Accountability and School Improvement Plan

2015-2016

for

Otis J. Brock, III Elementary
Savannah-Chatham County Public Schools

Maggie Walker-Zeigler, Principal

Thomas Lockamy, Ed.D. Superintendent of Schools

September 2, 2015
I. Principal’s Message

September 2, 2015

Dear Stakeholders:

I would like to inform you that our school is engaging in an ambitious School Improvement Planning Process during this year which will focus on:

**Vision:** From school to the world: All students prepared for productive futures

**Mission:** To ignite a passion for learning and teaching at high levels

In many ways, our School Accountability Plan will serve as our road map for continued success. Our plan, which is supported by research-based strategies, will focus on the continuous growth of student achievement, ensuring a safe, secure, and disciplined learning environment, and demonstrating that parents, business, and community members are actively engaged in the educational process. Because we value your input and support, you are invited to join us as we work to make Otis J. Brock, III Elementary School better.

Sincerely,

Maggie Walker-Zeigler, Principal
Otis J. Brock, III Elementary
II. Development Plan and Communication Process

Various stakeholders are involved in the school improvement process to ensure that the needs of all students are addressed. The chart below illustrates the diverse group involved with the development of this plan. The plan is reviewed annually and communicated using a variety of formats such as, school website, parent meetings, school newsletters, staff meetings, etc. A comprehensive needs assessment is conducted annually and used to develop the School Data Profile Narrative, which helps paint a total picture of the school’s progress and tells “the story behind the numbers.”

<table>
<thead>
<tr>
<th>Individual/Groups</th>
<th>Title I/Position</th>
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<tbody>
<tr>
<td>Maggie Walker-Zeigler</td>
<td>Principal</td>
</tr>
<tr>
<td>J’Nai Gilbert-Collins</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Alyssa Kerkhoff</td>
<td>Kindergarten Teacher/PLC Representative</td>
</tr>
<tr>
<td>Gina Wade</td>
<td>First Grade/PLC Representative</td>
</tr>
<tr>
<td>Danielle Wallace</td>
<td>Second Grade/PLC Representative</td>
</tr>
<tr>
<td>Laurie Quinter</td>
<td>Third Grade/PLC Representative</td>
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<tr>
<td>Audrey Sharpe</td>
<td>Fourth Grade/PLC Representative</td>
</tr>
<tr>
<td>Beverly Godbee</td>
<td>Fifth Grade/PLC /Title I Teacher</td>
</tr>
<tr>
<td>Natasha Coxon</td>
<td>PE Teacher</td>
</tr>
<tr>
<td>Lakshmi Subramaniam</td>
<td>Title I Program Manager</td>
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<tr>
<td>Rachel Salley</td>
<td>Teacher/School Council Representative</td>
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<tr>
<td>Keith Green</td>
<td>Parent</td>
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<tr>
<td>Yolanda Jenkins</td>
<td>School Council/Parent Representative</td>
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<tr>
<td>Sharon Heidt</td>
<td>Parent Facilitator/Parent</td>
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<tr>
<td>Chiriga Moore</td>
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</tr>
<tr>
<td>Tiffany Stewart</td>
<td>Parent</td>
</tr>
<tr>
<td>Kimberly Jacobs</td>
<td>Gifted Lead Teacher/Data Coordinator</td>
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### III. Needs Assessment Data Sources

<table>
<thead>
<tr>
<th>Continuous Growth of Student Academic Achievement</th>
<th>Safe, Secure &amp; Disciplined Learning Environment</th>
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</thead>
<tbody>
<tr>
<td>X School Demographics (gender, race, poverty rate, etc.)</td>
<td>□ Incidents of Physical Violence</td>
</tr>
<tr>
<td>□ SWD Data</td>
<td>□ Incidents of Possession of Firearms in School</td>
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<tr>
<td>□ ITBS Data</td>
<td>□ Incidents of Possession of Weapons Other than Firearms in School</td>
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<tr>
<td>□ 3rd grade Writing Assessment</td>
<td>□ Incidents of Possession of Drugs/Alcohol on Campus</td>
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<tr>
<td>□ 5th Grade Writing Assessment</td>
<td>□ Hearing Office Data</td>
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<tr>
<td>□ 8th Grade Writing Assessment</td>
<td>X Incidents of Out-of-School Suspensions</td>
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<tr>
<td>□ CRCT Data</td>
<td>□ Incidents of In-School Suspensions</td>
</tr>
<tr>
<td>X SRI Data</td>
<td>□ Incidents of Expulsions</td>
</tr>
<tr>
<td>X MAP Data</td>
<td>□ Incidents of permanent Expulsion</td>
</tr>
<tr>
<td>X Dibels Data</td>
<td>□ Advanced Placement Exam Enrollment and Results</td>
</tr>
<tr>
<td>□ GKAP-R</td>
<td>□ X HiQ Percentage</td>
</tr>
<tr>
<td>□ GHSWT – First Time Pass Rate</td>
<td>□ X Percent Staffed by Certified Teachers</td>
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<tr>
<td>□ EOCT Data (3-years)</td>
<td>□ Professional Development Hours and Involvement Related to Academic Achievement</td>
</tr>
<tr>
<td>□ X Teacher Survey</td>
<td>□ X Teacher Survey</td>
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<td>□ Student Survey</td>
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<td>□ SACS/CASI</td>
<td>□ X CCRPI Data</td>
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<td>□ Quarterly Assessment Data</td>
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<td>□ Disproportional Data</td>
<td>□ X PowerSchool Database Data</td>
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<td>Gifted Programs Data</td>
<td>Accountability and Assessment website</td>
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<td>SAT Participation and Results</td>
<td>Grade Distribution Report</td>
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<td>ACT Participation and Results</td>
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<td>PSAT Participation and Results</td>
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<td>IB Programs Data</td>
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<td>Post Secondary Enrollment Report</td>
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<td>Dual Enrollment Class Results and Enrollment</td>
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<td>X Promotion/Retention Data</td>
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<td>Governor’s Honors Program</td>
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<td>X Attendance Data for Students and Staff</td>
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<td>Cohort Graduation Rate (3-Years)</td>
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IV. Tier 2 Indicator

Focus Area (#1): Continuous Growth of Student Academic Achievement
Based on the data from the comprehensive needs assessment, we prioritized the areas of focus and formulated the corresponding Tier 2 indicators/goals and developed strategies with an emphasis on academic achievement. These goals are directly aligned to the District Accountability System (DAS).

GOAL 1. Brock Elementary School will increase the average Measures of Academic Progress (MAP) scores in Grade 2 from 184.2 to 188 and in grade 4 from 201.3 to 205 as measured by the Spring 2016 MAP assessment.
Rationale: MAP is a formative assessment that will allow instructional adjustments to be made throughout the year.

GOAL 2. Brock Elementary School will increase the percentage of students in second and fourth grade scoring Basic or above on the Scholastic Reading Inventory (SRI) in grade 2 from 41% to 50% and in grade 4 from 40% to 50% as measured by the Spring 2016 SRI assessment. The benchmark set by the District is L345 in second grade and 645L in fourth. Rationale: SRI is a formative assessment that will allow instructional adjustments to be made throughout the year.

GOAL 3. Brock Elementary School will raise its College and Career Ready Performance Index (CCRPI) score from 49.1 to 60 as measured by 2016 CCRPI score.
Rationale: CCRPI scores are computed when analyzing student achievement and achievement gaps for subgroups. Raising this score will indicate a greater percentage of students demonstrating proficient academic skills.

GOAL 4. Brock Elementary School will increase the percentage of kindergarten and first grade students meeting grade level benchmark between Middle of the Year (MOY) and End of Year (EOY) benchmark from 40 to 50.
During the 2014 school year, the % of students meeting benchmark on DIBELS Reading for Kindergarten and First Grade was greater at the MOY (Middle of the Year) benchmark than at the EOY (End of the Year) Benchmark. The implication of this is that we had students who were meeting benchmark in kindergarten and first grade in January but who did not meet benchmark at the end of the year.

Focus Area (#2): Safe, Secure, and Disciplined Learning Environment

GOAL 1. Brock Elementary School’s Emergency Response Team will adhere to its Emergency Response Plan, including the conducting of fire drills, emergency drills, and severe weather drills as documented in its Emergency Response binder.
Rationale: Student safety is of the utmost importance. Drills will be conducted to ensure staff and students are familiar with policies and procedures.
| GOAL 2.   | Brock Elementary will continue to implement its PBIS plan to decrease school-wide discipline referrals from 80 incidents requiring Out of School Suspension to 70 incidents during the 2015-2016 school year.  
Rationale: PBIS rewards students for positive behavioral choices. This goal provides concrete data to determine the effectiveness of the program and its implementation. |

Focus Area (#3): **Community Engagement**

| GOAL 1.   | Brock Elementary School will conduct 6 school-wide activities and/or workshops for parents by the conclusion of the 2015-2016 school year.  
Rationale: Parent involvement is a key element to student success. By providing multiple opportunities for parent participation in the school, we will see increased academic outcomes. |

Focus Area (#4): **Fiscal Responsibility**

| GOAL 1.   | Brock Elementary School will involve staff, parents, and community members in the allocation and implementation of its budget as documented by Budget Meeting Minutes.  
Rationale: The school is an extension of the community and all stakeholders are valued. Input from all stakeholders will be valued when determining the budgetary priorities of the school. |
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<td>Schoolwide Reform Strategies</td>
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<td>Instruction by Highly Qualified Staff</td>
<td>19</td>
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<tr>
<td>Ongoing Professional Development</td>
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<td>Strategies to attract HiQ teachers</td>
<td>21</td>
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<tr>
<td>Strategies to increase parental involvement</td>
<td>21</td>
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<td>School Transitioning</td>
<td>21</td>
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<tr>
<td>Include Teachers in Decision Making</td>
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<td>Assistance for Students who Experience Difficulty</td>
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<tr>
<td>Coordinate and Integrate Programs</td>
<td>24</td>
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<td>Student Assessment Results Collection and Interpretation</td>
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<td>Collection and Disaggregation of Data</td>
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<td>Valid and Reliable Data</td>
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<td>Public Reporting of Data</td>
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<td>Plan Developed in One Year</td>
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<td>Plan used Community Input</td>
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<td>Plan Translated where Feasible</td>
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<td>Plan is Subject to School Improvement</td>
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<tr>
<td>Comments</td>
<td>28</td>
</tr>
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V. TITLE I SCHOOLWIDE PLAN COMPONENTS
Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Otis J. Brock, III Elementary</th>
<th>District Name: Savannah-Chatham</th>
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<tr>
<td>Principal Name:</td>
<td>Maggie Walker-Zeigler</td>
<td>School Year: 2015-2016</td>
</tr>
<tr>
<td>School Mailing Address:</td>
<td>1804 Stratford Street   Savannah, GA 31415</td>
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<tr>
<td>Telephone:</td>
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**ESEA WAIVER ACCOUNTABILITY STATUS**

(Check all boxes that apply and provide additional information if requested.)

- Priority School [ ]
- Focus School [ ]
- X Opportunity School

<table>
<thead>
<tr>
<th>Principal’s Signature:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Title I Program Manager’s Signature:</td>
<td>Date:</td>
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</table>

Revision Date: 9/2/15

**SWP Template Instructions**

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.

- Please add your planning committee members on the next page.

- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).

- Please submit your School Improvement Plan as an addendum after the header page in this document.
1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Response:
Otis J. Brock, III Elementary School is committed to providing the best educational opportunities to students through collaboration of parents, teachers, staff members and community members. Of the 621 students enrolled in grade K-5, 593 are African American, 5 are Hispanic, 1 is Multi-Racial and 5 are White. 93.32% of this student population qualify for free or reduced lunch. Based on 2014-2015 CCRPI data, significant performance gaps exist in the subgroups of Black, and Economically Disadvantaged students. This data indicates that since the student population is predominantly Black and Economically Disadvantaged, the subgroups to be targeted in order to improve academic outcomes must be achieved through school-wide initiatives.

We have taken into account the needs of migrant children, however, at this time we has no migratory students enrolled, but should any of those students enroll we will follow federal guidelines to make sure that those students as well as parents are informed with all pertinent information in a language they understand. A copy of the Occupational Survey is in all school registration packets.

The following procedures have been put into place should migrant students enroll:

Eligibility for Migrant Services
- All Occupational Surveys returned with indicators checked are sent to the school district’s Homeless Liaison
- The Homeless Liaison then forwards surveys to the Regional Migrant Office
- The Regional Migrant Office determines eligible services and notifies the district’s Liaison
- The district’s Liaison then works with the school to ensure that families receive services for which they are eligible.

The Criterion Referenced Competency Test provided us with valuable data until the 2013-2014 school year. However, during the 2014-2015 school year the state switched over to the Georgia Milestones Assessment System (GMAS) for which the results are not yet available. As we acquire access to the data, we will update our plan to reflect the results.

The Georgia Milestones is a comprehensive assessment system that is aligned to the Georgia Standards of Excellence. This assessment requires more from students than previous assessments in order to better prepare students for college and career and to provide a more realistic picture of academic progress. The Georgia Milestones is both criterion-referenced and norm-referenced.

The Dynamic Indicatory of Basic Early Literacy Skills (DIBELS) is a set of assessments used for universal screening and progress monitoring in grades K-6. (We are currently using them for grade K-1).
### DIBELS Results 2012-2014

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<td>49</td>
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<td>48</td>
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<td>18</td>
<td>13</td>
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<td>17</td>
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<td>Well Below Benchmark</td>
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<td>31</td>
<td>38</td>
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<td>32</td>
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<td>19</td>
<td>31</td>
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</table>

Based on the chart above, the number of Kindergarten students did not meet Benchmark at the end of the year as they did at the beginning. There was a steady increase noted in first grade students’ scores.

The **Scholastic Reading Inventory** (SRI) is a computer based, reading assessment that is administered to all second through fifth students in our school district. It reports students reading levels as a Lexile score. Lexile scores are used to determine a child’s reading level and are monitored to determine a student’s reading comprehension level. As a school, we use this data to track student reading progress and to identify areas of deficit.

We will continue to monitor student progress and provide small group instruction. We will also have professional development for our teachers on Differentiated Instruction.

FLEX block utilized data to group students in targeted areas. There was growth in the two areas of concern; vocabulary and comprehension. There was also inadequate growth in third grade. The average scores for incoming 2nd graders was Beginning Reader (BR). This will cause several years of attempting to catch up Vocabulary and Comprehension.

### SRI Results 2012-2014

<table>
<thead>
<tr>
<th>2nd grade</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>38</td>
<td>39</td>
<td>6</td>
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<tr>
<td>Proficient</td>
<td>19</td>
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<td>22</td>
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<tr>
<td>Basic</td>
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<tr>
<td>Below Basic</td>
<td>28</td>
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### 4th Grade

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<tr>
<th>4th Grade</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
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<td>Advanced</td>
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<td>Proficient</td>
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<td>22</td>
<td>8</td>
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<tr>
<td>Basic</td>
<td>8</td>
<td>1</td>
<td>43</td>
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<tr>
<td>Below Basic</td>
<td>38</td>
<td>44</td>
<td>40</td>
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</table>
According to our SRI data the students have made a decline in the area of reading. Reviewing the chart above, it is evident that the number of 2nd grade students scoring Below Basic increased as the number of Advanced students decreased over the timespan. In fourth grade, there was a significant amount of students that scored Basic and Below Basic.

The Measure of Academic Progress (MAP) is a computer based test that presents students with engaging, age-appropriate math content. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty. The result is a rewarding experience for the student, and a wealth of detailed information for teachers, parents and administrators.

<table>
<thead>
<tr>
<th>2nd grade MAP Results (on grade level)</th>
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<tbody>
<tr>
<td></td>
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<td>2012-2013</td>
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<table>
<thead>
<tr>
<th>4th grade MAP Results (on grade level)</th>
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<tr>
<td></td>
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<tr>
<td>2012-2013</td>
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</table>

Based on the chart above, we can determine that 2nd grade students’ scores continued to decline whereas; fourth grade saw a steady increase.

College and Career Readiness Performance Index:
As a key component of Georgia’s waiver from No Child Left Behind, the College and Career Ready Performance Index is part of a revised accountability system that replaces the Adequate Yearly Progress (AYP) designations of the past. The CCRPI results represent an index score that is designed to provide an indicator of college and career readiness based on a comprehensive set of student achievement and growth measures.

All data reflected in the following report are derived from the official CCRPI reports provided by the Georgia Department of Education (GADOE). All 2012 CCRPI data reflect the scores that were recalculated by GADOE in order to align with significant changes to the calculation formulas that occurred in 2013.

CCRPI Overall score:
2012 50.4
2013 56.9
2014 49.1

Three Year Change – 10.0

<table>
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<th>Academic Achievement (60 max)</th>
<th>Progress (25 max)</th>
<th>Achievement Gap (15 max)</th>
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<tr>
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<td>2012</td>
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<td>32.1</td>
<td>34.5</td>
<td>31.7</td>
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<td>12.8</td>
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<td>4.0</td>
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Challenge Points (10 max)

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<tr>
<th>Subgroup Performance</th>
<th>Exceeding the Bar</th>
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<tbody>
<tr>
<td>2012</td>
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<td>1.5</td>
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</table>

As the data indicates, there was a decline in the academic achievement points between 2013 and 2014. The progress points did go up but minimally. The achievement gap points saw an increase between 2012 and 2013 but declined in 2014. No points were earned in subgroup performance and minimal points were earned in exceeding the bar in 2012 and 2013 and none in
Research has proven that there is a high correlation between school attendance and academic performance and success, while absence from school is often the greatest single cause of poor performance and achievement. Students with regular attendance are more likely to read well by third grade and score higher on tests. They also tend to be more engaged in school and feel better about themselves. There was a slight decrease in the amount of students being absent for 6-15 days in a given school year.

<table>
<thead>
<tr>
<th>Attendance Data (Includes All Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>2011-2012</td>
</tr>
<tr>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Absences (6-15 days)</td>
</tr>
<tr>
<td>81</td>
</tr>
<tr>
<td>70</td>
</tr>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

**Discipline**

The district objective is to reduce the number of infractions that give rise to referrals for In School Suspension (ISS), Out of School Suspension (OSS), and expulsion from the baseline for school year 2012-2013 of 14,147 to less than or equal to 11,500 by SY 2016-17. Students who are long-term suspended or expelled may be placed in an alternative program.

<table>
<thead>
<tr>
<th>Referrals, Incident Count and Percentage Which Led to ISS*/OSS/Expulsion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>18 students, 0.3%</td>
</tr>
</tbody>
</table>

As the data reveals, the 2014-2015 school year saw an increase in discipline referrals. Even though the percentage appears to be a small number, discipline referrals takes away from valuable instructional time and hinders the student from learning.

**Climate Survey**

Climate survey data was represented in 2 different ways. In reviewing the Climate Survey data that was available, Brock Elementary was rated highly by all stakeholders.

**About the School Climate Star Rating**

The Georgia Department of Education (GADOE) implemented the School Climate Star Rating System as an extension to the annual CCRPI report, beginning with SY 2013-14. The School Climate Star Rating includes school-level data within four climate domains: (1) School Climate Surveys (2) Student Discipline (3) Safe and Substance-Free Learning Environment and (4) School Wide Attendance.

<table>
<thead>
<tr>
<th>Brock’s Climate Star Rating 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate Star Rating</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

The maximum rating that a school can receive is a 5. As the data reveals, Brock is slightly above average with its perception of school climate as reported by the surveys. However, there is still work to do to improve the rating of the school.

**Impact Status**

Locally, we have been declared an Impact School in our district. This means that we have been flagged as possibly being taken over by the state. We must demonstrate school improvement by increasing our scores on all local and state assessments. This will show that student achievement has increased and we will be removed from the list.
Root Cause Analysis:
- Student vocabulary deficits
- Students entering significantly below state required proficiencies
- Students have many gaps in fundamental foundation skills in reading and math
- Students has a high number of behavioral incidents

Strengths:
- Monitoring and re-evaluating student data weekly
- Analyzing school-wide data monthly
- Utilizing Positive Behavioral Interventions and Supports (PBIS)
- Incorporating FLEX block of targeted academic instruction
- Providing In-School Tutorial and 21st Century
- Opening Parent Center
- Hiring Parent Facilitator
- Implementing Academic Parent Teacher Teams (APTT)

Weaknesses:
- See Root Cause Analysis

Next Steps:
- Teachers will receive Thinking Maps training and materials
- School Improvement Specialist on-site
- Behavior Intervention Specialist on-site
- Dedicated FLEX block for all grade levels

2. School-wide reform strategies that:

Response:
Brock Elementary School will utilize multiple operational and instructional school-wide reform strategies that will provide the best opportunities for student growth.

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

Response:
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 through on-going monitoring of student performance, as well as continuing a mandatory school wide time for intervention in our master schedule all year long (FLEX Time). Forty-five minutes of tutorial and enrichment time is included in the schedule for all grade-levels on a daily basis. The groups are consistently
evaluated by the intervention teachers to allow for flexible grouping. The School Improvement Specialist and administrators will closely monitor student data and meet monthly with grade chairs to discuss each student’s progress and intervention strategies.

Students who do not pass state tests or are otherwise identified as not performing on grade level are considered for recommendation to receive services through the Early Intervention Program (EIP). The purpose of EIP is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time.

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

**Response:**
Following are examples of scientifically based research supporting our effective methods and instructional practices and strategies. Differentiation means tailoring instruction to meet individual needs. According to Dr. Carol Ann Tomlinson, whether teachers differentiate content, process, products, or the learning environment, the use of on-going assessment and flexible groupings makes this a successful approach to instruction. Dr. Tomlinson has done extensive research on differentiation of instruction. In her article Differentiation of Instruction in the Elementary Grades (Eric Digest, August, 2000), Dr. Tomlinson describes differentiating instruction, discusses what makes it successful, and suggests how teachers can start implementing it. Administrators will continue to assist and monitor teachers with using differentiation to meet the needs of all students.

Brock Elementary will partake in the APTT initiative to better use our time with parents. In place of traditional parent-teacher conferences, there are three 75-minute classroom team meetings and one 30-minute individual parent-teacher conference each year. This will allow teachers to demonstrate to parents the learning process in each grade level. APTT addresses three major constructs that are central to parental involvement: (a) parents’ role construction of their beliefs about what they were supposed to do with respect to children’s education, (b) parents’ sense of efficacy for helping their children to succeed in school, and (c) parents’ perception of invitations, demands, and opportunities for involvement (Hoover, Dempsey & Sandler, 1997).

Another successful research based strategy in use at Brock is Thinking Maps. Thinking Maps are consistent visual patterns linked directly to eight specific thought processes. These patterns help all students reach higher levels of critical and creative thinking which are essential components of 21st Century education. Because Thinking Maps allow students to express their thoughts and ideas non-linguistically, instructors actually see the graphic representation of a student’s thought process (Holzman, 2004). Thinking Maps will further reinforce instruction and assessing student learning while providing a visual cue.

The 21st Century Community Learning Centers (21st CCLC) initiative is the only federal funding source dedicated exclusively to afterschool programs. The No Child Left Behind Act
reauthorized 21st CCLC in 2002, transferring the administration of the grants from the U.S. Department of Education to the state education agencies. The 21stCCLC program will provide students in grades 2-5 the opportunity to extend their learning day in core curriculum as well as provide them the opportunity to experience enrichment activities such as dance, poetry, art, music, and many others that they may not otherwise have the opportunity to experience. Additionally, the students are provided with a hot meal at the start of the after-school program and are transported home at the end of the program.

The mission of the school counseling staff is to provide all students with data driven, comprehensive developmental school counseling programs that support college/career readiness, and development of character and self-awareness needed for a productive future. The school counselor implements a comprehensive ASCA (American School Counseling Association) model counseling program. ASCA model counseling programs devotes 80% of the counselor services to direct/indirect service to students that include classroom guidance, individual counseling, group counseling, crisis response, consulting with staff, providing referrals, and collaborating with agencies. SRA diagnostic assessments will be utilized as well as A Plus common Assessments. Elements of the Standards Based Classroom will be integrated into all classrooms. Lesson plans will be monitored by administrators and will include standards taught for each lesson. Standards and essential questions are posted in the classroom for students to see. Students should have a clear understanding of what they should know and be able to do. Content-specific vocabulary is posted and explicitly taught. Quality work is displayed so that students see what type of work is needed to not only meet the standard but to exceed it. Rubrics will be developed, often with student input, so that students know what is needed to meet the standard. Students are given specific, timely feedback on the quality of their work to help them understand what is needed to improve their work. Students are engaged in the learning and students are working in collaborative pairs or small groups. Instruction is differentiated by content, process, and product. Teachers work together to develop and use formative assessments across the grade level or content area. The results of these assessments are used to re-teach. Teachers use pacing charts to ensure the students have the opportunity to learn what is needed before state testing begins. Teachers meet in Professional Learning Communities to work as a team to plan instruction, identify teaching strategies, look at student work, and develop rubrics and assessments.

We will address the quality of learning time through addressing areas of need and the rigor of instruction and assessment. Teachers will be monitored for their consistent use of the concrete to pictorial to abstract method to build deep mathematical understanding. We will increase the amount and quality of learning time by providing instructional support beyond the regular classroom environment. Intervention is included in the master schedule to provide all students who need additional assistance an opportunity to receive tutoring in a small group setting from their teacher or support staff members, while students who have mastered the standards are provided with enrichment opportunities. The master schedule also was created to ensure that all teachers had ample time to teach all subjects. Teachers will be provided with a daily collaboration planning period as well as an extended planning period once each month to help them develop common rigorous lessons and assessments.

Classroom Instruction that Works (Marzano et al. 2001) will be implemented. Teachers use the nine strategies featured in the book to facilitate instruction: generating and testing hypotheses, questions, cues, advance organizers, cooperative learning, summarizing and note taking, reinforcing and providing recognition, setting objectives and feedback, non-linguistic representation. Teachers must indicate on their lesson plans which of these strategies they are
Research shows that increased use of nonfiction reading and writing has a 50 percentile point increase on student achievement. Teachers must use content area writing Type I or II at least twice a week in the classroom. Further, the entire school participates in Writing Wednesday. All grade levels submit content specific prompts and students develop essays accordingly. Writing Across the Curriculum (WAC) is discipline-based instruction in reading and writing that enhances student achievement in all subjects (NCTE 2011). Data show that writing across the curriculum is essential to learning. Without strategies and opportunities to write thoughtfully, students have difficulty mastering concepts. These literacy practices are firmly linked with both thinking and learning. Students who can read with clear comprehension and write effectively about a given subject matter will learn the material much more thoroughly than those who do not (NCTE 2011). Student achievement will take place when students “develop and strengthen writing as needed by planning, revising, editing, and rewriting. Writing Across the Curriculum will drive instruction, which is a focus of the new GMAS assessment. By utilizing these strategies, teachers are increasing instructional time for all students to “produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Monthly school-wide mock writing assessments will serve as diagnostic, formative, and summative assessments. All teachers will be trained in this process by the district Reading/Writing coach. Summarizing and Note-Taking strategies will also be incorporated into WAC which is a part of Marzano’s Nine Strategies to help students comprehend tests, passages and stories by outlining key facts and determining important information. Setting Objectives and Providing Feedback establishes a purpose for learning.

In order to address the needs of all children in the school, particularly low-achieving children and those at risk of not meeting the state student achievement standards, teachers will provide morning school tutorials will be held by teachers and 21st Century Learning Communities will sponsor a program on-site. During the summer we will provide remediation classes for students that did not meet district promotion requirements. Brock Elementary will also seek to involve students in district sponsored summer programs to the greatest extent possible.

Instruction will be provided in various ways to meet the needs of students. Title I funds will be used to enhance the core academic program of Brock Elementary. The majority of our funds are reserved for staff to reduce class size. It is noted that smaller class sizes can increase student academic achievement. Currently, we have four teachers and two paraprofessionals as Title I staff. Class size reduction grade levels at Brock Elem were determined on 2014-2015 academic trend data to address to low academic achievement based on, SRI, and MAP. Teachers are provided with prescriptive PLCs based on walkthrough and student achievement data that correlate with key identified target areas concerning our most at-risk learner populations. Specific emphasis has been placed on effective differentiated instructional practices as well as questioning techniques that promote higher-order thinking skills. A reduction in class size will allow for teachers to deliver instruction tailored to students needs though meaningful formative assessments completed on a daily/weekly basis to ensure students learning targets are being met. A study of the research revealed more instructional options for teachers might explain the benefits of small classes. Teachers may teach differently or certain instructional strategies may work better in small classes. For example, more work done in small groups might be possible. (Ehrenberg, Brewer, Gamoran, & Willems, 2011) Additionally, teachers with small classes give more individual attention to students.
- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
  - counseling, pupil services, and mentoring services;
  - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
  - the integration of vocational and technical education programs; and

Response:

The school counselor implements a comprehensive ASCA (American School Counseling Association) model counseling program. ASCA model counseling programs devotes 80% of the counselor services to direct/indirect service to students that include classroom guidance, individual counseling, group counseling, crisis response, consulting with staff, providing referrals, and collaborating with agencies. The remaining 20% of the counselor services are program planning and school support services that include planning and evaluating the school counseling program and school support activities. The school counselor completes the lessons for career pathways for the CCRPI index. 1st-3rd grade are introduced to three career clusters and 4th-5th grade are introduced to four career clusters. Finally, 5th grade must complete a career portfolio by the end of the year. The goal of the career lessons are to expose students to a wide variety of employment options so that it will help shape their middle school and high school specialty program interest, make a school to real world connection, and increase the relevance of school.

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

Response: To address how Brock Elementary will determine if the needs of the students have been met, the Leadership team will monitor the progress of our SWD students, EIP students and other students that fall to achieve at the desired levels on all forms of assessment by consistently reviewing the data from SRI, MAP, DIBELS, mCLASS, A Plus Common Assessment, SRA, Counseling data as well as the progress of School Improvement Plan. The Leadership team will consistently monitor student progress through data, so that an Instructional Focus can be developed, as well as mini-lessons, mini assessments, and flexible groupings. Data is monitored throughout the year as prescribed by our district accountably system.

3. Instruction by highly qualified professional staff

Response: We will provide quality instruction by highly qualified teachers who meet the standards established by the state of Georgia. All staff members at Brock Elementary, both certified staff and paraprofessionals satisfy the highly qualified teacher standard. Of the 40 certified personal, 15 teachers have bachelor degrees, 25 teachers with a master degree, and 5 teachers have a specialist degree.

Highly Qualified Percentage: 100% of teachers at our school are Highly Qualified
100% of Para Professionals at our school are Highly Qualified
Teachers at our school and their Qualification

<table>
<thead>
<tr>
<th>Degrees</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>15</td>
<td>33%</td>
</tr>
<tr>
<td>Masters</td>
<td>25</td>
<td>55%</td>
</tr>
<tr>
<td>Specialist</td>
<td>5</td>
<td>12%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Teachers at our School and Years of Experience

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>3 Years and Under</th>
<th>4 to 10 Years</th>
<th>11 Years or over</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>15</td>
<td>16</td>
</tr>
</tbody>
</table>

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

Response:

Brock Elementary conforms to the Savannah-Chatham County Public Schools and State of Georgia requirements to hire only certified teachers with valid teaching certificates in their field of study. Faculty and staff members undergo an interview with a team of administrators and appropriate faculty and staff.

All teachers and paraprofessionals participate in on-going professional development to maintain their certification and keep current with research-based educational trends. Brock Elementary retains highly qualified teachers by providing mentors for teachers with three years of experience or less. All teachers will participate in job-embedded professional learning that will take place through PLCs, collaborative planning blocks, peer observations, instructional coaches, vertical team meetings, and workshops. The Literacy Coach will meet with teachers during their PLC once per month to discuss small-group instruction and the needs specific to each grade level. Our Literacy Coach will also observe classrooms throughout the month and provide teachers and administrators with productive feedback. The Math Coach will also meet monthly with teachers to discuss performance tasks, plan rigorous lessons and grade level needs.

Mentors meet with new teachers weekly during grade level meetings to plan for standards based instruction. Assistance is also provided by the administrative team, instructional coaches and model classroom teachers at various grade levels. New teachers are assigned mentor teachers and participate in a district wide new teacher mentoring program, THRIVE, designed to meet the needs of new teachers. Professional learning opportunities are also available to prepare teachers for ever changing educational issues.
Locally, we have been declared an Impact School in our district. Because of this, an additional five Professional Development Saturdays have been approved and placed on our school’s calendar for classroom teachers in an effort to help improve instructional practices in the classroom.

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

**Response:**
We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Teachers are monitored based on degree level, years of experience and highly qualified status by the human resources department to ensure that all students are equitably served by teachers with comparable levels of experience and qualifications. All of the staff at Brock Elementary School is Highly qualified. Currently, there are no certification deficiencies to be addressed.

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

**Response:**
In an effort to strengthen student academic achievement by increasing family involvement, we have involved our parents in decisions regarding how the 1% reserved fund will be used for parental involvement; we have involved parents in the planning, review, and improvement of the school-wide program plan by soliciting their input in the planning and goal setting process, providing updated data on student achievement, and training parents about available resources and appropriate intervention strategies.

We have developed a Parent Involvement Policy (Appendix 1) that includes strategies to increase parent involvement: parent meetings, parent trainings, parent goal setting sessions, parent volunteer opportunities. Our Parent Involvement Policy was developed with input from teacher, parents and community members. School-Parent compacts which are intended to build a strong partnership between home and school have been developed with input from teacher, parents, students and teachers (Appendix 2).

Parent verbal and written communication and opinions are highly valued and collected when possible at meetings, during conversations and through surveys.

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

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

To prepare rising Pre-Kindergarten students for the transition to a full school day, Otis J. Brock III Elementary School provides an orientation for the students and their parents in the early spring. These orientations outline the expectations of the parents and students, and then allow time for visiting a Pre-K classroom and taking a tour of the school. Time is also provided for the teacher to assist the parent and child if there are questions. Brock will also reach out to neighborhood (private/community) child care facilities to invite parents to attend relevant parent
involvement informational opportunities. Pre-K students who are transitioning to kindergarten have the opportunity to visit in a kindergarten classroom and participate in kindergarten activities. Parents are presented an overview of Kindergarten and taken on a tour of the school, if they were not at Otis J. Brock III Elementary School the previous year. This allows both parents and students the opportunity to become familiar with the school and staff.

The transitioning of 5th grade students to middle school involves a field trip to Mercer Middle School where the principal from the middle school, along with several teachers talk with the students about middle school expectations and some activities and courses middle school offers. Those 5th grade students whom are surpassing grade level expectations are given 6th grade work to better prepare them for the transition. Students will be held more responsible and accountable for all their work during the school year. Messages and announcements are sent home with students, electronic call-outs will be made to parents, notices placed on the school’s websites, Title I literature flyers and Parent News Board are displayed in Parent Resource Room, and notices are posted on the marquee and in the school building in a timely manner.

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

Response:
We recognize the importance of teacher input and expertise in the areas of student achievement. The Data Team meets monthly to monitor students’ progress on benchmark assessments.

State and local policy mandates the administration of the following assessments:

- Georgia Kindergarten Assessment Program (GKIDS)
- Georgia Milestones Assessment System (GMAS)
- SRI Benchmark assessments in reading for second and fourth grade
- MAP Benchmark assessments in math for second and fourth grade
- Weekly Grades
- Mid-quarter Academic Status Reports
- Early Intervention Checklist
- A Plus Common Assessment (Pre and Post)

Student RTI state mandated plans are developed for students who are experiencing difficulties. The Student RTI Process provides collaboration among the teacher, student, counselor, administrator, parent, and other pertinent staff members to assess problems and areas of weakness (academic and/or behavioral) and develop strategies to assist students experiencing difficulties. Staff members receive Student Data Management Systems information to assist in identification of areas of strengths and weaknesses. Staff will receive in-service in the interpretation and use of test scores in an effort to continue improvement in the instructional program and student performance.

Teachers participate in data analysis with their grade levels to pinpoint the areas of greatest need and to create strategies and interventions to address the areas of greatest need. In faculty meetings, professional learning is ongoing during the year. The teachers have common planning in efforts to plan together and identify small groups based on observation and formative assessments. School leadership teams meet on a regular basis in order to discuss strategies to improve areas of concern and strategies pertaining to school improvement.
Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**Response:**
Activities are provided to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Measures are taken to ensure the students’ difficulties are identified on a timely basis to provide sufficient information on which to base effective assistance. A variety of methods of assessment, both formal and informal, will be utilized. In addition, teachers are required to maintain Data notebooks. These books provide information that can be accessed easily for parent conferences and/or RTI meetings as well as for teachers to use to guide instructions. These Data notebooks are designed to give teachers or any stakeholder a clear picture of a student’s performance during the school year. The Data notebook consists of, but is not limited to, an overview of a child data/learning sheet, par assessment sheets, child profile sheets, DIBELS, and MClass SRI, MAP, report card grades, GMAS, and A Plus Common Assessments. The methods include:
- Teacher observation
- Student performance
- SRI and MAP assessment given at the beginning, mid-year and at the end.
- Teacher made assessments and standardized methods

Activities include:
- Classroom accommodations like differentiated instruction and small group interventions.
- Additional one-on-one or small group instruction by Early Intervention Program (EIP) teachers or SPED teachers to provide support. Modified assignments or differentiated instruction
- English for Second Language Learners Program (ESOL) will provide small group intervention to address student’s needs.
- Peer tutoring
- Once students have been identified as experiencing difficulties mastering standards, a response to intervention plan is developed and alternative strategies are implemented to assist with achieving success
- In-school tutorial occurs during the school day. Students will receive intense targeted instruction 2-3 days per week from retired educators.
- Summer School is targeted for students in grades 3-5 that did not reach benchmark on SRI or MAP. It lasts 4 hours a day for 6 weeks.
- 21st Century after school tutorial program provides opportunities for tutorial services to help students who attend selected schools to meet state and local performance standards in core academic subjects as well as recreation and personal development.
- Academic progress communications sent home via progress reports, report cards, newsletters, communication folders

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

**Response:**
All Federal and State programs and funds are used to support Brock Elementary School’s instructional programs to most effectively meet the needs of our students.
Additionally, local funds and several grants help support programs within our school. Following is our listing of Federal, State, and local services and programs:

<table>
<thead>
<tr>
<th>Programs/Services</th>
<th>School Year 2014 - 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, Part A: Improving Basic Programs</td>
<td>Teachers and paraprofessionals that provide additional support and reduce the pupil/teacher ratio:</td>
</tr>
<tr>
<td>Operated by Local Education Agencies Targeted Assistance Program</td>
<td>Parent Involvement Facilitator.</td>
</tr>
<tr>
<td></td>
<td>Kindergarten teacher used to decrease class size</td>
</tr>
<tr>
<td></td>
<td>2nd grade floating teacher that provides additional small group instruction in Reading and Math.</td>
</tr>
<tr>
<td></td>
<td>Third grade teacher to decrease class size</td>
</tr>
<tr>
<td></td>
<td>5th grade teacher used to decrease class size.</td>
</tr>
<tr>
<td></td>
<td>A paraprofessional dedicated to the Math Lab along with grade level teachers.</td>
</tr>
<tr>
<td></td>
<td>A paraprofessional dedicated to 5th grade.</td>
</tr>
<tr>
<td></td>
<td>Title I funds will be utilized to purchase items which will assist students in mastering Georgia Standards of Excellence.</td>
</tr>
<tr>
<td></td>
<td>1. Thinking Maps</td>
</tr>
<tr>
<td></td>
<td>2. SRA Comprehension</td>
</tr>
<tr>
<td></td>
<td>3. Computers/Technology</td>
</tr>
<tr>
<td>Title II A: Teacher and principal Training and Recruiting Fund</td>
<td>Professional Development Courses as needed by individual or groups of teachers</td>
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<tr>
<td></td>
<td>Substitutes during such activities</td>
</tr>
<tr>
<td></td>
<td>Stipends for teachers to attend PDs</td>
</tr>
<tr>
<td>Title V, part B: 21st Century Learning Communities</td>
<td>Morning school tutorial for both remediation and enrichment</td>
</tr>
<tr>
<td></td>
<td>Educational, Psychological, and Social Development of all students</td>
</tr>
<tr>
<td>Carl Perkins</td>
<td>N/A</td>
</tr>
<tr>
<td>CHANCE (Small Learning Communities)</td>
<td>N/A</td>
</tr>
<tr>
<td>ESPLOST</td>
<td>Technology upgrades</td>
</tr>
<tr>
<td></td>
<td>New Building</td>
</tr>
<tr>
<td>State Funds</td>
<td>REP—for Math and Reading remediation</td>
</tr>
<tr>
<td></td>
<td>Gifted and Talented Education Teachers</td>
</tr>
<tr>
<td></td>
<td>Media Center books and technology</td>
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<td></td>
<td>Instructional supplies</td>
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<tr>
<td></td>
<td>After school and Saturday School tutoring</td>
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<tr>
<td></td>
<td>Special Education teachers and paraprofessionals</td>
</tr>
<tr>
<td>Local Funds 349/and or 322</td>
<td>Local Salary Supplements for additional support after school; Morning tutorial;</td>
</tr>
<tr>
<td></td>
<td>credit recovery; tutorial;</td>
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<tr>
<td></td>
<td>Incentive Programs</td>
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<tr>
<td></td>
<td>Fulltime Nurse</td>
</tr>
<tr>
<td>Other</td>
<td>PTA</td>
</tr>
<tr>
<td></td>
<td>Kroger in Gwinnett</td>
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<td>International Paper</td>
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<td>Atlantic Coast Bank</td>
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<td>Amerigroup Real Solutions</td>
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11. Description of how individual student assessment results and interpretation will be provided to parents.

Response: Parents will receive individual student test results for all required state assessments. For state tests, individual student results are sent to the local schools where the results are given to the parents in hard copy with explanations through conferences, in the student folders sent home each day, or mailed to the student’s home. Interpretation of test results is sent with the student scores. Whenever possible, letters explaining results are translated in the student’s home language. Parents will be invited to parent-teacher conferences so that teachers may provide detailed explanations of local, state and national assessments and to discuss individual student achievement. Between those conferences, APTT, teachers communicate with parents on a regular basis through phone calls, emails and weekly reports. APTT, RTI, and School Council meetings are another opportunity for parents to discuss their student’s achievement with teachers and other professionals.

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

Response: The College and Career Ready Performance Index (CCRPI), is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students. The CCRPI is available to parents and the community on the Georgia Department of Education website (www.doc.k12.ga.us).

Each Chatham County Public School’s data is published in the District Accountability Plan posted on the website (www.sccpss.com). The report includes trends in data and highlights programs that schools are implementing to increase student achievement. The most recent version is included with this schoolwide plan which will be available for parent to read at the parent center.

Each school year, Otis J. Brock, III Elementary works with the Office of Student Research and Accountability to update and maintain the most current data and information that identifies trends within the data.

☐ Last school year’s student composite and disaggregated data
☐ The school’s composite and disaggregated data
☐ Trends in data
☐ Teacher and student demographic data
☐ Highlights of programs being implemented to increase student achievement
☐ Student highlights

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

Response: The statistical validity and reliability of the instruments administered are maintained by the Georgia Department of Education. Also, initial reports of assessment results will be downloaded from the GADOE portal and reviewed for accuracy. Teachers and staff will be trained by the school Testing Coordinator for each test administration throughout the school year. This training will make certain that the testing results will be valid and reliable. Additionally, a designee from the Special Education Department, the ELL Coordinator, the Gifted Coordinator and the 504 Coordinator will all collaborate to appropriately code groups that require testing accommodations.

Response: For each major assessment throughout the year, the overall results of the testing, (GMAS, EOCs, SRI, MAP, DIBELS) as well as the data disaggregated by subgroups, will be shared with the faculty and staff. The central office will prepare a press release of disaggregated data that will be posted to the Chatham County School System website. Also, a link to this site will be included on Otis J. Brock, II Elementary School’s website. Additionally, this information will be released to the local media. The Principal will present a summary of the testing data to the School Council, which will consist of community members, parents, and teachers. The Leadership Team will prepare disaggregated data, charts, and graphs to be displayed in data rooms throughout the school. A summary of testing data will also be presented to stakeholders through email messages, school-wide announcements, workshops, and other communication methods.

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

Response: The school leadership teams met multiple times during the school year to review data, prioritize needs, and develop strategies to increase student achievement. The goals of the plan were shared with teachers during pre-planning. Parents, students (where applicable) and community partners were invited to provide input and feedback. This plan is intended for implementation throughout the 2015-2016 school year. Revisions will be made as new data is presented.

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

Response: Parents and stakeholders are invited to a Parent Forum in which a variety of topics are discussed. They are contacted by various means such as flyers, marquee announcements, call-out, and messages on the school’s website. At the meeting, committee members are given an update of school-wide data, and areas of strengths and weaknesses are shared. The school-wide plan is reviewed and together the committee discovers the schools needs of the most at-risk students and what the instructional focus needs to be and what needs to be done to meet those goals. The Title 1 budget draft is shared and parents and stakeholders are encouraged to provide feedback and offer input on how the Title 1 funds should be spent at Otis J. Brock, III Elementary The Title 1 parent involvement policy is reviewed from 2014-2015. School-Parent Compact and the school-wide Calendar of Events are shared. Questions are answered which clarifies parents’ understanding of the purpose and layout of the documents. Parents and stakeholders are encouraged to offer feedback on each of the items discussed. Additionally, teachers met during planning times and were given the opportunity to provide feedback on the School Improvement Plan, the Parent Policy and the School-Parent Compacts. Students were also surveyed and their input was taken into consideration as these documents were developed.

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

Response: All components of our Title I School-wide Plan including the Parent Policy, School-Parent Compact, and School Improvement Goals, are available to all stakeholders upon request. Our plans are also available in the office and school’s website.
• availability of the plan in the media center and the parent center
• Plan posted on the website
• District website under Accountability tab
A copy of the plan will be provided if requested.

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

Response: Otis J. Brock, III Elementary population for the 2015 - 2016 school year, consists of English speaking students. We do not have a significant sub group of non-English learners. Therefore, Otis J. Brock, III Elementary School does not currently have a need to provide information in multiple languages. If in the future that need should develop, we will then provide all public notifications and the reporting of data in the language that is appropriate.

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

Response: Beginning with the 2012-2013 school year, the GaDOE transitioned from needs improvement (NI) school designations based on adequate yearly progress (AYP) reports to Reward, Priority, Focus and Alert Schools designations based on ESEA Flexibility Waiver formulas. Title I schools will now implement specific programs and interventions based on Reward, Priority, Focus, and Alert Schools status. In addition, the GaDOE ESEA Flexibility Waiver outlines Georgia’s new Single Statewide Accountability System, the College and Career Readiness Performance Index (CCRPI). The CCRPI will serve as a comprehensive report card for all schools in Georgia. The state system will give parents, students, teachers and families a more complete and comprehensive picture of where a school or district is meeting performance expectations and where it is not.

The Georgia ESEA Flexibility Waiver also eliminated Supplemental Educational Services (SES) and Public School Choice (Choice). However, for schools designated as Priority or Focus (or Alert if they choose to provide the service) the Georgia ESEA Flexibility Waiver provides greater flexibility in designing a Flexible Learning Program (FLP) tailored to the needs of the schools. As a result, these identified schools will have the capacity to serve more students in need of additional academic support.

Otis J. Brock, III Elementary does not have any designation.
Schoolwide Program Checklist

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

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

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

2. School-wide reform strategies that:

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

- Use effective methods and instructional strategies that are based on scientifically based research that:
  - strengthen the core academic program in the school.
  - increase the amount and quality of learning time, such as providing an extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
  - include strategies for meeting the educational needs of historically underserved populations.
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<td>• Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the school-wide program which may include:</td>
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<td>• counseling, pupil services, and mentoring services;</td>
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<td>• college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and</td>
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<td>• the integration of vocational and technical education programs; and</td>
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<td>• Address how the school will determine if such needs have been met; and</td>
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<td>• Are consistent with, and are designed to implement, the state and local improvement plans, if any.</td>
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3. Instruction by highly qualified teachers.

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

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

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

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

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
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<td>9.</td>
<td>Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.</td>
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<td>10.</td>
<td>Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.</td>
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<tr>
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What Title I?

Otis Brock Elementary School is identified as a Title I school as part of the Elementary and Secondary Education Act of 1965 (ESEA). Title I is designed to support State and local school reform efforts tied to challenging state academic standards in reinforce and enhance efforts to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support parental involvement. All Title I schools must jointly develop with all parents a written parental involvement policy.

School Parent Policy for Shared Student Achievement

What is it?

This is a plan that describes how Otis Brock Elementary School will provide opportunities to improve parental engagement to support student learning. We value the contributions and involvement of parents to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that the school will support parent engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home (Section 1118 (b)(1) of the Elementary and Secondary Education Act of 1965 (ESEA).

How is it revised?

Otis Brock Elementary School invited all parents to attend our Parent Forum in the Spring to review and revise the parental involvement policy, as well as the school-wide plan, our school-parent compacts and parental involvement budget. Additionally, parent input and comments regarding this policy are welcome during the school year through our Parent Center The policy is posted on our school website for parents to view and submit feedback throughout the year. All parent feedback received during the year will be used to revise the policy for the next school year. We also distribute an annual survey by mail to ask parents for their suggestions on the policy and the use of funds for parental involvement. Parents can also give feedback during several parent meetings and activities during the school year.

The policy will be available in a language that parents will understand.

Who is it for?

All students participating in the Title I, Part A program and their families are encouraged and invited to fully participate in the opportunities described in this policy. The school will provide opportunities for the participation of parents with limited English, parents with disabilities and parents of migratory children.

Where is it available?

The Policy will be distributed to all parents in the beginning of the school year through the communication folders. Additionally, it will be housed in the parent center and the Media center for parents to view and provide comments. The policy will also be posted in the school's website in the Title I page.
Goals for Student Success

SCCPSS District Goals

Goal 1: To improve academic achievement

Goal 2: To ensure fiscal responsibility and effective resource stewardship

Goal 3: To provide a safe and secure environment for students and employees

Goal 4: To engage parents and other community stakeholders

Implementation Goals

The staff at Otis Brock Elementary School recognizes that the education of students is a responsibility shared with all stakeholders, administrators, teachers, parents and the community. Maximum learning occurs when parents are actively involved and supportive of the education of their children. In an effort to enhance and expand parental involvement at the school level, parents will be invited to attend several meetings throughout the year in order to provide input in the planning, review and improvement of school-wide Title I programs.

The following mandatory Title I parent meetings will be held each academic school year:

School-wide Planning, Improvement and Budget Meeting (Parent Forum)

Title I Annual Meeting

Title I Parent Policy-Compact Meeting

In addition, ongoing Title I parent meetings will be held mid-year and at the close of the academic school year, in an attempt to provide continuous communication and support parental involvement.

School-Parent Compacts

The school will take the following actions to jointly develop and implement with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards:

An invitation to attend the Title I Parent Policy-Compact Meeting will be sent to parents at the beginning of each academic year.

Multiple meetings facilitated by the Title I Parent Contact will be scheduled throughout the day to offer flexibility in parent scheduling.

A School-Parent Compact draft document will be created by parents in attendance at the scheduled meetings.

The draft will then be updated based on feedback from teachers, school leadership team, and the data team.

The draft will be reviewed by the Title I program manager and feedback will be provided.

A final document, with all of the feedback incorporated, will be submitted to the district Title I office, posted on school website, and sent home with all students to serve as an agreement between the school, parents, and students of the shared responsibility in improving student achievement.

Brock Elementary School will provide assistance to parents of participating children, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph -

the State’s academic content standards;

the State’s student academic achievement standards;

the State and local academic assessments including alternate assessments;

how to monitor their child’s progress, and how to work with educators

The Parent Center will be open daily from 9:00-2:00 for parents to sign out resources and or get information on helping their child be successful in school or to use our computers in our Parent Center.

Otis Brock Elementary has been identified as an Impact school by the Savannah Chatham County Public school system based on the CCRPI score for the last three years. The school administration, faculty, and staff are working hard to improve the CCRPI score for the 2015-2016 school year and be removed from the list. We welcome our parent’s input into ways in which we can work together to improve student achievement.
PARENT CENTER

Monthly Parent workshops will be held in our Parent Center which will be planned based on a survey that will be sent out by Parent Facilitator to meet the needs of our parents. Some of these topics will include:

How parents can help their students with reading and math at home

Resources that are available in our Parent Center

Assessments that are required for Promotion at SCCPSS.

The Parent Center will be open daily from 9:00-2:00 for parents to sign out resources and or get information on helping their child be successful in school or to use our computers in our Parent Center.

MAKING IT EASY

In an effort to encourage maximum parent participation, all Title I parent meetings will be scheduled with multiple meeting times throughout the day to offer flexibility with parent work schedules.

Childcare will be provided for parents who attend scheduled meetings.

PROFESSIONAL DEVELOPMENT FOR TEACHERS

Appropriate training in the form of professional learning communities, workshops, and conferences will be provided for all staff members to increase the effectiveness of working with parents and building partnerships between home and school.

TRANSITIONS

A Kindergarten orientation will be held in the spring of 2016, where families of current PreK students at WFES and other pre-school programs in the neighborhood will be invited. They will tour the school and be informed of Kindergarten expectations. Individual questions as well as general questions will be addressed at this orientation.

COMMUNICATION

Parent Communication Workshops during Faculty meetings each month.

Principal, Assistant Principal, and Parent Facilitator attend Administrator Professional Learning Committees that cover Parent Communication.

Assistant Principal and the Title I Parent Facilitator will attend District Meetings on Parental Involvement through Title I and will share this information with the staff in PLC’s and Faculty meetings.

Parents will be invited to attend Parent University and other Title I Parental Involvement Workshops.

Principal will attend Principal Cluster Meetings where Parent Communication will be discussed.

Teachers send home all parent information weekly in the Communication Folders.

All Parent Information Letters will be posted on our school Website.

School wide Call outs will be sent out to parents with important information as well as sent out letters with our students.

Teachers are required to communicate with parents on at least a monthly basis through newsletters and or calendars.

Requested home-visits by school administrators and the Title I parent contact may be provided for parents who are unable to attend meetings due to medical emergencies.
ANNUAL MEETING
The school will conduct an Annual Title I Meeting for all parents of the school in a timely manner during the start of the 2015-2016 school year. The meeting will be conducted at different times of the day to encourage more parents and guardians to attend according to their convenience. At the meeting, information about the school Parent Involvement Policy and the School-Parent Compact will be disseminated along with other pertinent information about the Title I program, the school's curriculum, and assessments.

PARTNERSHIPS
Blessings in a Backpack, food for the weekend provided to our students.

Big Brother/Big Sister mentors for our students.

21st Century
Girls on the Run, program to build self esteem in girls before middle school

Alpha Bears Mentors

4-H Programs

Community Based Charities such as Kiss a Pig, Jump Rope for Heart

Brock Community Clean up Day where community members, parents and students work together to clean up our school grounds.

School Community Team

___ Yes, I am interested in serving on the School Council

___ Please contact me so I can learn more about the School Council

___ Please send me notifications about future meetings and updates

Name: ________________________________

Address: ________________________________

Phone Number: __________________________

Email Address: __________________________

Share your Thoughts

We want to hear from you. If you have any suggestions or if there is any part of this plan that you feel is not satisfactory with the students' and the school's goals for academic achievement, please provide us with your comments in the space provided and leave this form in the Main Office.

Name: (optional): _________________________

Telephone Number: (optional) __________________

Phone Number: ____________________________
What is a School Parent Compact?

A school compact is a written agreement between a school, its parents and students. The compact gives strategies to help support students’ success in school.

The compact explains what families and schools can do to make a connection for the student between the two “worlds” they live in, home and school.

Parents, students and the school work together to create a group of ideas that can assist the student with realizing their potential. This becomes the compact that is signed as an agreement by all those involved in the child’s education.

Activities to Build Partnerships

Open House
Parent Resource Round-Up
Literacy Night
Repack the Back Pack
Academic Parent Teacher Teams (9/29/15; 1/12/16; 3/31/16)
APTT Individual meetings—Nov 2-13, 2015
Early Learning College
District FAST Events
Alpha Bears

Savannah Chatham County Public Schools
Vision:
From school to the world: All students prepared for productive futures.

Mission:
To ignite a passion for learning and teaching at high levels.

Otis J. Brock, III Elementary School
1804 Stratford Street
Savannah, GA 31415
Phone: (912) 395-5300
Fax: (912) 201-5027
School-Parent Compact 2015-2016
Kindergarten
Revision Date:
August 4, 2015

This compact was the joint effort of parents, students, teachers and administration. Each member of the “development” team offered their input into how we can help students achieve success.

Principal—Mrs. Maggie Walker-Ziegler
Assistant Principal—Dr. J’Nal Gilbert-Collins
Teachers, Parents and Students—Together for Student Success

Our Goals For Student Achievement

District Goals:
To be Promoted, Kindergarten students will:
Adequately apply the oral/written language, reading, and mathematics taught during the year as observed, demonstrated, or tested.

School Goals:
Students in Kindergarten will increase word recognition by 10% from their Beginning of Year score to the End of Year Score as assessed by the DIBELS measure.

Foundational Focus Area:
ELA—Letter Sound Recognition as measured by the DIBELS assessment three times a year
Math—Number recognition as measured by DIBELS MClass three times a year

This compact was the joint effort of parents, students, teachers and administration. Each member of the “development” team offered their input into how we can help students achieve success.

ELA
What the teacher will do...
- Use Alphabet flash cards in the classroom
- Use on-line resources to teach the skill
- Practice reading with Emergent Readers

What the parent will do...
- Use Alphabet flash cards to review skill
- Use on-line resources as recommended by teacher
- Read Emergent Readers with student

What the student will do...
- Review Alphabet flash cards with parents
- Work with parents on on-line resources
- Read Emergent Readers with parent

MATH
What the teacher will do...
- Work with students using number flash cards
- Model number recognition in the real world
- Provide on-line resources as practice for number recognition

What the parent will do...
- Use number flash cards to review at home
- Use real world number recognition strategies at home
- Provide access to on-line resources suggested by the teacher

What the student will do...
- Work with parents to review number flash cards
- Use real world number recognition strategies with parents
- Practice number recognition using on-line resources

How will We Communicate?
It is very important for the school and parents to communicate on a regular basis in order to build the bridge between school and home. At Otis J. Brock, III Elementary we will communicate by:

- Newsletters
- Agenda Books
- Student Handbook
- School Website
- Quality Work Folders
- Automated Phone Messenger
- Automated Email Messenger
- Academic Parent Teacher Teams
- School Marquee
- Remind 101
What is a School Parent Compact?

A school compact is a written agreement between a school, its parents and students. The compact gives strategies to help support students’ success in school.

The compact explains what families and schools can do to make a connection for the student between the two “worlds” they live in, home and school.

Parents, students and the school work together to create a group of ideas that can assist the student with realizing their potential. This becomes the compact that is signed as an agreement by all those involved in the child’s education.

Activities to Build Partnerships

Open House
Parent Resource Round-Up
Literacy Night
Repack the Back Pack
Academic Parent Teacher Teams (9/29/15; 1/12/16; 3/31/16)
APTT Individual meetings—Nov 2-13, 2015
Early Learning College
District FAST Events
Alpha Bears

Savannah Chatham County Public Schools

Vision:
From school to the world: All students prepared for productive futures.

Mission:
To ignite a passion for learning and teaching at high levels.

This compact was the joint effort of parents, students, teachers and administration. Each member of the “development” team offered their input into how we can help students achieve success.

Principal—Mrs. Maggie Walker-Ziegler
Assistant Principal—Dr. J’Nai Gilbert-Collins
Our Goals For Student Achievement

District Goals:
To be Promoted, 1st grade students will:
Adequately apply the oral/written language, reading, and mathematics taught during the year as observed, demonstrated, or tested.

School Goals:
Know and apply grade-level phonics and word analysis skills in decoding words as measured by DIBELS.

Foundational Focus Areas:
ELA—Blending letter sounds to make words as measured by DIBELS three times a year
Math—Identify smaller and larger numbers (quantity discrimination) as measured by DIBELS MClass three times a year

This compact was the joint effort of parents, students, teachers and administration. Each member of the “development” team offered their input into how we can help students achieve success.

ELA
What the teacher will do…
Provide opportunities to access to on-line resources
Provide opportunities to read and be read to in class and at home
Use flash cards to teach blending letter sounds to make words

What the parent will do…
Reinforce blending sounds with access to on-line resources
Read the books sent home to and with student
Work with student to practice blending using flash cards

What the student will do…
Will use on-line resources to practice blending sounds to make words
Will read books sent home by teacher with parent
Will work with parent to practice blending using flash cards

MATH
What the teacher will do…
Provide opportunities to access on-line resources
Use Flash cards for instruction of quantity discrimination

What the parent will do…
Reinforce quantity discrimination with access to on-line resources
Use flash cards to reinforce quantity discrimination
Use everyday resources around the house to reinforce quantity discrimination

What the student will do…
Student will use on-line resources to practice quantity discrimination

How will We Communicate?

It is very important for the school and parents to communicate on a regular basis in order to build the bridge between school and home. At Otis J. Brock, III Elementary we will communicate by:

• Newsletters
• Agenda Books
• Student Handbook
• School Website
• Quality Work Folders
• Automated Phone Messenger
• Automated Email Messenger
• Academic Parent Teacher Teams
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Activities to Build Partnerships

Open House
Parent Resource Round-Up
Literacy Night
Repack the Back Pack
Academic Parent Teacher Teams (10/1/15; 1/14/16; 4/5/16)
APTT Individual meetings—Nov 2-13, 2015
Early Learning College
District FAST Events
Alpha Bears

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SCCPSS

Otis J. Brock, III Elementary School
1804 Stratford Street
Savannah, GA 31415
Phone: (912) 395-5300
FAX: (912) 201-5027
School-Parent Compact 2015-2016
Second Grade
Revision Date: August 4, 2015

This compact was the joint effort of parents, students, teachers and administration. Each member of the "development" team offered their input into how we can help students achieve success.

Principal—Mrs. Maggie Walker-Ziegler
Assistant Principal—Dr. J'Nai Gilbert-Collins
Teachers, Parents and Students—Together for Student Success

Our Goals For Student Achievement

District Goals:

To increase the percentage of students who are reading on grade level by the end of grade 2, as measured by a Lexile reading scale score of 345L. The measuring tool for grades 2 is the Scholastic Reading Inventory Assessment (SRI).

To increase the percentage of students meeting numeracy on grade level by the end of grade 2 as measured by a RIT scale score of 184. The measuring tool for grade 2 is the NWEA Measures of Academic Progress (MAP).

School Goals:

Foundational Focus Areas:

ELA—Letter-sound fluency to recognize words as measured by SRI

Math—Understanding place value as measured by MAP

This compact was the joint effort of parents, students, teachers and administration. Each member of the “development” team offered their input into how we can help students achieve success.

ELA

What the teacher will do…

- Practice everyday using Wilson Fundations
- Use everyday letters to practice letter sound fluency
- Provide on-line resources or books for at-home reading

What the parent will do…

- Use the parent component of Wilson Fundations
- Use daily situations to reinforce letter-sound fluency
- Provide access to on-line resources or read with their child

What the student will do…

- Will work with parents on Wilson Fundations’ Parent component
- Will work with parents on building fluency with daily situations
- Use on-line resources or read with parent

MATH

What the teacher will do…

Use on-line resources to practice place values
Use hands-on manipulatives in Math instruction
Use interactive journals to reinforce understanding of place values

What the parent will do…

- Provide access to on-line resources to practice place values

What the student will do…

- Use easily accessible items (hands-on manipulatives) around the house to reinforce place values
- Listen to the student explain the process used as is shown in the interactive journal

How will We Communicate?

It is very important for the school and parents to communicate on a regular basis in order to build the bridge between school and home. At Otis J. Brock, III Elementary we will communicate by:

- Newsletters
- Agenda Books
- Student Handbook
- School Website
- Quality Work Folders
- Automated Phone Messenger
- Automated Email Messenger
- Academic Parent Teacher Teams
- School Marquee
- Remind 101
What is a School Parent Compact?

A school compact is a written agreement between a school, its parents and students. The compact gives strategies to help support students' success in school.

The compact explains what families and schools can do to make a connection for the student between the two "worlds" they live in, home and school.

Parents, students and the school work together to create a group of ideas that can assist the student with realizing their potential. This becomes the compact that is signed as an agreement by all those involved in the child's education.

Activities to Build Partnerships

Open House
Parent Resource Round-Up
Literacy Night
Repack the Back Pack
Academic Parent Teacher Teams (10/1/15; 1/14/16; 4/5/16)
APTT Individual meetings—Nov 2-13, 2015
Early Learning College
District FAST Events
Alpha Bears

Savannah Chatham County Public Schools

Vision:
From school to the world: All students prepared for productive futures.

Mission:
To ignite a passion for learning and teaching at high levels.

SCCPSS

Otis J. Brock, III Elementary School
1804 Stratford Street
Savannah, GA 31415
Phone: (912) 395-5300
FAX: (912) 201-5027

School-Parent Compact 2015-2016
Third Grade
Revision Date:
August 4, 2015

This compact was the joint effort of parents, students, teachers and administration. Each member of the "development" team offered their input into how we can help students achieve success.

Principal—Mrs. Maggie Walker-Zeglter
Assistant Principal—Dr. J'Nai Gilbert-Collins
Teachers, Parents and Students—Together for Student Success

Our Goals For Student Achievement

District Goals:
To increase the percentage of students who are reading on grade level by the end of grade 3, as measured by a Lexile reading scale score of 545L. The measuring tool for grade 3 is the Scholastic Reading Inventory Assessment (SRI).
To increase the percentage of students meeting numeracy on grade level by the end of grade 3 as measured by a RIT scale score of 196. The measuring tool for grade 3 is the NWEA Measures of Academic Progress (MAP).

School Goals:
Foundational Focus Areas:
ELA—Reading Comprehension as measured by the SRI and the GMAS
Math—Math Facts (addition, subtraction, multiplication, and division) as measured by MAP and the GMAS

This compact was the joint effort of parents, students, teachers and administration. Each member of the “development” team offered their input into how we can help students achieve success.

ELA
What the teacher will do...
- Use the Reading Choice Board activity in the classroom
- Provide opportunities to read independently or in groups at school and maintain a reading log
- Use on-line resources to enhance reading comprehension

What the parent will do...
- Work with the student on reading comprehension using the Reading Choice Board
- Read with student or listen to the student read and make log entries
- Provide students access to on-line resources to reinforce reading comprehension

What the student will do...
- Work with parents on the Reading Choice Board activities
- Read with or to parent and make log entry
- Use on-line resources at home or at a public library to reinforce reading comprehension

MATH
What the teacher will do...
- Use Math Facts flash cards at school
- Use word problems to reinforce understanding of math facts
- Use step by step graphic organizer to solve basic facts

What the parent will do...
- Work with students using Math Facts flash cards
- Create word problems (scenarios) to review math facts
- Use the step by step Graphic Organizers to solve basic facts

What the student will do...
- Work with parents on math facts using flash cards
- Work with parents on creating and solving word problems to understand math facts
- Work with parents on step by step graphic organizers to solve math facts

How will We Communicate?
It is very important for the school and parents to communicate on a regular basis in order to build the bridge between school and home. At Otis J. Brock, III Elementary we will communicate by:

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The compact explains what families and schools can do to make a connection for the student between the two "worlds" they live in, home and school.

Parents, students and the school work together to create a group of ideas that can assist the student with realizing their potential. This becomes the compact that is signed as an agreement by all those involved in the child's education.

Activities to Build Partnerships

Open House
Parent Resource Round-Up
Literacy Night
Repack the Back Pack
Academic Parent Teacher Teams (10/6/15; 1/19/16; 4/7/16)
APTT Individual meetings—Nov 2-13, 2015
Early Learning College
District FAST Events
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School-Parent Compact
2015-2016

Fourth Grade

Revision Date:
August 4, 2015

This compact was the joint effort of parents, students, teachers and administration. Each member of the "development" team offered their input into how we can help students achieve success.

Principal—Mrs. Maggie Walker-Ziegler
Assistant Principal—Dr. J'Nal Gilbert-Collins
Our Goals For Student Achievement

District Goals:
To increase the percentage of students who are reading on grade level by the end of grade 4, as measured by a Lexile reading scale score of 645L. The measuring tool for grade 4 is the Scholastic Reading Inventory Assessment (SRI).

To increase the percentage of students meeting numeracy on grade level by the end of grade 4 as measured by a RIT scale score of 205. The measuring tool for grade 4 is the NWEA Measures of Academic Progress (MAP).

School Goals:

Foundational Focus Areas:

ELA—Reading a 4th grade text with comprehension

Math—Math facts (multiplication and division)

This compact was the joint effort of parents, students, teachers and administration. Each member of the "development" team offered their input into how we can help students achieve success.

ELA
What the teacher will do...
- Target focus skills bi-weekly
- Provide more opportunities to read grade level texts in the classroom
- Maintain reading reflection journals with interview questions for parents

-What the parent will do...
- Use bi-weekly focus area skills when working with students
- Read with and to student at home
- Help student with reading reflection journals and answer interview questions

-What the student will do...
- Work with their parents on the bi-weekly skills
- Read with parents at home
- Complete reading reflection journal task by asking parents interview questions provided by teacher

Math
What the teacher will do...
- Use on-line resources to drill facts
- Provide real-world applications of math facts
- Provide students opportunity to create word problems to solve math facts
- Use easily accessible items (hands-on manipulatives) around the house to reinforce place values

-What the parent will do...
- Provide access to on-line resources at home or at the public library
- Use the "real world" recommendations provided by the teacher to practice facts with student
- Work with students to create word problems to demonstrate an understanding of math facts

-What the student will do...
- Use on-line resources at home or at the public library to practice facts
- Work with parents on using real world applications to reinforce basic facts
- Work with parents to create word-problems to demonstrate understanding of math facts

How will We Communicate?
It is very important for the school and parents to communicate on a regular basis in order to build the bridge between school and home. At Otis J. Brock, III Elementary we will communicate by:

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- Agenda Books
- Student Handbook
- School Website
- Quality Work Folders
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- Automated Email Messenger
- Academic Parent Teacher Teams
- School Marquee
- Remind 101
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The compact explains what families and schools can do to make a connection for the student between the two "worlds" they live in, home and school.

Parents, students and the school work together to create a group of ideas that can assist the student with realizing their potential. This becomes the compact that is signed as an agreement by all those involved in the child’s education.

Activities to Build Partnerships

Open House
Parent Resource Round-Up
Literacy Night
Repack the Back Pack
Academic Parent Teacher Teams (10/6/15; 1/19/16; 4/7/16)
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FAX: (912) 201-5027

School-Parent Compact
2015-2016

Fifth Grade

Revision Date:
August 4, 2015

This compact was the joint effort of parents, students, teachers and administration. Each member of the "development" team offered their input into how we can help students achieve success.

Principal—Mrs. Maggie Walker-Ziegler
Assistant Principal—Dr. J’Nai Gilbert-Collins
Our Goals For Student Achievement

District Goals:
To increase the percentage of students who are reading on grade level by the end of grade 5, as measured by a Lexile reading scale score of 745L. The measuring tool for grade 5 is the Scholastic Reading Inventory Assessment (SRI).

To increase the percentage of students meeting numeracy on grade level by the end of grade 5 as measured by a RIT scale score of 213. The measuring tool for grade 5 is the NWEA Measures of Academic Progress (MAP).

School Goals:
Foundational Focus Areas:
ELA—Writing as measured by portfolio assessments on an ongoing basis
Math—Multiplication as measured by MAP three times a year and the GMAS at the end of the year

This compact was the joint effort of parents, students, teachers and administration. Each member of the "development" team offered their input into how we can help students achieve success.

ELA
What the teacher will do...
-Will provide opportunities to free write in the journals
-Use the RACE process for writing instruction
-Maintain a writing portfolio for the year

What the parent will do...
-Read students' free writes
-Follow RACE guidelines as student reads their writing
-Help student build portfolio

What the student will do...
-Read their writing to their parents
-Use RACE to work with parents on writing
-Work on portfolio with parents

MATH
What the teacher will do...
-Use hands-on differentiated instruction
-Provide access to on-line resources for practice in multiplication

What the parent will do...
-Work with suggestions made by teacher to practice multiplication at home
-Provide access to the sites recommended by teacher
-Work with their student on HW assigned

What the student will do...
-Work with parents on packets provided by teachers
-Work on the sites as recommended by teachers

How will We Communicate?
It is very important for the school and parents to communicate on a regular basis in order to build the bridge between school and home. At Otis J. Brock, Ill Elementary we will communicate by:

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- School Marquee
- Remind 101
Otis J. Brock III Elementary School
1804 Stratford Street
Savannah, Georgia 31415
(912) 395-5300

Mrs. Maggie Walker-Zeigler                  Dr. J’Nai Gilbert-Collins
Principal                                  Assistant Principal

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!

School Representative Signature: ___________________________ Date: _____________________

Parent/Guardian Signature: _______________________________

Student Signature: ______________________________________

Revised 8/4/15

Date: ___________________

Revised 8/4/15
Parental involvement means the participation of parents or other family members, in regular, two-way, and meaningful communication involving student academic learning and other school activities, including making sure:

(A) That parents play a role in assisting their child’s learning.
(B) That parents are encouraged to be actively involved in their child’s education
(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.

Families in Action

Everyday families are making a difference in their children's education. For example:

Patricia Chisolm, grandparent of a student at Hodge Elementary School, has been accepted for a two year term on the State School Superintendent's Parent Advisory Council (2014 – 2016)

Tyeshia Whitely, parent of a student at Shuman Elementary School, received the Georgia Parent Leadership Award (March 3, 2015)

Francis Ozobia, parent of a student at Myers Middle School, works nights, yet manages to attend all meetings, utilizes the parent center at the school and works with his son on a daily basis.

LouAnn Barnes, attends all Hubert Middle School parent meetings and brings at least three other parents with her to every event.
Mark Your Calendar

Schools

AUGUST

• COMPACTS AND PARENT POLICIES SENT HOME

SEPTEMBER

• ANNUAL TITLE 1 MEETINGS HELD

OCTOBER–MARCH

• INFORM FAMILIES ABOUT: ASSESSMENTS, PROMOTION REQUIREMENTS, GRADUATION REQUIREMENTS, COMMON CORE STANDARDS, ACADEMIC CONTENT AREAS, LITERACY, TECHNOLOGY, TRANSITIONING TO ELEMENTARY, MIDDLE, HIGH SCHOOL OR COLLEGE & CAREERS, OTHER SUPPORT AS REQUESTED.

APRIL

• ANNUAL SURVEYS GO HOME

• MEETINGS TO GET INPUT AND FEEDBACK ON COMPACTS, PARENT POLICIES, 1% PARENT BUDGET, AND SCHOOL IMPROVEMENT PLANS TO PREPARE FOR THE UPCOMING SCHOOL YEAR

District

AUGUST

• INFORMATION AND FEEDBACK MEETINGS ON CLIP AND PARENT POLICY

SEPTEMBER

• PARENT ADVISORY COUNCIL MEETING—ALL PARENTS ARE WELCOME TO ATTEND

OCTOBER/NOVEMBER

• FAMILY ACADEMIC STRATEGY TIME (FAST) - DIGITAL TECHNOLOGY NIGHT

JANUARY

• FAMILY ACADEMIC STRATEGY TIME (FAST) - ACADEMIC CONTENT SESSIONS, ASSESSMENTS, PARENT POLICY, AND CLIP

• STUDENT SUCCESS EXPO

• PARENT ADVISORY COUNCIL MEETING—ALL PARENTS ARE WELCOME TO ATTEND

MARCH

• MARCH MADNESS EVENT - FOCUS ON LITERACY AND MATH

• LITERACY AND MATH EVENT TARGETING SPANISH SPEAKING PARENTS

APRIL

• FAMILY ACADEMIC STRATEGY TIME (FAST) - MASTERING ASSESSMENTS, AND MAKING TRANSITIONS TO ELEMENTARY, MIDDLE SCHOOL, HIGH SCHOOL, COLLEGE AND CAREERS.

Accessibility

In carrying out the parental involvement requirements established by Section 1118 of ESEA, the Title 1 district Parent Involvement Coordinator and Program Managers will communicate and collaborate with schools to ensure full opportunities for participant of parents with limited English proficiency, parents with disabilities, and parent of migratory children including providing information and school reports in a language parents can understand. District Title 1 letters, information and materials will be made available in a format and language that all parents can understand.
Building School and Parent Partnerships

Title 1 schools in the district will provide assistance to parents in understanding state and district academic information connected to their student’s learning and progress, as well as information regarding the Title 1 program. SCCPSS will provide workshops for parents to gain knowledge about the Common Core Georgia Performance Standards, as well as, local benchmark assessments, promotion requirements and the required assessments for Georgia students including alternative forms of assessments. Date and locations will be advertised during the school year.

The district will provide information on their website related to information, guides and resources to assist parents with understanding how to assist their children at home with academic learning. Paper copies will be available at school sites including copies in Spanish and other languages when necessary.

Additionally, technology workshops will be held to better inform parents on how to monitor student progress and understand digital educational resources. Dates and locations will be advertised during the school year.

SCCPSS will coordinate and integrate the district parent involvement programs with the Head Start program and other state funded preschool programs in the district by inviting staff from these programs to collaborate on activities focusing on early learning years. In the spring each elementary school will host a Kindergarten Orientation so parents can receive information to help prepare them and their children for kindergarten. SCCPSS will coordinate these programs to ensure that parents are informed about available resources.

Parent notifications, and resources will be sent home in family’s native language, where applicable, and interpreters will be available at parent events and meetings if necessary. Information will be posted on the school and district websites in multiple languages if needed. Additionally, the district and schools use a call out system, websites, local media and other school message systems to convey information to parents.

About the Parent Involvement Policy

In support of strengthening student academic achievement, the Savannah Chatham Public School System (SCCPSS) has developed this parental involvement policy. This policy establishes the district’s expectations for parental involvement and guides the strategies and resources that strengthen school and parent partnerships in the district’s Title 1 schools. This plan will describe SCCPSS’s commitment to engage families in the education of their children and to build capacity in its Title 1 schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title 1, Part A provided for parental involvement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1118 of the Elementary and Secondary Education Act (ESEA) of 1965 contains the primary requirements for schools and school systems to involve parents in their children’s education. SCCPSS will work with its Title 1 schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118 (b) and each include, as a component, a school-parent compact.
Jointly Developed Parent Policy

During a series of meetings all parents were invited to participate and provide suggestions and ideas to improve this district’s Title 1 parental involvement policy, Comprehensive LEA Improvement Plan and Parental Involvement fund allocations for the 2015-16 school year.

The district sent a flier home with each student informing parents of the meetings and posted the announcement on the district’s website. Additionally, the district’s public relations department did a media release concerning the date, locations and times of the meetings. The district’s Title 1 Parental Advisory Council reviewed the plan before the end of the school year and contributed feedback. All feedback received was included with the policy for this school year.

During the meetings parents also reviewed and discussed the Comprehensive LEA Improvement Plan (CLIP). Feedback will be used in revisions of the CLIP.

Upon final revision, elements of the district parental involvement policy was incorporated into the CLIP which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the Title 1 Parent Engagement section of the district’s website.

The district parental involvement policy was posted on the district and school websites, distributed during the annual Title 1 school meetings held in September, and made available in the school’s parent resource centers.

Information and feedback meetings were held on the district Title 1 Parent Policy/CLIP /Parental Involvement Funds:
- August 14, 2014 (Information Sessions)
- September 29, 2014 (Advisory Council)
- January 10, 2015 (FAST)
- January 13, 2015 (Advisory Council)

Strengthening Our Schools

The district Parent Involvement Coordinator and Program Managers will provide support and assistance to all Title 1 schools to ensure parental involvement requirements are being satisfied and that parent engagement strategies and activities are being implemented.

Four times during the year school administrators and school parent contact/facilitators will meet to review family engagement plans and strategies including writing effective compacts and a parent policy.

Professional Learning workshops will be conducted to provide support and resources to assist parent contact/facilitators on how to engage and communicate with families.

Additionally, Title 1 schools will receive notifications and resources from the district to help them improve and strengthen family engagement.

Reservation of Funds

SCCPSS will reserve 1% from the total amount of the Title 1 funds it receives in FY16 to carry out parental involvement requirements listed in this policy and as described in Section 1118 of the ESEA. Furthermore, SCCPSS will distribute 95 percent of the amount reserved to all Title 1 schools to support their local-level parental involvement programs and activities. The district will provide clear guidance and communication to assist each Title 1 school in developing an adequate parental involvement budget that addresses their needs assessment and parent recommendations.

Each school will send out a 1% Parental Involvement Budget survey to parents and conduct a meeting where the 1% parental involvement budget is discussed. Feedback forms and minutes will be collected from this meeting. The survey and meeting feedback will be used to determine areas of need for the upcoming school year.
Parent Feedback

Input and suggestions from parents are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title 1 services are invited to attend meetings to share their ideas and suggestions to help the district, schools, and students reach high academic goals.

Annually, each Title 1 school will conduct a meeting in the spring where all parents are welcome to review and provide input to the school’s parent policy, school-parent compacts, parental involvement budget and school-wide improvement plan. Each school will offer meetings at multiple times and advertise their meetings in multiple ways in an effort to include as many parents as possible in this process.

Opportunities to provide input and suggestions are also provided by the district at Family Academic Strategies Times (FAST), Student Success Expo, and District Parent Advisory Council Meetings.

Unable to attend these meetings? Please visit your school’s Title 1 website tab to locate meeting documents and information.

Partners in Education

Four training sessions will be offered to school administrators and/or parent contact/facilitators on the value of increasing parent engagement, improving family-school communications, and building ties with parents and the community. Special emphasis will be placed on working with parents as partners in educating their children.

Teaching staff at Title 1 schools will be trained at a minimum once each marking period on various ways to communicate and partner with parents in education. All other school staff will be trained annually.

The District Parent Involvement Coordinator will visit all schools to assess how parent-family the school environment is to parents and provide feedback to schools.

Adoption Of Parent Policy

This districtwide parental involvement policy has been developed jointly and agreed upon with parents of children participating in Title 1 Part A programs as evidenced by the collaboration of parents, school and district personnel.

This policy was adopted by the Savannah Chatham County Public School System (SCCPSS) on May 1, 2015 and will be in effect for the 2015-16 academic school year. The district will make the policy available to all parents of participating Title 1, Part A children on or before September 30, 2015.
District Parent Advisory Council

A districtwide Parent Advisory Council has been established that will be comprised of district parent representatives. All parents of students receiving Title 1 services are welcome to join the council. The parent advisory council will provide advice on all matters related to parental involvement in Title 1, Part A programs. Community leaders and business partners will be invited to serve on the council. Each council meeting is advertised by all Title 1 schools and on the district website. If you are interested in becoming a member of the council you may attend a meeting. To find out when the next meeting is email or call with your contact information to:
Debbie Burnette
Debbie.burnette@sccpss.com or 912-395-1082

Parent Involvement Evaluations

Each year SCCPSS will conduct an evaluation of the content and effectiveness of this parental involvement policy and the parental involvement activities at the district and school levels. This review will be conducted by each Title 1 schools through an annual parent survey and spring parent meeting. Beginning in April each school will send home a survey for parents to provide valuable feedback regarding the parental involvement activities and programs. A survey is also placed on the district’s Title 1 parent involvement page to collect parent feedback.

In addition to conducting surveys, each school will hold a meeting to collect parent feedback on parental involvement and to facilitate a discussion on the needs of parents of children eligible to receive Title 1 services related to designing strategies for increased student achievement and effective parent engagement.

SCCPSS will use these findings to design strategies to improve effective parental involvement, to remove possible barriers to parent participation and to revise its parental policies, parental involvement budget, and school-parent compacts. To take the survey on line click on the QR code below.
POLÍTICA DE LOS

2015-2016

¿Cuál es la participación de los padres?

Familias en Acción

Las familias todos los días están haciendo una diferencia en la educación de sus hijos. Por ejemplo:

Patricia Chisolm, abuela de un estudiante de escuela primaria Hodge, ha sido aceptada por un periodo de dos años en la Escuela Estatal del Superintendente Consejo Asesor de Padres. (2014-2016)

Tyesha Whitley, padre de un estudiante en la escuela primaria de Shuman, recibió el Premio de liderazgo de los padres de Georgia (03 de marzo de 2015)

Francis Ozobia, estudiante en la media de Myers, padre de un escuela inter-trabaja noches, pero se las arregla para asistir a todas las reuniones, utiliza el centro de padres en la escuela y trabaja con su hijo sobre una base diaria.

LouAnn Barnes, asiste a todas las reuniones de padres secundaria Hubert y trae por lo menos tres otros padres con ella a cada evento.

La participación paternal significa la participación de padres u otros miembros de familia, en la comunicación regular, de doble sentido, y significativa que implica el aprendizaje académico estudiantil y otras actividades escolares, incluso asegurarse:

(A) Que los padres jueguen un papel en ayudar a su niño de aprender.
(B) Que los padres son alentados a participar activamente en la educación de sus hijos
(C) Que los padres son socios en la educación de sus hijos y están incluidos, según proceda, en la toma de decisiones y en comités para ayudar en la educación de sus hijos.
**Distrito**

**AGOSTO**
- INFORMACIÓN Y REUNIONES FEEDBACK EN CLIP Y POLÍTICA PATERNAL

**SEPTIEMBRE**
- REUNIÓN CONSEJO ASESOR DE PADRES—TODOS LOS PADRES SON BIENVENIDOS A ASISTIR

**OCTUBRE/NOVIEMBRE**
- FAMILY ACADEMIC STRATEGY TIME (FAST) - DIGITAL TECHNOLOGY NIGHT

**ENERO**
- FAMILY ACADEMIC STRATEGY TIME (FAST) - SESIONES CONTENTAS ACADÉMICAS, EVALUACIONES, POLÍTICA PATERNAL Y CLIP
- EXPO DE LOS ESTUDIANTES
- REUNIÓN CONSEJO ASESOR DE PADRES—TODOS LOS PADRES SON BIENVENIDOS A ASISTIR

**MARZO**
- MARZO EVENTO LOCURA - ÉNFASIS EN LECTOESCRITURA Y MATEMÁTICAS/LITERACY
- Y EVENTO DE MATEMÁTICAS DIRIGIDO A LOS PADRES DE HABLA HISPANA

**ABRIL**
- FAMILY ACADEMIC STRATEGY TIME (FAST) - DOMINANDO EVALUACIONES Y HACIENDO TRANSITIONS A ESCUELA SECUNDARIA, ELEMENTAL, ESCUELA SECUNDARIA, COLEGIO Y CARRERAS

**Escuela**

**AGOSTO**
- PACTOS Y POLÍTICAS DE LOS PADRES ENVIADA

**SEPTIEMBRE**
- ANUALES CELEBRADAS DE TÍTULO 1

**OCTUBRE-MARZO**
- INFORMAR A LAS FAMILIAS SOBRE: EVALUACIONES, REQUISITOS, REQUISITOS DE GRADUACIÓN, COMÚN BASE ESTÁNDARES, ÁREAS DE CONTENIDO ACADÉMICAS, LITERACAY, TECNOLOGÍA, TRANSISTIONING A LA PRIMARIA, MEDIA, SECUNDARIA O UNIVERSIDAD Y CARRERAS, OTROS COMO APOYO SOLICITADO.

**ABRIL**
- ENCUESTAS ANUALES VAN CASAMEETINGS
- PARA CONSEGUIR ENTRADA Y COMENTARIOS PAC- TOS, POLÍTICAS DE PADRES, PADRES 1% PRE- SUPUESTO Y MEJORAMIENTO DE LA ESCUELA PLANEA PREPARAR PARA EL PRÓXIMO AÑO ESCOLAR

**Accesibilidad**

Llevar a cabo la participación de los padres requisitos establecidos en la sección 1118 de ESEA, título 1 Distrito Coordinador de participación de los padres y los directores de programa a comunicarse y colaborar con las escuelas para asegurar oportunidades completo por participante de los padres con habilidad limitada en inglés, pueden entender los padres con discapacidad y padres de niños inmigrantes, incluyendo el suministro de información e informes de la escuela en los padres de una lengua. Materiales, información y letras del título 1 de distrito estarán disponibles en un formato y un lenguaje que puedan entender los padres.
Edificio escolar y las asociaciones de padres

Las escuelas de título 1 en el distrito ofrecerán asistencia a los padres en estado de comprensión e información académica distrito conectados al aprendizaje y progreso de sus estudiantes, así como información sobre el programa de título 1. SCCPSS se ofrecen talleres para que padres tener un conocimiento sobre las normas de desempeño Georgia núcleo común, así como evaluaciones de referencia local, requisitos de la promoción y las evaluaciones necesarias para Georgia estudiantes incluyendo formas alternativas de evaluación. Fecha y lugares serán anunciados durante el año escolar.

El distrito proveerá información en su página web relacionadas con información, guías y recursos para ayudar a los padres a comprender cómo ayudar a sus hijos en casa con el aprendizaje académico. Copias en papel estarán disponibles en escuelas, incluidas las copias en español y otros idiomas cuando sea necesario.

Además, se realizará talleres de tecnología para mejorar informar a los padres sobre cómo supervisar el progreso del estudiante y entender recursos educativos digitales. Las fechas y lugares serán anunciados durante el año escolar.

SCCPSS será coordinar e integrar los programas de participación de los padres distrito con el programa de Head Start y otro estado financiados por programas preescolares en el distrito invitando a personal de estos programas para colaborar en actividades centradas en los primeros años de aprendizaje. En la primavera cada escuela será el anfitrión de una orientación para que los padres puedan recibir información para ayudar a preparar a ellos y a sus hijos para el Kinder. SCCPSS coordinar estos programas para que los padres estén informados acerca de los recursos disponibles.

Notificaciones de padres y los recursos serán enviados a casa en la lengua materna de la familia, en su caso, e intérpretes estarán disponibles en eventos de padres y reuniones si es necesario. Información se publicará en la página web escuela y distrito en varios idiomas si es necesario. Además, el distrito y las escuelas utilizarán una llamada a sistema, sitios web, medios de comunicación locales y otros sistemas de mensajes de la escuela para transmitir información a los padres.

Sobre la política de participación de los padres

Para fortalecer el rendimiento académico de los estudiantes, apoyar el sistema de escuela pública de sabana Chatham (SCCPSS) ha desarrollado esta política de participación de los padres. Esta política establece las expectativas del distrito para la participación de los padres y guías de las estrategias y recursos que fortalecen las asociaciones escolares y padres en escuelas de título 1 del distrito. Este plan describe compromiso de SCCPSS involucrar a las familias en la educación de sus hijos y construir capacidad en sus escuelas de título 1 para implementar estrategias de participación de las familias y actividades diseñadas para lograr las metas de logro académico distrito y el estudiante.

Cuando escuelas, familias y comunidades trabajan juntos para apoyar el aprendizaje, los niños tienden a mejor en la escuela, permanezcan en la escuela más tiempo y disfrutar más de la escuela. Título 1, parte A proporcionada para la participación de los padres en todos los niveles del programa, como en el desarrollo y aplicación del plan de escuela y distrito y en el cumplimiento de las disposiciones de mejora de escuela y distrito. Sección 1118 de la primaria y secundaria Educación Act (ESEA) de 1965 contiene los requisitos primarios para las escuelas y sistemas escolares para involucrar a los padres en la educación de sus hijos. SCCPSS trabajará con las escuelas de título 1 para garantizar que las políticas de participación de los padres de nivel escolar requiere cumplen los requisitos de la sección 1118 (b) y cada uno incluye, como componente, un compacto de la escuela y los padres.
Política paternal conjuntamente desarrollada

Durante una serie de reuniones todos los padres fueron invi- dados a participar y aportar ideas y sugerencias para mejorar este distrito 1 Titulo de participación de los padres, LEA Plan de mejora integral y la participación de los padres en las asignaciones de fondos para el 2015-16 año escolar.

El distrito envió a un aviador a casa con cada estudiante que informa a padres de las reuniones y fijó el anuncio del sitio web del distrito. Además, el departamento de relaciones públicas del distrito hizo una liberación de medios acerca de la fecha, ubicaciones y los tiempos de las reuniones. El Título del distrito 1 Consejo consultivo Paternal examinó el plan antes del final del año escolar y contribuyó la reacción. Toda la reacción recibida fue incluida con la política para este año escolar.

Durante los padres de reuniones también examinados y habitados Comprehensive LEA Improvement Plan (CLIP). La reac- ción será usada en revisiones del CLIP.

Sobre revisión final, elementos del distrito la política de participa- ción paternal fue incorporada en el CLIP que fue presentado al estado. Los padres pueden presentar comentar- tarios y reacción en cuanto a la política en cualquier momen- to del Título 1 sección de Compromiso Paternal del sitio web del distrito. La política de participación de los padres del distrito fue publicada en los sitios de barrio y escuela, distribuidos durante las reuniones anuales de la escuela de título 1 celebradas en septiembre y hecha disponible en centros de recursos para padres de la escuela. Información y comentarios se celebraron reuniones en el distrito principal Título 1 Política/CLIP/participación de los padres:

- 14 de agosto de 2014 (sesiones)
- 29 de septiembre de 2014 (Consejo Consultivo)
- 10 de enero de 2015 (FAST)
- 13 de enero de 2015 (Consejo Consultivo)

Refuerzo de nuestras

El distrito Coordinador de participación de los padres y los administradores del programa proporcionará apoyo y asisten- cia a todas las escuelas de título 1 para garantizar que se cumplan los requisitos de participación de los padres y que se están implementando actividades y estrategias de participación de los padres.

Cuatro veces durante el año escolar administradores y escuela padres facilitadores de contacto se reunirá para revisar los planes de participación de las familias y estrategias incluyendo escritura compacta eficaz y una política de padres.

Se realizarán talleres de aprendizaje profesional para propor- cionar apoyo y recursos para ayudar a padres contacto/ facilitadores sobre cómo involucrarse y comunicarse con las fa- milias

Además, las escuelas de título 1 recibirá notificaciones y recur- sos del distrito para ayudar a mejorar y fortalecer la partici- pación de las familias.

Reserva de fondos

SCCPSS se reserva el 1% de la cantidad total de los fondos de título 1 que recibe en FY16 para llevar a cabo la participación de los padres requisitos enumerados en esta política y como se describe en sección 1118 de la ESEA. Además, SCCPSS distribuirá el 95 por ciento de la cantidad reservada a todas las escuelas de título 1 para apoyar sus actividades y programas de participación de los padres de nivel local. El distrito proporcionará una orientación clara y comunicación para ayudar a cada escuela de título 1 en la elaboración de un presupuesto adecuado de participación de los padres que se ocupa de sus necesidades de evaluación y padres recomendaciones. Cada escuela envía una encuesta de presupuesto de la implicación Parental de 1% a los padres y llevar a cabo una reunión donde se discute el presupuesto de la participación de los padres de 1%. Minutos y formularios se recogerán de este encuentro. La retroalimentación de encuesta y reunión se utiliz- ará para determinar las áreas de necesidad para el próximo año escolar.
Comentarios de padres

Comentarios o sugerencias de los padres son un componente esencial del distrito y las escuelas de planes de mejora que se desarrollan cada año. Todos los padres de estudiantes elegibles para recibir servicios de título 1 son invitados a asistir a reuniones para compartir sus ideas y sugerencias para ayudar al distrito, escuelas y estudiantes alcanzan altas metas académicas.

Anualmente, cada escuela de título 1 llevará a cabo una reunión en la primavera, donde todos los padres son bienvenidos revisar y apoyar a la escuela política de padres, pactos de escuela – padres, participación de los padres presupuesto y plan de mejora escolar. Cada escuela ofrece reuniones en varias veces y publicitar sus reuniones de múltiples manera a fin de incluir a tantos padres como sea posible en este proceso.

Las oportunidades de proporcionar entrada y disposiciones también son proporcionadas por el distrito en Family Academic Strategies Times (FAST), Éxito Estudiantil Exposición y Reuniones del Consejo consultivo del Padre del Distrito.

¿No pueden asistir a estas reuniones? Por favor visite su escuela Título 1 Web para encontrar información y documentos de la reunión.

Los socios en la educación

Cuatro sesiones de formación se ofrecerá a los administradores escolares y padres contacto/facilitadores sobre el valor del aumento de participación de padres, mejorar la comunicación familia-escuela y construcción de lazos con los padres y la comunidad. Se insinirá en el trabajo con los padres como socios en la educación de sus hijos.

Profesorado de escuelas de título 1 se capacitará por lo menos una vez cada período marcado en varias formas de comunicarse y colaborar con los padres en la educación. Todo otro personal de la escuela se capacitará anualmente.

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Adopción de la política de los padres

Esta política de participación de los padres de todo el distrito ha sido desarrollada conjuntamente y acordadas con los padres de los niños que participan en los programas de título 1 parte A según lo evidenciado por la colaboración de los padres, la escuela y personal del distrito.

Esta política fue aprobada por la Savannah Chatham County Public School System (SCCPS) el 1 de mayo de 2015 y estará en vigor para el 2015-16 año académico. El distrito hará que la política a todos los padres su participación Título 1, Parte A los niños en o antes del 30 de septiembre de 2015.
Consejo Asesor de Padres Distrito

Se ha establecido un Consejo Asesor de padres en todo el distrito que estará compuesto por representantes de los padres distrito. Todos los padres de estudiantes recibiendo servicios título I son Bienvenidos a unirse al Consejo. El Consejo Consultivo de padres proporcionará asesoramiento sobre todos los asuntos relacionados con la participación de los padres en el título I, programas A parte. Líderes de la comunidad y socios de negocios serán invitados a servir en el Consejo. Cada reunión del Consejo está anunciado por todas las escuelas de título I y en el sitio web del distrito. Si usted está interesado en convertirse en un miembro del Consejo podrá asistir a una reunión. Para cuándo la próxima reunión es correo electrónico o una llamada con su información de contacto a: Debbie Burnette Debbie.burnette@sccpss.com or 912-395-1082

INVOLUCRARSE

Evaluaciones de participación de los padres

Cada año SCCPSS llevará a cabo una evaluación del contenido y la eficacia de esta política de participación de los padres y las actividades de participación de los padres a nivel distrito y escuela. Esta revisión se realizará por cada escuela de título I a través de un anual padres encuesta y resorte Junta de padres.

A partir de abril cada escuela enviará inicial una encuesta para que los padres proporcionan información valiosa con respecto a los programas y actividades de participación de los padres. También se coloca una encuesta en la página de participación de padres del distrito título I para recoger feedback de los padres.

Además de realizar encuestas, cada escuela realizará una reunión para recolectar opiniones de padres sobre participación de los padres y facilitar una discusión sobre las necesidades de los padres de niños elegibles para recibir servicios de título I relacionados con diseñar estrategias para el logro estudiantil aumento y participación de padres eficaces.

SCCPSS se utilizan estos resultados para diseñar estrategias para mejorar la eficaz participación de los padres, para quitar posibles obstáculos a la participación de los padres y para revisar sus políticas de los padres, presupuesto de la participación de los padres, y compactación de la escuela y los padres.

Para tomar la encuesta en línea haga clic en el código QR a continuación.

Hacen la diferencia!

Savannah Chatham Public School System Title 1, 208 Bull Street, Room 202, Savannah, GA 31401