I. Principal’s Message

Dear Stakeholders:

I would like to share with you that our school is engaging in an ambitious School improvement planning process during this year which will focus on:

1. Academic Goals to promote high levels of teaching and learning
2. Continuous assessment and evaluation
3. Continuous Professional Development

**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, demonstrate fiscal responsibility, and increase involvement with parents, business partners, and community members in the educational process. Because we value your input and support, you are invited to partner with us as we work to improve Thunderbolt Elementary school.

Sincerely,

Susan Ambrose, Principal
Thunderbolt Elementary School
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>Committee Members/Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual/Groups</td>
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<tr>
<td>INSERT Name (print)</td>
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3
III. Needs Assessment Data Sources

<table>
<thead>
<tr>
<th>Continuous Growth of Student Academic Achievement</th>
<th>Safe, Secure &amp; Disciplined Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ 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>
</tr>
<tr>
<td>✓ SRI Data</td>
<td>Incidents of Possession of Weapons Other than Firearms in School</td>
</tr>
<tr>
<td>✓ MAP Data</td>
<td>Incidents of Possession of Drugs/Alcohol on Campus</td>
</tr>
<tr>
<td>✓ mCLASS</td>
<td>✓ Hearing Office Data</td>
</tr>
<tr>
<td>✓ DIBELS Data</td>
<td>✓ Incidents of Out-of-School Suspensions</td>
</tr>
<tr>
<td>✓ GKAP-R</td>
<td>✓ Incidents of In-School Suspensions</td>
</tr>
<tr>
<td>GHSWT – First Time Pass Rate</td>
<td>✓ Incidents of Expulsions</td>
</tr>
<tr>
<td>EOCT Data (3-years)</td>
<td>✓ Incidents of permanent Expulsion</td>
</tr>
<tr>
<td>✓ Gifted Programs Data</td>
<td>Other</td>
</tr>
<tr>
<td>SAT Participation and Results</td>
<td>✓ Parent Involvement Data</td>
</tr>
<tr>
<td>ACT Participation and Results</td>
<td>✓ 21st Century Program Data</td>
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<tr>
<td>PSAT Participation and Results</td>
<td>PowerSchool Database Data</td>
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<td>IB Programs Data</td>
<td>Accountability and Assessment website</td>
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<td>Post-Secondary Enrollment Report</td>
<td>Grade Distribution Report</td>
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<tr>
<td>Dual Enrollment Class Results and Enrollment</td>
<td>CCRPI Data</td>
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<tr>
<td>✓ Promotion/Retention Data</td>
<td>Quarterly Assessment Data</td>
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<td>Governor’s Honors Program</td>
<td>Disproportional Data</td>
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<tr>
<td>✓ Attendance Data for Students and Staff</td>
<td>Professional Development Hours and Involvement Related to Academic Achievement</td>
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<tr>
<td>Dropout Rate (3-Years)</td>
<td>Teacher Survey</td>
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<td>Cohort Graduation Rate (3-Years)</td>
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<td>Student Survey</td>
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<td>Advanced Placement Exam Enrollment and Results</td>
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<td>HiQ Percentage</td>
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<td>Percent Staffed by Certified Teachers</td>
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<td>Proportional Development Hours and Involvement Related to Academic Achievement</td>
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<td>Grade Distribution Report</td>
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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. | Will increase the percentage of students working on grade level in grade 2 from 65% to 70% and in grade 4 from 50% to 55% reading on grade level as measured by the SRI.  
  
  After analyzing the data from the end of the year SRI Assessment from Spring of 2015, 65% of the students in second grade scored above the Basic level on the SRI Assessment and 50% of students in the fourth grade scored above basic on the same assessment. Students must be able to read on grade level, answer comprehension questions and make inferences about what they read to be successful. |

| GOAL 2. | Will increase the percentage of students working on grade level in math as measured by the MAP assessment from 60% to 65% in grade 2 and from 63% to 68% in grade 4.  
  
  After analyzing the data from the end of the year MAP Assessment from Spring of 2015, 60% of the students in second grade scored average or above level on the MAP Assessment and 63% of students in the fourth grade scored average or above on the same assessment. |

| GOAL 3. | Will increase Lexile levels of students in grades 3 and 5 from 60% to 65% in grade 3 and from 63% to 68% in grade 5 as measured by the SRI.  
  
  After analyzing the 2014-2015 CCRPI report, Thunderbolt Elementary earned 6.6 out of the total 10 points available for students reading at a specific grade level in grades 3 and 5. This data shows a significant drop from the previous years scored earned with students reading on grade level. |

| GOAL 4. | Thunderbolt Elementary will increase the total Achievement points score as measured by the CCRPI from 41.3 to 55 for the 2015-2016 school year.  
  
  After analyzing the data from the 2014-2015 CCRPI, Thunderbolt Elementary had a total score of 41.3 out of 100 possible points earned This score directly impacts our school as we are designated a Focus and Impact school based on this score. Our target goal is a CCRPI score of 70. |

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

| GOAL 1. | Students in grade three will decrease the number of discipline referrals from 60 to 45 as measured by the Rapid Response System.  
  
  After reviewing the discipline data and the trends from the 2014-2015 school year, grades 2 and 3 appear to be the grade levels with the largest number of discipline referrals. According to staff surveys, effective classroom management strategies were also an area of need. Teachers that implement an effective classroom management plan within their classrooms should have a... |
| Reduced number of discipline referrals. |

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

**GOAL 1.** During the 2015-2016 school years, Thunderbolt Elementary will increase parental involvement by offering monthly parent and family activities based on the parent survey results. Parents will be notified of these activities through weekly call outs, school newsletters and advertised on the school website.

According to the comprehensive needs assessment and spring parent surveys, parents would like to have more monthly sessions on upcoming new state assessments and community resources.

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

**GOAL 1.** During the 2015-2016 school years, the administration and leadership team will monitor spending with all local, federal and Title I monies to meet federal and state expenditure deadlines.

Instructional materials positively impact student achievement, teaching and learning. According to the comprehensive needs assessment, the school needs to check inventories before purchases are made, review staff needs and wish lists associated with school goals, and review existing inventory before submitting an item to be purchased.
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V. TITLE I SCHOOLWIDE PLAN COMPONENTS
Title I School wide/School Improvement Plan

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<tr>
<th>SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name:</td>
</tr>
<tr>
<td>District Name: Chatham County</td>
</tr>
<tr>
<td>Principal Name:</td>
</tr>
<tr>
<td>School Year: 2015-2016</td>
</tr>
<tr>
<td>School Mailing Address:</td>
</tr>
<tr>
<td>Telephone:</td>
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ESEA WAIVER ACCOUNTABILITY STATUS
(Chick all boxes that apply and provide additional information if requested.)

- [ ] Priority School
- [ ] Focus School
- [ ] Title I Alert School
- [ ] Not Applicable

Principal’s Signature: ____________________________ Date: ________________

Title I Program Manager’s Signature: ____________________________ Date: ________________

Revision Date: ____________________________ Revision Date: ____________________________

SWP Template Instructions

- All components of a Title I School wide 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:
Thunderbolt Elementary is one of 32 Elementary schools in the Savannah-Chatham County Public School System. Enrollment for the 2015-2016 school-year is approximately 433 students. The ethnic composition of the school is currently 93% African-American, 5% Caucasian, 1% Asian, 1% Hispanic, and 0% Native American. Free lunches are served to over 97% of the student population, and 3% of the students qualify for reduced cost lunch. Respectively, Thunderbolt qualifies for many of the federal and state programs offered to help disadvantaged students. Thunderbolt’s student population is highly transitional. A high level of student turnover occurs around mid-point in the school year. Approximately 17% of the student population lives in the Thunderbolt community. The remaining students are transported from several surrounding and inner-city communities.

Thunderbolt Elementary School’s organizational structure consists of a school leadership team that includes a principal, full-time assistant principal, counselor, media specialist, grade level/resource chairpersons, and classified representative. Other support personnel include a secretary, an information specialist, and a full-time nurse. Additional components of the organizational structure consist of a School Council, Parent Teacher Association (PTA), and community business partners. The school leadership team and school council work to promote positive community-school relations and to establish coalitions for overall school improvement.

The Title I School Improvement Team was formed to conduct a comprehensive needs assessment of the entire school and develop a plan that will meet our needs of our learners. The Title I School Improvement Team is comprised of diverse representatives from each program and department of the school. The following staff members and parents will work diligently to contribute information and data needed to complete our Title I plan.
<table>
<thead>
<tr>
<th>School Team Member</th>
<th>Position</th>
<th>Team Member Role</th>
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</thead>
<tbody>
<tr>
<td>Susan Ambrose</td>
<td>Principal</td>
<td>Facilitator/Prof. Dev.</td>
</tr>
<tr>
<td>Jennifer Wright</td>
<td>Assistant Principal</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Latonya Judson</td>
<td>Pre K Teacher</td>
<td>Grade level chair</td>
</tr>
<tr>
<td>Leesa Leverette</td>
<td>Kindergarten Teacher</td>
<td>Grade level chair</td>
</tr>
<tr>
<td>Wanda Miller</td>
<td>First Grade Teacher</td>
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</tr>
<tr>
<td>Sunny Chadwell</td>
<td>Second Grade Teacher</td>
<td>Grade level chair</td>
</tr>
<tr>
<td>April McMillian</td>
<td>Third Grade Teacher</td>
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</tr>
<tr>
<td>Wendy Campbell</td>
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</tr>
<tr>
<td>Emily Williams</td>
<td>Fifth Grade Teacher</td>
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</tr>
<tr>
<td>Edna Mason</td>
<td>EIP/Resource</td>
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</tr>
<tr>
<td>Christine Crawford</td>
<td>Specials Teacher</td>
<td>Positive Behavior Coach</td>
</tr>
<tr>
<td>Keri Carrasquillo</td>
<td>Gifted &amp; Talented</td>
<td>Grade level chair</td>
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<tr>
<td>Tameka Sloman</td>
<td>Parent</td>
<td>PTA President</td>
</tr>
<tr>
<td>Christine Crawford</td>
<td>Parent Facilitator</td>
<td>Parental Involvement Strategist</td>
</tr>
<tr>
<td>Stephanie Glover</td>
<td>Counselor</td>
<td>Counselor</td>
</tr>
<tr>
<td>Chyron Kemp</td>
<td>Paraprofessional</td>
<td>Lead Classified Staff Member</td>
</tr>
</tbody>
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We have taken into account the needs of migrant children, however, at this time we have 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.

A half day leadership retreat was held for the school-wide Title I Planning Team to meet and collaborate on August 4, 2015. A copy of the components contained in the Title I plan was distributed to all staff members listed above. Staff members, community members and parents were asked to review this information with their grade levels or departments. Each team brainstorms and develops a needs-assessment based on their individual data and submitted input to the administrative team. A parent meeting has been held by the principal to allow parents the opportunity to provide feedback in regards to Thunderbolt’s parental involvement initiatives, parent policy, parent/school compacts and school improvement plan. Once the leadership team and the parents meet, all of their information, suggestions, and data are passed on to the administration team. The leadership team (consisting of the principal, assistant principal and team leaders) takes all of the data and feedback given to complete the final report.

The following data sources are used to conduct a comprehensive needs assessment:

- School Demographics
- SWD Data
- SRI data
- MAP Data
- Dibels Data
- HiQ Percentage
- Percent Staffed by Certified Staff
- Professional Development activities
- Teacher Surveys
- Parent Surveys
- Student Surveys
- CCRPI data
- Quarterly Assessment Data
- Hearing Office Data
- Incidents of OSS data
- Incidents of ISS data
- Incidents of Expulsions
- Incidents of Permanent Expulsions
- GKAP-R data
- Gifted programs data
- Promotion/Retention Data
- Attendance Data for Staff/Students
- Power School Database Data
- Accountability and Assessment website
The members of the School-wide Title I Planning Team and members of the Leadership Committee have conducted the comprehensive needs assessment. As part of the development of our School Accountability and Title I Plans, the Thunderbolt staff reviews data from numerous sources to determine the overall needs of the school. For academic data, the Thunderbolt Elementary staff utilizes common assessments, student progress, and achievement assessments to assess student strengths and weaknesses and utilizes the data in our School CCRPI Report. Test scores for our school may be viewed on the Georgia Department of Education website. The Thunderbolt CCRPI was reviewed to determine which specific areas the school did not receive the total points earned. We also examined our benchmark indicator, performance indicator and percentages for students passing the SRI and MAP assessments. We also look at other areas, fixed assets to determine our needs in terms of technology and tools that are used to deliver the instructional material to our students. To ensure input from our stakeholders needs assessment surveys are developed and administered to the students, parents, community, and staff. Additional information is obtained from parents and members of the School Council and PTA. This information is shared with the faculty for further input and processing. The school administration, school counselors, and teachers analyze the data consistently throughout the school year.

All data sources are analyzed and cross-referenced between assessments to look for correlations among them and examine the relationships between Common Core Georgia Performance Standards and assessments. The team brainstorms to examine the data and determine not only students’ strengths and weaknesses, but also instructional strengths and weaknesses. The data to include strengths and weakness are presented to the committee utilizing charts, graphs, tables, and survey results. With this information, the committee is able to develop findings and recommendations.
## CCRPI Score

<table>
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<th>Year</th>
<th>Achievement Points</th>
<th>Progress Points</th>
<th>Achievement Gap Points</th>
<th>Challenge Points</th>
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<td>2013</td>
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<td>12.5</td>
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<td>1.9 0.5</td>
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<td>2014</td>
<td>30.1</td>
<td>10.7</td>
<td>0</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Total score: 0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Elementary School Indicators

<table>
<thead>
<tr>
<th>Percent of students scoring at Meets or Exceeds in ELA</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance on Indicator (%)</td>
<td>87.8</td>
<td>82.4</td>
<td>72</td>
</tr>
<tr>
<td>Points Earned on Indicator</td>
<td>8.8</td>
<td>8.2</td>
<td>7.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of students scoring at Meets or Exceeds in Reading</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance on Indicator (%)</td>
<td>92.6</td>
<td>92.5</td>
<td>85.7</td>
</tr>
<tr>
<td>Points Earned on Indicator</td>
<td>9.3</td>
<td>9.3</td>
<td>8.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of students scoring at Meets or Exceeds in Math</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance on Indicator (%)</td>
<td>77.7</td>
<td>71.7</td>
<td>56.8</td>
</tr>
<tr>
<td>Points Earned on Indicator</td>
<td>7.8</td>
<td>7.2</td>
<td>5.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of students scoring at Meets or Exceeds in Science</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance on Indicator (%)</td>
<td>51.9</td>
<td>55.6</td>
<td>47.3</td>
</tr>
<tr>
<td>Points Earned on Indicator</td>
<td>5.2</td>
<td>5.6</td>
<td>4.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of students scoring at Meets or Exceeds in Social Studies</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance on Indicator (%)</td>
<td>60.1</td>
<td>65.1</td>
<td>51.2</td>
</tr>
<tr>
<td>Points Earned on Indicator</td>
<td>6</td>
<td>6.5</td>
<td>5.1</td>
</tr>
<tr>
<td>Post Elementary School Indicators</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Performance on Indicator (%)</td>
<td>66.7</td>
<td>62.7</td>
<td>54</td>
</tr>
<tr>
<td>Points Earned on Indicator</td>
<td>6.7</td>
<td>6.3</td>
<td>5.4</td>
</tr>
<tr>
<td>Performance on Indicator (%)</td>
<td>66.7</td>
<td>62.7</td>
<td>54</td>
</tr>
<tr>
<td>Points Earned on Indicator</td>
<td>6.7</td>
<td>6.3</td>
<td>5.4</td>
</tr>
<tr>
<td>Performance on Indicator (%)</td>
<td>66.7</td>
<td>62.7</td>
<td>54</td>
</tr>
<tr>
<td>Points Earned on Indicator</td>
<td>6.7</td>
<td>6.3</td>
<td>5.4</td>
</tr>
<tr>
<td>Percent of students scoring at Meets or Exceeds on the 5th Grade Writing Assessment</td>
<td>66.7</td>
<td>6.7</td>
<td>62.7</td>
</tr>
<tr>
<td>Percent of students in Grade 3 achieving a Lexile measure of 650 or higher.</td>
<td>32.7</td>
<td>3.3</td>
<td>52.5</td>
</tr>
<tr>
<td>Percent of students in Grade 5 achieving a Lexile measure of 850 or higher.</td>
<td>46.5</td>
<td>4.7</td>
<td>55.2</td>
</tr>
<tr>
<td>Percent of students in Grades 1-5 completing the Career Clusters</td>
<td>N/A</td>
<td>N/A</td>
<td>86.3</td>
</tr>
<tr>
<td>Student Attendance Rate</td>
<td>99.7</td>
<td>96.1</td>
<td>96.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NWEA MAP RIT</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Spring 2013</td>
<td>Spring 2014</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>2</td>
<td>183.4</td>
<td>185</td>
<td>185.2</td>
</tr>
<tr>
<td>4</td>
<td>208.9</td>
<td>204.4</td>
<td>204.1</td>
</tr>
</tbody>
</table>

In 2013, the mean RIT score as measured by the MAP assessment was 183.4 for second grade and 208.9 for 4th grade. In 2014, the mean RIT score was 185 for 2nd grade and 204.4 for 4th grade and in 2015 the mean RIT score was 185.2 for second grade and 204.1 for 4th grade.
In 2013, 38% of 2nd graders and 35% of 4th graders were below basic in comprehension and inference as tested by the SRI. In the fall of 2014, 26% of 2nd graders and 41% of 4th graders were in the below basic range. In Spring of 2015, 29% of 2nd graders and 30% of 4th graders were below basic as measured by the SRI assessment. The percentage of students still reading below basic was due to students coming to 2nd and 4th grades reading well below grade level, despite their significant gains on the SRI assessment, it did not place them in the proficient category.

The following data analysis came as a result of consultation between the Data Team and the School Leadership Team.

**Instructional Strengths:**
- Reading skills, vocabulary and comprehension in grades 3 and 5
- Numerical Operations and Measurement in grades 2 and 4

**Instructional Weaknesses:**
- Inferencing skills in grades 2 and 4
In order to have an environment conducive to learning and to the development of our future, productive citizens, we believe a safe and positive school environment is essential. While there are many measures of success in this area, we have included data related to discipline referrals. In reviewing the data, there appear to be seasonal trends in which discipline referrals are more than 25 per month. Thunderbolt Elementary is a school wide Positive Behavior Interventions and Supports (PBIS) school as well as a Character counts school. We utilize both these initiatives to assist in addressing actions with the school discipline needs. In addition, student positive behavior assemblies will be held prior to the peak discipline months as well as prescriptive end of the year activities to ensure student engagement.
Although Thunderbolt does not have any migrant students enrolled at this time, we have taken into account the needs of migrant children. The following procedures have been put into place determining Eligibility for Migrant Services:

- A copy of the Occupational Survey is in all school registration packets
- All surveys returned with indicators checked are sent by the school to the District Program Manager of Homeless/N & D
- Program Manager of Homeless/N&D then forwards surveys with indicators checked to the Regional Migrant Office
- The Regional Migrant Office determines what, if any services they are eligible for and notifies the District Program Manager
- The District Program Manager then works with the schools to ensure that families receive services they are eligible to receive

In the event that the parents elect to have their children attend Thunderbolt Elementary in lieu of the ESOL school, these are the procedures we would follow should those students be in attendance:

- Provide professional development for teachers which focus on strategies and techniques for working with migrant students within the context of the regular classroom.
- Provide professional development for staff members to train in cultural sensitivity
• Provide classroom buddies for migrant children to assist the child in adapting to school
• Provide parent outreach through the parent center liaison to help parents understand that they are authentic partners in the education of their child.
• Provide individualized assessment for students to identify strengths as well as needs.
• Provide all correspondence in the home language as well as English.

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).

1. After-school programs for the at-risk learner will continue in grades 3-5 and additional programs will be added for grades 1-2. Research shows these programs such as 21st Century contribute to an array of positive developmental outcomes, including socio-emotional skills and healthy behaviors that support learning, and they prevent a number of problem behaviors that are detrimental to school and life success (Little, Wimer, & Weiss, 2008). The 21st Century program and Flexible Learning program increases the amount of learning time for students by providing an extension to the school day and provides support in all areas of academics. Students that participate in this program will be evaluated during each marking period and teachers will provide parents and homeroom teachers with formative assessments and progress reports. Students that are low achieving, at risk for failing or were in jeopardy of being promoted to the next grade level will be given priority for these programs. These students were chosen in rank order based on the following criteria:
   • Students were required to attend Summer School
   • Students who are below grade level based on grade level assessments
   • Students who are identified as being in the bottom 10% of their class

2. The following data supports class size reduction in grades 1, 2, 4 and 5.
   • 80 students in grades 2-5 did not meet promotion criteria for reading and math
   • 50% of 5th grade students did not pass the State Writing Assessment
40% of first grade students were reading below basic in the Spring of 2015.

Research from Columbia University Teachers College in New York showed the context of class-size reduction can affect its success in improving student achievement (Ready, 2008). This is achieved through more time of instructional practice, information feedback, universal success for each student as a smaller class enables each student to receive valuable and individualized instruction. Students that are in these grades levels will be monitored closely during each marking period to determine progress towards meeting grade level standards.

3. An Academic Coach is needed to assist in addressing academic deficits for low performing and at-risk students in grades K-5. This coach will provide resources for teachers on research based strategies to increase math and reading weaknesses and work with grade level teachers on practice SRI test questions to increase student’s ability to inference. The Academic Coach will also model highly effective practices in the areas of reading, writing and math for teachers in grades K-5. The Academic Coach will also lead and organize monthly Professional Learning Communities topics based on walk throughs and observations. During PLC’s, the Academic Coach will analyze grade level data, identify instructional strengths and weaknesses and prepare topics for PLC’s that are prescriptive based on the coaching cycle and classroom observations.

4. Thunderbolt Elementary will employ a full time Parent and Community Relations Specialist. School data from the 2014-2015 school year indicates a parent facilitator assists in increasing parental involvement through attendance at monthly Title I parent meetings, report card nights and parent conferences. The Parent Facilitator also serves as part of the attendance team to monitor student attendance each week and contact parents as needed. The parent facilitator also serves as the first point of contact for the Parent Center which has shown to be a valuable resource for our school.

5. Thunderbolt Elementary will implement the Thinking Maps program in grades second through fifth. Thinking Maps is a set of visual patterns for critical and creative thinking, used of all learners and all content areas and grade levels. A blended approach to this job-embedded professional development involves trained trainers and online courses and support ideas. The use of Thinking Maps is supported by Marzano’s research on the impact of non-linguistic representations (Marzano, 2011), Hattie’s research on Making Learning Visible (Hattie, 2013), and Payne’s research on strategies for students in Poverty (Payne, 1995), and Costa’s research on higher order thinking skills (Costa, 2006).

In compliance with School-wide Title 1 guidelines, all students have equal access to programs designed to help them meet or exceed proficient/advanced levels of learning. They include: Wilson Fundations strategies, Gifted and Talented, Standards-Based Teaching and Learning, School-wide Title I, full inclusion, Music, Art, Technology Lab, After School tutorial,
Accelerated Reading Program, and 21st Century.

We will increase the amount and quality of learning time by:

- Integrating Technology in core subject areas
- Increasing opportunities for non-fiction reading in the area of Social Studies and Science
- Improving student performance in math by using Performance Tasks and Learner’s Advantage strategies.
- Using daily distributed practice and math journals.
- Scheduling a literacy block for English Language Arts daily.
- Focusing on using appropriate math performance tasks for concept development and application.
- Developing a school-wide Writing Plan that includes practice in all genres and all domains.
- Improving student performance through improved student attendance through a team that meets weekly.
- Implementing gifted strategies with all learners.
- Providing additional opportunities for basic skills practice in Reading/Language Arts and Math in a computer lab setting.
- Providing reduced class sizes in grades 3-5
3. Instruction by highly qualified professional staff

Response:

Highly Qualified Percentage : 100% of teachers at our school are Highly Qualified
100% of Para Professionals at our school are Highly Qualified

<table>
<thead>
<tr>
<th>Teachers at our school and their Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees</td>
</tr>
<tr>
<td>Bachelors</td>
</tr>
<tr>
<td>Masters</td>
</tr>
<tr>
<td>Specialist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers at our School and Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Years and Under</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

Our staff is encouraged to attend seek advancement in professional practice through graduate courses and professional learning opportunities available both onsite and district-wide. New teachers utilize the district’s initiative, THRIVE, to help them prosper, flourish, and succeed during their first two years in the system. Participants are trained in standards based instruction, content-specific curriculum, technology, and information specific to the school system. At the school level, new teachers are also assigned a mentor teacher. Constant communication between the mentor and new teacher is the central focus of this program. Mentors and mentees have monthly meetings to discuss challenges and successes.

While the district does have a THRIVE (Teachers Helping teachers through Resources, Information and support for Victorious Experiences in educating our students) program to support new teachers in the count, Thunderbolt Elementary School has incorporated a teacher mentoring program to support new teachers as well as veteran teachers new to the school. The system is designed to provide support on the daily operations of the school for teaching and learning. Differentiated support will be provided to new teachers to Thunderbolt Elementary School through the following:

- All new teachers to TES will be assigned a mentor and/or buddy teacher for the purpose of providing guidance and support.

A New teacher orientation will be provided to all new teachers to Thunderbolt
Elementary School to assist in their transition and acclamation to the school. Additionally, mentoring training will be provided to all mentors and buddy teachers.

- Teacher Support System (TSS) Mentors/Buddy teachers will regularly meet with mentee/protégée to complete various activities including model lessons, classroom observations, sharing effective teaching strategies, etc. A log will be maintained of the activities and hours completed and submitted to the Induction Coordinator.

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: Professional learning continues to be an integral part of Thunderbolt’s success. Professional Learning opportunities are based on school needs and county initiatives. Also, staff members and administrators attend outside professional learning sessions based on identified areas for the school and individual professional growth. The Savannah-Chatham County Public School System provides each school with funds for staff development along with district level specialists in the areas of reading, mathematics, science, and social studies. Student assessment results show a need for more professional development in the area of differentiated instruction to better meet the needs of students served by special education, or who are at-risk, and who are English language learners.

Professional Learning activities will be differentiated for each grade level based on individual grade level needs, district grade specific initiatives, and specific areas of student needs at each grade level. The professional learning room is located the back of the school and includes technology available in the actual classroom to assist with redelivery of PLC’s as needed. The PLC room is also the data room where all current school data is housed and reviewed. Professional learning activities are monitored each Wednesday for teacher attendance and feedback is given at grade level meetings and leadership team meetings for effectiveness. The Academic Coach will lead weekly PLC’s and provide weekly observations to ensure teachers are utilizing the strategies in practice within the classroom setting. Administration and district ELA and Math coaches also provide feedback to teachers on specific strategies taught and reviewed.

High-quality, effective, scientifically-research based professional development activities
are planned for administrators, teachers, and paraprofessionals to give educators valuable tools to assist all Thunderbolt Elementary School students to meet the state’s student achievement standards as well as society’s expectations. Professional Learning continues to be an integral part of Thunderbolt Elementary School’s success. Professional Development is designed to encourage staff members to take a closer look at the learning needs of our students through data analysis and classroom observation. Data is disseminated and discussed through the Leadership Team and grade level PLC’s.

Professional Learning will continue in the area of Write Steps, Model Drawing for Math, SRI, Scoot Pad, SRA Reading Mastery, Differentiated Instruction, and Integrating Technology in the Classroom, Character Counts Education, and Response to Intervention (RTI), Professional Learning Communities, Data Teams, and Thinking Maps. Research based strategies will consist of independent as well as group learning through grade levels, site-based retreats, outside conferences, job-embedded learning by working in PLC’s. Professional learning will continue in the area of Math to ensure alignment of instruction to the standards, utilizing benchmarks for assessment and instructional purposes, and curriculum mapping directly related to increasing student achievement. Professional development activities that are driven by the data include, but are not limited to:

- Grade Level PLC (weekly)
- Data Meetings (monthly)
- Walk Throughs
- Local Assessments
- Benchmark Assessments

The Professional Learning Community (PLC) schedule for the 2015-2016 school year was developed by reviewing the needs assessment with District Language Arts, Math and Technology coaches to determine specific topics and areas of strengths and weaknesses. ELA PLC’s will address effective writing strategies, differentiating instruction and using the Wilson and SRA reading programs with struggling readers.

Math PLC topics will address utilizing the Model Drawing and pictorial strategies to solve multi step word problems.

Webinars will be offered by the Department of Education on the topics of Effective Writing Strategies and increasing math rigor.
District trainings will be held monthly on the topics of math task and unit reviews. In addition, in-service days are provided as required by the Savannah Chatham School Board. Lastly, an area in the Media Center is dedicated to professional learning and provides books, journals, and videos that are available to the teachers for check-out purposes. These resources are all based on current periodicals and are updated twice per year.

The Title I School Improvement Team will identify several areas of needs based on the school’s 2015-2016 student performance data.

- We will continue to focus on integrating technology into our math, science, and social studies classrooms in order to ensure that students are exposed to material that they may not have firsthand experiences or exposure.
- We will continue to work with our Technology department to design a comprehensive plan that will enable teachers to use technology to enhance instruction.

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

*Response:* Savannah Chatham County Public School System’s (SCCPSS) Human Resource Department in conjunction with Title I schools employ a number of methods to recruit high-quality highly qualified teachers to include using: Teachers-Teacher.com., K-12 Job Spot, EdWeek –Top School Jobs, College Educator Fairs, Tweets, Career Recruitment Fairs, and SCCPSS website postings.

The SCCPSS Human Resource Department screens all applications to insure that teachers are high-quality high qualified prior to releasing application for interview to Title I schools. This ensures that all teachers hired are properly vetted before a school begins the interview process.

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.
Thunderbolt Elementary School values the importance of parental involvement in the educational pursuits of every child. As parent communication is a priority, we strive to maintain communication with parents/guardians by establishing daily and weekly correspondence, home visits (as needed), parent-teacher conferences, family nights, and open house and personal phone calls. We encourage family involvement, including parent/guardian acting in a role of volunteer in the school, participation in Parent-Teacher Conferences, involvement in Home-School Compact and participating in school-wide Title 1 Sponsored activities, such as math and reading nights.

Thunderbolt provides a site-based Parent Resource Center which includes a full time Parent Involvement Facilitator who works to help create, support, strengthen and encourage parental involvement at school in order to produce student success. The Parent Center located in room 10 and is open 8:30 am to 4:15 five days a week. Extended hours are available at the parent request and one night a month during parent meetings. Provides materials to parents, including brochures on various subjects such as drug prevention, peer influence, SAT/ACT prep and college readiness as well as take-home academic activities and resources. On-site workshops are held throughout the year to provide training and education, enabling parents to act as full partners in the education of their children. Thunderbolt will also actively collaborate with Community United Services Inc.—Parent University, PTA, 21st Century, Boy Scouts, Jr. League, 2nd Harvest Food Bank and other local organizations to enhance student learning and assistance with the informational needs of our parents. Thunderbolt will notify parents two weeks in advance of offered classes, Parent University events and programs by posting flyers in our school for visiting parents, sending home notices in our weekly communication folders and creating a callout with both voice and e-mail. Parents are actively encouraged by administration, teachers and the Parent Center to attend any offered programs or sessions.

Based on a parents’ needs assessment conducted in Spring of 2015, the majority of the parents feel as if Thunderbolt is keeping them informed of the school’s and students’ progress. The results show that parents know and understand Title I and its accompanying documents. Parents feel that they have been made aware of the site-based Parent Center and they have been provided with support and strategies to help impact student achievement and school status. Thunderbolt Elementary will strive to keep parents informed of student progress and assessments through parent/teacher meetings and weekly communication. Ongoing sessions will be held in areas
requested in the 2015 Title I Parent Survey. Local area daycares and private Pre-K programs will be invited to parent sessions as well where applicable.

In order to ensure relevant parent meetings to build capacity with parental involvement Thunderbolt will be providing the following Title 1 nights for the 2015-2016 school year:

August 27th: Title I Parent Open House

September 17th: DIBELS/SRI/MAP Score Training for parents
   How to use Parent Access

October 7th: Effectively Communicating with Parents

October 15th: Parent Conferences and Report Card pick up night

November 19th: Literacy night/Book Fair

December 17th: SRI/MAP Resources for parents

January 21st: Specialty School mini-expo

February 18th: Math night/GMAS for Parents

March 19th: Technology and literacy resources for parents and students

April: Middle School expo for rising 6th graders

May: “Science Lab Activities from your own kitchen!”

Thunderbolt Elementary will collaborate with many community agencies such as Second Harvest Food Bank for our Back Pack Buddies program, local churches in Thunderbolt as well as Tara Nursing Home for uniform needs, school supplies and volunteers for Parent night activities, and the Thunderbolt Neighborhood Watch and Police Department to communicate school-wide events.

Student assessment data and proficiency levels will be sent home to parents as applicable through weekly communication folders, through the school-wide call out system and through parent conferences. There will also be links on the school web site to understanding assessment proficiency levels. This information will also be housed in the parent center and available for parent use.

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. To keep parents and the community better informed of our intentions related to family involvement we will make the school-wide program plan, Parent Policy and School-Parent Compacts available to the LEA, parents, and the public (internet, at public meetings and in the school’s Parent Resource Center).

| 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 and/or students entering middle or high school to include new student during the school year. |

**Response:** The following are our plans for assisting preschool children in the transition from early childhood to Kindergarten programs. Additionally, the transition plans for students entering middle school and entering from private schools, as well as students entering our school throughout the school-year.

**Pre-Kindergarten to Kindergarten**

- Kindergarten orientation is held each spring onsite.
- During orientation all potential students will visit a kindergarten classroom and participate in school activities.
- Parents have the opportunity to attend an informative meeting where they meet the kindergarten teachers.
- Parents tour the school at their convenience.
- Pre-K students visit kindergarten classes to learn expectations and what they will be learning.
- Thunderbolt Elementary is privileged to house three pre-kindergarten classes and participate in the development of Pre-K Students. The curriculum prepares students for kindergarten through the Bright from the Start Pre-K curriculum.
- Local daycares and Private Pre-K programs will be invited to attend all monthly parent meetings as applicable.

**Fifth Grade to Sixth**

- In April, every 5th grade teacher will complete a transition form on each student. This form includes information on reading and math levels, writing ability, RTI, IEPs, counseling needs, home support, learning styles, behavior problems, and organizational problems. These forms can be used to help with placement.
- In April, Thunderbolt Elementary will hold a 5th grade parent night to share the student transition plan for middle school. Representatives from local middle schools and Specialty Schools will be in attendance to answer questions and provide information to parents.
- In May, staff members from area middle schools are invited to visit and talk to the fifth grade students.
- Request for successful sixth graders to visit our fifth graders to discuss how they completed the transition.
In May, every 5th grade class will be given an hour presentation about Middle School. The discussion will include homework, organization, scheduling, typical day, teachers, school activities, clubs, and athletics.

In May, every 5th grade class will also take a tour of various feeder middle schools and parents will be invited to attend these tours.

The Guidance Counselor will devote the last 2 or 3 classroom guidance sessions in the 5th grade rooms to answering students’ questions and helping to ease their fears about middle school.

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<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>

*Response:* Teachers and staff are continuously involved in decisions regarding the use of various assessments in a variety of ways. These include shared decision making through our Leadership/Design Team; disaggregation of student data including achievement and school profile data; grade level and professional learning meetings; identification of individual, class, and grade level strengths and weaknesses; and modification of instruction through the Response to Intervention Process. Teachers are encouraged to voice concerns during their weekly grade level meetings to the grade chair and then in turn the grade level chair has the opportunity to share during the Leadership team meeting. The Leadership team meets the second Wednesday of each month to review school wide data, school improvement goals and seek teacher and staff input on strategies to promote academic success within the school. The administrative team also meets with each grade level weekly to address any concerns. Student assessment data and academic announcements are disseminated to the staff via weekly grade level meetings and monthly Leadership Team meetings. Teachers are also a part of the School Council to participate in the school improvement process and shared leadership and decision making. In addition, current measures used in making the decisions concerning the improvement of the achievement levels of individual students and the overall instructional program are as follows:

- Grades 3-5 teachers will utilize the data received from the SRI and MAP to find student areas of strengths and weaknesses to make instructional decisions.
- Grades K-1 teachers will utilize the data received from the DIBELS Assessment to find student areas of strengths and weaknesses to make instructional decisions. In addition, they submit small group lesson plans.
- Utilize written/oral questions addressing higher order thinking skills in conjunction with classroom testing and Common Formative Assessments at every grade level.
- Utilize the results of Compass, A+ Learning, Brain Pop, and Scoot Pad etc. to create a goals sheet to track students’ progress throughout the year.

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➤ Conduct weekly grade-level/cross grade-level collaboration meetings (Horizontal & Vertical Teaming).
➤ Weekly PLCs provide the time to make student decisions as a grade team.

9. 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:
We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.

The following measures assist in ensuring student’s difficulties are identified on a timely basis:

➤ Early Intervention Program (EIP) provides assistance in all academic areas to at-risk students in grades kindergarten through fifth. EIP services are provided through the resource/pull-out model.
➤ The school’s counselors offer guidance and support to groups of students as well as to individual students who are experiencing difficulty.
➤ Three full time special education teachers serve students.
➤ Gifted and Talented Staff offers enrichment daily to K-5 students identified as high achievers.
➤ The Title I Afterschool/Tutorial serves the needs of students who have general academic difficulties. Eligibility is based on the students with the greatest needs. We look at test scores, classroom performance, and teacher recommendation. Parents are informed of specific areas of need by the classroom teacher and specific strategies and tasks the students will target during the tutorial.
➤ Supplemental Instruction is provided by Title I teachers and paraprofessionals to work with students experiencing difficulties with academics. This instruction is delivered through differentiated instruction during classroom activities and students are identified through weekly assessment data and benchmark testing.
➤ Periodic training for teachers in the identification of difficulties and appropriate
assistance for identified difficulties (RTI).

- RTI procedures are reviewed throughout the year by the administrative team and teachers are trained on how to use TIENET software as it relates to RTI.
- Teachers are trained in Differentiated Instruction and Data Teams analysis. This training is provided by District staff and school administrators through weekly PLC’s.
- RTI team members assist teachers in identifying and implementing appropriate assistance for identified difficulties and provide progress monitoring techniques. This process is done weekly.
- All teachers are mandated to attend weekly “RTI Mondays” with the administrative team to review student RTI data.
- Teacher-parent conferences are held that detail what the school will do to help the student, what the parents can do to help the student, and provide information about additional assistance available to the student on-site or in the community.
- Parent Teacher conferences are held at least four times a year where teachers and parents discuss available assistance during report card supper conferences.
- Teachers will review permanent records, Response to Intervention (RTI) records, previous test results, and any other information provided to determine student strengths and weaknesses.
- Teachers will compile class profiles utilizing test reports to determine individual and class strengths and weaknesses and address these results while teaching (DIBELS, SRI, MAP, and Writing Assessments).
- Teachers continuously communicate with previous teachers who have insight about the student’s learning styles.
- A 50 minute Intervention block has been added to the schedule to focus on areas of weakness through a school-wide flex schedule.
- Staff members will be assigned to grade levels to reduce the student/teacher ratio.

Periodic training for teachers in the identification of difficulties and development of appropriate strategies to meet students’ needs is accomplished through staff development in areas that will enhance student instruction. Teachers participate weekly in Professional Learning Communities (PLCs). The PLCs instruct teachers in facilitating communication with parents and other educators, as well as augment the collection of data which aids in the planning for instruction. This process continues on an on-going basis. Each marking period, teachers turn in
a Monitoring Academic Progress form to the administrative staff. The administrative staff reviews the information and meets with the teachers to ensure that appropriate interventions are put in place.

Individual student assessment results and interpretation will be provided by the teacher weekly through Power School and weekly communication with the parent. A testing coordinator is responsible for the collection and distribution of achievement and assessment results. Achievement and assessment results are provided to the parent through the counselor’s office. The results are sent home with the students with a letter explaining how to interpret the results. Parents may also schedule conferences with the counselor to review and interpret the results. Thunderbolt will also offer assistance through the Parent Center and offer workshops for those parents who would like additional support interpreting the data.

The district office provides the school with valid and reliable disaggregated data from all district and state assessments. The school leadership team and data teams analyze the data from all assessments to determine the strengths and weaknesses of students. Once data is analyzed, the assessment data is reviewed with the School Council and posted in meeting minutes. We also review our assessment data at parent workshops and PTA meetings.

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:

<table>
<thead>
<tr>
<th>Program Services</th>
<th>2015-2016 School year</th>
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<tbody>
<tr>
<td><strong>Title I, Part A: Improving Basic Programs Operated by Local Education Agencies Targeted Assistance Program</strong></td>
<td>Class size reduction (staffing) for students at-risk in the areas of reading and math</td>
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<td>Support and enhance instruction</td>
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<td>Supplies</td>
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<td>Technological enhancements (computer labs for students to access academic programs on line.</td>
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<td>Professional Development to increase student achievement by training the staff on Thinking Maps, Number Worlds and</td>
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<td><strong>Reflex Math.</strong></td>
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<tr>
<td><strong>Parent Facilitator:</strong> Provide monthly parent meetings, ensure federal guidelines are followed as it relates to parental involvement, fiscal responsibility and state reporting.</td>
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<tr>
<th><strong>Title II A: Teacher and Principal Training and Recruiting Fund</strong></th>
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<tr>
<td><strong>Professional Development</strong></td>
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<tr>
<th><strong>Title V, part B: 21st Century Learning Communities</strong></th>
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<tr>
<td><strong>After school program to improve academic and social development</strong></td>
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<th><strong>ESPLOST</strong></th>
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<tr>
<td><strong>Site-based technology</strong></td>
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<td><strong>Building upgrades</strong></td>
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<th><strong>State Funds</strong></th>
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<tbody>
<tr>
<td><strong>Early Intervention Program K-5:</strong> Provide assistance for low or at risk students</td>
</tr>
<tr>
<td><strong>Pre –Kindergarten</strong></td>
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<tr>
<td><strong>Gifted Education</strong></td>
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<td><strong>FTE</strong></td>
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<td><strong>RTI</strong></td>
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<tr>
<td><strong>Exceptional Child Services</strong></td>
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<tr>
<td><strong>Media Center books and technology</strong></td>
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<tr>
<td><strong>Instructional supplies</strong></td>
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<tr>
<td><strong>After school and Saturday School tutoring</strong></td>
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<tr>
<td><strong>Special Education teachers and paraprofessionals</strong></td>
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<th><strong>Local Funds</strong></th>
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<tr>
<td><strong>Local Salary Supplements</strong> for additional support after school; Saturday school; credit recovery; tutorial; Incentive Programs; Fulltime Nurse</td>
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<th><strong>Other</strong></th>
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<tr>
<td><strong>Business Partners</strong></td>
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<td><strong>SSU Students</strong></td>
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Title I funds will be used in collaboration with state funds for regular education and EIP teachers to reduce class sizes. Local budget additional instructional funds as well as Title I funds will be used to pay tutorial teachers for after school tutorial. The federal, state, and local programs are used to provide a supportive learning environment, opportunity for each child to achieve high quality curriculum and instruction, and to be taught by highly qualified educators. The Title I plan was developed in coordination with other programs and designed to supplement services provided by local, state, and other federal programs.

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<tr>
<th>11. Description of how individual student assessment results and interpretation will be provided to parents.</th>
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<tr>
<td><strong>Response:</strong> 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 <strong>Wednesday</strong>, 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, teachers communicate with parents on a regular basis through phone calls, emails and weekly reports. RTI or IEP meetings are another opportunity for parents to discuss their student’s achievement with teachers and other professionals.</td>
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<tr>
<th>12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.</th>
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<tr>
<td><strong>Response:</strong> 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 (<a href="http://www.doe.k12.ga.us">www.doe.k12.ga.us</a>). Each Chatham County Public School’s data is published in the District Accountability Plan posted on the website (<a href="http://www.sccpss.com">www.sccpss.com</a>). 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 school wide plan which will be available for parent to read at the parent center. Each school year, Thunderbolt 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.</td>
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<td>□ Last school year’s student composite and disaggregated data</td>
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<tr>
<td>□ The school’s composite and disaggregated data</td>
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<tr>
<td>□ Trends in data</td>
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<td>□ Teacher and student demographic data</td>
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<tr>
<td>□ Highlights of programs being implemented to increase student achievement</td>
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<tr>
<td>□ Student highlights</td>
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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 Thunderbolt 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 Thunderbolt Elementary. The Title 1 parent involvement policy is reviewed from 2014-2015. School-Parent Compact and the school wide Calendar of Events is 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: Thunderbolt Elementary’s 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, Thunderbolt 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.

OR

Thunderbolt Elementary’s population for the 2015-2016 school year consists of English and Non-English speaking students. Therefore, the School Improvement Plan will be translated for parents and families in their home language. All parent meetings that reference the Plan will be conducted in English and in the primary language of the parents in attendance.

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

Response: Beginning with the 2012-2013 school year, the GA DOE 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 GA DOE 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.

Thunderbolt Elementary is currently designated as a Focus School for the 2015-2016 school year. Focus Schools will be identified every three years and the identified school will be served for 3 years through Flexible Learning Program (FLP) support interventions. These schools are Title I participating high school with a graduation rate less than 60 percent over two years; or Title I school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups, or at the high school level, has the largest within-school gaps in graduation rates (within-school-gaps Focus School).

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**School wide Program Checklist**

All components of a school wide 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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<tr>
<th>MET</th>
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<tr>
<td>Revise (x)</td>
<td>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).</td>
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<td>2. School wide reform strategies that:</td>
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<td>MET</td>
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|     | • 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:  
  • 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  
  • 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.  
  • 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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