



# Saint George Elementary School Improvement Plan

## 2015-2016

Revised and Completed on

Revised 10-5-15  
Revised 8-24-15  
Revised 9-22-14  
Revised 1-24-14  
Revised 9-19-13  
Revised 1-22-13  
Revised 10-16-12  
Revised 4-30-12  
Revised 9-21-11  
Revised 8-25-11  
Revised 3-3-10  
Revised 10-25-10  
Revised 11-18-09  
Revised 4-27-09  
Revised 8-28-08  
Revised 11-5-07



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<b>School Name:</b>  Saint George Elementary School	
<b>School Mailing Address:</b>  13215 Florida Ave. PO Box 298 Saint George, GA 31562	
<b>LEA Name:</b>  Dr. Drew Sauls	
<b>LEA Title One Director/Coordinator Name:</b>  Dr. Sherilonda E. Green	
<b>LEA Title One Director/Coordinator Signature:</b>	<b>Date:</b>
<b>LEA Title One Director/Coordinator Mailing Address:</b>  1259 Third Street Folkston, GA 31537	
<b>Email Address:</b>  sgreen@charlton.k12.ga.us	
<b>Telephone:</b>  912-496-2596	
<b>Fax:</b>  912-496-2595	



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## Title I Schoolwide/School Improvement Plan

### Planning Committee Members:

<b>NAME / Signature</b>	<b>POSITION/ROLE</b>
<b>Dr. Drew Sauls</b>	<b>Principal</b>
<b>Rachel McCullough</b>	<b>3<sup>rd</sup> Grade Teacher, Testing and Instructional Coordinator</b>
<b>Tommy Harris</b>	<b>Media Specialist, PE/5<sup>th</sup> Grade Teacher</b>
<b>Shelley Vignola</b>	<b>SST/RTI Coordinator, Parent Engagement Coordinator (PEC)</b>
<b>Mary Ann Carver</b>	<b>4<sup>th</sup> Grade Teacher</b>
<b>Jade Olinto</b>	<b>1<sup>st</sup> Grade Teacher/Parent</b>
<b>Kathy Crawford</b>	<b>Kindergarten Teacher/Parent</b>
<b>Andrea Canaday</b>	<b>Kindergarten Teacher/Parent</b>
<b>Cindy Snowden</b>	<b>Parent</b>
<b>John Canaday</b>	<b>Business Owner/Parent</b>
<b>Sunny Albritton</b>	<b>Parent</b>
<b>Deloris Lynch</b>	<b>Parent</b>
<b>Tawyna Mimbs</b>	<b>Parent</b>
<b>Amanda Chisholm</b>	<b>Parent</b>



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## SIP Components

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

*Response:*

- A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide plan. Those persons involved were Dr. Drew Sauls, principal; Rachel McCullough, teacher/Instructional Coordinator; Tommy Harris, media specialist, Shelly Vignola, PEC and Mary Carver, teacher. Teachers/parents included Jade Olinto, Kathy Crawford and Andrea Canaday. Parents included Cindy Snowden, John Canaday, Sunny Albritton, Deloris Lynch, Tawyna Mimbs and Amanda Chisholm.
- B. We have used the following instruments, procedures, or processes to obtain this information . . . (Be sure to use brainstorming as a strategy for Needs Assessment.)

Methods of engagement included a Parent Survey and a Staff Survey. Parents were asked to fill out and return a "Parent Engagement Survey." Our school currently uses the Georgia Standards of Excellence curriculum, and the TKES/LKES Teacher and Leader evaluation system. All certified staff members were given instruction and guidance pertaining to the implementation of these new programs. The results of this survey were issued in a report and are referenced in this document.

Saint George Elementary serves students in Kindergarten through Grade 6 in a small rural school, which is located 26 miles from our county seat and from other schools in the district. Of 170 students, 72% are eligible for Free/Reduced lunch, and district data trends indicate nearly half of our kindergarten students did not attend Pre-K. Consequently, many of our kindergarten students come to school with little, if any, early literacy or numeracy skills and are already at an academic disadvantage compared to their peers who did attend Pre-K. Based upon the findings of our District Improvement Team's data review, the areas of greatest academic need at SGES are science and math in general. SGES has targeted kindergarten as this is a critical grade-level for developing foundational skills. We believe differentiation of instruction, flexible grouping based upon frequent and on-going formative assessments, opportunities for project based learning, and positive learning environment have a significantly positive impact on student academic achievement, especially for our youngest students. While these instructional practices are beneficial to all students, they are critical for our most at-risk early learners. Therefore we have hired a second Kindergarten teacher funded by Title I. Title I funds will also be used for a substitute for this teacher when needed.

Many instructional strategies are best implemented when the number of students is reduced in the classroom. SGES finds it to be highly advantageous to continue using Title I monies to fund a kindergarten teacher in order to effectively provide those strategies which have the highest positive impact on the academic achievement of all SGES students. The addition of a teacher in kindergarten enables both kindergarten teachers to more effectively, frequently, and consistently:

- provide individualized instruction for each student, including more frequent opportunities for one-on-one instruction, monitoring, encouragement, and



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counseling

- provide more opportunities to use manipulatives
- work with smaller groups of students for remediation, enrichment, and acceleration
- differentiate based on student developmental levels, needs, and interests
- use formative assessments to drive instruction and plan instructional activities to meet the needs of all students from our highest performing students to our most at-risk students
- identify students in need of interventions based upon our district RTI policies and procedures
- create a positive learning environment through more easily managed classes, higher levels of student engagement, and focusing on appropriate behavior

### **Parent Survey Results**

Parent Surveys were distributed in May 2015 to determine academic needs, parent attitudes, and general student information at St. George Elementary School. A total of 150 surveys were distributed in grades P-6. A total of 81 surveys were returned. This constitutes a 53% return rate. However, this does not take into account that many parents who have two or more children attending school at St. George Elementary returned one survey for multiple children and is indicative of a higher rate of return than 53%.

Responses from the Parent Survey reflected that 96.8% of the parents are pleased with the level of help all families are receiving from St. George Elementary to establish home environments to support children as learners. 97.4% of the parents reported that SGES has effective forms of school to home and home to school communication methods. 95% of parents saw adequate recruiting and organizing of volunteers. 93% of parents surveyed feel that SGES provides helpful information and ideas to families about how to help students at home with homework and other curriculum related activities, decisions and planning.

Two areas of improvement have been identified. First, concerning collaboration with the community, only 87.3% of parents surveyed feel that SGES identifies and integrates resources and services from the community to strengthen school programs, family practices, student learning and development. With St. George being such a small community, there are very few businesses available. Even though they are contacted throughout the year, many of them choose to refrain from school engagement activities. Mrs. Vignola, the PEC will attempt to contact them further and encourage involvement through additional avenues. Second, only 88.2% of parents surveyed feel that they are included in school decisions, developing parent leaders and developing parent representatives. Mrs. Vignola and the staff of SGES will try to capitalize on these perceived weaknesses by encouraging attendance on Parent Conference nights and individually scheduled parent meetings. Hopefully, this will improve parent opinion



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through communication and community involvement invitations to school functions.

### Teacher Survey Results

Results of a certified staff survey found several areas of concern:

- Teachers see a need for academic enrichment for Economically Disadvantaged students and Special Education students in Tier One of Georgia's Pyramid of Interventions.
- Teachers see a need for additional professional development in the area of assessing student achievement.
- Teachers see a need for additional professional development in procedures for moving students through Georgia's Pyramid of Interventions.

C. We have taken into account the needs of migrant children by (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance . . . ) . . .

First, we determine whether a student is migrant using the Residency Questionnaire. We also determine a student's native language using the Home Language Survey (both of these documents are sent home with all new students entering our school). We then notify the Homeless Liaison/Migrant Coordinator that a family met the definition set forth in the McKinney-Vento Act to insure that the migratory student is able to overcome educational challenges. That student would then be placed with our Student Support Team. The student would also be given benchmark assessments to determine academic needs. He or she would begin being served through our Pyramid of Interventions. He or she would be followed by a committee to determine whether needs are being met or not and if Tier movement is necessary.

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved, for example...

Based upon the findings of our District Improvement Team's data review, report card grades and SLDS data, the areas of greatest academic need at SGES are science and math in general. SMART goals were established and placed in the school improvement plan.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the state academic content standards and the state student academic achievement standards including an analysis of SLDS data, data by subgroup, parent involvement surveys, needs of ELL, SWD, ED, ClassWorks data, student attendance and discipline rates, and the certified staff survey. We determined the following student groups were not yet achieving to the state academic achievement standards for their grade levels:

- Economically disadvantaged students . . .
- Students with disabilities . . .



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F. The data has helped us reach conclusions regarding achievement or other related data. (Be specific. Example: Not just Reading – Indicate Fluency, Comprehension, etc.)

➤ The major strengths we found in our program were:  
Positive school climate  
SWD students continue to receive assistance through the use of a paraprofessional, an inclusion teacher, small group instruction, RTI pull outs, and strict adherence to Individualized Education Plans (IEPs)

➤ The major needs we discovered were . . .  
Improve reading achievement across all grade levels  
Increase of rigor across all grade levels, for continued implementation of the Georgia Standards of Excellence  
Improve math and science scores across grade levels including SWD, ED, and ELL/Migrant students (if needed)  
Address the need to enhance the rigor in math instruction for Kindergarten through second grade

➤ The needs we will address are . . .  
Math – math computation, math fluency  
Reading/ELA – reading comprehension, reading fluency, vocabulary acquisition  
Writing – all areas  
Science – all areas  
Social Studies – all areas

➤ The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .  
Science and Social Studies

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

Failure to consistently follow through with remediation/differentiation for students identified as at risk or not mastering performance standards; failure to consistently follow through with RTI procedures; student failure to adhere to attendance policies.



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G. Using all the survey information along with academic data, the leadership team will brainstorm root causes to identify areas of weaknesses and strengths for SGEES. During this time, data from the Georgia Milestones Assessment, GKIDS, and SLO's will be used to form goals for the upcoming school year addressing the academic needs of the school.

### **SGES Goals for 2015-2016**

- Focus on the improvement of Lexile scores with an emphasis on reading for understanding and concentrating on increasing the rigor in the area of reading instruction. (Accelerated Reader program will be purchased using Title I funds to help achieve this goal)
- Incorporate more intensive writing to provide in depth analysis of the standards in all content areas.
- Continue to refine our methods of teaching the Georgia Standards of Excellence for ELA and math across all grade levels in order to achieve the increased rigor that will be needed on the Georgia Milestones Assessment. (Title I funds will be used to purchase IXL Math/ELA Enrichment program, as well as TumbleBooks Library Deluxe and classroom supplies for teachers to help achieve this goal)
- SGEES will focus on using technology in all academic areas. We currently have SMART boards in all classrooms (including our SWD classroom), and we will continue to use all available technology. We will also update our current technology by replacing hardware and software that is out of date. (Title I funds will be used to purchase headphones, power strips, ink cartridges, computers including all needed hardware and tablets that are compatible with the latest software technology to help achieve this goal). The results will show increased student engagement in instruction which will lead to an increase in academic success in all subject areas.
- To continue to improve the discipline rate at SGEES, we will begin training on Positive Behavioral Interventions and Supports (PBIS). Last year, SGEES had 101 office discipline referrals and a CCRPI score of 79.6. As part of this training, a portion of Title I funds will be allocated to send our Principal to the PBIS conference in Atlanta, GA. The goal is to fully implement PBIS in our school in the 2016-2017 school year and to increase student academic achievement with less office discipline referrals.



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

*Response:*

2015-2016	Implement Dibels Next to assess phonemic awareness in order to improve remediation, differentiation and acceleration in the classroom
2015-2016	Implement Informal Decoding Inventory to assess phonemic awareness in order to improve remediation, differentiation and acceleration in the classroom
2015-2016	Implement Scholastic Reading Inventory to assess comprehension in order to improve remediation, differentiation and acceleration in the classroom
2015-2016	Continue to use Letters Alive program to improve Reading Readiness for at risk students
2015-2016	Continue the use of Lexile levels to assess text complexity to appropriate student achievement
2014-15	Continue the uses of higher order thinking with the use of Thinking Maps
2013-14	100% of teacher population will be evaluated by the TKES
2013-14	Continue the use of higher order thinking with the use Thinking Maps
2013-14	Continuing the use of documented data to drive instruction in the RTI process

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

A. *Response:* The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are . . .  
 (Strategies to be used.)

We address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency, related to the State's academic content and student achievement standards in several ways. Our interventions are based on the Response to Intervention model. Many of the interventions we use are delivered during Computer Lab, small group instruction, and one-on-one intervention lessons. We also offer an extended learning time from 3:00-3:30 to address specific needs in all content areas with ED, SWD, ELL/Migrant students included. In addition to extended learning time, we offer a Summer School program that includes SWD, ED, and ELL/Migrant students (if needed). These sessions include programs such as GO Math, Rocket Math, Classworks, SRA Vocabulary, Language For Learning, Letters Alive, Starfall plus (K-4), Tumblebooks, and Brain-Pop. For Tier 3 and 4 interventions, we use a variety of hands on manipulatives, individualized strategies involving phonics and computation fluency modules, and I-Station in addition to previously listed programs.



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

B. *Response:* Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. . (Cite Research to support selected strategies.)

### **ELA and Math**

The primary focus in education is that all students achieve success. Witherell & McMackin (2005) stressed that regardless of where students are in the mastery of skills, differentiated instruction is beneficial in helping students achieve competency.

Carolan and Guinn (2007) pointed out that many educators mistakenly think that differentiation means teaching everything in at least three different ways. A differentiated classroom does look different from a one-size-fits-all classroom, but often the differences between students are less dramatic. For instance, differentiation can be in the form of developing a metaphor matched to a student's cognitive ability and personal interests, or pushing the thinking of an advanced student during a whole-class discussion.

The majority of students will never become proficient readers unless reading is mastered in the primary grades. Children with low literacy skills, by the end of third grade usually fall further behind in literacy achievement (Sloat, Beswick, & Willims 2007).

Wormeli (2006) stated that differentiated instruction is a highly effective teaching method.

Meaningful discussions, learning at instructional levels, and scaffolding instruction are three fundamental characteristics of differentiated instruction and are supported by Vygotsky's ZPD in reading (Robb, 2008). According to Robb, when students are engaged in meaningful discussions, they are afforded the opportunity to observe proficient readers and learn how to synthesize materials, summarize, question, and make connections to real- world applications.

Miller (2002) confirmed that meaningful discussions help students to take their conversations deeper allowing them to think for themselves which enhances comprehension.

Differentiated reading strategies include: read- alouds, small, flexible grouping, tiered instruction, and comprehension monitoring.

Tyner (2009) stated that differentiation takes into account students' individual characteristics, while capitalizing on their strengths and extending and challenging their abilities.

Carolan, J., & Guinn, A. (2007). *Differentiation: Lessons from master teachers*. Educational Leadership, 64(5), 44-47.

Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades*. Portland, ME: Stenhouse.

Robb, L. (2008). *Differentiating reading instruction: How to teach reading to meet the needs of each student*. New York, NY: Scholastic.

Sloat, E. A., Beswick, J. F., & Willims, J. D. (2007). Using early literacy monitoring to prevent reading failure. *Phi Delta Kappan*, 88(7), 523-529.



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Tyner, B. (2009). *Small-group reading instruction: A differentiated teaching model for beginning and struggling readers* (2nd ed.). Newark, DE: International Reading Association.

Witherell, N., & McMackin, M. (2005). *Teaching reading through differentiated instruction with leveled graphic organizers*. New York, NY: Scholastic.

Wormeli, R. (2006). *Fair isn't always equal: Assessing and grading in the differentiated classroom*. Portland, ME: Stenhouse.

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 . . . (Before/After school, summer school, Saturday school, block scheduling)

There is also a Summer School program in place that all students that did not meet requirements for promotion are invited to attend. There is a before and after school tutoring program for identified at risk students. Additionally, all students regardless of ability level are invited to attend these sessions.

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:* Saint George Elementary will ensure that students who experience difficulty mastering standards shall be provided with effective and timely assistance by:

- Implementing Universal Screening
- Increasing achievement on bi-weekly academic probes
- Re-evaluating intervention methods frequently through conferencing with RTI committee members and parents

\*3. Instruction by highly qualified professional staff.

*Response:*

Highly Qualified status of all teachers and paraprofessionals is 92%

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

A. *Response:* We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. (Use HQ Report and school staff roster. Indicate how certification deficiencies are being addressed.

Our HQ report with the school staff roster demonstrates how the specific teachers and paraprofessionals meet those requirements. All teachers hold a Georgia Teaching Certificate issued by the GAPSC. We will continue to provide instruction by teachers meeting the established standards for highly qualified teachers set by the state of Georgia. A letter was sent to parents explaining that the teachers and staff here at SGES are highly qualified (parent letter is attached). To attract highly qualified teachers and to help them



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\*3(a). Strategies to attract highly qualified teachers to high-needs schools.  
 to want to continue teaching here, our school provides a number of opportunities for success. They are offered a mentor teacher for guidance and support. Time for collaboration with other grade levels is given on an as needed basis. Teacher input is also used in the decision making process at our school.

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

*Response:*  
 A. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example . . . (Be specific)

Professional Learning Activity	When	Who	Location of Activity/Led by:
Paraprofessional Training	2013-14	4 Paraprofessionals	RESA/Rhonda Powers
Student Learning Objectives training	2013-14	Art Teacher	RESA Consultant
TKES Training Standards 1-10	2013-14	All staff	DOE Improvement Specialist/Curriculum Director
Classworks Training	2013-14	All Staff	Classworks Instructor
Differentiated Instruction	2013-14	3 teachers	RESA/Rhonda Powers
Differentiated Instruction	2014	All teachers	On-site with Teacher Leaders
Math Alignment	2014	All Math teachers	County Professional Learning Facility/Barbara Hannaford and Janie Fields
ELA/Literacy Summer Academy	Summer 2014	2 ELA teachers	Coastal Georgia Center Savannah, Georgia
Math Summer Academy	Summer 2014	1 Math teacher	Ware County High School Waycross, Georgia
3 <sup>rd</sup> Grade Unit Collaboration	Summer 2014	3 <sup>rd</sup> Grade teacher	Folkston Elementary School
SSTAGE, Keeping RTI on Track	2014-15	RTI Coordinator	Dubose Learning Center Dublin, Georgia
Letters Alive Training	2014-15	RTI Coordinator	Folkston Elementary School
IStation Training	2014-15	RTI Coordinator	Folkston Elementary School
Georgia Milestones Assessment Training	2014-15	3 <sup>rd</sup> -6 <sup>th</sup> Teachers and Paraprofessionals	On-site with Testing Coordinator
Lexile Training	2014-15	All Staff	On-site using SLDS



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

SEG Leadership Summit	2014-2015	All Teachers	Hiawassee, GA
RTI Training	2014-2015	All Teachers	Jeanne Crews
504 Training	2014-2015	New Teachers	Shannon Murray
Vocabulary Workshop	2014-2015	All Teachers	
Poverty Awareness Training	2015-2016	All Staff	Folkston
SRG Reading Institute	2015-2016	All Teachers	Lake Blackshear, GA
RTI Training	2015-2015	All Teachers	Jeanne Crews
Dibbles Next Training	2015-2016	Lower Grades Teachers	
FIP Training	2014-2015	All Teachers	Folkston
TKES Training	2015-2016	New Teachers	RESA
Infinite Campus Training	2015-2016	All Staff	Tommy Harris, Rachel McCullough, In-House
Poverty Awareness Training	2015-2016	All Staff	Folkston

B. We have aligned professional development with the State's academic content and student academic achievement standards in several different ways. Webinars are readily used as a tool to provide professional development without having to use funds from other sources for travel etc. We have utilized many in-house professional development sessions by staff members to cut costs.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example . . . (money, time, resources, instructional coaches)

Time for professional development has been allotted by implementing a Collaborative Planning schedule on Friday as needed. All teachers have an extended planning time in order to participate in professional development activities.

D. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways.

Assessments are being adjusted as needed.



**\*5. Strategies to increase parental engagement.**

*Response:*

A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by . . .

A committee has been developed and is invited to Leadership Team meetings for the purpose of planning, review and improvement of the school-wide plan. Periodic meetings are held for purposes of recommendation and adoption of suggestions for Parent Engagement Coordinator training, purchase of supplemental instructional materials, as well as purchasing supplies for Parent Engagement break-out sessions. Scholastic books will be purchased with Title I monies for Literacy Night as supplemental materials for the Parent Engagement event. In order to increase Parental Engagement this year, we will use a portion of the Title I funds to purchase professional services. This will be done by having a guest speaker. The Community and Development Director for the Safe and Healthy Duval Coalition will speak to parents on how to communicate better with their children and help establish a safe and encouraging home environment in order to foster academic success. These above mentioned items will be purchased using Title I Parent Engagement funds.

B. We have developed a parent engagement policy included in our appendices that

- includes strategies to increase parental involvement (such as family literacy services)
- describes how the school will provide individual student academic assessment results, including an interpretation of those results
- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- includes compacts required – include with policy
- includes Parent Involvement checklist

**\*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 throughout the school year.

Saint George Elementary is comprised of grades P-6. Preschool students have been accommodated at St. George Elementary School since 1990. They participate in main campus activities throughout the year as appropriate. The kindergarten teachers give the children and their parents a tour of the main school and are presented with materials they will be expected to learn the following year.

The sixth graders have a promotion ceremony during which they bid farewell to their SGES teachers and principal. Prior to that they take a field trip to Bethune Middle School where they are given a tour of the campus and informed of the school's policies and procedures as well as being given placement tests. They are invited to participate in "MORP" which is a dance held for sixth, seventh, and eighth graders. In the spring, the jazz band is usually invited to play for the student body and encourages SGES students to join the band. High school academic and athletic personnel come down to conduct a pep rally in preparation for GMAS testing.



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

*Response:*

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

Throughout the school year, teachers utilize the results of benchmark assessments, end of unit tests, Renaissance Learning, and Classworks data to gauge student progress in meeting grade-level standards and plan for remediation and acceleration. We also include teachers by using the SLDS (Student Longitudinal Data System) to analyze student data to measure how well students are achieving. We also analyze specific knowledge and skills that must be addressed to meet the instructional needs of individual (including sub-groups of) students. Other ways teachers are included in the decisions regarding academic assessment are through Response to Intervention collaboration between the coordinator and teachers to make decisions about a child's program. We use our Collaborative Planning as needed time to discuss benchmark test results of students as well. The Collaborative Planning and Faculty Meeting agendas that are attached show the time devoted to these measures.

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

*Response:*

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

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

*Response:*

**The following are our listings of Federal, State, and local services and programs and a full explanation of how we are coordinating and integrating those services and programs at Saint George Elementary:**

- **QBE/LEA**—based on the FTE count of students. These funds will be used to provide salaries, supplies, and equipment for the teaching staff.
- **Title I**—funds salaries to reduce class size and purchase supplemental materials and resources. Additional teachers are funded through these monies to reduce class size. Title I also provides funds for the parent engagement coordinator's stipend, supplies and staff development for parent engagement. Instructional supplemental materials and technology needs are funded through Title I. The media specialist maintains and updates the Title I inventory and keeps track of all



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Title I equipment and real property.

- **Title II (A)** – will be focused towards the staff development, recruitment and retention of highly qualified teachers.
- **Title II (D)** – educational technology
- **Title VI (B)** – assists rural school districts in professional development
- **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 provides consultants to guide in-service seminars, offer workshop and fill various requests.
- **Community/Civic Partnership – GE Company and the Exxon Company** each give a minimum of \$500 grant funds to support our school.
- **PTO** – helps in the purchase of supplies and supports the school in special events such as artist visits and field day activities.
- **EIP**-funds used to reduce class size, purchase supplies and consumables.
- **Southeast Health District/Charlton County Health Department /Medical College of Georgia School of Dentistry** – provides preventive dental services through Teledentistry.
- **Family Connections** – supports families with parent trainings, a collaborative of community resources
- **IDEA** –Special Education funding to help meet the specific needs of students with disabilities
- **Carl Perkins** – N/A

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

*Response:*

Externally funded school improvement efforts at SGES are QBE, Title I, Title II, Title V, State Reading, EIP 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. Title I funds are used to supplement other funding sources and to enhance education for the disadvantaged students. Administrative and staff expenses will be shared through the different funding sources allocated to the school.



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

*Response:*

- **Title Programs** – SGES meets with the exceptional programs director regularly and follows the necessary guidelines in the programs.
- **D.A.R.E.** – scheduled time for the resource officer to present instruction to fifth graders helping them make good life decisions and stay drug free
- **4-H** – The Georgia Extension Agency provides instruction to fifth and sixth graders once per month and offers opportunities to participate in various educational competitions on local, district, and state levels.
- **Pre-Kindergarten and Bethune Middle School** – We have a plan in place to transition Pre-K students to kindergarten and our sixth graders to seventh grade.
- **Family Connection** – We utilize offerings by Family Connections to collaborate with community leaders and the various resources they provide.
- **Southeast Health District/Charlton County Health Department /Medical College of Georgia School of Dentistry** – Pediatric dentistry is provided for children without a dental home at no cost to the family.
- **School to Work Opportunities Act of 1994** – N/A
- **Carl D. Perkins Vocational and Applied Technology Act** – N/A
- **National and Community Service Act of 1990** – N/A

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

*Response:*

- A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are . . . (Especially for those students who are struggling.)

We have implemented a Response to Intervention program using the Pyramid of Interventions model. Identified students (including English language learners, students with disabilities, migrant students, and or economically disadvantaged) are given extra support outside the classroom to increase student achievement, decrease the number of Special Education referrals, and also to decrease the number of students who qualify for interventions. Many of the interventions we use are delivered during Computer Lab, small group instruction, and one-on-



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one intervention lessons. We also offer an extended learning time from 7:30-7:55 and from 2:55-3:30 to address specific deficiencies in all content areas targeting ED, SWD, ELL/Migrant students. In addition to extended learning time, we offer a Summer School program that includes SWD, ED, and ELL/Migrant students (if needed). All sessions include programs such as GO Math, Rocket Math, SRA Vocabulary, Classworks, ABCya.com, Language For Learning, Starfall (K-4), Tumblebooks, and Brain-Pop. For Tier 3 and 4 interventions, we use a variety of hands on manipulatives and individualized strategies involving phonics and computation fluency modules.

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

*Response:*

Go Far Unit tests  
STAR RL(AR)  
Benchmark Tests  
Pre/Post Tests  
Georgia Milestones Assessment Systems  
Progress Monitoring probes  
G-KIDS  
Universal Screeners  
Dibbles Next  
Student Learning Objectives  
Scholastic Reading Inventory

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

*Response:*

Staff members participated in differentiation training to identify and provide assistance to struggling students.

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

*Response:*

We hold conferences with parents of all students in the intervention program periodically to 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 that targets SWD, ED, ELL/Migrant students (if needed). Three conference dates are embedded in the school calendar. Teachers communicate daily through the use of student planners, newsletters, etc. (Refer to Compact in Appendices)

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

*Response:*

Parents are provided assessment results in various ways. Results are sent home with a letter of explanation from the principal. Also, attached to the results are the interpretation sheets provided by the state on assessments such as the Georgia Milestones Assessment Systems. We



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also train parents during our Annual Title I Parent Engagement meeting to use the parent portal (Parent access to Infinite Campus-our on-line grade system). This allows parents to view their student's grades, test results, etc. as soon as the teacher posts scores. We send communication daily or as needed in student planners. Every four and a half weeks progress reports or report cards are distributed. Our teachers also make telephone contacts as well as personal contacts with parents to communicate assessment results. Samples attached include: Letter from Principal explaining results along with Interpretation sheets from the state, report card, parent letter explaining promotion/retention policy and an instructional guide to check the parent portal.

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

*Response:*

A collaborative planning schedule has been implemented so that adequate time is devoted to the disaggregation of data on the achievement and assessment results of students. During this time, teachers conduct RTI Team Meetings where students' Classworks benchmark test results are reviewed. Student Intervention Plans are also made and followed up on. This time is also used to have parent meetings when their student is moved to another tier on the Pyramid of Interventions. Included are samples of each of the items listed above in Section 10 of this SWP.

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

*Response:*

Validity and reliability of assessment data are established by the Department of Education; school level validity and reliability of disaggregated data is ensured through peer review and comparison to CCRPI reports and the Governor's Office of Student Achievement Data and Report Card.

13. Provisions for public reporting of disaggregated data.

*Response:*

Our school website reports disaggregated data as does the system and DOE websites. School status results are published. Parents are made aware of data at parent engagement functions through power points, presentations by the principal and teacher/parent conferences. School status letters are also sent home.

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

*Response:*

Our plan has been developed during a one-year period and is reviewed and revised annually by our Leadership team and Parent Engagement Committee.

Revision Dates:

Revised 10-5-15

Revised 9-29-15

Revised 8-24-15

Revised 9-22-14

Revised 1-24-14



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Revised 9-10-13  
Revised 1-22-13  
Revised 10-16-12  
Revised 4-30-12  
Revised 9-21-11  
Revised 8-25-11  
Revised 3-3-10  
Revised 10-25-10  
Revised 11-18-09  
Revised 4-27-09  
Revised 8-28-08  
Revised 11-5-07

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 Parent Engagement Committee consists of parents, paraprofessionals, teachers, the principal and community leaders. All members are encouraged to review and contribute to the plan. At the Title I Annual Meeting parents are urged to join this committee and provide input to help us meet the needs of all our students.

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

*Response:*

The SGES School Improvement Plan is available to the LEA, parents, and the public in the office at St. George Elementary School and on our website.

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:*

The plan is written in easy to understand language. At the present, no translation of the plan has been needed. If there is a need to have a translation made for parents who are speakers of other languages our system uses on-line translation programs or Microsoft Word Translator to accommodate.

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

*Response:*

Saint George Elementary has met Adequately Yearly Progress (AYP) for eight consecutive years and was named a Distinguished School for six consecutive years. We were recognized as a Reward school for 2012-2013. We are among the 10% of all Title I Schools in Georgia that have made the most progress in improving the performance of the "all students" group over the last three years. In the Okefenokee Regional Education Service Area only nine schools were recognized for this honor. Locally, we are the only school in our system achieving this honor.



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# Appendices

## **Teacher-Parent-Student Compact**

### ***St. George Elementary School***

***13215 Florida Ave.***

***St. George, GA 31562***

***(912) 843-2383***

***Principal: Dr. Drew Sauls***

***2015-2016 School Year***

Dear Parent/Guardian,

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

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

### **Charlton County School District Goals:**

The Charlton County School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the engagement of parents in all of its schools with Title I, Part A programs. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school district will work with its schools to ensure that the required school-level parental engagement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental engagement policy into its LEA plan developed under section 1112 of the ESEA.
- The school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents of immigrants, parents with disabilities, and

parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including



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alternative formats upon request, and, to the extent practicable, in a language parents understand.

- If the Parent Engagement Policy is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the funds reserved for parental engagement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental engagement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

*Parental engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring*

*(A) that parents play an integral role in assisting their child's learning;*

*(B) that parents are encouraged to be actively involved in their child's education at school;*

*(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

*(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

### **St. George Elementary School / Teacher / Grade Compacts:**

The mission of Saint George Elementary School is to establish an environment where learning is a priority. SGESS emphasizes the development of positive emotional, social, physical and academic skills that are developmentally appropriate for all students. This environment offers students consistent opportunities for success and provides ongoing evaluation for the purpose of refining instruction to promote student mastery as mandated by the Georgia Standards of Excellence (GSE).

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

#### ***Teacher Responsibilities:***

St. George Elementary School will:

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



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- Believe that each child can learn by encouraging each child to reach their full potential.
- Show respect for each student and his/her family by demonstrating professional behavior and a positive attitude at all times.
- Enforce school and classroom rules fairly with impartiality according to Individual Education Plans in place.
- Come to class prepared to teach by completing lesson plans for daily instruction.
- Devote my instructional time to instruction.
- Provide for the individual needs of each of my students by differentiating the lessons as needed.
- Provide an environment conducive to learning by maintaining an orderly and academically enriched classroom.

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

- Seek ways to involve parents
- Provide meaningful activities to complete at home when necessary/appropriate
- Offer parent/teacher meeting times to discuss each child's progress and performance on the following dates:

September 10, 2015

November 19, 2015

February 11, 2015

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

- Daily communication will take place with the use of daily planners
- We will provide ongoing communication about student performance in the classroom in the form of notes, progress reports and report cards to be sent home on the following dates:

**Progress Reports**

*September 9, 2015*

*November 18, 2015*

*February 10, 2016*

*April 20, 2016*

**Report Cards**

*October 14, 2015*

*January 6, 2016*

*March 16, 2016*

*May 27, 2016*

**4. Provide parents reasonable access to staff.**

*Teachers are more than willing to meet with parents for scheduled conferences either during their planning period or after school.*

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



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Red Ribbon Week  
Field Day  
Water Fun Day

October 26-30, 2015  
Last Week of School  
Last Day of School

*All Parent Engagement activities:*

- |  |                    |                   |
|--|--------------------|-------------------|
| • Parent Engagement Committee Meeting 1    | August 24, 2015    | 5:00 p.m.         |
| • Grandparent's Day Luncheon               | September 10, 2015 | 10:50 – 12:30     |
| • Annual Title 1 Parent Engagement Meeting | September 17, 2015 | 6:00 p.m.         |
| • Parent Engagement Committee Meeting 2    | October 8, 2015    | 3:15 p.m.         |
| • Math Pirate Night                        | October, 2015      | 6:00 p.m.         |
| • Bingo For Books-                         | November, 2015     | 6:00 p.m.         |
| • Thanksgiving Feast Luncheon              | November , 2015    | 10:50 – 12:30     |
| • Santa Pictures                           | December, 2015     | 9:00 – 11:00 a.m. |
| • D.A.R.E. Graduation                      | December, 2015     | 9:30 a.m.         |
| • Pajama Party                             | December , 2015    | 8:30 / 10:00      |
| • Christmas Program                        | December, 2015     | 9:00 a.m.         |
| • Parent Engagement Committee Meeting 3    | December 3, 2015   | 3:15 p.m.         |
| • Parent Engagement Committee Meeting 4    | February 4, 2016   | 3:15 p.m.         |
| • Mileage Club Kick Off                    | February, 2016     | 12:30 p.m.        |
| • School-wide Spelling Bee                 | February, 2016     | 9:00 a.m.         |
| • Parent Engagement Committee Meeting 5    | April 7, 2016      | 3:15 p.m.         |
| • FitnessGram Program                      | March, 2016        | 12:30 p.m.        |
| • Spring Student Art Show                  | April, 2016        | 1:00 / 6:30       |
| • Georgia Milestones Pep Rally             | April, 2016        | 1:00 p.m.         |
| • Parent Engagement Committee Meeting 6    | May 5, 2016        | 3:15 p.m.         |

*Parent Responsibilities:*

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

- Have my child present at school and on time every day. (unless doctor appointments or family emergencies prevent it- on these occasions, a note **will be** required)
- Communicate with child's teacher regularly by reading and signing my child's planner.
- Support the school in developing positive behavior by following through with disciplinary action at home for misbehavior at school.
- Provide a home environment that encourages my child to learn by helping my child with activities assigned by the teacher, going over my child's classwork and checking my child's homework nightly.
- Provide adequate food and rest so my child is ready to learn.
- Read to and with my child and have him/her read to me every night.



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### ***Student Responsibilities:***

- Attend school regularly and on time by being responsible for setting my alarm clock and having my book bag packed up the night before.
- Show respect for my peers, teachers, and everyone I meet by controlling my words and actions.
- Believe that I can learn and will learn by maintaining a positive attitude.
- Obey school rules by controlling my words and actions.
- Always do my best in my work and my behavior.
- Work cooperatively with my teachers, peers and others.
- Complete home activities requested by the teacher and bring it in on the days it is due.
- Study for all tests and quizzes and be prepared for class by making sure I have all my supplies daily.

### **SGESS Kindergarten TEACHER/STUDENT/PARENT COMPACT**

2015-2016

**TEACHER AGREEMENT-** I believe that each child will be successful. I will:

- Believe that each child can learn
- Show respect for each student and his/her family
- Enforce school and classroom rules fairly
- Demonstrate professional behavior and a positive attitude at all times
- Come to class prepared to teach
- Devote my instructional time to instruction
- Seek ways to involve parents
- Provide for the individual needs of each of my students
- Provide an environment conducive to learning
- Provide meaningful activities to complete at home when necessary/appropriate
- Provide ongoing communication with the parent about student performance in the classroom
- Teacher will differentiate teaching to meet the needs of the students
- Teacher will provide a well-organized and loving learning environment

**STUDENT AGREEMENT-** I believe that I can be successful. I will:

- Attend school regularly and on time
- Show respect for my peers, teachers, and everyone I meet
- Believe that I can learn and will learn
- Obey school and classroom rules
- Always try to do my best in my work and my behavior
- Work cooperatively with my teachers, peers and others
- Complete home activities requested by the teacher
- Be good listeners
- Do my homework nightly

**PARENT/GUARDIAN AGREEMENT-** I believe that my child can be successful. I will:

- Have my child present at school and on time



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- Communicate with child's teacher regularly
- Support the school in developing positive behavior
- Provide a home environment that encourages my child to learn
- Provide adequate food and rest so my child is ready to learn
- Check my child's work on a regular basis to be aware of what my child is learning/studying
- Help my child with activities assigned by the teacher
- Read to and with my child
- Relay to my child how academic skills transfer to real life situations
- Give my child extra help after hours
- Do extra work at home and help him/her keep up with his/her classwork

**ADMINISTRATIVE TEAM AGREEMENT-** We believe SGESS will continue to be successful in serving students. We will:

- Provide an environment that encourages positive communication between the teachers, parents and students
- Continue to Support and prepare the teachers in providing high quality education
- Provide a safe and orderly environment conducive to quality education
- Encourage student, their family and SGESS staff to keep this compact
- Always be willing to discuss concerns with teacher, parent or staff
- Maintain a positive and health school climate

### **SGESS First Grade TEACHER/STUDENT/PARENT COMPACT**

2015-2016

**TEACHER AGREEMENT-** I believe that each child will be successful. I will:

- Believe that each child can learn
- Show respect for each student and his/her family
- Enforce school and classroom rules fairly
- Demonstrate professional behavior and a positive attitude at all times
- Come to class prepared to teach
- Devote my instructional time to instruction
- Seek ways to involve parents
- Provide for the individual needs of each of my students
- Provide an environment conducive to learning
- Provide meaningful activities to complete at home when necessary/appropriate
- Provide ongoing communication about student performance in the classroom
- Use technology throughout each lesson taught in my classroom
- Differentiate each lesson or activity to support the needs of each student in my classroom
- Continue to have open communication with the families of the students in my classroom

**STUDENT AGREEMENT-** I believe that I can be successful. I will:

- Attend school regularly and on time
- Show respect for my peers, teachers, and everyone I meet
- Believe that I can learn and will learn
- Obey school and classroom rules
- Always try to do my best in my work and my behavior
- Work cooperatively with my teachers, peers and others
- Complete home activities requested by the teacher
- Be good listeners
- Do my homework nightly

**PARENT/GUARDIAN AGREEMENT-**I believe that my child can be successful. I will:

- Have my child present at school and on time



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- Communicate with child's teacher regularly
- Support the school in developing positive behavior
- Provide a home environment that encourages my child to learn
- Provide adequate food and rest so my child is ready to learn
- Check my child's work on a regular basis to be aware of what my child is learning/studying
- Help my child with activities assigned by the teacher
- Read to and with my child
- Relay to my child how academic skills transfer to real life situations
- Give my child extra help after hours
- Do extra work at home and help him/her keep up with his/her classwork

**ADMINISTRATIVE TEAM AGREEMENT-** We believe SGESS will continue to be successful in serving students. We will:

- Provide an environment that encourages positive communication between the teachers, parents and students
- Continue to Support and prepare the teachers in providing high quality education
- Provide a safe and orderly environment conducive to quality education
- Encourage student, their family and SGESS staff to keep this compact
- Always be willing to discuss concerns with teacher, parent or staff
- Maintain a positive and health school climate

### **SGESS Second Grade TEACHER/STUDENT/PARENT COMPACT**

2015-2016

**TEACHER AGREEMENT-** I believe that each child will be successful. I will:

- Believe that each child can learn and will be successful
- Show respect for each student and his/her family
- Enforce school and classroom rules fairly
- Demonstrate professional behavior and a positive attitude at all times
- Come to class prepared to teach
- Devote my instructional time to instruction
- Seek ways to involve parents
- Provide for the individual needs of each of my students
- Provide an environment conducive to learning
- Provide meaningful activities to complete at home when necessary/appropriate
- Provide ongoing communication about student performance in the classroom
- Focus on improving each child's reading fluency and comprehension skills
- Focus on using technology in reading and math to help increase academic success

**STUDENT AGREEMENT-** I believe that I can be successful. I will:

- Attend school regularly and on time
- Show respect for my peers, teachers, and everyone I meet
- Believe that I can learn and will learn
- Obey school rules
- Always try to do my best in my work and my behavior
- Work cooperatively with my teachers, peers and others
- Complete home activities requested by the teacher
- Learn my addition and subtraction so I can move up in Rocket Math
- Read many books so I can be a better reader
- Practice at home what I do at school
- Do my homework

**PARENT/GUARDIAN AGREEMENT-**I believe that my child can be successful. I will:



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- Have my child present at school and on time
- Communicate with child's teacher regularly
- Support the school in developing positive behavior
- Provide a home environment that encourages my child to learn
- Provide adequate food and rest so my child is ready to learn
- Check my child's work on a regular basis to be aware of what my child is learning/studying
- Help my child with activities assigned by the teacher
- Read to and with my child
- Relay to my child how academic skills transfer to real life situations
- Give my child extra help after hours
- Do extra work at home and help him/her keep up with his/her classwork

**ADMINISTRATIVE TEAM AGREEMENT-** We believe SGESS will continue to be successful in serving students. We will:

- Provide an environment that encourages positive communication between the teachers, parents and students
- Continue to Support and prepare the teachers in providing high quality education
- Provide a safe and orderly environment conducive to quality education
- Encourage student, their family and SGESS staff to keep this compact
- Always be willing to discuss concerns with teacher, parent or staff
- Maintain a positive and health school climate

**SGESS Third Grade TEACHER/STUDENT/PARENT COMPACT**

2015-2016

**TEACHER AGREEMENT-** I believe that each child will be successful. I will:

- Believe that each child can learn
- Show respect for each student and his/her family
- Enforce school and classroom rules fairly
- Demonstrate professional behavior and a positive attitude at all times
- Come to class prepared to teach
- Devote my instructional time to instruction
- Seek ways to involve parents
- Provide for the individual needs of each of my students
- Provide an environment conducive to learning
- Provide meaningful activities to complete at home when necessary/appropriate
- Provide ongoing communication about student performance in the classroom
- Improve Lexile levels of all students in my class

**STUDENT AGREEMENT-** I believe that I can be successful. I will:

- Attend school regularly and on time
- Show respect for my peers, teachers, and everyone I meet
- Believe that I can learn and will learn
- Obey school rules
- Always try to do my best in my work and my behavior
- Work cooperatively with my teachers, peers and others
- Complete home activities requested by the teacher
- Improve my reading
- Learn my multiplication and division facts
- Control my behavior

**PARENT/GUARDIAN AGREEMENT-**I believe that my child can be successful. I will:

- Have my child present at school and on time
- Communicate with child's teacher regularly



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- Support the school in developing positive behavior
- Provide a home environment that encourages my child to learn
- Provide adequate food and rest so my child is ready to learn
- Check my child's work on a regular basis to be aware of what my child is learning/studying
- Help my child with activities assigned by the teacher
- Read to and with my child
- Relay to my child how academic skills transfer to real life situations
- Give my child extra help after hours
- Do extra work at home and help him/her keep up with his/her classwork

**ADMINISTRATIVE TEAM AGREEMENT-** We believe SGESS will continue to be successful in serving students. We will:

- Provide an environment that encourages positive communication between the teachers, parents and students
- Continue to Support and prepare the teachers in providing high quality education
- Provide a safe and orderly environment conducive to quality education
- Encourage student, their family and SGESS staff to keep this compact
- Always be willing to discuss concerns with teacher, parent or staff
- Maintain a positive and health school climate

### **SGESS Fourth Grade TEACHER/STUDENT/PARENT COMPACT**

2015-2016

**TEACHER AGREEMENT-** I believe that each child will be successful. I will:

- Believe that each child can learn
- Show respect for each student and his/her family
- Enforce school and classroom rules fairly
- Demonstrate professional behavior and a positive attitude at all times
- Come to class prepared to teach
- Devote my instructional time to instruction
- Seek ways to involve parents
- Provide for the individual needs of each of my students
- Provide an environment conducive to learning
- Provide meaningful activities to complete at home when necessary/appropriate
- Provide ongoing communication about student performance in the classroom
- Use manipulatives in Math to model abstract concepts
- Use technology to enhance instruction
- Review material before testing

**STUDENT AGREEMENT-** I believe that I can be successful. I will:

- Attend school regularly and on time
- Show respect for my peers, teachers, and everyone I meet
- Believe that I can learn and will learn
- Obey school rules
- Always try to do my best in my work and my behavior
- Work cooperatively with my teachers, peers and others
- Complete home activities requested by the teacher
- Pay attention during instruction
- Study material presented in class
- Spend more time reading

**PARENT/GUARDIAN AGREEMENT-**I believe that my child can be successful. I will:



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- Have my child present at school and on time
- Communicate with child's teacher regularly
- Support the school in developing positive behavior
- Provide a home environment that encourages my child to learn
- Provide adequate food and rest so my child is ready to learn
- Check my child's work on a regular basis to be aware of what my child is learning/studying
- Help my child with activities assigned by the teacher
- Read to and with my child
- Relay to my child how academic skills transfer to real life situations
- Give my child extra help after hours
- Do extra work at home and help him/her keep up with his/her classwork

**ADMINISTRATIVE TEAM AGREEMENT-** We believe SGESS will continue to be successful in serving students. We will:

- Provide an environment that encourages positive communication between the teachers, parents and students
- Continue to Support and prepare the teachers in providing high quality education
- Provide a safe and orderly environment conducive to quality education
- Encourage student, their family and SGESS staff to keep this compact
- Always be willing to discuss concerns with teacher, parent or staff
- Maintain a positive and health school climate

#### **SGESS Fifth Grade TEACHER/STUDENT/PARENT COMPACT**

2015-2016

**TEACHER AGREEMENT-** I believe that each child will be successful. I will:

- Believe that each child can learn
- Show respect for each student and his/her family
- Enforce school and classroom rules fairly
- Demonstrate professional behavior and a positive attitude at all times
- Come to class prepared to teach
- Devote my instructional time to instruction
- Seek ways to involve parents
- Provide for the individual needs of each of my students
- Provide an environment conducive to learning
- Provide meaningful activities to complete at home when necessary/appropriate
- Provide ongoing communication about student performance in the classroom
- Use differentiated instruction strategies to increase learning
- Seek ways to increase my knowledge of effective teaching methods

**STUDENT AGREEMENT-** I believe that I can be successful. I will:

- Attend school regularly and on time
- Show respect for my peers, teachers, and everyone I meet
- Believe that I can learn and will learn
- Obey school rules
- Always try to do my best in my work and my behavior
- Work cooperatively with my teachers, peers and others
- Complete home activities requested by the teacher
- Work with my math partners to increase my understanding of math concepts
- Make a concerted effort to read when I am supposed to and not just to "pretend to read"
- Do my homework daily

**PARENT/GUARDIAN AGREEMENT-**I believe that my child can be successful. I will:

- Have my child present at school and on time



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- Communicate with child's teacher regularly
- Support the school in developing positive behavior
- Provide a home environment that encourages my child to learn
- Provide adequate food and rest so my child is ready to learn
- Check my child's work on a regular basis to be aware of what my child is learning/studying
- Help my child with activities assigned by the teacher
- Read to and with my child
- Relay to my child how academic skills transfer to real life situations
- Give my child extra help after hours
- Do extra work at home and help him/her keep up with his/her classwork

**ADMINISTRATIVE TEAM AGREEMENT-** We believe SGESS will continue to be successful in serving students. We will:

- Provide an environment that encourages positive communication between the teachers, parents and students
- Continue to Support and prepare the teachers in providing high quality education
- Provide a safe and orderly environment conducive to quality education
- Encourage student, their family and SGESS staff to keep this compact
- Always be willing to discuss concerns with teacher, parent or staff
- Maintain a positive and health school climate

### **SGESS Sixth Grade TEACHER/STUDENT/PARENT COMPACT**

2015-2016

**TEACHER AGREEMENT-** I believe that each child will be successful. I will:

- Believe that each child can learn
- Show respect for each student and his/her family
- Enforce school and classroom rules fairly
- Demonstrate professional behavior and a positive attitude at all times
- Come to class prepared to teach
- Devote my instructional time to instruction
- Seek ways to involve parents
- Provide for the individual needs of each of my students
- Provide an environment conducive to learning
- Provide meaningful activities to complete at home when necessary/appropriate
- Provide ongoing communication about student performance in the classroom
- Develop a level of deeper understanding for the Common Core 6<sup>th</sup> grade standards
- Work to improve the use of technology in the classroom with appropriate software programs

**STUDENT AGREEMENT-** I believe that I can be successful. I will:

- Attend school regularly and on time
- Show respect for my peers, teachers, and everyone I meet
- Believe that I can learn and will learn
- Obey school rules
- Always try to do my best in my work and my behavior
- Work cooperatively with my teachers, peers and others
- Complete home activities requested by the teacher
- Spend more time reading books on my own while checking my comprehension of what I have read
- Practice writing stories in a journal at home to improve my writing skills

**PARENT/GUARDIAN AGREEMENT-**I believe that my child can be successful. I will:

- Have my child present at school and on time
- Communicate with child's teacher regularly



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- Support the school in developing positive behavior
- Provide a home environment that encourages my child to learn
- Provide adequate food and rest so my child is ready to learn
- Check my child's work on a regular basis to be aware of what my child is learning/studying
- Help my child with activities assigned by the teacher
- Read to and with my child
- Relay to my child how academic skills transfer to real life situations
- Give my child extra help after hours
- Do extra work at home and help him/her keep up with his/her classwork

**ADMINISTRATIVE TEAM AGREEMENT-** We believe SGESS will continue to be successful in serving students. We will:

- Provide an environment that encourages positive communication between the teachers, parents and students
- Continue to Support and prepare the teachers in providing high quality education
- Provide a safe and orderly environment conducive to quality education
- Encourage student, their family and SGESS staff to keep this compact
- Always be willing to discuss concerns with teacher, parent or staff
- Maintain a positive and health school climate

### **SGESS TEACHER/STUDENT/PARENT COMPACT**

2015-2016

**TEACHER AGREEMENT-** I believe that each child will be successful. I will:

- Believe that each child can learn
- Show respect for each student and his/her family
- Enforce school and classroom rules fairly
- Demonstrate professional behavior and a positive attitude at all times
- Come to class prepared to teach
- Devote my instructional time to instruction
- Seek ways to involve parents
- Provide for the individual needs of each of my students
- Provide an environment conducive to learning
- Provide meaningful activities to complete at home when necessary/appropriate
- Provide ongoing communication about student performance in the classroom

**STUDENT AGREEMENT-** I believe that I can be successful. I will:

- Attend school regularly and on time
- Show respect for my peers, teachers, and everyone I meet
- Believe that I can learn and will learn
- Obey school rules
- Always try to do my best in my work and my behavior
- Work cooperatively with my teachers, peers and others
- Complete home activities requested by the teacher

**PARENT/GUARDIAN AGREEMENT-**I believe that my child can be successful. I will:

- Have my child present at school and on time
- Communicate with child's teacher regularly
- Support the school in developing positive behavior
- Provide a home environment that encourages my child to learn
- Provide adequate food and rest so my child is ready to learn
- Check my child's work on a regular basis to be aware of what my child is learning/studying



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- Help my child with activities assigned by the teacher
- Read to and with my child
- Relay to my child how academic skills transfer to real life situations
- Give my child extra help after hours
- Do extra work at home and help him/her keep up with his/her classwork

**ADMINISTRATIVE TEAM AGREEMENT-** We believe SGESS will continue to be successful in serving students. We will:

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- Encourage student, their family and SGESS staff to keep this compact
- Always be willing to discuss concerns with teacher, parent or staff
- Maintain a positive and health school climate

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

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

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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Revised 8/24/15

**CHARLTON COUNTY SCHOOL DISTRICT  
ST. GEORGE ELEMENTARY SCHOOL  
TITLE I SCHOOLWIDE COMPREHENSIVE PLAN  
2015-2016**

**PARENT ENGAGEMENT POLICY**

Saint George Elementary School recognizes the need for teachers and parents to form a healthy relationship to ensure the highest achievement possible for students. In this ongoing effort, SGES recognizes the need to include parents in the annual revising and implementation of this policy. Moreover, parents will be included in the planning of the Parent Engagement activities in order to ensure that parents are aware of the activities and will see the value in the activities planned. In the policy's planning phase many considerations were made, primarily relating to compliance with the Title 1 Comprehensive School-wide plan, Georgia Standards, assessment, & accountability (ESEA Waiver), and the six national standards for parent and family engagement.

**Annual meeting**

- Dr. Sherilonda E. Green, Director of Exceptional Services, and/or administration will explain, in a simple and concise manner, at the annual meeting the components of the school-wide Title 1 program and Parent Engagement as it relates to the Georgia Standards, assessment, & accountability (ESEA Waiver). The Parent Engagement Coordinator will present the committee an approved policy and discuss the main points of the policy and encourage parents to read the copy made available to them. Additionally, parents will be encouraged to make suggestions regarding the policy and attend parent engagement committee meetings.
- Parents will be informed of an ongoing effort to create a resource room at Saint George Elementary with materials available to parents to enhance the education process of the student.
- Parents will be presented with a tentative calendar of events and made aware that subsequent flyers announcing specific information regarding upcoming Parent Engagement sessions will follow throughout the course of the school year.
- Parents will be given an annual informational survey to complete with questions pertinent to parent engagement and school improvement. The parent engagement committee will review and tally results of the survey in a timely manner and inform parents of the readiness of the results by the first Progress Report period.
- All unsatisfactory parent comments will be attached to the school-wide plan when it is submitted annually to the LEA.
- Parents will be given an opportunity to voice their ideas in how the Title I funds for parental engagement are to be allocated.
  
- Parent engagement sessions will be offered at a variety of times to ensure parents an opportunity to participate. Opportunities will be offered during morning, afternoon and evening sessions on a variety of days to better accommodate parents with a variety of schedules. All sessions will offer assistance in the area of transportation and childcare. Session topics will determine location and time.



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Parents will be made aware of sessions at least one week prior to session being held.

## Parent Engagement Committee

- Saint George Elementary has an active Parent Engagement committee; although, committee members are selected, all parents wishing to attend these meetings are welcome. The committee is comprised of administrators, teachers, local business owners, and parents. The following are active committee members: Drew Sauls, administrator; Shelley Vignola, Parent Engagement Coordinator and teacher; Rachel McCullough, teacher; Tommy Harris, technology specialist/P.E.teacher; John Canaday, parent/business owner; Amanda Chisholm, parent, PTO V.P.; Sunny Albritton, parent; Tawnya Mimbs, parent, PTO President; Tracy Wardwell, parent; Danny Willinger, parent; Dana Willinger, parent; Becky Conner, parent; Dustin and Sherrie Williams, parents; Melissa Hobbs, parent; Deloris Lynch, parent; Denise Nelson, parent; Emmie Rhoden, parent/ business owner; Angela Roman, parent; Victoria Seeley, parent; Amber Smith, parent; Jade Olinto, 1<sup>st</sup> Grade teacher / Parent;
- The committee will meet at the beginning of the year to review the Parent Engagement policy and parent/teacher/compact, and again all parents are welcome to attend. A school wide letter will be sent home with students at the beginning of the year, inviting all parents to be a member of the Parent Engagement Committee.
- All meeting minutes and agendas are on file with the Parent Engagement Coordinator and can be requested for review at any reasonable time. Additionally, the committee will be asked to review the annual survey sent home at the end of the last school year.
- Tentative dates for committee meetings are as follows: August 24, 2015; October 8, 2015; December 3, 2015; February 4, 2016; April 7, 2016; May 5, 2016. All of these dates are tentative and subject to change and additional meetings will be held on an as needed basis. All meeting notifications will be announced and agendas will be available for review to ALL parents no later than one week prior to the scheduled meeting. Any further questions regarding the Parent Engagement Committee issues can be directed to Shelley Vignola, Parent Engagement Coordinator at 912-843-2383 or by email at [svignola@charlton.k12.ga.us](mailto:svignola@charlton.k12.ga.us).

### **Timely Information**

- Parents will be informed of state and local testing results for their student(s) and a profile of the school's performance will be placed on the school website. One scheduled meeting a year will relate to the interpretation of this data and how it relates to the student and to the school.
- Updates with explanations of the school curriculum (GSE) will be provided at each of the Parent Engagement activities.
- The end of the year PI committee meeting will discuss yearly evaluations and the beginning of the next years' Parent Engagement Activities. This will be an opportunity for all parents to discuss suggestions and concerns for future sessions.



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Additionally parents will be welcomed to submit concerns or suggestions to the Parent Engagement Coordinator at any time during the school year. All concerns will be addressed in a timely manner to provide a better educational environment for students.

### **Parental Assistance**

- Parents will be informed annually regarding the Georgia Standards of Excellence (GSE).
- Parents will be able to monitor student performance by the use of quarterly progress reports and report cards, benchmark testing, quarterly parent advisement sessions, and dated student agendas.
- Additionally, parents will be trained at the annual meeting on the use of the school website and the parent portal that allows parents to monitor student achievement. <http://SGES.charlton.k12.ga.us>
- Parents will be able to participate in educational decisions by attending parent engagement committee meetings and by providing feedback on all activity surveys, attending school council meetings, being a member or attending parent engagement committee meetings, and attending quarterly parent advisement conferences.
- Parents will be invited to Parent Engagement activities to explain the use of CCGPS, benchmark testing, RTI and available online practice materials. Parents and students will be able to use this information other than in a school venue. Additionally, parents will receive training on Literacy activities in accordance with the adopted Learning Focus program in order to assist with student achievement. Parents will be invited to work with students at Parent Engagement sessions in which they will complete various "make and take" activities to assist with student achievement.
- Parents will be assisted in the case of language or physical barriers. All information will be provided to parents in their native language. Additionally, homebound parents will have the opportunity to participate in Parent Engagement sessions through home visits if necessary.
- SGESS will provide any other reasonable support for parental engagement activities as parents may request.

Saint George Elementary will encourage and foster a healthy relationship between parents and caregivers, teachers, school administration and support staff by requesting their participation and attendance at all Parent Engagement sessions.

Saint George Elementary will plan and carry out activities involving various community programs to assist in fostering a relationship between the school and the community. Saint George Elementary will continue its participation in the D.A.R.E. drug awareness and safety program. In addition to D.A.R.E. and in collaboration with our Red Ribbon Week Coordinator, Saint George invites all community based businesses and service industries to participate in our school community awareness programs. We will continue partnerships established with the OREMC, Ronald McDonald Educational Programs out of Callahan, Florida and Fire Prevention / Awareness programs from the volunteer Fire Departments in St. Mary's, Florida. Additionally, we will continue partnerships with the law enforcement K-9 officers from the surrounding counties to



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educate and encourage the students at St. George Elementary School to “Say NO to Drugs!” Furthermore, surrounding community businesses and/or government agencies and affiliations will be given a copy of this policy. 6<sup>th</sup> grade students will participate in several activities to assist with the transition to middle school. This offers our 6<sup>th</sup> grade students the opportunity to see available activities at the next level. Additionally, a field trip is arranged to the middle school to familiarize 6<sup>th</sup> graders with the new campus.

Our Speech Pathologist offers a variety of services related to language development to ensure school readiness. We also coordinate parent engagement programs with our Pre-K program. Several monthly activities are planned including, Open House, Grandparent’s Day, Pre-K orientation, Pre-K Camping Day and field day.

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Policy was developed using the checklist for school level Parental Engagement according to the Title 1, Section 1118 of NCLB.  
Original document August 2003