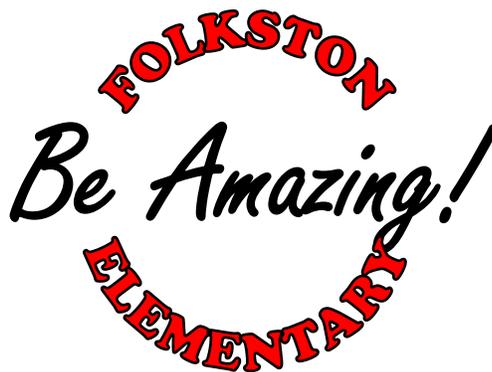


# Folkston Elementary School Title I School-Wide Plan

Revised: 3/15/07  
Rewritten: 7/14/08  
Revised: 7/14/09  
Reviewed by parents: 11/17/09  
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Reviewed and approved by school council: 10/25/12  
Revised: 1/17/13  
Reviewed and approved by teachers/parents: 1/18/13  
Revised: 7/22/13  
Reviewed and approved by teachers/parents/school council: 8/1/13

Michael F. Walker, Principal  
Amanda Jackson, Instructional Supervisor  
Dr. Susan Allen, District Title I Director  
Dr. John Lairsey, Superintendent

August 1, 2013





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**Title I**  
**Schoolwide/School Improvement Plan**

<b>School Name:</b> Folkston Elementary School	
<b>School Mailing Address:</b> Folkston Elementary School 34754 Okefenokee Dr. Folkston, GA 31537	
<b>LEA Name:</b> Charlton County Board of Education	
<b>LEA Title One Director/Coordinator Name:</b> Dr. Susan Allen	
<b>LEA Title One Director/Coordinator Signature:</b>	<b>Date:</b>
<b>LEA Title One Director/Coordinator Mailing Address:</b>  Charlton County Board of Education 1259 Third Street Folkston, GA 31537	
<b>Email Address:</b> sallen@charlton.k12.ga.us	
<b>Telephone:</b> (912)496-2596	
<b>Fax:</b> : (912)496-2595	



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**Planning Committee Members:**



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Folkston Elementary School Improvement Plan  
 Stakeholders' Meeting  
 Aug. 1, 2013 4:30pm.

Name (please print)	Title	Signature	Contact Information
Felicia Milton	Parent	<i>Felicia Milton</i>	912-390-1702 912-496-7130
Amber Sikes	Parent	<i>ASikes</i>	912-390-2715 912-496-4429
Jennifer Milton	Parent	<i>Jennifer Milton</i>	904-608-1349 912-496-2200
Olivia Walker	Parent	<i>Olivia Walker</i>	904-408-0668 Call 406-709-XXXX
Mandy Jackson	AP	<i>Amber Jackson</i>	912-288-6687 496-4735
Sandy Slater	MS/TC	<i>S Slater</i>	912-269-4459 496-4735
Melanie Crews	Teacher	<i>Melanie Crews</i>	912-276-0478 496-2978
Becky Gowen	teacher	<i>Becky Gowen</i>	912-276-3004
Tina Baxter	P.I Coord. teacher	<i>T Baxter</i>	912-496-7369
Michael Walker	Principal	<i>Michael Walker</i>	912-276-0675
Felicia Sand	3rd teacher	<i>Felicia Sand</i>	276-0608
Melissa Walters	SpEd teacher	<i>Melissa Walters</i>	315-459-3850
Suzanna Cornett	SpEd teachers	<i>Suzanna Cornett</i>	912-276-0603
Nikki Milton Williams	Parent	<i>Nikki Williams</i>	904-631-1698



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SIP Components

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

*Response:*

The 2013-2014 school-wide plan was written for all students and groups of students which includes the subgroups of economically disadvantaged, African American, and students with disabilities who are not yet meeting the state student academic achievement standard.

This year (2012-13) Charlton County School System established a District Leadership Team made up of all principals, superintendent, assistant-superintendent, Special Education Director, School Improvement Specialist from RESA, and a representative from the Georgia Department of Education. The purpose of the team was to meet monthly to identify and focus on improving the academic needs of our school system. Although we have had a district leadership team each year, we were asked by the GADOE to pilot a district leadership team with a different emphasis on academic achievement. During this summer (2013), the district leadership team participated in a summer retreat to establish non-negotiables for our system. Those non-negotiables are:

1. All teaching and learning activities begin, progress, and end with an in-depth and intense focus on state standards.
2. Communication with stakeholders is frequent, consistent, meaningful, documented, and includes student progress and celebrations of success.
3. Teacher and leader effectiveness and growth are promoted and supported in order to improve student learning.
4. Interventions that meet the needs of individual students are developed, implemented, monitored, and documented.
5. Data is effectively utilized to support instructional improvement.

Folkston Elementary School has also met as a Leadership Team, School Council, Parent Teacher Organization, grade level teams, and as a faculty and staff to review and discuss the best options for a comprehensive educational plan for all of our students. We have broken down the district non-negotiables to a school level. Those are as follows:

1. The curriculum and instruction in math and ELA for Folkston Elementary is driven by the common core state standards. Science and Social Studies curriculum and instruction are based on Georgia Performance Standards (GPS).
2. At FES, we encourage a stakeholder family oriented environment. We communicate with our families through a variety a methods including teacher/school web pages, weekly emails, report cards, take home folders, phone calls, parent/teacher conferences, home visits, and a blitz visitation before the beginning of school. Teachers keep a communication log as documentation of contacts with parents. Communications with



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parents include recognitions and celebrations of student achievement.

- 3. The faculty and leadership at FES will continue to participate in a variety of professional development in order to improve student achievement. This will include the Teacher and Leadership Effectiveness System (TKES and LKES) that was adopted by the school board as the new evaluation process for Charlton County schools. We also provide in-house training in areas that are identified through the school improvement plan process.
- 4. Interventions that meet the needs of individual students are developed, implemented, monitored, and documented through the Response to Intervention (RTI) process.
- 5. Data is effectively utilized to support instructional improvement. Teachers and leaders at FES meet together on a regular basis to disaggregate data from several sources including unit data, state testing data, benchmark data, universal screeners, student learning objectives (SLOs) and perception data (student/teacher/parent surveys). The data is used to drive decisions in order to improve student achievement.

The following national and state mandated tests are used at FES: Criterion-Referenced Competency Tests (CRCT/CRCT-M), Georgia Alternate Assessment (GAA), the Georgia Writing Assessment (GWA), ACCESS test and the Georgia Kindergarten Inventory of Developing Skills (GKIDS). We also used a locally developed Instructional Assessment from our RESA for 1<sup>st</sup> and 2<sup>nd</sup> grades. This year, each grade will administer Student Learning Objectives (SLO's) to measure student growth at the end of the school year, as mandated by the Teacher Keys Effectiveness System (TKES).

In addition, student performance data is collected and monitored using unit data, STAR Reading and local benchmarks, along with GRASP, a universal screener.

**Parent Survey**

Data is also collected annually from teacher and parent surveys. The end of the year parent survey evaluated the school's effectiveness and appropriateness in Epstein's six areas of parent involvement (see tab 1). These areas were: Parenting, Volunteering, Communications, Learning at Home, Decision Making, and Collaborating with the Community. The survey used a scale of: Never, Seldom, Often, and Almost Always. Our goal is to have a 95% Often or Almost Always in all categories.

In the areas of Parenting, Volunteering, Communications and Learning at Home, parents rated Often and Almost Always at 95% or higher. In the areas of Collaborating with Community and Decision Making, the scores were between 90- 95%. Although these ratings are still high, several parents suggested community resources and participation in community events could be improved. FES is very involved with many community organizations and announces the activities through the use of the local media, school newsletter, and parent's communication call system. However, we may need to publicize our partnerships better. Below is a list of



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community groups, activities and events that FES partnered with this past year and/or the following 2013-14 school year:

- Local law enforcement agencies and fire department during Red Ribbon Week;
- Relay for Life through our school choir's participation in the ceremonies, along with fund raising;
- Chess Club (grades 1-3)
- Keep Charlton Beautiful with the recycling project;
- Community Read Aloud program;
- Senior adult luncheon that the school choir participates in;
- Sav-a-saurus program – where students learn about saving money and actually make deposits at FES on a weekly basis;
- Charlton County High School mentoring program at FES;
- Charlton County High School football, basketball, baseball, band, cheerleaders participate in four academic pep rallies throughout the year;
- Boy Scouts and Girl Scouts use our facilities to meet each month;
- Community Family Night in partnership with a local church in that community;
- Community blitz visitation – where teachers attempted to call or visit every student in their class before school started;
- Satilla Advocacy Services – presented an anti-bullying program at FES;
- American Heart Association – through FES's Jump Rope for Heart fund raiser;
- Grandfriend's Day;
- Field Trip to the Okefenokee Swamp – for 2<sup>nd</sup> grade students;
- Christmas Luncheon for families;

The superintendent also sent out a Parent Needs Assessment and Equity Plan survey at the end of the year. Results were as follows:

- 87.5% of parents described the school as being very clean
- 87.5% of parents indicate the teachers and staff take very good care of their child
- 75% indicate the school communicates in a variety of ways how their child is performing
- 91.7% indicate the teacher helps their child in school
- 37.5 % are interested in parent classes concerning avoiding fighting or bullying

Parent comments include:

- "I think the school is too interested in image and less on helping the children. I think the stress put on teachers and staff from the state shows tremendously and rubs off on the children."
- "Folkston Elementary is a wonderful school and provides a safe, positive learning environment for all children."
- "I love receiving emails from the teacher with information about upcoming events."
- "I would like to see more technology integration in the classroom and higher-order thinking skills for all students. Students also need to be able to read and do math at a



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higher level before they are moved on to the next grade.”

- “I have nothing but positive things to say about this school, staff, parent involvement and PTO. The school provides a well-rounded environment for my child to learn and flourish.”

**Teacher Survey**

A teacher survey was given in January of 2013 (see tab 1). Two areas were addressed: **Procedures** and **Curriculum**. The results indicated several areas of concern with procedures:

- RTI process taking up so much time
- One teacher requested that emails and letters being placed in teacher boxes should be before done by 1:00. The teacher stated: “Professional courteous communication is a trademark of a leader. Communication that is not last minute lets employees know they are valued and respected.”
- Concern over the lunchroom procedures that were put into place later in the year where student’s trays were picked up instead of allowing them to take their trays.
- One teacher was concerned about too many meetings taking away from time that could be used to for planning
- The need for more planning between grades (vertical alignment) to make transitioning more smooth.
- The need for a buzz-through door at the schools entrance for safety reasons
- Parents picking up their children at the end of the day in the pick-up area should stay in their vehicles because of safety issues with students walking in front of cars
- Several teachers felt that writing folders were not being used in a beneficial way and were not being used for instructional purposes.
- Making announcements via internet instead of just over the intercom. Some teachers are at recess and do not hear the messages.

Areas of concern under curriculum were:

- Second grade students do not know their basic phonics. We need a good program in kindergarten and first grade with a maintenance program in second.
- ELA and math curriculum need work.
- Improve the phonics program in our school.
- Push Accelerated Reader (AR) more
- Continue to emphasize more “hands-on” learning

To address these areas we have:

- Over the summer, the RTI process has been reevaluated and revised to make the referral process more streamlined by removing and combining forms that were redundant. We recognize that teachers are able to provide intervention and progress monitoring at the tier 2 level; however, providing interventions and progress monitoring at tier 3 is an area that needs more attention. We will utilize parent volunteers and high school tutors, under teacher guidance, to assist at tier 3.
- Announcements during the school day will be limited but communicated via internet for teachers who may be at recess or out of their classrooms.



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- The lunchroom procedures that were put into place at the end of last year will be changed back to the way we did it before. Students will have the responsibility to discard their lunchroom trays.
- Vertical planning will occur during leadership meetings to allow a smoother transition from one grade to the next.
- A buzz-through door has been installed over the summer at the front entrance to provide a safer environment for students and staff. A fence has also been installed around the north perimeter of the school to provide additional safety during recess.
- Parents will stay in the cars during parent pick-up in the afternoons. This will create a safer environment for students.
- FES has implemented a school-wide writing plan that will include the use of writing folders to be used only in the classroom. The district-wide writing portfolios will no longer be used.
- Kindergarten and 1<sup>st</sup> grade will continue to use Reading A-Z for phonics. In 2<sup>nd</sup> grade, there will be a stronger emphasis placed on phonics because we will have one teacher focusing on this area of literacy for all students. Second grade will also implement systematic daily phonics program aligned the CCGPS.
- The GACCGPS ELA units have been revised for all grades for the 2013-14 school year and will continue to be used. FES has also created a school-wide writing plan. The CCGPS math frameworks which include performance tasks have also been revised and will be used by all grades. 2<sup>nd</sup> grade will join K and 1<sup>st</sup> grade in using teacher-created units this year. Third grade will continue to use Harcourt Go Math.
- Accelerated Reading (AR) will be emphasized this year through the use of motivation materials, such as an AR store for students to cash in points that have been earned through reading.

Using all of the survey information along with academic data, the district and school leadership teams identify areas of weaknesses and strengths for our system and for FES. Data from the CRCT, CRCTM, Instructional Assessment, GKIDS assessment, GWA, parent/teacher surveys, were used to form goals for the upcoming school year addressing academic needs of the school.

The math CRCT scores for the past year dropped significantly for all sub-groups (see tab 1). The achievement gap between the African American and white sub-groups in math increased from 8% in 2012 to 13% in 2013. There was an increase in CRCT scores in reading for all sub-groups in 2013. In ELA, there was no significant change in the all students sub-group, although the multi-racial sub-group decreased by 33%, while the Students With Disabilities sub-group increased by 17%. The greatest areas of improvement were in science and social studies. In science and social studies, all sub-groups increased from 2012 to 2013 with the exception of the multi-racial sub-group. (see tab 1 for CRCT 3 year trend).

After analyzing the CRCT data, instructional assessments, and parent/teacher surveys, the following areas of strengths and weaknesses were identified:



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The major areas of strength identified for FES were:

- Provides interventions based on data
- School-wide writing plan has been created
- Increase in school safety
- Increased use of performance tasks to increase student engagement
- Increase in 3<sup>rd</sup> grade reading, science and social studies on the CRCT.
- Parent/School communication
- School culture

The major needs we discovered were:

- Improve science CRCT scores in all sub-groups
- Improve math instruction in all grades and sub-groups
- Increase student engagement
- Need for a common understanding of the standards in all academic areas, but with a focus in math
- Use of Best Practices through the TKES process

#### FES Goals for 2013-14

In order to meet these needs, FES has established the following goals for the 2013-14 school year:

- **Increase science CRCT scores for all sub-groups in 3<sup>rd</sup> grade.** All grades will use Georgia Science Weekly, which is a weekly newspaper each student receives addressing all Georgia Performance Standards in science. Although scores in science increased this past year (10 % points), more project-based activities will be implemented to encourage student engagement. Another strategy to emphasize the importance of science will be to give numerical grades on the report cards for first and second grade (third grade already received numerical grades), instead of letter grades (S, N, and U's).
- **Increase math CRCT scores for all subgroups in third grade.** CRCT scores in math dropped in all subgroups (see tab 1 for CRCT data) and were also below the states' 2013 performance targets. Several initiatives will be implemented this year to address the deficit in math; math specialist from RESA will observe math lessons and offer strategies to improve instruction, vertical alignment (K-3) to ensure math progressions, curriculum alignment to ensure the math strategies being used at FES are supporting the state standards, peer observations, focus walks by administration, and professional development for teachers in the use of mathematical



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practices. Performance tasks will continue to be used in all grades to encourage student engagement.

- **Increase the use of Best Practices in all classrooms as monitored by the TKES process.**

Teacher Keys Effectiveness System was piloted in 2012-13 and will be fully implemented for the 2013-14 school year.

**Additional areas of need:**

- differentiated instruction
- engaging lessons
- reading comprehension
- ELA (grammar/mechanics)
- Writing across the curriculum
- Direct writing instruction (genres)

**Migrant Students**

We do not have any migrant children at this time; however, these are the procedures we would follow should those students be in attendance:

- A migrant form is sent home at the beginning of the year to all parents and also in our registration packet to identify any child who may be migrant
- The form would be turned in to our School Social Worker who sends it to the district migrant coordinator
- Home visits would be made by the district Migrant Coordinator to determine the student's needs
- Response to Intervention (RTI) meetings would be held with all parties to address the child's academic needs

Students with limited English proficiency are addressed through the RTI process. After a child is identified, an assessment is given. Once the student qualifies, they are served by an ESOL teacher who consults with the classroom teacher on a regular basis. The child is reevaluated annually to determine if services will continue.

The district Homeless Liaison and teachers and staff members of FES are responsible for helping to identify homeless students. Homeless students have a right to a free, appropriate



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public education. FES is careful to remove barriers with their enrollment. If the identified students have academic needs, they are addressed through the RTI process. The school counselor is also available to address any social/emotional needs.

2(a). Schoolwide reform strategies that are scientifically researched based, *directly tied to the comprehensive needs assessment and academic standards*

A. *Response:*

School improvement is an ongoing process at Folkston Elementary. This process includes a concentrated focus on incorporating best practices and data-driven decision making in meeting the goals of our ongoing school improvement process. This process involved a needs assessment of the instructional program, a review of FES's School Improvement Plan, parent and teacher surveys, and an in-depth analysis of the various types of student data (see tab 1). Based on this data, along with the research based strategies mentioned in section 2b, the following improvement strategies have been or will be implemented at Folkston Elementary.

- School Improvement Specialist, RESA consultants and curriculum director assists teachers and administration with instruction and makes recommendations throughout the school year;
- Posting, as well as using the language of the standards in each classroom;
- Common planning time for grade level collaboration;
- Classroom instruction will follow the CCGPS and GPS instructional frameworks where each lesson consists of a targeted standard and element, and I Can statement, an opening, a work period, and a closing. Thinking Maps, technology (SMART Board), help charts and word walls will be used pervasively throughout each subject.
- Qualifying students receive differentiated instruction through EIP in the areas of reading and math;
- Volunteers support and advance student learning;



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2(a). Schoolwide reform strategies that are scientifically researched based, <i>directly tied to the comprehensive needs assessment and academic standards</i>
<ul style="list-style-type: none"> <li>• Parent Workshops highlight curriculum areas</li> <li>• Instruction to students in the areas of bullying, safety and drug awareness at grades K-3;</li> <li>• Professional development in the areas of math, reading ELA, classroom management, and technology with instruction as identified by teacher surveys</li> </ul>

2(b). Are based upon effective means of raising student achievement.
<p><b>B. Response:</b> Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies:</p> <p style="text-align: center;"><b>Reading &amp; Math</b></p> <p><b>Differentiated Instruction:</b></p> <p>Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Many teachers and teacher educators have recently identified differentiated instruction as a method of helping more students in diverse classroom settings experience success.</p> <p><b>Thinking Maps:</b></p> <p>Thinking Maps were developed as a language for learning in 1988 by Dr. David Hyerle. There are eight maps in this language that are used by teachers and students (K-12; pre-K; adult education, university and business) for reading comprehension, writing process problem solving, and thinking skills improvement. Each of the eight Thinking Maps is based on a fundamental cognitive skill such as comparing and contrasting, sequencing, classifying, and cause-effect reasoning. Much like carpenters using a set of tools, multiple Thinking Maps are used as an eight map icon toolkit by students for constructing knowledge: for improving the basics of reading, writing, and mathematics as well as for</p>



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problem-solving and the development of higher-order thinking abilities.

**Higher Order Thinking Skills:**

HOTS was developed in 1980 by Dr. Stanley Pogrow, Professor of Education at the University of Arizona, and one of the leading national experts on school reform. Dr. Pogrow discovered that the primary learning need of Title I and LD students was not content remediation, but the development of the types of thinking skills needed to process the more complex and integrative classroom content. The concept of higher order thinking skills became a major educational agenda item with the publication of Bloom's taxonomy of educational objectives. Within the cognitive domain of Bloom's taxonomy there are six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. Higher order thinking skills are those skills in the top three levels: analysis, synthesis, and evaluation. These three skill levels are important in critical thinking. There is a notion that students must master the lower level skills before they can engage in higher order thinking. However, the National Research Council objected to this line of reasoning, saying that cognitive research challenges that assumption, and that higher order thinking is important even in elementary school.

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

C. *Response:* We will increase the amount and quality of learning time by using:

- Morning Intervention (AM PowWow)
- CRCT After-School Tutoring
- Recess Intervention
- Built-in intervention time during the day
- Summer Tutoring for third grade students who did not pass the CRCT

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

*Response:*



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Folkston Elementary utilizes the Pyramid of Intervention to address the needs of all students. The Response to Intervention (RTI) process is the practice of providing high-quality instruction and interventions to meet student's needs and monitor progress in order to ensure effectiveness of instruction and/or interventions. RTI is an integrated service delivery approach for all students and is applied to decisions in general, remedial, and special education.

- **Tier 1:** All students are provided with standards-based/differentiated and/or modified instruction.
- **Tier 2:** When students are not successful in tier 1, students are provided with moderate interventions specific to the students needs.
- **Tier 3:** If tier 2 interventions are not effective, students are provided with more researched-based interventions that increase in duration and frequency.
- **Tier 4:** If tier 3 interventions are not effective, the student may be referred for an evaluation to see if he/she qualifies for further services.
- At all levels of the tier process, parents, teachers, and administration are involved in analyzing the student's instructional data to determine what steps should be taken next.

**\*3. Instruction by highly qualified professional staff.**

*Response:*

- All certified staff members meet the criteria of the highly qualified teachers under the No Child Left Behind (NCLB) Act of 2001. There is a copy of the principal attestation form included in tab 3.
- Parent's Right to Know letter is sent home with the beginning of the year packet to every student (see tab 3)
- The certified teaching staff provides an average of 15.8 years of teaching experience.
- All paraprofessionals at FES are considered highly qualified under NCLB.
- Teachers and paraprofessionals participate in continuous improvement through graduate and professional development.
- The Instructional Supervisor and grade level chairs teachers provide additional support to new teachers in enhancing their performance in the classroom.
- The principal and Instructional Supervisor collaborates with all teachers to plan and



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\*3. Instruction by highly qualified professional staff.  
evaluate instruction.

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

A. Response:

Historically, FES has been fortunate to have had a low teacher attrition rate. For the 2013-14 school-year, FES has three new teachers. One teacher was hired to replace the music teacher who moved. One teacher was hired in 3<sup>rd</sup> grade to replace a retired teacher and a special education teacher was hired to replace a Gifted/SDD teacher who retired. Strategies to attract and keep highly qualified teachers are:

- Maintain and nurture a school climate that promotes a positive work environment where teachers and staff feel supported and appreciated;
- Professional development opportunities are offered and encouraged by the administration to help teachers when indicated as areas of need;
- Collaborative planning within each grade level on a daily and weekly basis;
- Teacher surveys are given and input is addressed during the year by the administration;
- Leadership team made up of teachers and administration meets at least on a monthly basis to discuss concerns and areas of strength throughout the school;
- Administration has an open door policy and encourages teachers to communicate openly about areas of concern or need.

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



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

*Response:*

The alignment of district and school goals enables Charlton County Schools to provide professional learning designed to support school personnel with the effective implementation of the state's curriculum. Also, professional learning is provided to assist teachers with meeting the academic and social needs of their students. All professional development must be aligned to the FES School Improvement Plan. We have aligned professional development with the State's academic content and student academic achievement standards. Much of the professional development for the 2013-14 school year is geared toward the math CCGPS, curriculum alignment, and student engagement strategies. All staff will participate in professional learning through the local system that involves the Common Core Reading/ELA and Math Standards. Professional learning for the 2013-14 school year will be offered in the following areas: (see tab 4)

<b>Professional Learning</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Est. Cost</b>	<b>Funding</b>	<b>Evidence</b>
Title I Grade Level Collaborative Planning	Grade Level Leadership	All Faculty	2013-14 School Year	\$2000 subs	Title I	Agenda Sign-in sheet Observations
Standards of Math Practice	RESA Training	Math Teachers	11/5 & 12/5/13	\$700.00 subs	Title IIA	Agenda Sign-in sheet
SPED IEP Compliance Modules	Dr. Allen (SPED Director) will lead training	SPED Teachers	9/3,9/10, 9/17, 9/24, 10/1	No Cost	NA	Agenda Sign-in sheet Observations
Co-teacher Training	GLRS	SPED Teachers and Inclusion Teacher	9/13 – 12-13	No Cost	SPED Funding	Agenda Sign-in sheet Observations
Differentiated Instruction	RESA Training	Grade Reps.	9/23 & 10/29/13	\$510 subs	Title IIA	Agenda Sign-in sheet
Develop Strategies to meet the needs of low socio-economic students	Book Study	All Faculty	2013-14 School Year	No Cost	NA	Agenda Sign-in sheet
Page Leadership Training on Engaging Students	Page Training at RESA	3 Grade Reps	10/26, 10/27, 1/22, 3/7	\$510.00 subs	Title IIA	Agenda Sign-in sheet
Depth of Knowledge (DOK) Training	Curriculum Director & Instructional Supervisor	All Faculty	2013-14 School Year	No cost	NA	Agenda Sign-in sheet Observations



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*4. Professional development for staff to enable all children in the school						
Classroom Management	DVD/Book Study	All Faculty	2012-13 School Year	No Cost	NA	Agenda Sign-in sheet
Technology Training SMART Board Training	Melissa Walters (staff)	All Faculty	2013-14 School Year	No Cost	NA	Agenda Sign-in sheet
Teacher Keys Effectiveness System (TKES)	Principal Instructional Supervisor	All Faculty	2013-14 School Year	No Cost	NA	Agenda Sign-in sheet
Student Engagement – Article Study	Principal/ Instructional Supervisor	All Faculty	2013-14 School Year	No Cost	NA	Agenda Sign-in sheet
Response to Intervention Training	Instructional Supervisor RTI Coordinator	All Faculty	2013-14 School Year	No Cost	NA	Agenda Sign-in sheet
Math Curriculum Alignment	RESA Consultant Curriculum Director FES Administration	All Math Teachers	Nov. 6 K-2 Nov. 7 3-5	\$1360 Subs	Title IIA	Agenda Sign-in sheet
Leadership Training for Administration	Page Leadership Program	Mr. Walker Mrs. Jackson	2013-14 School Year	No Cost Page covers cost	NA	Agenda Sign-in Sheets
Math Vertical Alignment	Math Better Seeking Team	All Math Teachers	2013-14	No Cost	NA	Agenda Sign-in Sheets
ELA Vertical Alignment	ELA Better Seeking Team	All ELA Teachers	2013-14	No Cost	NA	Agenda Sign-in Sheets
Formative Instructional Practices (FIP)	RESA Consultant Curriculum Director FES Administration	All Teachers and Paras	2013-14	Funded by a grant	Grant will fund training 10 PLU's earned	Agenda Sign-in Sheets
Critical Thinking Skills	RESA Consultant	All Faculty	2012-13 School Year	No Cost	NA	Agenda Sign-in sheet



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\*5. Strategies to increase parental involvement.

*Response:*

At FES, we encourage a stakeholder family oriented environment. We recognize our parents as valuable contributors in improving student achievement and include them as we disaggregate data and parent surveys. We focus on the following initiatives to strengthen the home-school relationship:

• 1% of Title I funds are budgeted for Parent Involvement. These funds are used to support the following areas(see tab 5 for PI budget):

- Parent educational incentives to increase participation
- Materials for parent resource center
- Printing/ink/toner/copying supplies to meet the parent communication needs
- Light refreshments for educational parent nights to increase incentive for parent participation
- Supplemental instructional materials for PI activities
- Supplemental children's books for Parent Involvement meetings
- Training Meeting for Parent Involvement Coordinator
- Guest speaker for community family night

• Inviting parents to participate in the annual Title I meetings where student assessment results, parent/teacher survey results, and curriculum information is shared (see tab 5). We also send letters home to 3<sup>rd</sup> grade parents to inform them of individual test results (see tab 5).

• Test Data will be reported to the schools and then to the public. Results will be reported to the media after reports are final. Parents will be notified from the school regarding their child's performance on assessments through our Progress Reports, Report Cards, GKIDS, correspondence from school to parent for CRCT results(see tab 5), agendas, Parent/Teacher Conferences, and communication from our teachers to the parents of our students. Parents also have access to PowerSchool, which is an online service that allows parents/students to log on and check student grades and attendance on a daily basis. Teachers at FES are required to update PowerSchool by Wednesday of each week.

• Conducting an annual Title I Parent Involvement meeting to inform parents of the school's responsibilities and parent rights

• Providing a parent resource center where parents can check out materials to assist their child. This year we will add a tablet to the resource center for parent checkout. We advertise the resource center in our monthly newsletter (see tab 5)

• Provide and encourage parents to volunteer and participate in the school. The parent volunteers are recognized monthly in our newsletter (see tab 5).

• Requiring parents to sign and return the Home-School Compact form indicating that all parties agree to student academic success for the current year; (see tab 5)

• Implementation of the school's Parent Involvement Policy, which is revised annually, signed and returned, to increase parents' awareness of the benefits of parental involvement in the school (see tab 5). The policy is sent home, made available at parent involvement meetings, attached to the school's website and presented at the Title I Parent Involvement Meeting held at the beginning of the school year;

• Hosting school-wide workshops to help parents understand national goals, School Choice, Common Core Georgia Performance Standards, and ways to assists their child in order to improve academic



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performance. These workshops are scheduled throughout the year at various times and locations to accommodate parent schedules.

- Providing opportunities for parents to participate in PTO meetings, student performances, fundraisers, field day, Book Fair, and breakfasts/luncheons
- Utilizing the Parent Involvement Coordinator and school counselor between the community and home to help parents obtain necessary information and resources when needed;
- Sending parent surveys home to encourage feedback for school improvement(see tab 5);
- Responding to parent concerns in a timely manner;
- Collaborating with local businesses to provide rewards and incentives for student accomplishments;
- Continuation of newsletters, progress reports/report cards, school website, flyers, publishing in the newspaper concerning student achievement, parent/teacher conferences, and home-school communicators to support communication between parents and school(see tab 5);
- Development of a parent/student handbook to be sent out and signed at the beginning of the year that includes a calendar of events for the year and academic and non-academic information;
- Involving parents on the School Council (see tab 5), Parent Involvement Committee, and PTO

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

*Response:*

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

In partnership with Bright from the Start, the administration works with Pre-K families in viewing the transitioning process from early childhood to elementary school programs.

Throughout the year, the Pre-K teachers and school administrator work to implement the following activities:

- Vertical meetings between Pre-K and kindergarten teachers;
- Campus visits for pre-school children from early childhood programs in the community to tour the school and meet the faculty and staff; (see tab 6 for agenda)
- Partner with Headstart program for content transition standards
- Parent orientation at the end of the year, to explain the transition process from Pre-K to Kindergarten;
- Opportunities for Pre-K students to learn about the routines and procedures that happen



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on a daily basis in kindergarten classrooms;  
• Provide support to parents with health document requirements;

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

*Response:* The ways that we include teachers in decisions regarding the use of academic assessment are through faculty and leadership meetings to review data collected throughout the year which includes, CRCT and IA results and parent/teacher surveys (see tab 7 for faculty and leadership meeting agendas). Root causes are explored along with action steps to be included in the School Improvement Plan (SIP).

Throughout the school year teachers utilize the results of benchmark assessments, end of unit tests, STAR Reading and Math, GRASP, and the Lexia Comprehensive Reading Test to gauge student progress in meeting grade-level standards and plan for remediation and acceleration. This process of assessment, analysis, and planning for future learning is repeated throughout the school year. The following is a breakdown of how we use academic assessment to formulate a continuous action plan:

- End of the year CRCT and Instructional Assessment data is analyzed to determine areas of strength and weakness in the curriculum and students' academic performance;
- Utilization of weekly grade level meetings for all grade level members to monitor instruction and identify research based strategies and interventions to meet the needs of students;
- Utilization of grade level meetings to develop common formative assessments and analyze student work samples;
- Grade level planning meetings are held to provide teachers with information from the assessment results and to determine the effectiveness of the assessment;
- Grade level meetings are used to form intervention/flexible groups when needed based on assessment analysis;
- Benchmark Assessments (GRASP) are ongoing throughout the year. The data is used to determine if there is a Tier 1 problem or if a specific group of students need additional instruction through interventions

\*8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

*Response:*  
A. We are providing activities to ensure that all students, including English Language Learners (ELL), Students With Disabilities (SWD) and Economically Disadvantaged students (ED), experiencing difficulty mastering proficient or advanced levels of academic achievement



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standards shall be provided with effective, timely additional assistance. Those activities are . . . (Especially for those students who are struggling.)

Research/evidence based strategies are necessary in order to meet the needs of at-risk students. In order to ensure that at-risk students are provided the support needed to meet proficient or advanced levels of achievement, FES utilizes the following:

- Flexible grouping based on student needs;
- Instruction and assessments based on the Common Core Georgia Performance Standards
- Common Formative Assessments
- Response to Intervention (RTI) process for the identification and monitoring of at-risk students. Targeted students receive interventions and progress monitoring through the tier process as their needs warrant. Results from progress monitoring is used to determine if the interventions are meeting the identified needs of the student (see copy of intervention planning sheet in tab 9).
- Parent Workshops and Open House to help parents help their children reach academic potential;
- Parent and high school student volunteers who provide additional support in math and literacy.

8(a). Measures to ensure that students' difficulties are identified on a timely basis.

*Response:*

Through the RTI process, students with difficulties are identified and provided with a plan of intervention to meet their academic or behavioral needs. To ensure that the student needs are met on a timely basis, the administration and RTI coordinator monitors the process.

- Students are also screened for ESOL placement.
- Teachers meet weekly to identify needs and use data to drive instruction.

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

*Response:* Teachers are continually trained in RTI implementation. The state school improvement specialist, RESA consultants, and FES's instructional supervisor also provide training for specific areas of need throughout the year. Our system has also implemented a "safeschools" training program that can be accessed through the school's website. This online training program can be used to provide training in academic areas as well as school safety concerns.

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



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*Response:* Teachers communicate with parents by newsletter, email, texting, teacher website, powerschool and conferences as needed. During conferences, parents and teachers form a plan to better help each student. A plan could include classroom interventions (RTI), assessment information, and any behavior concerns that may need addressing. A parent compact is also sent home to address the responsibilities of the student, parent, teacher and administration.

**\*9. Coordination and integration of Federal, State, and local services and programs.**

*Response:*

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

Charlton County Schools coordinate all programs in accordance with federal, state, and local mandates. As a Title I school, FES receives additional funds to support student achievement and to pay for some teacher personnel. Title funds are used to help meet the needs of students who do not meet or exceed grade level standards. We also receive funds through Title IIA, Title IID, Title V, Title VIB, IDEA (SPED), and Gifted.

Pupil services and programs are integrated and coordinated by:

- Hiring highly qualified teachers
- Purchasing resources, supplies, and materials to implement the school's instructional plan;
- Purchasing Twenty-First century technology to support instruction;
- Professional learning provided for all employees;
- Economically disadvantaged students provided free and reduced meals

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

*Response:*

- **QBE/LEA**
- **Gifted**
- **Title I**
- **Title II (A)**
- **Title II (D)**
- **Title III**



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- **Title V(A)**
- **Title VI (B)**
- **State reading and math funds**
- **RESA**
- **IDEA (Special Education Funding)**
- **Community/Civic Partnership**
- **PTO**

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

*Response:*

- **QBE/LEA**—based on the FTE count of students. These funds will be used to provide salaries, supplies, and equipment for the teaching staff.
- **Gifted funds** - are also included in the QBE budget which is spent to provide supplies for the gifted program.
- **Title I**—salaries and supplies for classroom teachers as well as materials. Additional teachers are funded through these monies to help reduce class size. (See attached list in tab 8 of Title I paid positions). Title I funds are spent on professional development in specific areas of needs and substitute teachers when training is taking place. Title I also provides funds for a stipend for parent involvement chairperson, supplies and staff development for parent involvement. Instructional supplemental materials and technology needs are funded through Title I. **The FES media specialist maintains and updates the Title I inventory and keeps track of all Title I purchased items (see tab 8).**
- **Title II (A)** – will be focused towards the staff development, recruitment and retention of highly qualified teachers.
- **Title II (D)** – travel for staff development
- **Title III** – Migrant and ELL is funded through the Title III consortium. One program funded by Title III is Ellis Essential, which is an on-line language program used for ELL students.



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- **Title V(A)** -this funding will be utilized for reading materials, software and hardware in the library/classroom to use in the administration of the STAR and Accelerated Reader programs.
- **Title VI (B)** – professional development and educational technology
- **State reading and math funds** --these funds will be focused towards maintaining the math program through the purchase of consumable materials.
- **RESA Membership** – RESA’s Consortium supplies consultants to guide in-service seminars, offer workshop and fill various requests.
- **IDEA (SPED Funding):** Central Office budget used to meet the specific needs of students with disabilities.
- **Community/Civic Partnership – Local Businesses and private individuals** have made contributions to support the FES Read-Aloud program each year. The community-based Read-A-Loud program will reinforce the importance of literacy within the school environment and the community.
- **PTO** – helps in the purchase of supplies and supports the school in special events such as author visits and field day activities.

Externally funded school improvement efforts at FES are QBE, Title I, Title II, Title V, State Reading and Consolidated Grant funding. These funding sources will be collaboratively pooled with local funds for implementation of the school improvement Title I school wide plan. Administrative and staff expenses will be shared through the different funding sources allocated to the school.

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

*Response:* N/A

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



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provided to parents.

*Response:*  
Test Data will be reported to the schools and then to the public. Results will be reported to the media after reports are final. Parents will be notified from the school regarding their child's performance on assessments through our Progress Reports, Report Cards, GKIDS, correspondence from school to parent for CRCT results (see tab 10), Parent/Teacher Conferences, and communication from our teachers to the parents of our students. Parents also have access to PowerSchool, which is an online service that allows parents/students to log on and check student grades and attendance on a daily basis. Teachers at FES are required to update PowerSchool by Wednesday of each week (see tab 10 for screenshot of PowerSchool link).

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

*Response:*  
The state provides disaggregated data that is relevant to our school. We are able to analyze student performance on the GAA, CRCT, Writing Assessments, and GKIDS by grade level. The information is then broken down into various groups which help our school and teachers assess how our students learned. The information also provides scores for the various standard domains. The information is provided to the teacher, the student, the parent, and information is gathered and accessed in the office. Placement in EIP and other programs are determined through the information provided through our State Assessment Results. FES also provides teachers with summary reports. These reports are discussed in grade level meetings and with administration. FES also administers a benchmark assessment (GRASP) three times a year, along with Common Formative Assessments (CFA) and unit data that is collected on a regular basis and disaggregated by each grade in order to improve student learning.(see tab 11 for samples of GRASP results)

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

*Response:* The state assessments are given across Georgia. The validity and reliability have been established at the state level. The assessment results are disaggregated at the state level based on the Student Information System data that is uploaded by each school district. The administrators, along with the school test coordinator, ensure that the student test booklets are properly coded to reflect the identified sub-groups. (see tab 12 for Examiner's Certification of Adherence to Prescribed Test Administration Procedures)

13. Provisions for public reporting of disaggregated data.

*Response:*  
At FES, state test data is shared with the community and other stakeholders through letters, newspaper articles, PTO meetings, and the school website. The results of these assessments are communicated in the school's data room, the School Improvement Plan, and parent conferences. Parents are also invited to attend a Title I parent meeting to review the results. (see tab 13 for letters, web-site screen-shot, meeting agendas and powerpoint )



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

*Response:*

FES's Title I plan was developed by the school's leadership team, school council, and parent involvement committee. The school wide plan is reviewed and revised annually by teachers, parents, and administrators. Revisions to the plan are based on continuous improvement goals and data collected throughout the year. Revision dates are always included at the front of the SIP document. (see tab 14 for meeting agendas)

Below are the dates of revision of the FES SIP:

- Revised: 3/15/07
- Rewritten: 7/14/08
- Revised: 7/14/09
- Reviewed by parents: 11/17/09
- Revised: 7/8/10
- Reviewed by parents: 6/29/11
- Revised: 7/29/11
- Reviewed and approved by teachers: 8/27/12
- Reviewed and approved by parents: 8/29/12
- Reviewed and approved by school council: 10/25/12
- Revised: 1/17/13
- Reviewed and approved by teachers/parents: 1/18/13
- Reviewed and approved by stakeholders committee 8/1/13

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

*Response:*

The leadership team at FES is responsible for the implementation of the Title I school-wide plan. The team consists of administrators, teachers, and parents. The team is responsible for collecting and examining survey data from various groups to develop annual goals, identify strategies to reach these goals, and evaluate progress throughout the year. A draft copy was presented to the stakeholders committee on August 1, 2013. After revising the plan to reflect input from these groups, the completed plan was presented to the faculty and staff. Following is a list of those involved the development and implementation of the SIP.



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Folkston Elementary School Improvement Plan  
 Stakeholders' Meeting  
 Aug. 1, 2013 4:30pm

Name (please print)	Title	Signature	Contact Information
Felicia Milton	Parent	<i>Felicia Milton</i>	912-390-1702 912-496-7130
Amber Sikes	Parent	<i>ASikes</i>	912-390-2715 912-496-4429
Jennifer Milton	Parent	<i>Jennifer Milton</i>	904-608-1349 912-496-2299
Olivia Walker	Parent	<i>Olivia Walker</i>	904-408-0608 Call 912-703 WORK
Mandy Jackson	AP	<i>Mandy Jackson</i>	912-288-6687 496-4735
Sandy Slater	MS/TC	<i>S Slater</i>	912-269-4499 496-4735
Melanie Crews	Teacher	<i>Melanie Crews</i>	912-276-0478 496-2978
Becky Gowen	teacher	<i>Becky Gowen</i>	912-276-3004
Tina Baxter	P-I Coord. teacher	<i>T Baxter</i>	912-496-7369
Michael Walker	Principal	<i>Michael Walker</i>	912-496-0675
Felicia Soud	3rd Teacher	<i>Felicia Soud</i>	276-0608
Meissa Walters	SpEd teacher	<i>Meissa Walters</i>	315-459-3880
Suzannah Cornett	SpEd teacher	<i>Suzannah Cornett</i>	912-276-0603
Nikki Milton Williams	Parent	<i>Nikki Williams</i>	904-631-1698



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

*Response:*

A copy of our plan is made available to our LEA at the Central Office. A paper copy is retained at the school and posted on the school web-site. Information highlights from the plan are communicated through meetings. (see tab 16 for copy of web-site link and faculty agenda)

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

*Response:*

English is the primary language of the majority of students and parents at FES. However, when the need arises, the school provides translated communications, services, and resources to students and parents with Limited English Proficiency. The ESOL teacher is also available to assist with this process. We also have access to the state's Transact program, which is a translation program for Title I required documents. We currently send home the home language survey in English and Spanish (see tab 17).

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

*Response:*

FES's Title I Plan is subject to school improvement Provisions of Section 1116. FES has continued to make progress as required by the No Child Left Behind (NCLB) Act of 2001. Folkston Elementary (formerly Bethune Elementary) had met AYP for 12 consecutive years and had been a Title I Distinguished School for 10 consecutive years. However, because of a technicality, FES was considered NI for the 2010-11 school year. FES made AYP in 2010-11 but had to remain in NI status for the 2011-12 school year because of the technicality. FES once again made AYP for the 2011-12 school year. Due to the approval of Georgia's ESEA flexibility waiver, there is no longer an AYP status. FES is not a Priority, Focus or Alert School.



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**SCHOOL:** Folkston Elementary School

**LEA:** Charlton County School System

**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	
x		*1. A comprehensive needs assessment of the entire school which addresses all academic areas and other factors that may affect achievement.
x		*2. Schoolwide reform strategies that are scientifically researched based, directly tied to the comprehensive needs assessment and academic standards, and
x		(a) Provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.
x		(b) Are based upon effective means of raising student achievement
x		(c) Use effective instructional methods that increase the quality and amount of learning time.
x		(d) Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with approved improvement plans.
x		(e) <b>Must include documentation</b> to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and <b>must be</b> connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation <b>must be</b> provided during the budget approval process. Required based on FY12 US ED monitoring.
x		*3. Instruction by highly qualified professional staff.
x		*(a) Strategies to attract highly qualified teachers to high-needs schools.
x		*4. Professional development for staff to enable all children in the school to meet performance standards.
x		*5. Strategies to increase parental involvement.
x		*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs
x		*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.
x		*8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:
x		(a) Measures to ensure that student's difficulties are identified on a timely basis.
x		(b) Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.



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MET	NOT MET	
x		(c) Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student and the additional assistance available to the student at the school or in the community.
x		*9. Coordination and integration of federal, state, and local services and programs.
x		(a) List of state and local educational agency programs and other federal programs that will be included.
x		(b) Description of how resources from Title I and other sources will be used.
x		(c) Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.
x		10. Description of how individual student assessment results and interpretation will be provided to parents.
x		11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
x		12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
x		13. Provisions for public reporting of disaggregated data.
x		14. Plan developed during a one year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.
x		15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).
x		16. Plan available to the LEA, parents, and the public.
x		17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.
x		18. Plan is subject to the school improvement provisions of Section 1116.

**Comments:**

*Michael F. Walker*  
 \_\_\_\_\_  
 Principal's Signature

10/8/13  
 \_\_\_\_\_  
 Date

\_\_\_\_\_  
 Title I Coordinator's Signature

\_\_\_\_\_  
 Date