Treutlen Elementary School

Improvement Plan
2014-2015
(1-20-15)

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Treutlen Elementary School
School Improvement Team 2012-13

Forrest Edge, Principal
Alice Heath, Assistant Principal
Wendy Lumley, RT3 Coordinator
Lea Hall, Curriculum Coordinator
Amber McArthur, School Counselor
Marijo Higgs, Kindergarten Grade Chairperson
Molly Corbett, First Grade Chairperson
Ashley Oliver, Second Grade Chairperson
Angie Proctor, Third Grade Chairperson
Julie Kight, Fourth Grade Chairperson
Jackie Garner, Fifth Grade Chairperson
Dr. Lisa Page, Special Education Coordinator
Becky Whitaker, PTO president
Jason Corbett, School Council President
Katrina Baker, School Council Vice President
Fran Watts, School Council Recorder
Izell Stevens, School Council Community Liaison

TREUTLEN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN

I. **Demographics**

Treutlen Elementary School is a Title I School located in a small rural middle Georgia community providing instruction to students in Pre-k, kindergarten, first, second, third, fourth, and fifth grades. Treutlen Elementary School houses a diverse population of approximately 600 students in pre-kindergarten through fifth grade. The student population is approximately 58% Caucasian, 40% African American, and 2% other. All students eat free breakfast and lunch at Treutlen Elementary School. There are 41 full-time certified staff members (including 3 pre-k teachers, 5 kindergarten teachers, 5 first grade teachers, 5 second grade teachers, 5 third grade teachers, 3 fourth grade teachers, 4 fifth grade teachers, 4 special education teachers, one EIP pullout Math teacher, one EIP pullout Reading teacher, one speech/language pathologist, one physical education teacher, one media specialist, one music teacher, one computer lab teacher, and one science lab teacher), a gifted certified teacher in grades 1-5 and 11 full-time paraprofessionals at TES.

II. **Mission/School Vision**
Mission Statement
The mission of Treutlen County Schools is to empower students to strive for academic excellence, graduate from high school, and become successful life-long learners.
Vision: The vision of TES is to prepare our students for success through quality instruction in a safe and caring environment.

III. **Comprehensive Needs Assessment (Title I, Component A)**

Using comparative data from the CRCT data and teacher surveys, TES has targeted the following areas as needs for improvement in the 2014-15 academic year:

1. Continue to Increase Math student achievement.
2. Increase Student growth via quality instruction in all grade levels to a minimum of 40%. (SLO and SGP)
3. Lessen the achievement gap between SWD/students in the lowest quartile (CCRPI) and students in other sub-groups.
4. Increase the use of data to drive instruction through the use of benchmark testing/SLOs/SGPs/progress monitoring/SLDS.
5. Increase Writing and typing skills across all grade levels to enable students to be more successful on the new GMAS.
6. Decrease Discipline through the implementation of PBIS.

IV.   Highly Qualified Teachers (Title I, Components C and E)

It is essential that all teachers employed in the school meet the federal definition of Highly Qualified Teachers. The Title I Director, Curriculum Director, and Special Education Director work with the school principal to ensure that all teachers and all new hires meet this qualification. The Treutlen County School System informs parents that they may request information about the professional qualifications of their child's teacher(s). They may request information regarding certification, college major/graduate certification or degree held by the teacher, and/or qualifications of the paraprofessional if services of a paraprofessional are provided. If parents wish to request this information, they may contact the principal at their child's school. Efforts are made to recruit teachers and to retain teachers who are highly qualified.
    The following strategies are used to attract high-quality qualified teachers to our school/system:
- Mentors for newly hired teachers
- Professional Development activities that enhance their knowledge in their area of certification
- Advertisements in local newspapers, teach Georgia website, and in newspapers of surrounding counties
- Continue to implement an Induction Plan through RT3 guidelines for new teachers/principals
- Participation in Job Fairs by the Title I Director

V.   Desired Results for Student Learning

This school improvement plan was developed in order to provide direction and guidance for our school in meeting the desired and required results for improving and enhancing student achievement in all subject areas for all students enrolled in Treutlen Elementary School, with additional emphasis focused on Students with Disabilities. Information from CRCT and other test data, needs assessments, and program goals were utilized to develop this

improvement plan as well as the Balanced Scorecard. Administrators, teachers, paraprofessionals, and the school council (including parent, teacher, and business representatives) as well as the Title I Director, Curriculum Director, and the Special Education Director participated in the development of this plan. The principal, assistant principal, grade level chairs, paraprofessional representative, counselor, School Council members when applicable, literacy coach, and RT3 coordinator will serve as committee members for the building leadership team.

VI.   Goals and Objectives

Extensive analysis of strengths and weaknesses based on 2014 CRCT results were studied to determine appropriate goals for improving student achievement and test scores across all subgroups. The disaggregation of data from the 2014 CRCT results indicated weaknesses in the Students with Disabilities (SWD) subgroup as well as overall weaknesses in Science and Social Studies. We will use effective and appropriate evidence-based instructional strategies as well as provide professional learning opportunities for teachers aimed at improving the academic growth of all students at Treutlen Elementary School.

A. School wide Achievement/Attendance Priorities

1.   Treutlen Elementary School will strive to decrease the percentage of students who miss 6 or more days to 50% or less for the 2014-15 school year, as this is a CCRPI indicator.

Outcomes: The attendance rate for 2012-13 for students who missed six or more days was 62% and decreased to 55% for the 2013-14 school year. We decreased our student absences by 7 % and plan to lower that rate to 50% or less for the 2014-15 school year. (The action steps for addressing the attendance rate will be noted in Section VI - Table 3 later in this plan.)

2.   Treutlen Elementary School will strive to maintain or increase achievement in certain areas of academic achievement in which students performed well, while enhancing achievement in crucial areas that need to be addressed in order to meet or exceed new state-mandated assessments.

Outcomes: TES increased the percentage of students who met or exceeded in each content area of the CRCT (except ELA) including the math portion of the CRCT by 4.4 percent (from 87.4% in 2013 to 91.8% in 2014. We would like to increase our Math percentage to 93% or above for 2015. We are utilizing a certified teacher with strong math CRCT test scores to do EIP

Pullouts with Grades 2-5. We also are utilizing a RTI specialist to pull tiered students during their rotation time for additional interventions that will allow them to receive small group instruction. First through Fifth Grade teachers use team teaching or departmentalization, which allows students to have an easier transition to Middle School. Team teaching also allows the teacher to specialize in one or two core content areas and devote their time to developing specific strategies for those content areas.

B. Reading/English Language Arts Goals

We plan to utilize some similar strategies that have worked for Math in Reading at TES for the 2014-15 school year. We also plan on strengthening our library to allow students to have a greater selection that best meets their reading ability levels.
In the spring of 2015, the percentage of "Students with Disabilities" in grades 3-5, meeting or exceeding expectations on the English Language Arts portion of the GMAS, will increase by 5%.

- This would be an increase of 1-2 students.
- NOTE: We will target more than 1-2 students to ensure that all students are learning.

Outcomes: Comparison of the 2014 SWD data reports indicated a 3.6% decrease in ELA, 16% decrease in Math, 32.7% decrease in Reading, 1.5% decrease in Science, and a 15.3% decrease in Social Studies in the SWD subgroup meeting and exceeding expectations from the 2013 CRCT data. Some of these decreases were expected because of Treutlen Elementary School implementing full inclusion for all students, excluding autistic students. However, the decreases were much more dramatic than expected. Student Growth Percentiles are becoming more strategic in planning and will be utilized more for the 2015-16 School Improvement Plan as more data emerges.

A. Mathematics Goals

In the spring of 2015 the percentage of "Students with Disabilities" in grades 3-5, meeting or exceeding expectations on the Mathematics portion of the GMAS, will increase by 5%.

- This would be an increase of 1-2 students.
- NOTE: We will target more than 1-2 students as we strive for growth for all students as well as for each student to meet or exceed on the state assessment.

Outcomes: Comparison of the 2014 data reports indicated a 16% decrease in SWD meeting or exceeding in Mathematics compared to the 2013 CRCT.

B. Professional Learning Goals

Faculty and staff will be provided professional learning opportunities for differentiation, Science/SS instruction, PBIS, parental involvement, teaching diverse populations, and student engagement strategies that directly relates to their job assignment or a school improvement initiative. This will be verified by RESA logs, workshop agendas, and documentation from My Learning Plan and/or Time Force. Opportunities for PLU's will be provided through district wide professional development as well as on-site professional learning communities and training.

Focus walks via TKES as well as formative observations will be used for documentation that information obtained during professional learning is utilized in the classroom. Teachers will also use curriculum maps and pacing guides related to GPS and CCGPS, as agreed to in the RT3 SOW, in each subject to ensure all standards are being taught throughout the year.

VII.   Schoolwide Reform Strategies to Enhance Instructional Effectiveness (Title I, Components B and I)

After careful analysis of the 2014 CRCT data, strategies were designed and are being implemented to enhance instructional effectiveness in all areas of academic achievement.

- Numerous interventions and strategies are being implemented in inclusion classrooms and specific regular education classrooms to facilitate and enhance the learning opportunities and achievement of "at-risk" students and Students with Disabilities. Both LEAP (Let Everyone Academically Progress) and the Flexible Learning Program are utilizing Rotation time to offer Math intervention services to either Tiered students or Targeted Students, as outlined in the Focus School guidelines. Through implementation of the DIBELS benchmark assessment in grades K-5, intensive students are identified and provided with interventions based on their specific needs. The Literacy Coach will target those students identified as "intensive" or "strategic" as indicated by the 2nd DIBELS benchmark in order to hold parent workshops to assist students who are potentially "at risk" for failure on the GMAS.

- Title I funds have been used to fund teachers, aiding Math teachers in class size reduction. 2013-14 data shows that this strategy has had a significant impact on student achievement at Treutlen Elementary School.
- 100% percent of the Students with Disabilities population will be served in an inclusion setting, except TES's autistic population. However they will also be served in the inclusion setting as much as their disability allows.
- At least one gifted endorsed teacher per grade level will be available to offer gifted services for students who qualify.
- During grade level computer lab rotations, the students will be given the opportunity to use the computer program *Think Central*. This program is designed to target specific needs of students based on pre-assessments and progress monitoring.
- The Online Assessment System (OAS) and GOFAR will be available for teachers to use to provide students with the opportunity to see similar test items to those on the upcoming Georgia Milestone Assessment.
- Teachers are utilizing *Buckle Down*, Timed Fact Tests, Morning Warm-Ups, Daily Oral Language/Fix Ups, *Drops in the Bucket* for Math and Reading, "Viking Time" and various other supplemental materials to address areas of improvement based on CRCT results.
- Teachers will be given access to their student data, through the SLDS and/or SLO/SGP data specific to each child's area(s) of weakness in order to differentiate classroom instruction. Teachers will also be aware of the criteria for which Treutlen Elementary School's CCRPI will be based upon.
- Benchmarks will be provided for 1st-5th grade teachers in the areas of Reading/ELA, Math, Science, and Social Studies based on the state frameworks and will be given three times throughout the year.
- Student progress is monitored with formative assessments, benchmarks, summative assessments, Infinite Campus reports, and PBIS. Parents receive weekly/bi-weekly reports, progress reports, report cards, letters, emails, Remind 101 messages, phone calls, and conferences as needed based on the students' progress. Parent contacts

- are tracked using the parent contact log on Infinite Campus.
- Evaluation software such as TKES walk thru tools and the School Improvement Specialist walk thru data will be utilized for focus walk data collection to ensure the fidelity of implementation of ongoing PD in classrooms.
- STEEP testing will again be purchased and administered in math.
- Teachers will follow the GaDOE frameworks in all grades and content areas and CCGPS where applicable.
- Students who do not meet proficient or advanced levels of academic achievement in the content class or on the GMAS (pending score releases) will be provided with differentiated, accelerated, and remediated instruction through a modified schedule during the day.
- The Pyramid of Intervention/Response to Intervention is being used to assist students at TES via two RTI specialists, who will pull tier 2 and tier 3 students during their rotation times, except for Physical Education.
- Students with disabilities have appropriate testing modifications and instructional strategies identified in their IEP's that will be utilized to provide appropriate instruction/testing opportunities.
- Students with a 504 plan have appropriate instructional and testing modifications addressed in their plans as well.
- Professional Development will be provided for Pre-K teachers and paraprofessionals throughout the year regarding strategies used at TES that should be implemented in order to bridge the academic transition between schools.

VIII. Coordination and Integration of Federal, State, and Local Services and Programs (Title I, Component J)

Students who are "at-risk" are served through several programs. Title I State and system funds are being utilized to provide extra assistance for children who are below grade level. Supplemental services for "at-risk" children will be provided by a school counselor, social workers, system attendance officer, Literacy Coach, Department of Family and Children Services, 4-H, Juvenile Court Services, Heart of Georgia Parental Information and Resource Center (PIRC), Boy Scouts Club, DARE program (Treutlen County Sheriff's Department), mental health

agencies, Tri-County Family Connections, Treutlen County Health Department, and local medical/healthcare providers.

IX. Assessment and Evaluation (Title I, Component H)

In addition to the state required Georgia Milestone Assessment System, GAA, GKIDS, and SLOs, teachers will assist in determining additional assessments in each content area. Examples include the use of OAS benchmark assessments in Reading/ELA, Math, and Science, STEEP testing for Math, DIBELS Next scores, and Core Reading Tests, which provide useful information on student progress. Assessment information is used to guide the instructional decisions of all teachers. Materials will be purchased according to student data collected from teacher assessments to support instruction in designated areas. Teachers will be given the opportunity to pursue Math, Gifted, and ESOL endorsements. Instructional coaches/curriculum facilitators will be utilized in kindergarten through fifth grade. Teachers will meet across grade levels at TES, as well as, between the elementary and middle school teachers to vertically align the curriculum. These meetings of the Professional Learning Communities will be designed to discuss curriculum issues and analyze test results to ensure that grade level areas for improvement are identified. Instruction will be provided to improve the achievement of students who have been identified as not meeting or exceeding expectations on the CRCT. Grade Level Meetings will be held regularly to analyze test data as a means of improvement for teaching certain domains. Professional Learning Opportunities will also be provided via webinars and release time for collaboration to enhance teacher effectiveness in the areas that need improvement as well as for implementation of CCGPS and data analysis for the purpose of planning instruction for the 2014-15 school year.

Data Disaggregation

Assessment results at TES are communicated to all stakeholders in a variety of ways including; parent nights, parent conferences, progress reports, report cards, leadership meetings, faculty meetings, school council meetings, BOE meetings, district website, CCRPI reports, and data summary in the newspaper. Parents are notified through the newspaper, phone calls, and the school website when GMAS and SLO assessment results are available.

We hope to display all relevant data in a designated location for the 2015-16 school year. The system testing coordinator, instructional facilitators, and principal disseminates the results of the state-mandated tests and compares data results for validity and reliability. This data is then shared with the district leadership team and faculty and staff of

each school. The collection of student performance data is used to make decisions regarding student class schedules and grouping (EIP, Special Education, Intervention, etc...), instructional design of the curriculum, emerging achievement gaps, effectiveness of teachers and learning support programs, and the status of TES as dictated by the CCRPI. The availability and accessibility to our data enables us to identify strengths and weaknesses in order to adjust our curriculum programs and personnel as needed to improve student performance.

TES data is also compared with data for all students at the RESA and State level. School level staff members including principal, assistant principal, instructional coaches, counselor and teachers analyze data for overall strengths and weaknesses. All data is disaggregated to identify gaps between racial groups, regular and special education students, and economically disadvantaged students. Decisions concerning selection of software, the development and discontinuation of programs, scheduling, and professional learning opportunities will be made based on this disaggregated data. The school website will post a link to access TES data. Student data is provided to teachers during pre-planning so that they can more easily differentiate to accommodate all learning styles and abilities.

X.   Documentation of Teacher Effectiveness

Attendance at Grade Level Meetings will be required throughout the year. The agenda and minutes from the meetings will be kept as documentation. Teachers will also use their benchmark data to guide their instruction in preparation for the GMAS as well as a means to analyze their effectiveness in the classroom. Teachers will be evaluated according to the Teacher Keys Evaluation System (TKES). SLOs, SGPs, documentation, along with student surveys will also be used to determine each teacher's Teacher Effectiveness Measure.

XI.   School Improvement Goals and Action Steps

Action plans have been developed to address the steps needed to improve areas of weaknesses based on school improvement goals. The action plans include strategies for school improvement, implementation timelines, professional learning needs, person(s) responsible, and the means of evaluation. The action plan is outlined on the following pages.

Table 1- Action Plan for Reading/English/Language Arts

Goal: Increase Reading/ELA achievement for all students.

By the spring of 2015 there will be a 2% increase in the number of students in grades 3-5 who will meet or exceed the state English Language Arts standardized assessment (based on 2014 test data).

READING: Reading for Information   **LANGUAGE ARTS**: Research and Writing Process

Priority Action	Focus (Training, Professional Development, Recruitment, Retention)	Name of Participating Groups or Individuals	Persons Responsible for Implementation	Implementation Activities	Timeframe	Resources Needed	Funding Estimate & Source/s	Expected Outcomes by End of Year	Methods to be Used for Evaluation
Increase Reading/ELA student achievement (phonological awareness) through research-based best practices such as adding an EIP Reading teacher and changing our Reading Program to *Journeys*	PD for implementing the teaching of critical reading skills and strategies through Science and Social Studies PD for student engagement PD via DOE webinars for CCGPS Word of the Week per grade EIP Team teaching Departmentalization	Reading/ELA Teachers Special Ed. Teachers	Reading/ELA Teachers Curriculum Director Title I Director Principal Literacy Coach RT3/Curriculum Coordinator HGRESA	engagement CCGPS	Aug. 2014-May 2015	PD for reading through the content areas Strategies for assisting SWD DIBELS Grade Level Mtgs. RESA professional development Graphic Organizers Resource/Book	Title I Title II-A RT3 SPED funding	2% increase in students who meet/exceed the GMAS 40 % growth on ELA SLO	Lesson Plans Pacing guides/ Curriculum maps Benchmark Tests Standardized test scores/SLOs Administrative evaluations TKES Professional development DIBELS Next

Outcomes based on the 2013-2014 CRCT test results indicate a 2% decrease in 3rd grade Reading, a 2% increase in 4th, and a 5% increase in 5th grade from the previous year. Data also indicated a decrease in 3rd grade ELA, but an increase in 4th and 5th grade ELA CRCT scores including a 6% increase in 5th grade. However there were no grade levels (3-5) whose students whose meet/exceed proficiency was less than 85% and none higher than 96%.   This need will be addressed through scheduling, PD for student engagement and writing strategies, and focus on SWDs to increase student achievement.

Table 2 – Action Plan for Mathematics

Priority Action	Focus (Training, Professional Development, Recruitment, Retention)	Name of Participating Groups or Individuals	Persons Responsible for Implementation	Implementation Activities	Timeframe	Resources Needed	Funding Estimate & Source/s	Expected Outcomes by End of Year	Methods to be Used for Evaluation
Increase mathematics student achievement and basic facts knowledge	Technology usage with Promethean boards Professional Development for student engagement CCGPS Go Math EIP/LEAP PROGRAM/FLP	All Math Teachers Select teachers from 3rd-5th	All Math Teachers Curriculum Director Title I Director Teachers redeliver to grade levels Principal		Aug 2014- May 2015	Grade Level Mtgs. RESA PD Data analysis Math manipulatives & center activities STEEP for benchmarking Progress monitoring instruments FASTT Math Do the Math	Title I, Title II-A	2% increase in students who meet/exceed the CRCT 40% growth on Math SLO	Curriculum Maps Lesson Plans Focus walks Go Math Implementation Administrative evaluations TKES STEEP FASTT MATH benchmarking

Outcomes based on the 2014 CRCT data indicates a 2-5% increase in 3rd- 5th grades for students meeting/exceeding Math on the CRCT. Overall, Students in grades 3-5 increased Math Scores increased by 4.4% from the previous year.

Table 3 – <mark>Action Plan for Attendance</mark>				
Annual, Measurable Objective(s): Treutlen Elementary will increase the attendance rate based on the 2014 attendance report, while attempting to lower the percentage of students with 6 or more absences by 5 percentage points.				
Actions/Strategies/Interventions	Timeline	**Professional Development Resources**	**Person(s) Responsible**	**Means of Evaluation**
1. Upon every absence, the parent, guardian, or other person who has control or charge of the student will be notified of such absence via telephone or in writing. The parent will be notified of the importance of attendance and its direct correlation to student achievement.	August 2014-May 2015	Workshops on improving school attendance	School Administration, School Attendance Designee System Attendance Officer	Attendance Logs, Infinite Campus records
2. Upon the accumulation of <mark>3 unexcused absences and/or five total absences</mark>, school personnel will make a written contact.	August 2014-May 2015	Workshops on improving school attendance	School Administration, School Attendance Designee, System Attendance Officer	Attendance Logs, Infinite Campus records
3. Upon the accumulation of 10 unexcused absences, school personnel will initiate a referral to the Department of Family and Children Services, Department of Juvenile Justice, and/or the Juvenile Court of Treutlen County.	August 2014-May 2015	Workshops on improving school attendance	School Administration, School Attendance Designee, System Attendance Officer	Attendance Logs, Infinite Campus records

XII.   Student Behavior/Safety Objectives

A.   Disciplinary Referrals/Procedures

The number of disciplinary referrals for the 2014-2015 school year will be decreased through collaborative efforts of administrators, teachers, and parents. Teachers will be required to make regular parent contacts (at least 1 prior to office referrals) for any student who consistently misbehaves by not conforming to school and classroom rules/policies and procedures. Other means of discipline, as prescribed in the teacher's written discipline plan, will be administered prior to an office referral when applicable. After one parent contact has been made (either by phone, mail, or certified letter), students may be sent to the office for behavioral offenses. Students with chronic behavior problems will have a behavior management plan written to address the inappropriate behavior being exhibited and the appropriate consequences/rewards/punishment for the behavior. The behavior management plan will be signed by at least three certified staff members (preferably who have direct contact with the student), an administrator, and the parent(s).

1. Strategies that will be implemented to address chronic, inappropriate behaviors of students include, but are not limited to:
   - Referral to school counselor for individual or group counseling
   - Implementation of new Handbook Disciplinary Policy
   - Classroom Level Interventions
   - Possible Tier change per Response to Intervention Plan
   - More options for Before and After school detention rather than OSS
   - Positive Behavior Intervention and Supports
   - Referral to outside agencies
   - Mandatory Parent Conferences
   - Behavior Intervention Plans
   - Referral for a Psychological Evaluation (as deemed appropriate)

B.   Bus Disciplinary Referrals

Bus disciplinary referrals will be decreased as outlined in the new student handbook policies. This includes making regular parent contacts and making appropriate office referrals for students who do not comply with bus rules and regulations. Consequences for bus misbehavior are outlined in the student handbook.

C.   Student Safety

All visitors MUST report to the school office upon entering the school campus. Visitors are required to sign in before visiting any area of the school campus. A visitor's pass will be issued to all visitors once they have signed in. Visitors will be allowed in the building during instructional hours only on special occasions. Classroom and exterior doors MUST remain locked at all times in order to ensure the safety of all students. Teachers are advised never to let a visitor enter a classroom without prior notification and clearance from the school office. Visitors

are required to sign out upon leaving the school campus. Student information sheets are filed in the school office. These information sheets, as well as Infinite Campus, include a list of people who can and cannot pick up students from school. When a student is signed out in the office, the list is verified and some form of picture ID is required to verify the identity of the person before a child is released into their care. School volunteers will be required to attend training as well as pay for fingerprinting and a background check.

A nurse is located on campus to administer all medications and assist with any student with special needs (i.e., asthma, diabetes, allergies, etc…). The nurse holds workshops throughout the year with school personnel concerning health risks related to the educational profession.

D.   GEMA/Emergency Preparedness

TES has an Emergency Preparedness Plan. Included in this plan is the person(s) responsible for various roles and responsibilities in implementing the plan as well as maps and diagrams for reference. Local Agencies have these plans and work collaboratively to ensure the safety of all students.

XIII.   TES Facilities Objectives

A. A new pre-k-12 facility was built in 2012:

- Maintain building cleanliness and structural reliability
- Conduct more efficient lunchroom procedures
- Ensure that all safety related items are working properly
- Ensure that Technology is continually updated.

XIV.   Employee Objectives

Time-on-task will be protected by all parties. Only in extreme emergencies will interruptions of instructional time (i.e., via the intercom, etc.) be permitted. ALL interruptions must be approved by the principal or assistant principal.

A certified substitute will be obtained in the absence of a certified teacher, when possible.

XV.   Professional Learning Plan (High-Quality and Ongoing Professional Development) (Title I, Component D)

A. Any administrator, teacher, or paraprofessional who wishes or is required to participate in professional learning must complete a Treutlen County Professional Learning Leave Request form on the My Learning Plan and/or Time Force computer program prior to attending the workshop. These forms will be used to track the professional learning of all staff members. After attending a workshop, teachers will be required to redeliver all material/information (if applicable) presented at the workshop. Teachers will only be allowed to participate in professional learning activities that directly relate to their teaching assignment and/or those that are focused on improving student achievement.

B. The following areas need to be addressed through professional learning workshops, etc. during the 2014-15 school year. (NOTE: This information was obtained based on professional learning needs assessment survey and school improvement initiatives.)

- Teaching and addressing the needs of students with special needs and/or disabilities- new Special Ed. Director
- Analyzing Test Data to Improve Student Achievement
- Inclusion of Students with Disabilities
- Flexible Learning Program
- Active student engagement
- Differentiation
- DOK
- Reading/English Language Arts, Math, and Social Studies Workshops designed to Improve Instructional Effectiveness (i.e., prioritizing and aligning CCGPS/GMAS)

C. Treutlen Elementary will use My Learning Plan/and or Time Force to track professional development electronically. All activities will be evaluated and approved by the Principal, Curriculum Director, Superintendent, and designated personnel at each school. Classroom observations will be completed in order to assess and ensure the implementation of the strategies/materials from professional development attended. Another means of evaluation of the effectiveness of the implementation of the strategies learned will be the measure of improvement in student achievement as indicated by GMAS performance.

XVI.   Strategies to Increase Parental Involvement (Title I, Component F)

Parental involvement is a crucial component of school improvement at TES. Every effort will be made to encourage parental involvement through:

- Regularly Scheduled Parent Conferences
- SST Meetings
- SPED Meetings
- parent portal
- Monthly parent nights
- Open House
- Growth of new PTO
- Grade Sheets, Progress Reports, and Report Cards
- Home Visits
- Field Trips
- Assemblies (i.e., DARE graduation, awards ceremonies, Field Day, Spring Fling, Veteran's Day Program, Donuts for Dad, Muffins for Mom, Grits for Grandparents, etc.)
- Attendance Meetings

- Flyers sent home with school information monthly
- Parent Resource Center in Counselor's Suite
- Allowing parents to volunteer their time to assist with school activities, learning opportunities, etc.
- Parent Workshops through Tri-County Parent University

Heath M Powers Grant

HealthMPowers is a unique, coordinated initiative designed to increase health knowledge and promote health-enhancing behaviors among youth by providing state-of-the-art programming in the school setting.

HealthMPowers programs are designed to provide students with the health information, skills, resources and motivation necessary to take responsibility for their own health. Health education lessons are presented in a memorable and interactive way helping each student build a foundation for making responsible health decisions throughout the course of his or her life. By working in collaboration with teachers and parents, HealthMPowers also helps build the supportive environment necessary for the adoption of health-enhancing behaviors. Health promotion programs and services are provided to students, teachers and families.

Mission

HealthMPowers promotes health-enhancing behaviors among students, school staff and families to improve the quality of health and academic achievement of young people.

XVII. Assessment and Evaluation of SIP

The TES School Improvement Plan will be assessed and evaluated at the end of the 2014-2015 school year to determine if goals and objectives were met. This will be determined by analyzing 2015 GMAS test data, CCRPI, teacher evaluations, workshop evaluations, Infinite Campus/SWIS attendance and discipline data, and parent contact logs. A copy of the plan, accommodating all non-English speaking populations when applicable, is given to all faculty members, shared with the School Council, and copies are available in the school office as well as at the Board of Education. Information concerning the overall evaluation of the School Improvement Plan will be shared through various meetings with staff members, School Council, Building Leadership Team, appropriate Central Office personnel, parents, and community members in order to devise/adjust strategies to meet the needs of all students.

Percentages of Students that Met/Exceeded CRCT Standards
(2008-2014 Scores)

1st Grade	2008	2009	2010	2011	2012
Reading	88%	92%	96%	*94%	Na
English/Language Arts	75%	85%	91%	*89%	Na
Mathematics	80%	89%	90%	*92%	Na

2nd Grade	2008	2009	2010	2011	2012
Reading	96%	94%	85%	*97%	Na
English/Language Arts	78%	86%	94%	*93%	Na
Mathematics	83%	87%	90%	*93%	Na

*Scores highlighted in yellow reflect data from the OAS instructional assessment.

3rd Grade	2008	2009	2010	2011	2012	2013	2014
Reading	59%	96%	95%	96%	95%	92%	90%
English/Language Arts	83%	90%	81%	88%	93%	84%	85%
Mathematics	61%	80%	78%	81%	87%	84%	89%
Social Studies	90%	85%	82%	83%	89%	82%	88%
Science	64%	85%	81%	76%	80%	77%	80%

4th Grade	2008	2009	2010	2011	2012	2013	2014
Reading	78%	81%	94%	86%	94%	92%	94%
English/Language Arts	84%	75%	92%	85%	91%	93%	85%
Mathematics	71%	57%	79%	80%	84%	88%	91%
Social Studies	88%	57%	83%	77%	88%	87%	84%
Science	72%	80%	92%	85%	83%	81%	86%

5th Grade	2008	2009	2010	2011	2012	2013	2014
Reading	91%	94%	92%	90%	86%	89%	94%
English/Language Arts	78%	94%	88%	89%	87%	90%	96%
Mathematics	79%	88%	76%	85%	69%	90%	92%
Social Studies	82%	65%	64%	77%	77%	77%	82%
Science	53%	79%	70%	74%	66%	63%	79%

5th Grade Georgia Writing Assessment Percentages

5th Grade	2007	2008	2009	2010	2011	2012	2013	2014
DNM	66%	34%	25%	38%	23%	39%		20%
Meets	31%	61%	67%	54%	71%	57%	57%	80%
Exceeds	3%	5%	8%	8%	6%	4%		

Data results from the 2012-2013 Writing Assessments indicate a 23% increase in the number of students meeting/exceeding standards.