attendance Review Committee consists of teachers, attendance coordinator, and the counselor. Teachers also call each student that is absent in their classroom every morning to check on them. Eton Elementary School also provides weekly attendance rewards for students who are present all week. These students are also put into a drawing for a homework pass at the end of the week. Classrooms with the best attendance for the month are also rewarded with an ice cream party. These strategies result in a higher attendance rate, as well as better parent/school communication.

Interventions: Eton Elementary School provides a level of interventions for students who need the most instructional support. Eton implements Needs Based Groups daily, daily interventions, and use the Challenge program before school. Needs based groups are developed using achievement series assessment, iReady, DIBELS Next, Georgia Milestones, Informal Phonics Inventory, IKAN, SRI, SLO, math facts assessment, 21st Century assessment, Reading with Sara, and daily observations. Students are grouped with a heterogeneous classroom based on their individual needs (math, reading, language, etc.). The teacher works with small groups of 2-4 students at a time in order to give more individual assistance to those students that need additional help. Daily interventions of thirty (30) minutes are provided to pull aside students on a daily basis who are struggling with math/reading concepts. This time is blocked into each teacher's schedule. Eton Elementary intervention activities include: Innovating Teaching Methods by Harcourt Series Reading, Math, and Language as adopted by Murray County Schools, Pacing Guides for each subject, Co-Teaching strategies, Learning Focused Strategies, Catching Kids Up strategies, SMARTBoard Activities, Framework Task, DIBELS Next, AND Achievement Series/Achievement series assessment. Testing results that ensure the student's difficulties are identifies on a timely basis and that sufficient information on which to base effective assistance is provided as part of our school-wide programming.

Fourth, Fifth, and Sixth grade classrooms implement Learning Focused Strategies and teaching methods on a daily basis. Kindergarten through third grade implements Reading First Strategies daily. The teachers use the latest research-based techniques by providing students with authentic opportunities to explore and discover learning in each content area. Grade level content meetings



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are held weekly. These meetings provide opportunities for both teachers and support staff to share best practices, trouble-shoot problems, identify new ideas, and create goals for student achievement. Lesson plans are written and aligned to the Georgia Performance Standards (GPS). Their lesson plans reflect appropriate depth of knowledge levels. Fourth, fifth, and sixth grade lesson plans follow The Learning Focused Schools model and include activating strategies, essential questions, key vocabulary, teaching strategies, summarizing strategies, and assessment strategies. Teacher's plans also reflect the Depth of Knowledge levels and are turned in to the school's Academic Coach on a weekly basis.

Challenge Program: The Challenge Program begins in January and continues until spring just before administration of the Georgia Milestones. The Challenge Program focuses on 3rd and 5th grades. The Challenge Program runs four days a week, one hour a day. All students are given an opportunity to participate in the Challenge Program, but students who are having difficulties in math, reading, and language concepts are the target audience. Eton also uses peer tutoring to reinforce learning. The student council provides tutors for kindergarten and first grade for this type of peer instruction

Math Strategies: Eton Elementary used math intervention needs based groups. These are based on the Harcourt facts fluency assessments (K-3), as well as the IKAN assessments (4-6). Math is also integrated throughout all curriculums in all grades, including PE, music, and media. We have a Family Math Night in which parents and students participate in different math activities. Each classroom also has five minute full class math facts practice each day.

Professional Development: Grade levels meet weekly for collaboration and to analyze data from SLDS and other sources. Vertical professional learning communities (PLC) will meet once each month for professional development and collaboration.

Reading Strategies: Eton Elementary implements the Striving Reader's Grant Comprehensive Solutions Modules. Students have daily small group instruction to strengthen reading and writing, as well as additional daily intervention of reading, fluency, and writing skills. Classroom teachers model correct reading fluency with read alouds each week. Students also use SMARTboard activities daily to improve student achievement.

Science Strategies: The teachers at Eton Elementary also pre-teaches vocabulary concepts, uses science read-alouds, provides additional instruction and remediation during the thirty minute intervention block, and provides Learning Focused instruction in third, fourth, and fifth grade. Sixth grade provides additional remediation and acceleration through computer lab daily before school. Eton also has a combined Science Fair/Science Night every year in the Spring.

Technology-All teachers had a SMARTboards in their classrooms. They also have access to one of the two computer labs once a week. All Eton Elementary teachers maintain a webpage that is access by parents from the school's website. The academic coach provides specific training for teachers to aid in shifting from teacher focused use of technology to student focused use of technology. The students at Eton Elementary also complete grade appropriate learning modules on learning.com

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The EXCEL Program serves those students that are high achievers. The students are evaluated and, if determined, are put in the EXCEL program for more challenging work in areas of critical thinking, artistic ability, abstract mathematical concepts, etc.

EL classes (English for Learners of other Languages) are also provided at Eton Elementary. One additional language segment per day enables students who are English Learner of other languages additional time to assist in mastering the language. This class assists students of different cultures, languages, and backgrounds to learn English as a second language, while assisting them with everyday school activities, as well as academic work.

The EIP model is used in K-5th grades. In this model students from regular classes are pulled into a reduced group with peers that are near the same grade level in math, reading, or language arts. The students receive more individualized attention in each subject area. Criteria determined by the state is used for placement. The EIP students are served using FastForward, as well as small group and needs based groups.

DIBELS Next is a researched based reading program that provided weekly progress monitoring. Oral reading practice fluency probes are administered weekly to provide practice in areas of weakness.

In order to effectively implement strategies and provide teachers with training a budget is submitted each year for the use of Title One Funds. Eton Elementary School's budget is shown to reflect the needs of our school.



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Eton Elementary School Title One Budget



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1000- 199	Supplemental initiatives are beyond those required by local boards of education and the state.	Certified Teachers	\$4,000	Tutoring before school for students at risk	CCRPI scores, and Gap Analysis of score of SGP on Georgia Milestones District RTI data District Benchmark Data
1000-610	Supplies for Classrooms 120 cases of paper (General Supplies-32 teachers) ie instructional materials for classroom, manipulatives, highlighters, pens, dry erase markers, paper clips, notepads, project supplies, ink & toner for printers (25 black/color), poster paper, laminating supplies, colored paper, card stock paper, Storyworks magazine for 4 th and 5 th grades; current events magazine for 4 th , 5 th and 6 th grades, social studies newspapers for 3 rd grade, writing paper for kindergarten and first grade, math magazine for 6 th grade.	Classroom Certified teachers	\$6,500	These supplies allow teachers to enhance instruction, create learning activities, increase literacy through print, and write across the curriculum.	CCRPI scores, and Gap Analysis of score of SGP on Georgia Milestones District RTI data District Benchmark Data
1000-611	Technology Supplies wiring an switch for computer lab; 150 Batteries for response systems, replacement Projectors for classrooms	Kelly Bartley, Computer Lab, Teachers With Response systems	\$1,900	Providing a computer lab to increase student use of technology. Response systems are used in the classroom for formative assessments. Projectors work with the Smart Boards found in each classroom.	CCRPI scores, and Gap Analysis of score of SGP on Georgia Milestones District RTI data District Benchmark Data
1000-612	Computer Software Renewal subscriptions for Study Island, Brain Pop, Learning.com, Scantron, Starfall	Classroom Teachers	\$20,000	Student learning through technology. These software programs provide remedial support, allow students to take assessments on standards, and provide more in-depth understanding of technology.	CCRPI scores, and Gap Analysis of score of SGP on Georgia Milestones District RTI data District Benchmark Data



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1000-615	Expendable Equipment Headphones for computer labs	Kelly Bartley	\$500	Allows students to have their own learning space.	CCRPI scores, and Gap Analysis of score of SGP on Georgia Milestones District RTI data District Benchmark Data
1000-616	Expendable Computer Equipment Replacement computers, 2 laptops, 15 computers for academic lab	New teachers, and computer lab	\$10,000	Increase student use of technology, keep computers up-to-date and working	CCRPI scores, and Gap Analysis of score of SGP on Georgia Milestones District RTI data District Benchmark Data
2210-300	Substitutes for Certified Staff- Substitutes for 30 teachers to participate in professional development- differentiated instruction, math, data analysis, integrating technology	Certified Staff who attend professional development	\$2,500	Teachers participate in various trainings offered from the school, county, RESA, or the state. These professional development courses enhance teaching strategies in the classroom.	CCRPI scores, and Gap Analysis of score of SGP on Georgia Milestones District RTI data District Benchmark Data
2210-580	Travel for Employees- Travel for teachers and admin to participate in professional development	Certified Staff who attend professional development	\$1,000	Enhances the knowledge base of teachers and administrators.	CCRPI scores, and Gap Analysis of score of SGP on Georgia Milestones District RTI data District Benchmark Data
2210-610	Material for professional learning- book studies, chart paper, poster, pens, markers, highlighters. Notebooks, folders, training materials specific for training	Certified Staff	\$500	Professional Learning Communities use these materials as they strengthen their professional knowledge.	CCRPI scores, and Gap Analysis of score of SGP on Georgia Milestones District RTI data District Benchmark Data



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2210-8010	Registration –Travel expense for teachers and administrators to participate in professional development that support schoolwide and district plans. Math training, STEM training, North Georgia RESA training; Coach Trainings, RESA Trainings; GACIS Conferences (Georgia Association of Curriculum and Instructional Supervisors)	Certified Staff who attend professional development	\$2,000	Teachers and administrators often have to travel outside of the county to participate in professional development that support schoolwide and district plans.	CCRPI scores, and Gap Analysis of score of SGP on Georgia Milestones District RTI data District Benchmark Data
2900-530	Communication purchases student handbooks; purchase cards and envelopes for parent trainings	Classroom Teachers	\$1,500	Parent communication is important in keeping parents aware of the student code of conduct, county-wide rules and consequences, certain laws that pertain to students. Cards and envelopes are used for parent trainings.	CCRPI scores, and Gap Analysis of score of SGP on Georgia Milestones District RTI data District Benchmark Data
2900-595	Funds to purchase light snacks from cafeteria for parent trainings on: educational technology resources; science standards; math standards	Parent Engagement Team, Families that attend Parent Nights	\$200	Providing refreshments will often encourage parents to attend.	CCRPI scores, and Gap Analysis of score of SGP on Georgia Milestones District RTI data District Benchmark Data
2900-610	Parent involvement materials for parent trainings light snacks from the grocery store, parent training materials, materials for make and take learning games for home (construction paper, paper, tag board, tape, glue, copy paper and ink for parent newsletters; parent trainings on educational technology resources; science standards; math standard homework tip sheets; homework guides)	Parent Engagement Team, Families that attend Parent Nights Classroom teachers	\$100	These items allow parents to make items that will help with their child's learning at home. Light refreshments put the trainings in a more informal atmosphere.	CCRPI scores, and Gap Analysis of score of SGP on Georgia Milestones District RTI data District Benchmark Data

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

Response:

Eton Elementary has an on-site counselor three days a week. The counselor provides guidance lessons to each classroom once a month. The counselor is also available for mentoring or counseling services daily as needed. Eton also has a school social worker that is available daily for any pupil services needed.

Eton Elementary implements Career Readiness Clusters starting in kindergarten. Each year the students learn about different job fields throughout the year. By the time the students reach fifth grade they have knowledge of a wide variety of job opportunities and fields. Once in fifth grade the students are required to research a career field of their choice and write a report that includes salary, work environment, education path, etc. for the career they choose.

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

Response:

Eton Elementary School uses a variety of assessments and tools to determine if the needs of students are being met. The assessments used are :

- Achievement Series Assessment-Administered at the beginning and end of every eight weeks.
- Dibels Next-Administered weekly
- SLO-Administered every eight weeks
- iReady-administered quarterly-for ESS students
- Informal Phonics Inventory-administered quarterly
- IKAN-administered quarterly
- SRI-administered quarterly
- Reading with Sara-administer quarterly (K-3)
- 21st Century assessment-administered at the beginning and ending of each school year
- Math facts assessment-administered quarterly (K-4)

Assessment is an ongoing process at Eton Elementary School. Various methods are used to



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assess student progress and achievement. Portfolios are used to document student-writing samples. District generated pre and post achievement series tests are conducted every eight weeks. These scores are scanned into Achievement Series, which provides immediate student data for teachers and administrators. This provides teachers the opportunity to plan for additional academic instruction in areas that show concern. Artifacts of student work are displayed throughout the hallways and in each classroom of Eton Elementary School. Authentic teacher commentary is written on each piece of work. This provides immediate visual and written feedback for students meeting the specific criteria for each assignment. The teachers and staff at Eton Elementary School offer a wide variety of opportunities for all students, regardless of their subgroup, to meet and/or exceed the standards tested by the Georgia Milestones. Eton Elementary School adopted the Learning Focused Schools Model in fourth and fifth grades at the beginning of the 2006-2007 school year. Fourth and fifth grades teachers received extensive training on all aspects of Learning Focused Schools (LFS). DIBELSNext is also an assessment tool that teachers use with students each week to assess reading fluency. One of the primary goals of Eton Elementary is to increase student achievement in all academic areas. The use of our paraprofessionals in areas such as one-on-one tutoring and intense instructional support is extremely important in achieving this goal. The paraprofessionals pull at-risk students aside and administer immediate intervention as needed. This one-on-one instruction is a key element in helping our students understand and remediate in troublesome areas. We also use our paraprofessionals for intense instructional support in such areas as reading and math. As the teachers diagnose areas of difficulty for various students, the paraprofessionals come to the classrooms and work with the students in need, both in small groups and individually. This direct instruction has proven to be a key element in raising student achievement in both reading and math.

3. Instruction by highly qualified professional staff

Response: In compliance with the state of Georgia, all teachers of core academic subjects and instructional paraprofessionals in a school-wide program meet the qualifications required by Section 1119. The turnover rate at Eton Elementary was 1% this year. Traditionally, Eton Elementary has a low turnover rate among teachers. This year three teachers and the school counselor left Eton. Two teachers left Eton Elementary to teach in another county. The explanation given by the teachers for their resignation from the school system was social security, salary supplement and living in that county. A third teacher moved to a smaller school in the county. Eton's school counselor, who was part-time, left to take a full-time position at one of the county's middle schools. The low turnover rate is indicative of the fact that Eton can maintain a staff of "highly qualified" teachers. Eton's ability to maintain a highly qualified staff is reflected in the years of experience with the teachers. Of a teaching staff of 36 (thirty-six) teachers, 14% have 0-4 years of experience; 11% have 5-10 years of experience; 8% have 11-14 years of experience; 42% have 15-20 years of experience; 11% have 21-24 years of experience; and 8% have 25-30 years of experience.

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3. Instruction by highly qualified professional staff

Years of Experience	% of teachers
0-4	14%
5-10	11%
11-14	8%
15-20	42%
21-24	11%
25-30	8%

The following chart shows the number of teachers by grade level and the administration with the average years of experience.

Grade level	Number of Teachers	Average Years of Experience
Kindergarten	4	17
First Grade	3	16
Second Grade	4	12
Third Grade	4	11
Fourth Grade	4	17
Fifth Grade	3	13
Sixth Grade	3	18
ESS	3	11
Administration	2	21

The following chart shows the teachers who are in non-homeroom settings and the total years of experience per teacher.

*PE	1	18
*Music	1	20
*EIP	1	26
*Media	1	24
*Excel (Gifted program)	1	21
*Instructional coach	1	17
*EL	1	22
Science Lab Teacher	1 (half time)	21

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

Response: Eton has school wide programs in place that provides instruction by highly qualified staff, supports intensive and sustained professional development, and includes teachers in decisions regarding the use of assessments that provides information regarding student performance and overall instructional program. We have included teachers, principals, academic coach, and, if appropriate, paraprofessionals, pupil services personnel, parents, and other staff in our professional development that addresses the root causes of our identified needs. Eton Elementary provides professional development opportunities for all staff to enable all children in the school to meet performance standards. The process of establishing the professional development needs of all principals, teachers, and academic coach includes the needs addressed in TKES, conducting needs-assessment surveys, use of data from assessments such as SRI, DIBELS Next, IKAN, Math fact fluency, and county benchmarks, examining the Georgia Department of Education adopted curriculum and pacing guides, and determining the areas of low student performance, i.e., math and writing.

After reviewing areas of need in TKES, needs assessment surveys, data from assessments, GaDOE and Murray County pacing guide, Eton Elementary will implement high quality and ongoing professional development for the staff to enable all children in the school to meet the state's student academic achievement standards. Teachers in our school have participated in or will have the opportunity to participate in the following professional development opportunities that will help us meet the goals of our school improvement plan: Best Differentiation Strategies, RTI training, Thinking Maps, Literacy Integration in all core content, Reading and Writing Strategies, Using Student Assessments for planning lessons, Constructed and Extended Response across multiple texts, Student engagement strategies, Technology integration, and math strategies.

Eton will conduct the majority of these training in Professional Learning Communities. During the Professional Learning Communities (PLCs), our faculty will continue to discuss a book study called Poverty is Not a Learning Disability about understanding Poverty. This book study began in the 2014-2015 school year. Eton has 100 % free and reduced lunch and breakfast population. Because of the large number of economically disadvantaged students we feel it is necessary to learn strategies to make those students successful. Eton will also have our third grade teachers participate in a book study called Teach Like a Champion. In third grade we have three teachers that are new to teaching that grade. This book study will help give the new teachers ideas in creating a successful classroom. Also, this year all teachers will study math strategies taught from the book study, Number Talks. Eton chose to study Number Talks because our math fact fluency

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

and math reasoning skills in K-6 were weak according to our needs assessments.

Eton plans to take proper steps to becoming STEM Certified in the next three years. Teachers, principal, and academic coach will go to STEM conferences and STEM Certified school visits to further our certification process. Strategies learned from STEM conferences and school visits will be shared with Eton's faculty.

The teachers will be given professional development on effectively using Technology assessment data and GOFAR constructed response activities to improve student performance. Teachers will also receive in-service training on effective strategies for teaching the standards. Collaborative planning time will continue for all grade levels along with the Professional Learning Communities. Academic coach will meet with individuals and grade levels to help with any activities of plans as needed. Academic Coach will complete weekly in-service training of current educational issues and trends. These trainings will continue from one year to the next while we continue to improve instruction.

During this school year a large PD focus will be on how to interpret student data to improve instruction. Teachers, administrators, and Academic Coach utilize disaggregated student data to determine learning priorities, to monitor progress, and to help sustain continuous improvement. Teachers are given professional development in how to differentiate lessons and how to form appropriate small groups. Teachers also have professional development about how to use the data from the various needs assessments to measure and track student academic growth. In addition, teachers, Academic Coach, and administrators apply research to decision making, and use learning strategies appropriate for the intended goal. There is also on-going staff development in DIBELS Next, math fact fluency, Achievement series assessment, SRI, SLO, GOFAR, math and ELA Assessments in data interpretation.

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

Professional Development Training Plan

Professional Development at Eton Elementary will focus on strategies to meet the school improvement goals during the 2015-2016 school year. These strategies include using Formative Assessments in a classroom, Reading Skills, Creating Learning Targets, Math Strategies, and Poverty Awareness. Many of the professional development opportunities will address specific areas of need addressed in the Striving Readers Grant.

Professional Development trainings build on skills taught from the previous years while teaching the faculty ways to improve instruction and meet the needs of all students. Eton's professional development is sustained and ongoing year after year.

Types of Trainings:

- Professional Learning Communities
- Academic Coach Trainings
- RESA Trainings
- Additional PD Opportunities

Professional Learning Communities:

- Professional Learning Communities have been active trainings at Eton for 6 years. PLCs this year will focus on completing the modules on the Comprehensive Reading Solutions site as required by the Striving Readers Grant and continuing our study into how poverty impacts students' learning. A new focus will be on the Formative Instructional Practices from the Georgia Department of Education. These trainings will take place weekly throughout the school year and we will continue to discuss and improve strategies in these topics next year.

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

- PLCs meet weekly
- Poverty trainings will focus on Tish Howard's book Poverty is Not a Learning Disability.
- The Academic Coach and Administration will attend PLC meetings, but the meetings will be facilitated by teachers.
- Specific modules will be determined through teacher input, identified needs, and requirements of the SRG.
- A District Math Collaborative Team will meet quarterly to develop common math assessments with rigor for grade 4, 5, and 6.

Month	Focus
September	FIPS Module: Clear Learning Targets
October	FIPS Module: Clear Learning Targets for ELA
November	FIPS Module: Clear Learning Targets for Math
December	Poverty Study
January	FIPS Module: Formative Instructional Practices
February	Comprehensive Reading Solutions Module
March	Comprehensive Reading Solutions Module
April	FIPS Module: Formative Instructional Practices

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

Academic Coach Trainings (Tentative Schedule):

- Trainings will take place every Monday after Professional Learning Communities. The training topic will be taught each Monday for the entire Month.

Date	Training Topic
September	Thinking Maps –refresher on the maps and digging deeper into the vocabulary
October	Best Differentiation Strategies.
November	Constructed Response and GOFAR usage
December	Number Talks and Math Strategies and Using Fact Fluency Assessment
January	Technology Integration and Assessments- using SRI, GOFAR, DIBELS, BURST, Study Island, and Achievement Series to improve instruction
February	Literacy Integration in all core content- using purchased software to improve reading skills. Using Reading Eggs, Pebblego, Starfall More to improve instruction.
March	Writing Strategies
April	Revisit Thinking Maps strategies

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

RESA Trainings:

Trainings during the 2014-2015 School Year include:

Leadership Academy

Writing Across the Curriculum

Interactive Notebooks

Numbertalks

Differentiation in the classroom

Creating Constructed Response

The Academic Coach will incorporate refresher trainings from the 2014-2015 RESA trainings into the 2015-2016 school year professional development. We will continue to watch the North Georgia RESA Professional Development website for upcoming trainings that would address our root causes.

Additional Professional Development Opportunities:

- STEM Conferences
- Fast For Word/ Scientific Learning refresher training
- GACIS Winter Conference
- Media Conference
- Children and Young Adult Literature Conference

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5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Response: **Strategies to Attract Highly Qualified Teachers**

Eton Elementary uses many strategies to attract highly qualified teachers. As new teachers begin their first year of teaching at Eton, they are required to go through a mentoring program. The purpose of this program is to help the teacher gain classroom resources, aid in classroom management skills, and to be a support system in time of need. Eton also provides on-site training in 21st century technology based instruction from the academic coach. Technology trainings include useful website to improve instruction and ways to incorporate student use of technology. These trainings also help to keep the teachers up to date on research-based strategies and teaching methods. Teachers have access to laptops, ipads, Smart Boards, response clickers, document cameras, and student computers to improve instruction. All teachers at Eton are encouraged to give input on professional development ideas and are encouraged to share new teaching ideas with the faculty. All teachers have the academic coach for support with teaching strategies, disaggregating data for instruction, professional development, technology integration, etc.

In order to help retain teachers, Eton participates in a district wide teacher recognition program. This program encourages teachers to be a positive influence within the classroom as well as with co-workers and parents. At the end of every school year, all certified staff vote for a candidate for "Teacher of the Year". Each school submits a teacher and the district chooses one of the candidates to represent Murray County Schools as the district "Teacher of the Year". The district also offers professional learning courses in a variety of subject areas. One type of professional learning offered is the math trainings and a math team to create common assessments across the district.

Eton Elementary does not have a high turnover rate. The majority of the teachers have been teaching at Eton for several years. In the year 2014-2015 we had 36.5 certified personnel and 7 classified personnel. At the end of the school year 3 teachers moved to another school and all 7 classified personnel remained at Eton. Our turnover rate for the year 2014-2015 was 8 percent for certified personnel and 0 percent for classified personnel.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

Response: **Eton Elementary involves parents in the design implementation and evaluation of the school wide Tile One plan** by serving on the School Council, giving input on the revision of the School Compact and the Parent Involvement Plan, as well as, give input on how Title One funds are used at Eton Elementary School. **Parents have a voice in the School-Wide Plan** by filling out the surveys at the conclusion of each Family Night to give feedback on activities presented were academically appropriate or age appropriate. Parents are encouraged to attend and provide feedback/concerns on how Title One funds are allocated. Parents are encouraged to join PTO and attend monthly meetings. Parents are encouraged to be actively involved in

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planning and participating in school events. Parents are given a survey in the spring which assesses our school culture and climate. Parents are made aware that our school has an open-door policy, and are encouraged to participate in writing the Parent/School Compact and the Parent Involvement Policy at the beginning of each year. There is also a parent that participates in the revisions of the plans throughout the school year. **We have involved parents in the planning, review, and improvement of the comprehensive school-wide program plan by surveying to better understand what parental perspectives and needs are present:** In the spring of 2014 parents of Eton students completed the Eton Elementary Parent Survey.

Eton Elementary follows the Murray County School System Strategic Plan. This plan provides the school system and individual schools with goals and strategies to improve our schools. In the Engaging Stakeholders strategy, three questions are tracked using the Annual Perception Survey. This survey is given to parents. The questions are: School provides information about effective parenting techniques; school provides ways to involve parents and guardians in running the school; school provides information about how to support student learning at home. By using the Parent Survey, Eton faculty and staff research ways to improve the areas that are in need of refinement. Eton Elementary School uses the data retrieved in planning parent education nights and learning opportunities for families. One area that needed improvement was the area in use of technology to help students achieve greater goals. Using this data, Eton Elementary will plan and host a technology education night for parents in hopes to educate families on how the use of the different electronic resources Eton Elementary has to offer which can enhance student academic progress and parent/teacher communication. Eton Elementary helps parents in several different ways. In addition to hosting educational parent workshops, monthly parenting tips are sent home with each student. The PTO will be assist with resources to improve support and interaction with parents. Parents are invited to chaperone field trips with their students and volunteer at the school on a regular basis. Parents are invited to serve on School Council, School Improvement Teams, and Compact and Parental Involvement Policy revisions.

Eton Elementary School offers parents the opportunity to understand the content standards by attending Parent Nights with activities centered around the Georgia Performance Standards. Parents are encouraged to communicate with their child's teacher by attending Parent-Teacher Conferences, phone calls, and Emails. Teachers provide progress reports, results of county-wide assessments, and weekly test results. **Parental resources/materials** are made available through monthly Family Nights and the school website. Eton Elementary School's Parent/Title One Involvement policy includes flexible meeting times, allowing parents and teachers the opportunity to work together to ensure the success of all students. **Parents will give their point-of-view** on how we can strengthen our parental involvement two-three times a year. Eton Elementary effectively communicates to inform families and the community about student progress and school programs. At the beginning of each school year, Eton hosts an Open House where students can come in to meet teachers and become acclimated in the school. Homeroom teachers send home weekly newsletters to provide parents with information on classroom events. Teachers also send home folders, homework assignments, progress reports, and notes to communicate the academic progress of students. Parents can view school and district events, curriculum guides, and course requirements on the school website. Teachers use email as an



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effective tool for communication. Eton has a system translator that is available to help with any language barrier between school and Latino parents. This translator also works with district administrators, school administrators and teachers to translate material. Parent conferences are held throughout the year, allowing parents to be informed of student progress. Eton is also served by a parent advocate. This person assists students by making sure parents receive information and are informed of different ways to assist their children. Eton informs families and the community about student progress and school programs in a variety of ways. Communication is carried out through e-mail, phone calls, face-to-face meetings, Parent Portal web access, report cards, progress reports, student agendas in the fourth, fifth, and sixth grades, and pride-o-gram postcards. **Eton Elementary and staff provides parent-friendly** information that is easily comprehended by providing weekly newsletters, agendas, school website, access to Infinite Campus, and a translator if needed. **Other special events** are planned throughout the year to promote student and parent involvement. Eton hosts CRCT math night, Science night, Family Fitness Night, Arts and Crafts Night, Report Card Night, Parent Education Night, Grandparent breakfasts and PTO programs. Teachers and students plan together by grade level to present a performance at each of the monthly PTO meetings. Students have the opportunity to participate in a Geography Bee, Spelling Bee and Reading Bowl. Parents are encouraged to help revise the Title One School Improvement Plan, the School Home Compact and to serve on various committees. Parent volunteers are also used to help conduct staff in-services. Teachers and parents collaborate with programs such as, PTO, community business, field trips, chaperones, parent volunteers, and School Council. The school provides other support services, which include: Loins Club, School Social Workers, Saturday Snacks, United Way, Dental Program, Community Christmas and free lunch and breakfast for every student.

Eton Elementary is easily accessible to parents of disabilities, LEP parents, parents of migratory children, and parents of immigrant children. Eton Elementary is ADA compliant, and also offers McKinney-Bento for migratory and homeless families.

The Parent Involvement of the school-wide plan is evaluated using surveys completed by parents during our monthly Family Nights. **The results** are used to access and improve the school wide plan. **The School- Parent Compact is developed** by a committee consisting of parents and Eton Elementary Staff. **Parents and staff collaboratively** develop the compact by offering recommendations during surveys and parent luncheons. **The compact will be shared** by teachers with parents during face-to-face meetings.

The school provides student progress results in a parent-friendly manner by sending home progress reports, report cards, and county-wide assessment results. The school also uses "I Can" statements, which are shortened statements of the standards in a way that the parents and children can understand them.

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

Response: Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are ways that we help our parents prepare their child for kindergarten. Finally, our transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year.

The Pre-K four- year old students are located in a separate facility. Eton Pre-K students arrive each morning at Eton Elementary and are transported by bus to the Pre-Kindergarten facility. Because these students arrive each day at Eton Elementary, they will already be familiar with Eton Elementary next year. Murray County also hosts several privately run Pre-K programs. Kiddie Land of Chatsworth and Childcare Network are two privately run Pre-K programs that locates up-and-coming Kindergarten students for Eton Elementary. In May, these public and privately run programs visit Eton Elementary and tour the facility in order to help these future students feel more confident and are more comfortable when they arrive as Kindergarteners the following fall. During the tour, the Kindergarten students go with the Pre-K teachers while the Pre-K students visit a Kindergarten classroom. They meet the teacher and paraprofessional. The students introduce themselves to the teacher. They learn some classroom routines. The teacher reads a story to the students. The teacher introduces the students to the Smart Board and the students can try different activities on the Smart Board. The teacher provides different activities at the table for each student to work on. The tour usually last a couple of hours. Then the Pre-K teachers bring the Kindergarteners back to the classroom and the Pre-K students go back to their teachers.

Eton Elementary provides preschool parents a Kindergarten Readiness newsletter as well as practice activities to work on during the summer. The practice activities are daily skills that parents can work on with their child during the summer. The newsletter and practice activities are provided during Kindergarten registration. Also, parents can text 313131 to gaready4k and they will receive daily activities to prepare their child for Kindergarten.

Eton Elementary takes proper steps to help the sixth grade students feel confident in the transition to middle school. Bagley Middle School is the host middle school for Eton Elementary School's students. Each May, rising 7th grade students are given a grand tour of Bagley. During the tour, they meet the 7th grade teachers, look at the different classrooms, and learn about the various connection classes they will be allowed to take as middle school students. They also have the opportunity to meet the coaches and learn about sports. In addition, they also learn about the different clubs that are available. This field trip is a valuable opportunity to set aside fears that 6th graders have about going to the middle school. It also creates excitement for the new school year.

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

Response:

The ways that we include teachers in decisions regarding academic assessments are that both the faculty and staff of Eton Elementary school work cooperatively to help make decisions for the school. All stakeholders are encouraged and expected to participate in a variety of ways. From faculty and leadership meetings to IEP and RTI meetings each person plays an integral part in the decision making process at Eton Elementary.

Eton Faculty and staff work together after data is obtained from assessments to make decisions and improve student achievement. The testing data and scores help better determine what skills need remediation and what interventions can be made to improve and raise achievement. Plans for interventions and needs based groups are an integral part of all lesson plans and decisions made by faculty are all well documented and commonplace in each classroom and on each lesson plan. Eton faculty and staff meet weekly in collaborative meetings to review, plan, and discuss data and student achievement. Eton also has a leadership team that meets and shares and reports back to each grade level. Eton teachers in each grade level and non-homerooms plan and work together to share ideas, strategies, and techniques that best benefit individual students and overall achievement. Often times the Academic Coach or an administrator attends grade level meeting to assist teachers with immediate needs and to offer suggestions for implementation of strategies that will help students master Georgia Performance standards. All of these measures are used by Eton faculty, staff, students, parents, and administrators to assess and to raise student achievement.

With curriculum and achievement being our primary focus at Eton Elementary, both faculty and staff continually work together to analyze assessment data to improve and raise student achievement. This data includes results from Georgia Milestones , DIBELS Next, SRI, Student Learning Objectives , Math facts assessments, and Achievement Series Test. We do this in several ways. One way is we administer DIBELS Next, SRI, Math facts at the beginning, middle and end of each school year. Achievement Series Tests are given at the beginning of each eight weeks and a post test given at the end of each eight weeks to assess their mastery of the Georgia Performance Standards. Following each assessment and pre-test, teachers review and examine the results. These results are posted in classrooms, Eton Elementary's data room, in each teacher's data notebook and the students place and track in their data folders. This allows teachers and students to be more active and visually aware of standard mastery. Teachers also access SLDS (part of Infinite Campus) to view test data. After Pre and Post test are administered parents receive a note that shows their child's results. During Open house or parent teacher conferences students share their data folders.



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

Response: Eton practices measure to ensure students' difficulties are identified on a timely basis by administering Achievement Series pre and post assessments each grading period, DIBELS Next three times yearly, Facts Assessments four times yearly, Sight Words assessments three times yearly, Informal Decoding Inventory three times each year, BURST assessments weekly, Learning.com twice each year and weekly assessments. Teachers also use DIBELS Next to weekly monitor progress of students. Scholastic Reading Inventory is completed 3 times each year to assess Lexile reading levels of students in second through sixth grades. Students have opportunities to use Math Fluency, Fast For Word, Reading Eggs, Study Island, and Starfall. Additionally all ESS students are administered the i-Ready Diagnostic tests in the areas of reading and math 3 times each year and are progress monitored monthly. These online programs offer remediation activities to reinforce standards taught in the classroom. Students in grades K-5th who score low on assessments are grouped into Early Intervention Programs (EIP). This allows for a lower student/teacher ratio and allows for additional remediation and interventions to be administered. Each teacher maintains a data notebook cataloging individual student data. This assists them in identifying students struggling with specific standards in a timely manner. This allows them to receive additional research based interventions to address their weaknesses.

Once students have been identified as requiring additional assistance to master the proficient or advanced levels of academic achievement, teachers and paraprofessionals provide opportunities for students to participate in flexible and fluid needs based groups which target individual student weaknesses. Students who consistently struggle in academic pursuits are assigned to specific intervention groups that are differentiated according to individual needs. English language learners participate in specially directed classes which provide them with additional remediation in the areas of language and vocabulary. Within the classroom, teachers use WIDA standards to plan activities designed to help ELL students achieve adequate scores in the language domains of listening, speaking, reading, and writing. Students who are identified as having speech and language deficiencies receive weekly or bi-weekly sessions with certified speech therapists. Students who have achieved proficient levels are challenged to move up to an advanced level in the classroom by participating in accelerated small group activities or through participation in EXCEL classes.

Teachers conduct teacher-parent conferences that detail what the school will do to help the student and what the parents can do to help their children. Protocol for parent-teacher conferences include providing parents resources to help children and providing resources including but not limited to Parent Portal, websites, school personnel, and use of the GADOE website. Each teacher meets with a parent of each classroom student a minimum of once per year. If students are not achieving standards or are having difficulties in the classroom, teachers

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may have more than one parent teacher conference. Additionally, Eton Elementary School provides information to parents on how to best help their children master standards by holding special parent nights to include math night, science night, reading night, and social studies night.

Once students have achieved a proficient level of achievement, teachers will move them from remediation groups within the classroom. Students who do not make adequate progress are entered into the Response to Intervention (RTI) process. The Academic Coach is responsible for coordinating the RTI process. All students are in tier 1 of the RTI process. Students who do not master standards are moved into tier 2 of the RTI process. During this time period teachers remediate in the areas of need for this student. If the student does not make adequate progress in tier 2, a committee, which includes parents, is convened to discuss this lack of progress and to make plans to assist the student in becoming successful. The student is then moved to tier 3 where heavy remediation takes place. If the student does not make adequate progress in tier 3, the committee reconvenes and the student is referred for further testing.

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response:



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Grant	School Year 2015-16
Title I, Part A: Improving Basic Programs Operated by Local Education Agencies	Academic Coaches; 3 rd and 4 th grade science Lab teachers, achievement series; achievement series assessment development; Fast For Word; Scholastic Reading Inventory; books; technology; Academic Coach Training; paper; technology equipment; pre-k, parental involvement; before school instruction. Instructional supplies; technology; professional development activities.
Title I, Part C: Education of Migrant Children	Supplies for migrant population; migrant coordinator that identifies and provides outreach to families.
Title II A: Teacher and Principal Training and Recruiting Fund	Provides funds for academic coaches, funds reimbursement for certification tests, provides funding for teacher recruitment activities, provides professional development to improve differentiated instruction, provides evaluation training for administrators to improve instruction.
Title IIIA: English Language Acquisition, Enhancement, & Academic Achievement	Provides two interpreters for parent involvement; books; supplies for ELL population; training for teachers.
IDEA Part B	Achievement Series; Staff Development for core content areas, RTI, differentiated instruction, provides behavior intervention specialist, ESS social worker, ESS Transition Coordinator, ESS Paraprofessionals, Diagnostician
Homeless	School supplies; training for homeless liaison and social worker; travel for tutoring.
State Funds	Salaries; textbooks; supplies; professional learning
Local Funds	Salaries; textbooks; operations; Technology; travel(in-county)DIBELS Next assessments
Other	Grants you received at individual schools; Striving Readers Grant, Science Gran C2G business partner t, ,, Indian Trace Golf Course, Pizza King, Petty Dairy, Harrison Farms, Bee Sweet Aviary.
School-to-Work Opportunities Act of 1994,	N/A
the Carl D. Perkins Vocational and Applied Technology Act	N/A
National and Community Service Act of 1990.	N/A.
Striving Reader Grant	- Federal Grant: The Striving Reader Comprehensive Literacy Grant will provide the tools and professional development to implement the Georgia State Literacy Plan and the Georgia Performance Standards. The SRCL will help to increase student literacy through: professional

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	development in literacy, GPS, and differentiation for all teachers, and upgrading technology tools such as computers, electronic readers, software programs, diagnostic tools, networks, and literacy building tools.
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Response: No Child Left Behind Act of 2001- Georgia has a waiver. The NCLB Act of 2001 provides guidelines and services which insure accountability for results, flexibility in the use of funds, options for parents, and implementation of scientifically research-based programs.

Southern Association of Colleges and Schools (SACS)
Eton Elementary School was initially accredited by SACS in 2003.

Department of Human Resources
The DHR provides referral services and support for students who have been abused or neglected. They work directly with our school counselors and social worker to provide necessary services.

Student Resource Officer Program
Eton Elementary has a resource officer available who helps maintain school safety. This program is a partnership with the Murray County Sheriff's Department.

United Way of Northwest Georgia
The United Way offers programs and resources to the students and families of Eton Elementary School. A direct service of the United Way at Eton Elementary is the 4-H Program of Murray County.

School Nutrition Program
One hundred percent of the students at Eton receive for free and/or reduced price meals. These students are served through the school's nutrition program which provides breakfast and lunch daily for all students.

Partners in Education
These partners are made up of local businesses that provide both monetary support and volunteer hours to the school. Many partners provide incentives for student achievement and attendance, while others supply much needed volunteers to help with school activities.

C.H.A.M.P.S
Fifth grade students at Eton Elementary participate in this program which is sponsored by the Murray County Sheriff's Department. The program gives fifth grade students the skills they need to avoid involvement in drugs, gangs, and violence and to make healthy lifestyle choices.

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

Response: Individual student assessment results are provided to parents/guardians as soon as Eton Elementary receives copies of the results. Results of the Georgia Milestones will be sent to the school in the fall. When the school/class results of the Georgia Milestones are received by the school, a letter will be sent to the parents the next day notifying them of their child's results. The individual student reports will be sent as soon as they are received by the school. Each parent receives a copy of his/her child's scores. Students are given a pre and post benchmark test every eight weeks. Results of these tests are given to the students. Students chart their progress on mastering the standards. Parents are informed of students' progress through conferences and information sent home. Progress reports are sent at the mid-point of every grading period. Report cards are sent home every eight weeks notifying parents of their child's progress in academically meeting grade level expectations.

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

Response: Provisions are in place for public reporting of disaggregated data. Eton Elementary shares student achievement data in a variety of ways. Data walls are in each classroom. Articles on student achievement data are in the local newspaper. Data information can be found on the school, system, and state websites.

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

Response: The student achievement data received from the Georgia Department of Education is valid and reliable.

14. Provisions for public reporting of disaggregated data.

Response:
Eton Elementary School Improvement Plan (SIP) describes the process used to annually evaluate progress towards reaching each of the identified goals of our plan using disaggregated data. The Title I School Improvement Plan is evaluated three times yearly. All stakeholders are involved in the evaluation of our plan. In the fall of each year, families are invited to give input for our Title I School-wide Improvement Plan. Eton teachers have weekly grade level meetings to discuss, plan and gather data from assessments. By evaluating all the data, teachers are able to see the academic areas or subgroups that need new strategies or which goals they would like to

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revise for the school year. Each grade level compiles the data results and brings the information to the Title I School-wide Improvement Leadership meetings. The Title I committee meets a minimum of three times per year, the beginning the middle and the end of each year. During each meeting, the leadership team evaluates the Title I School-wide Improvement Plan using the data provided by each representative to ensure progress is being made toward meeting goals. At the last meeting of the year, the Title I Committee will review the final disaggregated data to determine if identified goals were met for the school year. Upon the completion of each evaluation and revision of the plan throughout the year, it is submitted to the District Title I Coordinator. A hard copy of the SIP is always accessible at Eton's front office, media center, or can be viewed on the Eton Elementary website.

Upon completion of each revision, the representatives from the leadership team will share the plan and goals with their grade level. Each fall, after our first revision of the Title I School Improvement Plan, parents are invited to the Annual Title I meeting. At this meeting, parents are given information about Title I schools. Eton Elementary shares an overview of our plan and goals for the upcoming year. During the meeting, it is explained to parents that they will be receiving information throughout the year which will include individualized student data. This is the data that is compiled to set the goals for our academic year. Eton Elementary provides individual student academic assessment results in a language parents can understand, including interpretation of these results, to help student achievement and growth. Individual student assessment results are provided to parents/guardians as soon as Eton Elementary receives copies of these results. Using this data, parents are able to monitor their child's progress toward meeting Eton Elementary School goals.

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

Response: Eton Elementary School's Title I plan is updated each year, 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. The plan is a fluid document that is updated at a minimum of three times each year. This plan reflects the needs of the school, based on the comprehensive needs assessment and the evaluation of the current plan.

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

Response: Teachers, principals, staff, and parents help develop the Title I Schoolwide Plan. Committee members involved in the development and implementation of this plan are:

- Judy Redmond, Principal
- Greg Welch, Assistant Principal
- Amy Petty, Curriculum and Instruction Facilitator
- Donna Hedrick, Kindergarten Teacher
- Beth Hardin, Kindergarten Paraprofessional
- Andrea Dillard, First Grade Teacher
- Christie Oliver, Second Grade Teacher
- Lavonda Gentry, Third Grade Teacher
- Cassidy Langham, Fourth Grade Teacher
- Tonya Chase, Fifth Grade Teacher
- Marsha Smith, Sixth Grade
- Stephanie Whisenant, Non-homeroom Representative
- Lisa Hughes, Media Specialist/Title One Representative
- Jan Green, Business Representative
- Danielle Carter, Parent

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

Response: The Title I plan is available to the LEA, parents and the public. Eton Elementary School's plan is available in electronic and print format. The plan is available to parents at the annual Title I meeting, in print form in the front office of the school and media center, and through the school website.

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

Response: The percent of parents at Eton Elementary school whose primary language is not English is not significant. Therefore, this Title I plan was not translated into another language.

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

Response: Eton Elementary School Title I School-wide Improvement Plan is subject to the school improvement provisions of Section 1116.