

Heard Elementary School School Improvement Plan 2011-2012



Heard Elementary School
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Heard County School System
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**School Improvement Plan
2011-2012
Components**

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Heard County Elementary School
School Improvement Plan
2011-2012

Mission Statement and Beliefs

The mission of Heard County Elementary School is to equip students with good character and with knowledge, skills and attitudes to insure their success in future academic endeavors. We will instill a lifelong enthusiasm for learning.

We believe the following concepts to be true:

- Every individual has a strength or talent that should be recognized and nurtured.
- Every individual has something to contribute.
- Every individual wants and needs to be accepted.
- Every individual can progress when taught at the appropriate level.
- Education is a shared responsibility.
- Expectation determines performance.
- Honorable behavior should be taught and expected.
- Every individual deserves a safe environment.

Community Demographics

Heard County is located in West Central Georgia extending along the Alabama state line. The population is approximately 11,012 residents within the county's 301 square miles. Heard County residents have earned from 36%-38% less than surrounding counties in Georgia. The county's population is estimated to be 17.3% below the poverty level. The county's households have a per capita income of \$36,678 (\$10,000 below the average for Georgia). The percentage of families which have a single female as head of household is 39.2%. Approximately 34% of the adult population has not earned a high school diploma.

Heard County has little means of mass communication. There is no local radio or television station. The local weekly newspaper has an in-county circulation of approximately 700. Communication among schools, parents, and the community is difficult. Health services are also limited in Heard County. There is one practicing medical doctor, a nurse practitioner, and the Heard County Health Department to provide medical services for the county. The closest hospital is 20 miles away.

School and Student Information

The Heard County School System administers educational and support services for approximately 2,124 students in Pre-K through 12th grades. Our school feeds into the one middle school with grades 6-8. The middle school feeds into the one high school with grades 9-12. Heard Elementary is a rural school, located in the Franklin, Georgia, with an enrollment of approximately 700 students serving grades PreK -5.

Heard Elementary has the largest enrollment of any school in the county, and has been identified as a school-wide Title I school. The school houses all self-contained Special Education Students in the county from all attendance zones, as well as resource students from the school attendance zone. Heard Elementary houses four classes of the Georgia Lottery Preschool Program and a Preschool Special Education class that serves three and four year olds. All of the Itinerate Teachers in the county are housed on the school site, including Speech Pathologists, the Gifted Teacher, and the School Psychologist. The new school location causes less concerns for security that the previous school site. The school has a security alarm with 21 different cameras throughout the campus to monitor the daily activity. These cameras record up to 14 days of activity at a time.

School Demographic Profile

School Demographic Profile

	04-05	05-06	06-07	07-08	08-09	09-10	09-10	10-11
Number of Certified Teachers	57	59	64	66	66	62	56	58
# Teaching Out of Field	0	0	0	0	0	0	0	0
Number of Classified Staff	37	39	42	42	42	39	37	35.5
Male Students	393	405	376	370	371	355	355	362
Female Students	347	362	351	330	340	342	350	323
Total Number of Students	740	767	727	700	711	697	705	685
Enrollment by Ethnicity(%)								
• Asian or Pacific Is.	.1%	.1%	.2%	.3%	.3%	.4%	.4%	1%
• American Indian	0%	.1%	0%	0%	.1%	0%	0%	0%
• Black(non-Hispanic)	13.9%	12.1%	11.6%	12%	12%	12%	11.8%	12.3%
• White(non-Hispanic)	86.5%	83.1%	82.1%	81%	82%	81%	81%	80.6%
• Hispanic	1.1%	1.5%	1.5%	2%	2%	3%	3.1%	2.3%
• Multi-racial	3.4%	3.7%	4.5%	4%	5%	4%	3.8%	3.9%
Pupil Teacher Ratio								
Classroom teacher/students	14:1	14:1	13:1	18:1	18:1	18:1	18:1	19.6:1
Total certified staff/students	12:1	12:1	12:1	13:1	11:1	11:1	12.5:1	12:1
Retentions	3.8%	4.5%	4%	4%	2%	4%	2.8%	2.3%
School Food Program (%)								
• Full Pay	39.9%	33.8%	33.4%	32%	32%	32%	32.4%	31.2%
• Reduced	11.5%	15.8%	14.9%	12%	13%	11%	11.1%	8.0%
• Free	46.6%	52.3%	51.7%	56%	55%	56%	56.5%	60.9%
# Portable Classrooms	10	0	0	0	0	0	0	0
Enrollment Total								
• Pre-K	86	81	82	81	80	85	86	83
• Kindergarten	118	123	116	117	106	104	102	96
• First Grade	109	107	94	100	106	97	100	94
• Second Grade	103	119	99	88	101	106	113	102
• Third Grade	120	111	114	105	99	99	100	108
• Fourth Grade	103	106	104	103	109	97	98	103
• Fifth Grade	101	106	118	109	110	107	106	99
Migrant Population	0	0	0	0	0	0	0	0
ESOL (percent)	0	0	0	0	0	0	0	0
Mobility Rate								
Number of Entries	258	750	738	714	716	705	705	751
Number of Withdrawals	123	139	74	107	88	79	79	66
Gifted(per cent)	2.7%	2.1%	1.5%	2%	4%	4%	4.3%	3.7%

	04-05	05-06	06-07	07-08	08-09	09-10	09-10	10-11
Special Education Students								
MID	7	6	3	3	3	1	2	3
EBD	33	23	24	37	19	28	32	5
SLD	19	18	21	17	20	28	34	41
OHI	10	12	6	2	1	5	7	9
OI	0	0	0	0	1	0	0	0
SID/PID	2	1	1	2	1	2	2	1
MoID	2	2	1	2	0	0	0	3
SI	73	32	40	47	47	45	56	45
VI	0	0	1	1	1	0	0	0
Average Daily Attendance	94.7%	94.63%	94.94%	94.56%	94.62%	94.51%	94.62%	94.24%
Homeless Students							56	72
Hispanic							1	1
American Indian							0	0
Asian							0	0
Black							5	7
Pacific Islander							0	0
White							48	56
Multi-racial							2	8

Student Achievement Needs Assessment

Student academic needs are based on the School Improvement Committee's root cause analysis of school and system profile data. The School Improvement Committee is made up of representatives of all parts of the faculty and staff. The committee member, also referred to as Team Leader, is selected by the grade level team each year. The position rotates each year so that all faculty and staff have an opportunity for service in a leadership position. The members for 2011-2012 School Improvement Team (Team Leaders, Better Seeking Team) are as follows:

Pre-kindergarten: Tereasa Pate
Kindergarten: Kathy Bell
First Grade: Laurie Shumake
Second Grade: Camille Prichard
Third Grade: Regina Robbins
Fourth Grade: Sherri Phillips
Fifth Grade: JoAnn Turner
Exploratory: Carol Langley
Special Education: Kim Cummings
Non-certified: Sandra Holtzclaw

From the analysis of the system and school profile, the committee identified the following areas of concerns:

- Low enrollment in gifted program
- Transition from 2nd to 3rd grade and 5th to 6th grade, need to increase CRCT scores for transition grades
- CRCT- Achievement Gap between groups: The gap between SWD students and all students and other subgroups in the area of ELA is approximately 10 percentage points. The largest gaps are seen in the area of Mathematics. SWD and black students scored from 10-15 percentage points lower than all students and other subgroups.
- Gap in achievement between area of Mathematics and English/Language Arts.
- Increase in number of students who were absent 15 or more days during the last school year.
- Increase in school mobility rate.
- Increase in percentage of economically disadvantaged student.
- Increased class size and student-teacher ratio.

Through discussion of system and school data (CRCT Scores, RTI Data, Classworks Data, Surveys, Star Reading and Math Data) the following list of concerns was noted:

- Need for increased development in the area of study skills and student responsibility

- Communicating what students are expected to do at each level—bridging from grade to grade
- Increased interventions across grade levels (Utilize data from multiple sources, including STAR Reading, GRASP Math and CRCT data)
- Students seeing relationship between what they study and life, based on a variety of life experiences.
- Training and Support for Parents – parenting skills, value of education
- Higher Expectations of Students (especially in CRCT subgroups)
- Need for common assessments for easier evaluation and comparison of students’ ongoing achievement.
- Increasing attendance concerns and increased mobility rate

Through in-depth analysis the committee identified the following root causes:

- Lack of Remediation- funding, time, scheduling, length of school day, appropriate programs
- Lack of infrastructure for teacher communication, especially at transition grades
- Parent Education
- Lack of environment/program supporting study skills/student responsibility.
- Lack of students’ general number sense and mastery of basic math facts and computational skills
- Poor attendance and increasing mobility rate during the school year.

SCHOOL IMPROVEMENT PLAN

The following pages outline the Heard County Elementary School's Improvement Plan. Included in this plan are goals for increasing student achievement and realigning the governance structure of the school. Interventions/strategies, timelines, professional development and costs, responsible school/system personnel, and means of evaluation have been identified. The school-wide reform strategies contained in the Standards Based Classroom as measured by School Keys are all scientifically based.

ORGANIZATIONAL GOAL I: ATTAIN HIGH STUDENT ACHIEVEMENT AND SUCCESS

Performance Objective 1: Increase student mastery in Math and ELA in all grade levels by 1-10%.

Performance Objective 2: Decrease gap in student achievement by 10% each year based on ethnicity/race, gender, and disability.

<u><i>Actions/ Strategies/ Interventions</i></u>	<u><i>Time-line for Imp- lement- ation</i></u>	<u><i>Needed Professional Development/ Materials/ Resources</i></u>	<u><i>Person(s)/ Dept. Responsible</i></u>	<u><i>Evaluation/ Evidence</i></u>	<u><i>Time-line for Evaluation</i></u>
Continue School Wide Remediation Program	Annual Review	Professional Learning related to remediation.	Administration School Improvement / Leadership Team, Teachers	Increase in CRCT scores. DIBELS scores, Classworks assessments STAR Reading, GRASP Math	Spring 2012
1. Review and analyze school remediation programs to determine level of success, including use of reduced class size EIP model school-wide.	Annually	2011 CRCT scores Classworks data GRASP data	Administration Staff All staff members as needed	Data on remedial students, Revised remedial plan Budgets Staff survey BST agendas	Fall of each school year
2. Implement use of GRASP math as the universal screener for Mathematics	First semester, 2011	RESA training of GRASP data team; GRASP orientation for all staff	Administration Data Team		December, 2011

3. Implement "Braves Time" daily intervention time for Mathematics	First semester, 2011-2012	Resource materials for small groups GRASP training	Administration Data Team Teachers Parapro	Universal screener results Formative assessment results	On-going
4. Evaluate and revise current remediation plan as needed.	Ongoing	School plan for remediation Annual B.O.E. Budget	Administration BST	Improvement in CRCT test scores	On-going
Continue to increase differentiated instruction in classrooms in order to better meet the individual needs of the students	Annual Review	Provide Professional Learning on Differentiated Instruction	Administration Central Office RESA	Class Keys documents CRCT scores - Reduction of gaps based on state assessments	2011-2012
1. Utilize grade level team meetings to provide professional development support in the areas of: <ul style="list-style-type: none"> • Differentiation • Response to Intervention • Use of data in planning • Subgroup needs and characteristics 	On-going		Administration	Agendas/minutes of grade level team meetings	Ongoing
2. Continue follow-up in the classrooms to monitor implementation of differentiation strategies	On-going	Class Keys formal and informal observations	Administration	Class Keys Classroom observation data	Ongoing
Increase achievement of exceptional education students by promoting the inclusion philosophy	Annual Review	Provide training for all staff on inclusion of exceptional education students	Administration Central Office SPED staff GLRS/ RESA	CRCT data school schedules IEPs Teacher surveys Classroom observations of effective co-teaching	Ongoing

Promote site-based professional learning focused on improving student achievement and meeting identified school improvement goals. 1. Develop a Professional Learning Plan for the 2011-2012 school 2. Improve technology use by teachers to make curriculum more meaningful	2006-ongoing	Professional learning plan for 2010-2011	School and system administrators, BST	PL agendas Sign in sheets	Ongoing
	Annual Review	PL budget from system	Central Office Administration BST	Professional Learning Plan	Annually
	On-going	SMART Board Training GRASP training	Staff Data Team	Lesson Plans Sign-in sheets Classroom observations Screeener results	On-going Ongoing

ORGANIZATIONAL GOAL II: Develop Organizational Effectiveness

Performance Objective 3: Establish clear and high academic, behavioral/social expectations for students.

Performance Objective 4: Increase student attendance.

<u><i>Actions/ Strategies/ Interventions</i></u>	<u><i>Time-line for Implementation</i></u>	<u><i>Needed Professional Development/ Materials/ Resources</i></u>	<u><i>Person(s)/ Dept. Responsible</i></u>	<u><i>Evaluation/ Evidence</i></u>	<u><i>Time-line for Evaluation</i></u>
Set goals for improved student achievement using the Class Keys.	August, 2011	Class Keys CRCT data 2011	Administration Staff	Class Keys PGP CRCT data	On-going
Increase use of research-based interventions for behavior 1. Provide staff development on various research-based interventions	Ongoing On-going		Administration Staff Administration	School and bus discipline data Sign-in sheets Agendas	Ongoing

for behavior issues.					
2. Establish Tier II behavior intervention groups for grades 3-5.	September, 2011	Good behavior incentive prizes	Administration Counselor	Schedule of group meetings Student discipline data	Ongoing
3. Continue and refine "Braves Bucks" positive behavior reward program.	Ongoing	Braves Bucks store prizes TeePee room activities	Administration Staff	Student discipline data	Ongoing
Develop and implement school-wide plan to improve attendance	On-going	HEROs grant	Administration Staff	Attendance data and reports CRCT data on second indicator	On-going
1. Provide incentive prizes to students who have perfect attendance monthly and each nine weeks.	On-going	Incentive prizes	Administration Staff	Pictures of attendance winners List of students winning TP passes for attendance	May, 2012
Develop and implement a transition plan to assist students in transitioning from grade to grade.	May, 2012	Plans for student activities for transition activities	Administration Faculty and Staff Middle School Administration	Summer transition folders completed by students	August, 2012

ORGANIZATIONAL GOAL III: ENSURE STUDENT AND STAKEHOLDER INVOLVEMENT (ENGAGEMENT), LOYALTY, AND VISION

Performance Objective V: Increase parent communication

Performance Objective VI: Promote individual and community involvement in the school

<u><i>Actions/ Strategies/ Interventions</i></u>	<u><i>Time-line for Implemen- tation</i></u>	<u><i>Needed Professional Development/ Materials/ Resources</i></u>	<u><i>Person(s)/ Dept. Responsible</i></u>	<u><i>Evaluation/ Evidence</i></u>	<u><i>Time-line For Evaluation</i></u>
<p>Increase communication between school, parents, and community.</p> <p>1. Outline procedures and expectations for positive school communication with parents</p> <ul style="list-style-type: none"> • Phone calls • Email • Use of agenda • School newsletters <p>2. Monitor parental contact throughout the year.</p> <p>3. Develop parent assistance program to provide information on issues relating to school (how to help students with homework, utilizing local resources, helping your child prepare for the CRCT, etc.)</p>	<p>Annual Review</p> <p>Fall of each year</p> <p>Fall, 2010</p> <p>2011-2012</p>	<p>Student agendas</p> <p>Grade level evidence folders</p> <p>Information from Parent Involvement Resource Center</p>	<p>Administration Staff</p> <p>Administration</p> <p>Administration BST</p> <p>Administration Counselor</p>	<p>Surveys (teacher, parent, etc.)</p> <p>Agendas Sign-in sheets Phone logs Student agendas Copies of school newsletters</p> <p>Grade level evidence folders Class Keys evidence</p> <p>Sign-in sheets</p>	<p>On-going</p> <p>August, 2011</p> <p>January, 2011</p> <p>Beginning of each year</p>
<p>Increase opportunities for parents and community members to be involved with the school</p> <p>1. Promote use of Parent Involvement Resource Center (PIRC)</p> <p>2. Expand career events for students involving parents and community members.</p>	<p>On-going</p> <p>Ongoing</p> <p>Annually</p>	<p>Various resources for parents, such as books, brochures, community information, etc.</p> <p>Parent and community volunteers</p>	<p>Administration Staff</p> <p>Administration Media Specialist Staff</p> <p>Administration Counselor</p>	<p>Sign-in sheets</p> <p>Sign-in sheet in PIRC</p> <p>Photos of event</p>	<p>May, 2011</p> <p>On-going</p> <p>May, 2012</p>

3. High Quality Educators

A highly qualified teacher at the elementary level is one who (a) holds at least a 4-year college degree, (b) holds a Georgia Clear Renewable Professional Teaching Certificate or other approved certificate (Performance-based certificate, Life Certificate, or International Exchange Certificate) in the field of Early Childhood Education, and (c) has a major or equivalent in Early Childhood Education or has passed the state teacher competency (PRAXIS, TCT, GACE) of elementary teachers not new to the profession in the grade appropriate academic subject matter knowledge and teaching skills.

All teachers met the NCLB Guidelines for Highly Qualified Teacher. The faculty of the school has a variety of training and experience. There are 23% who have a Bachelor's Degree, 52% who have a Master's Degree, and 25% who have a Specialist's Degree. A total of 29% of the faculty have less than 10 years experience, 44% have between 10 and 20 years, 19% have between 20 and 30 years experience, and 8% have more than 30 years experience.

The staff is very stable at Heard Elementary. Most of the attrition at Heard Elementary is due to retirement.

Several students in the Early Childhood Education Program at the University of West Georgia in Carrollton and at LaGrange College intern at Heard Elementary each year (an average of 12 per year). Many students who have completed their Early Childhood Education Degrees apply for employment in Heard County.

4. Professional Development Plan

Heard County Elementary recognizes the importance of quality professional development that improves teacher content and pedagogy skills, as well as increases student achievement. The school has identified yearly goals for the professional development efforts.

2005-2006

- Book Studies by Grade Level (one book each semester),
- Training on GPS Standards as scheduled by DOE

2006-2007

- Preparation for Implementing Standards Based Classrooms Workshops at West Georgia RESA, Study of the artifacts present in Standards Based Classrooms, Informal observations to determine teacher buy-in of concepts,
- Training on GPS Standards as scheduled by DOE

2007-2008

- Study of Class Keys and Artifacts for Standards Based Classroom in preparation for the SACS/CASI Accreditation Visit in the May of 2008. The school is accredited by the Southern Association of College and Schools through May 2013
- Training on GPS Standards as scheduled by DOE

2008-2009

- Workshops conducted by West Georgia RESA to improve teacher understanding of differentiation and assessment components of Standards Based Instruction.
- A pilot group of five teachers and the principal participated in a field study of the Class Keys Evaluation Instrument. Class Keys is a standards based focus of instruction.
- Training on GPS Standards as scheduled by DOE

2009-2010

- Participation in Cohort II phase of implementation where the School Faculty studies each component of the Revised Class Keys Instrument during grade level planning times with the Assistant Principal for Instruction and the Principal.

2010-2011

- Participation in Cohort I phase of implementation where the Revised Class Keys Evaluation is used as the official evaluation tool for the classroom teachers.

2011-2012

- Participation in development of pacing guides and benchmark assessments for Reading in grades K-5 for Heard County Schools
- GLRS training for teachers new to inclusive/ collaborative classrooms
- Training on GRASP and data management for HES Data Team
- State training for teachers on CCGPS implantation
- Class Keys orientation and training for new classroom teachers
- SMART board training made available to staff through Media Specialist and other staff members

These identified goals are addressed each year through numerous opportunities for the faculty to gain continued professional learning for both enhancement and remediation. Opportunities include: system and school level workshops, college courses, West Georgia RESA classes and workshops, webinars through the state department of education, and grade level meetings during common planning time for each grade that is provided daily in the school schedule.

5. Strategies to Increase Parental Involvement

The Title I Parent Involvement Plan for the current year will address this topic and is attached (pages 18-22). This plan is reviewed annually by the School Improvement Team (Team Leaders/Better Seeking Team) and approved by the School Council.

Title I Parent Involvement Plan Heard County Elementary School

The mission of Heard County Elementary School is to equip students with good character and with knowledge, skills, and attitudes to insure their success in further academic endeavors. Our goal is to instill a lifelong enthusiasm for learning. Our dedicated, caring, knowledgeable staff implements a challenging quality core curriculum in a safe, nurturing, attractive environment. Students are accepted at the present level of functioning and every resource that is available is used to inspire them to become a productive and successful citizen in the world.

Communication and cooperation between the school and the parents is essential to accomplish the stated mission of our school. Each year, the Parent Involvement Plan is revisited and revised based on input from faculty, staff, and parents. Throughout the year, our school provides many opportunities for parents to be involved in the school life of their child. Staff development opportunities for staff and parents are provided in order to be able to establish a working relationship. These opportunities include the following:

- Title I Staff Orientation- August 1, 2011- The staff is reminded of the value of communicating with parents positively through conferences, phone calls, letters, and/or weekly notifications of behavior and/or academic progress. The staff is notified each year that Heard Elementary is a School-wide Title I School and that all teachers are considered Title I teachers so that the funds available can be spent to benefit the overall improvement of instruction in any classroom.
- Title I Orientation Opportunities
 1. Open House- August 2, 2011 from 2:00-6:00 p.m.- Parents are encouraged to visit the teacher and the classroom to meet the teacher on this date. Teachers will have opening day information prepared to share with the parents.
 2. P.T.O. Meeting- The meeting will be held on September 1, 2011 at 6:30 p.m. During the program, the principal will explain the Title I School Wide Program and the Parent-Student-Teacher Compact which is part of the Parent Involvement Plan. The compacts should be signed and returned to school (tear out pages of the student handbook) at the beginning of the school year or when a new student registers during the year. Copies of the parent involvement plan will be available in the rooms and at the office.
 3. School Council Meeting- This meeting will be held on September 1, 2011 at 5:30. The same information will be provided that will be given at the PTO meeting later that evening at 6:30.

- Family Science and Math Night-Parents are encouraged to attend with their children to participate in hands-on science or math activities. This project is coordinated by the Fourth Grade. It is held immediately after the October P.T.O. Meeting at 5:30 p.m.

- Fun Day/ Field Day Activities-The Fun Day activities are for participation only by students in grades K-2 on the last Thursday of the school year. The Field Day activities are competitive events and parents are encouraged to attend and assist the teacher on this day.

- Parent Day- Each class in the school has an assigned day during the year when parents are invited to come to school and eat lunch with the class. Parents may come on other days for lunch by following the Visitor Policy.

- Career/ Truck Day- Truck Day will be held in May of each year. Parents and other local volunteers bring trucks to the school to share with students and discuss how the truck plays a role in their careers. All HES students are given an opportunity to visit the trucks and talk with the volunteers. Volunteers include local fire and police enforcement agencies, local EMCs, and others, as well as parents.

- Parent Resource Centers
 1. The school reception area will house pamphlets available for parents to use to help their children.

 2. A Parent Involvement Resource Center has been established in the Media Center conference room. The PIRC Center is open to all parents during school hours. The Center contains parent resources such as:
 - Teaching aids that can be used to help students
 - Reference books for parents
 - Information on community resources, such as local GED programs, counseling programs, health programs, etc.

- Parent-Teacher Conferences- Faculty members are available for conferences upon request by the parent at any time during the year at a mutually convenient time for all parties involved. Parents should contact the school receptionist or school secretary to set up a conference. Parent conferences, phone calls, and positive letters to parents should be maintained by each teacher on a log that can be produced for the evaluating administrator.

- Project Partnership-Projects to complete at home. Instructions and expectations sent home to allow parents to assist their child. Parents can interact with the student and have knowledge of the area of study.

- Powergrade Access- Parents can apply for access to view grades on line.

- Parent Notifications- Parents will be notified of grades through the sending home of Progress Reports at the midpoint of the nine weeks grading periods, Report Cards at the end of grading periods, student assessment expectations, and student assessment results.
- Parent Volunteers- Parents are needed to attend special events such as field trips or special class projects.
- Family Connection- This reproducible family newsletter gives ideas on ways to help students at home. It is sent out by our school counselor.
- Nutrition Nuggets- This reproducible family newsletter gives important information concerning nutrition and the diet of students. It is sent out by our School Food Director.
- Heard Elementary Monthly Newsletter- A monthly communication with parents by the principal which describes upcoming events as well as concerns that affect the performance of students in the academic program. A menu of meals for the month is also included for the parents to be able to plan lunches.
- Agendas and Communicators- The agenda is a book used by grades K-5 that provides space for students to write down their assignments for homework, projects, book reports, research papers or other upcoming assignments. A space is provided for the teacher or parent to write notes to facilitate teacher/parent communication. The Communicator is a plastic folder with pockets to send home papers, newsletters, and information to be signed. A separate pocket is labeled as “return to school” so that the parents will know what to keep at home and what to sign and return to school.
- Transition to Kindergarten- A meeting for students in Pre-kindergarten and their parents to gain information in order to adjust to the move from Kindergarten from the Pre-K Program.
- Parent Teacher Organization (P.T.O.) - This organization provides opportunities to parents who are available during the day to carry out projects to raise money to support the school program. The officers encourage all available parents to assist with projects such as the Book Fair, Fall Festival, Santa Shop, Mother/Son & Father/Daughter Valentine Dance, School Concession Days, and other projects that may be planned by the organization.
- Transition from Early Childhood Programs-System and/or school personnel work closely with community agencies such as Babies Can’t Wait, Head Start, Community Daycare Providers, DFACS, and medical personnel to identify and transition eligible children no later than 3 months before the child’s third birthday. System and school personnel also work with parents and children identified as at-risk. Transition meetings to kindergarten are also held at the end of the Pre-Kindergarten year for students from the Pre-K program as well as those from Head Start.

- Newspaper articles and pamphlets- The school and/or system will use news releases and pamphlets to inform parents and the general public of school assessments, the status on the Annual Yearly Progress Report from No Child Left Behind, and progress toward the school improvement goals.

- Reading Incentives Programs- Parents may assist with the student's progress in reading by supporting incentive programs by either reading to the student or documenting the minutes that they spend reading. Programs used to promote pleasure reading are Book It sponsored by Pizza Hut and the Read to Succeed Six Hour Reading Program sponsored by Six Flags Over Georgia. The Accelerated Reader Program and Accelerated Math Program encourage the student to improve their reading comprehension and math skills by providing computerized tests that must be passed to earn points. The school offers various prizes and incentives for reaching specified levels of achievement on these programs.

- Parent Participation in Surveys- Parents are asked to participate in surveys to determine the effectiveness of programs such as the Safe and Drug Free Schools Survey and Parent Surveys on School Improvement.

School Compact

The following School Compact was jointly agreed upon with parents of the school active in the P.T.O.(Parent Teacher Organization), the School Council (Business, Parent, and Teacher Representatives), and input from a school notice sent to parents of all students.

The Team Leaders of the school (Better Seeking Team) reviewed the document before it was sent to the School Council for approval. Revisions to the school compact have been made based upon parent comments and concerns. The School Compact is one of the signature pages in the back of the Student Handbook that are sent home for parents to sign and return to school.

School Compact

Teacher Agreement- I believe that each child can be successful. I will:

- A. Believe that each child can learn and praise him/her for improvement
- B. Show respect for each student and his/her family
- C. Enforce school and classroom rules fairly
- D. Demonstrate professional behavior and a positive attitude
- E. Come to class prepared to teach the state curriculum
- F. Seek ways to involve parents in the school program
- G. Communicate with parents both orally and written throughout the year

Teacher's Signature _____ Date _____

Student Agreement- I believe that I can be successful. I will:

- A. Attend school regularly with no unnecessary tardies or checkouts
- B. Show respect for myself, my school, my teachers, and other people
- C. Believe that I can learn and respond to encouragement by others
- D. Obey the school and system code of conduct
- E. Always try to do my best in my work and behavior
- F. Work cooperatively with my classmates, teachers and other school staff
- G. Make sure notes, papers and information from school gets to my parents

Student's Signature _____ Date _____

Parent Agreement- I believe that my child can be successful. I will:

- A. See that my child gets to school on time and attends regularly
- B. Communicate with my child's teacher regularly
- C. Support the school and system rules and code of conduct
- D. Encourage my child at home to do his/her best and use free time wisely
- E. Check on assignments and homework each day(Communicator/ Agenda)

Parent's Signature _____ Date _____

Administrative Team Agreement- I believe our school will continue to be successful. I will:

- A. Provide a school where students, parents, and teachers communicate with each other in a positive way
- B. Support the teachers and staff to provide quality instruction
- C. Provide a safe and orderly school for learning to take place
- D. Encourage all parties to enforce this compact
- E. Communicate updated information to parents in a timely manner

Principal _____ Date _____

Assistant Principal for Instruction _____

Assistant Principal for Discipline _____

6. Plan for Assisting Preschool Children in Transition from Early Childhood Programs to local elementary school programs

Heard County Elementary houses four classes of the Georgia Lottery Preschool Program and a Preschool Special Education class that serves three and four year old students. The Preschool Special Education Program serves children ages 3-4 in Heard County. This program works closely with community agencies such as Babies Can't Wait, Head Start, community daycare providers, Department of Family and Children's Services, and medical personnel to identify and serve students with Significant Developmental Delays. Information is given to all of these agencies to comply with "Child Find". For those children from Babies Can't Wait, a transition plan to the Preschool Special Education Program is developed no later than three months before the child's third birthday.

Children who are four years old on or before September 1st have an opportunity to participate in the Pre-K program. With four classes there are a maximum of 88 students who may be served. If more than 88 students register, a waiting list is created. The school conducts an orientation meeting for parents of students entering Pre-K prior to the student's start date. Students start school on an assigned basis with 11 students per room starting each day for the first two days of school. Each Pre-K class also has an assigned Parent Day in which parents are invited to eat lunch with the class and may check them out early. In the spring of each year, Pre-K students, Head Start students, and children from the local daycare facilities are invited along with their parents to visit the campus. A speaker is present to inform parents of the Kindergarten program. Parents are provided a packet of information pertaining to Kindergarten curriculum expectations, and they are given a tour of the facility. The Pre-K program uses the "Creative Curriculum". Pamphlets are available for grades K-5, which describe the Georgia Performance Standard that students will study in each subject for a particular grade, as well as describing the type of assessments that will be used. These are also accessible from the Heard County School System Web Site: www.heard.k12.ga.us.

7. Measures to Include Teachers in Decision Making

Teachers are given input to decision making through their representation on the School Improvement Team. This team is made up of those serving as grade or team leaders for the year. Each grade level elects their leader to represent them at the end of the school year, usually during post-planning. All groups of teachers are represented including Special Education, Exploratory, and Non-certified Staff. The Team Leaders act as a liaison between the teachers and the administration. They gather input at Team Meetings and relay information to the teachers. The Team Leader meetings are often used in lieu of full faculty meetings.

Teachers in each grade and exploratory teachers also have a common planning time created through the school master schedule. This time is used for curriculum meetings, professional learning, lesson or unit plan development, discussion of student work, and morale building. Concerns may be shared with the team leaders at this time, which will then be brought to administration or the school leadership team as needed.

Teachers also have opportunities for input by completing Teacher Surveys, the Culture Triage, and 360 Evaluations on all administrators and the school counselor.

8. Coordination and Integration of Federal, State, and Local Services and Programs

Heard County Elementary is the recipient of numerous resources including Federal, State, Local, Title I, and Title II. Resources are used to accomplish staffing to meet the needs of students in our school.

- Title IIA funds are used to fund additional teachers to reduce class sizes beyond those earned with QBE funds.
- Early Intervention Program Funds are earned during FTE to purchase supplemental resources.
- The Title I Funds (Greater than 50% Free and Reduced Lunches) are used for supplementing teacher salaries and purchasing resource materials, depending on funds.
- ARRA Funds (Federal Stimulus Grant) from 2010-2011 were utilized to fund the purchase and installation of 21 smart boards in classrooms of our school.
- Our school received a \$772 grant for being a Title I Distinguished School in 2010-2011.
- The school receives approximately \$20,000 of county budgeted funds for supplies to be used in the areas of instruction, media, and school administration.
- State Lottery Funds are received to provide 4 prekindergarten classes of 22 students each with a certified teacher and a licensed paraprofessional and \$5200 for supplies and field trips.
- A Professional Learning budget is administered by administration to provide for the continued education of our educators. Local funding pays for the substitutes that are necessary to cover classes for the training dates.

All of these funds provide for the necessary elements of our instructional needs, as well as the continuation of learning for students as well as educators.

9. Activities that provide assistance to students that do not master standards

Heard Elementary School provides numerous supports and activities to provide assistance to students who do not master standards. The school functions on the philosophy that all students are important and each child's individual needs are considered. Various programs are in place to ensure that students feel safe within the school environment and have equal opportunity to learn.

- Counselor Watch tracks students that have difficulties that require counselor intervention to ensure success.
- The school has established an effective RTI process that allows for identification and tracking of at-risk students. Teachers were trained on RTI prior to implementation. Additional training and support are given throughout the year.
- Teachers are highly qualified and have established standards-based classrooms.
- The inclusion model has been implemented with formal training and support given to teachers.
- Professional development is offered periodically on topics critical to student success.
- A Pre-K Program has been added to allow for Readiness Skills prior to Kindergarten.
- On-going training is provided at the administrative level and for faculty to ensure that exposure to educational topics and research are given.
- Biweekly formative assessments in Math will be used to determine flexible groups for differentiation and remediation

Administration and faculty are committed to improve student achievement and provide assistance for those that require it. This process begins with identifying students that are at-risk and who may not meet standards. The Child Study Team is an active part of this process at each tier of the Pyramid of Intervention. The team meets to consider various data, analyze at-risk indicators, and identify variables that complicate the learning process.

A universal screener is given during the fall testing window as a first indicator of at-risk identification for that school term. HES administers the STAR Reading, GRASP Math, and STAR Early Literacy Assessments as the official universal screener. The teams are trained on administering tests, understanding reports, and interpreting data. Test results are given to teachers to allow for data-driven decision making. Other screeners are given for additional information. The Speech/Language department administers a speech screener to Pre-K students to identify those that may require supports or services. A kindergarten screener is administered at the end of Pre-K to determine readiness skills for Kindergarten. The DIBELS screener is given to Kindergarten students to consider reading readiness. All screener findings are considered by the individual teacher or the Child Study Team.

When a screener indicates that a student is at-risk, immediate attention is given and a specified process begins according to the students' needs. Screener information is given to a teacher. The teacher uses cross-reference information to determine if the student is currently in one of the four Tiers. If the student is in Tier 4, information is given to the Special Education case manager. If no prior support services are identified, the teacher starts a tracking folder and the RTI Process is implemented. To assist in the decision making process, the teacher or Child Study Team will pull all accessible data. Information that might be considered is, but not limited to, historical grades, CRCT Scores, log entries, ClassWorks, attendance record, Accelerated Reader, Accelerated Math, GKIDS,

Animated Literacy, Speech/Language, OT/PT, teacher observation, BASC 2, Vineland, KTEA II, and curriculum based assessments. All indicators are considered to determine the deficit area and needed remediation. When the area of difficulty is determined, interventions and progress monitoring occur. The Child Study Team meets at designated times to consider data and the rate of progress over time. If the skill deficit is not remediated and academic gaps become evident, a Tier 4 representative becomes involved to provide interventions within his/her area of expertise. If remediation attempts continue to prove unsuccessful, a referral to the school psychologist is submitted for consideration of more intensive services. 504 Plans are also provided for students that meet the criteria.

Parent involvement in the remediation process is very important at Heard Elementary School. Parent contact is made at Tier 1 when a child is identified as being at-risk. Phone contact and an invitation to attend meetings are made throughout the process. Teachers meet with parents to explain what they can do to assist with identified areas of difficulty. Heard Elementary School also works with outside agencies to ensure that skills are remediated.

Heard Elementary School has implemented several programs within the classroom at the lower grades to ensure that a solid reading foundation exists.

- Animated Literacy, vocabulary enrichment, and RTI pull-out for Kindergarten have proven to be successful. Remediation is built in to each of these programs and allows for on-going re-teaching and assessment.
- Renaissance Place is used as an assessment tool, remediation component, and progress monitoring piece for all grade levels.
- The STAR assessment is given three times a year to see if students are meeting benchmarks. Student, teacher, grade, and overall school data are used when considering school improvement needs and program changes.
- Counselor lessons provide students, within all grades, the information to enhance social skills, organizational skills, and study/test-taking strategies. Individual counseling sessions target specific needs that may complicate learning.

Heard Elementary School also offers various programs to provide supports for struggling students outside of the regular classroom.

- Braves Time is a 20 minute daily period used to provide both remediation and enrichment to students in the area of Mathematics. All teachers and paraprofessionals work with students during this time. Students are placed in groups based on their performance on the GRASP universal screener and formative assessments given throughout the year.
- A “Homework Help” time is provided between 7:10 and 7:35 each morning. Students can get assistance from certified staff with homework or other academic needs.

Heard Elementary takes a proactive stance on student achievement and identifying those who may need interventions, supports, and services. An administrator meets with the various committees and Better Seeking Teams members to analyze program success and make needed changes. County level administrators analyze school success and provide training and/or programs needed at each school. Student success is viewed as a partnership between the school and home. Dedication is given on a daily basis to ensure success for students.

10. Providing Student Assessment Results to Parents

Parents are provided the results of CRCT scores upon arrival. If the scores arrive in a timely manner, they are mailed home with report cards. If a student in grades three and five do not pass the required sections for moving to the next grade, parents are notified immediately, without waiting for the printed reports. Students in grades three and five who did not meet the state criteria for passing in the required subject area(s) are then given a period of remediation prior to retesting. Re-test results are mailed to the parents during the summer with any appeal option that may be available. Parents are provided assessment results during conferences at all tiers of RTI. Tier IV meetings include the eligibility report and psychological testing by the school psychologist. Parents receive copies of all paperwork at Tier IV.

11. Collection and Disaggregation of Data

Upon receipt of CRCT scores in the spring, the administration begins collection and disaggregation of data to determine the school's position concerning Adequate Yearly Progress. Teachers are provided a copy of scores and Excel spreadsheets of disaggregated data as soon as they are available. Team meetings are held to discuss the data and its implications for instruction. The Georgia Department of Education and the Governor's Office of Accountability disaggregate the data and provide documentation to the system, school, and the public.

12. Validity of Disaggregated Assessment Results

The Georgia Department of Education has contracted with Riverside Publishing to provide the CRCT forms for testing each year. Results are reported for the English/Language Arts, Math, Reading, Science, and Social Studies for grades 3-5. Validity tests are utilized to ensure the test questions are appropriate and include a few survey questions that can be evaluated for future use for the test. Upon arrival all test results are secured by an assistant principal, who also serves as the school test coordinator, until they are distributed to teachers. The school test coordinator provides annual training for teachers on test procedures and security. Teachers are required to sign the test documents in and out each day of the testing. After the testing and make-ups are completed, the test documents are transported to the system testing coordinator for shipping to Riverside Publishing.

13. Public Reporting of Disaggregated Data

- **Annual School Report Card**

The Governor's Office of Student Achievement provides all public schools with a report card annually. This information may be found at the following link: <http://gadoe.org/ayp2010.aspx>

- **Balanced Score Card**

A Balanced Score Card has been developed for Heard Elementary School. It is reflective of the evidence of the goals of the School Improvement Plan, and will allow data to be tracked over time. This information can be accessed at the school web site at: <http://www.heardelementary.org/>.

A summary of the school report card and balanced score card information is provided at a School Council and PTO meeting during the school year by administration.

14. Development of School Wide Plan

The School Wide Title I Plan is reviewed annually by teachers and approved by the School Improvement Team prior to being presented to the School Council for approval. The School Council is made up of parents, community members, teachers, and the school principal.

15. Involvement of Stakeholders in Developing and Approving Plan

The School Wide Title I School Improvement Plan is developed by members of all stakeholder groups of the school. The entire faculty reviews the plan in the spring of each year and gives input to their team leader to bring to the team meetings. The plan is again reviewed in the fall and any needed revisions made.

Team Leaders for the 2011-2012 school year are:

Pre-kindergarten: Tereasa Pate
Kindergarten: Kathy Bell
First Grade: Laurie Shumake
Second Grade: Camille Prichard
Third Grade: Regina Robbins
Fourth Grade: Sherri Phillips

Fifth Grade: JoAnn Turner
Exploratory: Carol Langley
Special Education: Kim Cummings
Non-certified: Sandra Holtzclaw

After all revisions are completed based upon teacher input, the plan is referred to the School Council for approval.

The members of the Heard County Elementary School Council are as follows:

Chairman: T.B.A.	
Vice-chairman: T.B.A.	
Secretary: T.B.A.	
Mr. Lee Eason	Parent Representative
Mrs. Ashley Awbrey	Parent Representative
Mrs. Jennifer Cheeves	Parent/Business Representative
Mr. Sam Cabe	Parent/Business Representative
Mrs. Dana Smith	Teacher Representative
Mrs. Carla Hutchins	Teacher Representative

The approval by the School Council is recorded in the official minutes of the council. The plan is then forwarded to the Mrs. Marianne Cole, Assistant Superintendent for Elementary Curriculum and Instruction for the Heard County School system.

16. Availability of Plan

Copies of this plan are kept on file at the school and the Board of Education Office and are available to the LEA, parents, and the public upon request. The 2011-2012 School Improvement Plan is also available on the school website at the following: www.heardelementary.org.

17. Translation of the Plan into other Languages

The population of the community which serves Heard County Elementary School is composed of mostly English-speaking parents. Inspection of the School Demographic Profile of this plan show that more than 98% of the parents are

English speakers and most of the non-English speakers also speak English as a second language.

18. Provisions of the Plan

The organization of this plan is subject to the school improvement provisions of Section 1114 and 1116 of the No Child Left Behind Act of 2001.