Accountability and School Improvement Plan/
Title I Plan

2015-2016

for

Pooler Elementary
Savannah-Chatham County Public Schools

Stacey McPipkin, Interim Principal

Thomas Lockamy, Ed.D. Superintendent of Schools

Revised September 8, 2015
August 20, 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 Pooler Elementary School better.

Sincerely,

Stacey M. McPipkin, Interim Principal
Pooler 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>Individual/Groups</th>
<th>Position</th>
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<tbody>
<tr>
<td>INSERT Name (print)</td>
<td>Signature</td>
</tr>
<tr>
<td>Stacey McPipkin</td>
<td>Principal</td>
</tr>
<tr>
<td>Kymberly Shirk</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Sarah Clark</td>
<td>Parent/PTA</td>
</tr>
<tr>
<td>Michelle Dickey</td>
<td>Parent</td>
</tr>
<tr>
<td>Timothy Bradley</td>
<td>Teacher</td>
</tr>
<tr>
<td>Joscelyn Davelaar</td>
<td>Paraprofessional</td>
</tr>
<tr>
<td>Kathy Rowe</td>
<td>Teacher</td>
</tr>
<tr>
<td>Teresa Baker</td>
<td>Media Specialist</td>
</tr>
<tr>
<td>Dorothy Edwards</td>
<td>Gifted Specialist</td>
</tr>
<tr>
<td>Gayle Beasley</td>
<td>Teacher</td>
</tr>
<tr>
<td>Lisa Hickson</td>
<td>Sped Teacher</td>
</tr>
<tr>
<td>Elizabeth Harper</td>
<td>Teacher</td>
</tr>
<tr>
<td>Tonya Sands</td>
<td>Teacher</td>
</tr>
<tr>
<td>Rose Mary Cutuli</td>
<td>Lions Club</td>
</tr>
</tbody>
</table>
### Needs Assessment Data Sources

#### Continuous Growth of Student Academic Achievement

- X School Demographics (gender, race, poverty rate, etc.)
- X SWD Data
- X SRI Data
- X MAP Data
- X mCLASS
- X DIBELS Data
- X GKAP-R
- [ ] GHSWT – First Time Pass Rate
- [ ] EOCT Data (3-years)
- X Gifted Programs Data
- [ ] SAT Participation and Results
- [ ] ACT Participation and Results
- [ ] PSAT Participation and Results
- [ ] IB Programs Data
- [ ] Post Secondary Enrollment Report
- [ ] Dual Enrollment Class Results and Enrollment
- X Promotion Retention Data
- [ ] Governor’s Honors Program
- X Attendance Data for Students and Staff
- [ ] Dropout Rate (3-Years)
- [ ] Cohort Graduation Rate (3-Years)
- [ ] Advanced Placement Exam Enrollment and Results
- X HiQ Percentage
- X Percent Staffed Certified Teachers
- X Professional Development Hours and Involvement Related to Academic Achievement
- X Teacher Survey
- X Parent Survey
- [ ] Student Survey
- [ ] SACS/CASI
- X CCRPI Data
- [ ] Quarterly Assessment Data
- [ ] Disproportional Data
- X PowerSchool Database Data
- X Accountability and Assessment website
- X Grade Distribution Report

#### Safe, Secure & Disciplined Learning Environment

- [ ] Incidents of Physical Violence
- [ ] Incidents of Possession of Firearms in School
- [ ] Incidents of Possession of Weapons Other than Firearms in School
- [ ] Incidents of Possession of Drugs Alcohol on Campus
- [ ] Hearing Office Data
- X Incidents of Out-of-School Suspensions
- [ ] Incidents of In-School Suspensions
- [ ] Incidents of Expulsions
- [ ] Incidents of permanent Expulsion

#### Other

- [ ] Xx Parent Involvement Data
- X 21st Century Program Data
- [ ] INSERT other applicable data source
- [ ] INSERT other applicable data source
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.** During school year 2015-2016, Pooler Elementary will utilize flex scheduling for 100% of students in grades 2–5 to increase the percentage of students reading on grade from 78% to 84% Scholastic Reading Inventory administered in May of 2016.

RATIONALE: According to the 2014-2015 SRI test data, 78% of the school’s 2nd-5th grade students were reading on grade level.

Economically Disadvantaged students in grades 2-5 will improve from 61% reading below grade level as measured on the Scholastic Reading Inventory in the Fall of 2015 to 35% reading below grade level by the Spring of 2016.

Rationale: 61% of our Economically Disadvantaged students scored below grade level in Reading on the SRI on the Fall administration.

**GOAL 3.** Students in grades 2-5, will improve from 90% passing the Measures of Academic Progress benchmark requirement for their grade level for promotion in May 2015 to 94% meeting the Benchmark requirement for promotion in May of 2016.

Rationale: To continue to improve our math instruction to improve from 90% passing the MAP to 94%.

**GOAL 4.** During the 2015-2016 School year, Pooler Elementary will implement Thinking maps in all grades to focus on Extended Response in all subject areas to increase student writing skills from developing to proficient as measured by the rubric in our District Writing Portfolios.

Rationale:

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

**GOAL 1.** By May 2016, our PBIS program will continue to target positive behavior, by implementing a schoolwide behavior plan in 100% of our classrooms by setting some norm expectations throughout our school, such as hallway, cafeteria, bathroom, assembly and classroom expectations.

RATIONALE: By establishing clear expectations, we will improve the overall positive behaviors in our school. In order to achieve this level, we understand that providing positive behavior incentives to all students will allow us the ability to provide academic and emotional support to our students on a regular basis.

**GOAL 2.** By May 2016, our school wide safety team will meet regularly to participate in at least 4 Safety Scenarios to prepare our safety team for a variety of safety issues and to be proactive in problems solving before an emergency occurs.

RATIONALE: To increase awareness and to prepare our safety team for possible safety emergencies by being proactive.
Focus Area (#3): **Community Engagement**

| GOAL 1. | To reestablish a fully operational Parent Teacher Association and meet with the PTA board monthly to collaborate on working together as partners and to increase Community Partnerships. RATIONALE: The re-establishment of a PTA indicates a desire to improve parent and community involvement and building a partnership for the betterment of all students at Pooler Elementary. |

| GOAL 2. | To provide a minimum of seven Family Nights and/or Parent workshops for our parents through our Parent Center and by our staff throughout the year and at different times based on parent request and based on the needs of our parents. RATIONALE: We want to continue to build positive relationships with our parents and community and to provide support to our families based on their needs. |

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

| GOAL 1. | To ensure that our Title I funds are being spent wisely and that they support the academic needs of all of our students based on our data and the needs of our students. RATIONALE: To spend our funds wisely and to monitor that we are spending the funds on things that directly supports our School Improvement Plan and the needs of our students. |
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<td>pages 36</td>
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V. TITLE I SCHOOLWIDE PLAN COMPONENTS
Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLANTEMPLATE

<table>
<thead>
<tr>
<th>School Name: Pooler Elementary School</th>
<th>District Name: Chatham County</th>
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<tbody>
<tr>
<td>Principal Name: Stacey M. McPipkin (Interim)</td>
<td>School Year: 2015-2016</td>
</tr>
<tr>
<td>School Mailing Address: 308 Holly Ave, Pooler, GA 31322</td>
<td></td>
</tr>
<tr>
<td>Telephone: 912-395-3625</td>
<td></td>
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ESEA WAIVER ACCOUNTABILITY STATUS
(Check all boxes that apply and provide additional information if requested.)

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

Principal’s Signature: 
Date: 

Title I Program Manager’s Signature: 
Date: 

Revision Date: September 8, 2015 
Revision Date: 
Revision Date: 

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: Pooler Elementary is one of 31 elementary schools in the Savannah-Chatham County Public School System. Enrollment for the 2014-2015 school year is approximately 515 students. Over the past three years, we have seen enrollment at Pooler Elementary remain around the 520 student mark. The current ethnic composition of the students at Pooler Elementary School is 28% African-American, 49% Caucasian, 7.5% multi-racial, 8.5% Hispanic, 1% American Indian and 1.3% Asian, 7.5% multi-racial and 4% unclassified. Free and reduced price lunches are served to approximately 60% of the student population. Every student can receive free breakfast if they chose through the “Breakfast in the Classroom Program”. The majority of our student population lives within the city of Pooler. There are several special education students bused in from surrounding communities to attend our autism program (PACE) and our regular special education program. The Pooler Elementary student population underwent a major transition entering the 2010-2011 school year when almost half of the students and their families were redistricted to another school. Pooler Elementary in turn gained 200 students and families with varying needs. This redistricting brought about a significant change in the need for remedial instruction at the school while still keeping a large gifted population of 82 students.

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.

Scholastic Reading Inventory (SRI)

The Scholastic Reading Inventory (SRI) is a computer-based assessment that determines
students’ proficiency in the areas of inferencing and comprehension. The SRI is administered to students in grades 2-5 three times during the school year. This reading inventory generates a Lexile score for each student which places them in one of four areas: Above Proficient, Proficient, Basic, and Below Basic. Additionally, the SCCPSS has set SRI based promotion criteria for 2nd and 4th grade students. They are required to meet the grade level benchmarks in order to be promoted to the next grade.

<table>
<thead>
<tr>
<th>2nd Grade</th>
<th>2014</th>
<th>2015</th>
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<tbody>
<tr>
<td>Advanced</td>
<td>58%</td>
<td>44%</td>
</tr>
<tr>
<td>Proficient</td>
<td>14%</td>
<td>25%</td>
</tr>
<tr>
<td>Basic</td>
<td>3%</td>
<td>13%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>24%</td>
<td>15%</td>
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</tbody>
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<table>
<thead>
<tr>
<th>3rd Grade</th>
<th></th>
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<tbody>
<tr>
<td>Advanced</td>
<td>39%</td>
<td>37%</td>
</tr>
<tr>
<td>Proficient</td>
<td>27%</td>
<td>8%</td>
</tr>
<tr>
<td>Basic</td>
<td>7%</td>
<td>18%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>17%</td>
<td>37%</td>
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<table>
<thead>
<tr>
<th>4th Grade</th>
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<tbody>
<tr>
<td>Advanced</td>
<td>49%</td>
<td>32%</td>
</tr>
<tr>
<td>Proficient</td>
<td>32%</td>
<td>9%</td>
</tr>
<tr>
<td>Basic</td>
<td>4%</td>
<td>43%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>14%</td>
<td>16%</td>
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<table>
<thead>
<tr>
<th>5th Grade</th>
<th></th>
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<tbody>
<tr>
<td>Advanced</td>
<td>57%</td>
<td>28%</td>
</tr>
<tr>
<td>Proficient</td>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td>Basic</td>
<td>0%</td>
<td>28%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>23%</td>
<td>9%</td>
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Spring 2015 SRI Scores for our Economically Disadvantaged Students

<table>
<thead>
<tr>
<th></th>
<th>BELOW BASIC</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>BELOW PROFICIENT</th>
<th>% ROGL</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>
As the data shows in 2\textsuperscript{nd} grade the scores for the Advanced category fell by 14\% while there was an increase of 13\% in the Proficient category. There was a 10\% increase of students in the Basic area and a 9\% decline of students in the Below Basic category. In 3\textsuperscript{rd} grade the data reveals a 19\% decrease of students in the Proficient category and a 11\% increase in the Basic category. There was a 20\% increase of third grade students in the Below Basic category. In 4\textsuperscript{th} grade, the students in the advanced and proficient category fell in 2015 and there was an increase in the number of students in the Basic and Below Basic areas. The data for 5\textsuperscript{th} grade shows a decrease of students in the Proficient and Below Basic categories. There was an increase in the number of students scoring in the Proficient and Basic categories.

The Root Causes for this data indicates that we are not providing specific small group instruction to each area to move them forward or up to the next level of proficiency. We also feel that Wilson Phonics was not implemented with fidelity in grade K-2\textsuperscript{nd} and that teachers were not analyzing the reading data and implementing small group interventions and reading groups into their weekly instruction. We also need to focus on our Economically Disadvantaged population to ensure that we are closing the gap for these students. By focusing on the ED group, we will be increasing the scores for many of our smaller subgroups such as our SWD (Students with Disabilities) and our Hispanic population. Data will be analyzed after each benchmark to create new small reading groups that will provide specific interventions to meet the needs of the students based on the data. This data also indicates that a root cause could be that reading instruction in third grade needs to be analyzed and changes must be made. We will be incorporating pre/post assessments for each unit in reading as well as small group reading instruction in all grade levels based on the data collected from these assessments, SRI data, teacher made tests, fluency assessments etc. Grade levels will meet weekly to review data and to incorporate instructional strategies that are research based to meet the needs of their students. We will incorporate weekly data meetings on grade level and monthly data meetings with administration to analyze the data and to work together to implement best practices and intervention strategies to move each group forward. We will continue to analyze the data as a
school through our Leadership and Data Teams.

As part of our root cause of our scores dropping in third grade on the SRI, we feel that we need to focus on phonetic instruction in Kindergarten, First, and Second grade so that our students get a solid foundation before moving on to comprehension in the third grade. Because first grade is instrumental in the development of reading skills and there are so many reading standards that focus on phonics, we felt that utilizing the Class Size Reduction Model in first grade would have the most positive impact in our reading scores overall.

**Measure of Academic Progress (MAP)**

The Measure of Academic Progress (MAP) is a computer-based assessment that determines students’ proficiency in the area of mathematics. The MAP is administered to students in grades 2-5 three times during the school year. This math y generates a RIT score for each student which places them in one of four areas: Above Proficient, Proficient, Basic, and Below Basic. Additionally, the SCCPSS has set MAP based promotion criteria for 2nd and 4th grade students. They are required to meet the grade level benchmarks in order to be promoted to the next grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>63%</td>
<td>61%</td>
</tr>
<tr>
<td>Proficient</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td>Basic</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>Advanced</td>
<td>57%</td>
<td>53%</td>
</tr>
<tr>
<td>Proficient</td>
<td>17%</td>
<td>15%</td>
</tr>
<tr>
<td>Basic</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>12%</td>
<td>19%</td>
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<tr>
<td>Advanced</td>
<td>59%</td>
<td>56%</td>
</tr>
<tr>
<td>Proficient</td>
<td>26%</td>
<td>27%</td>
</tr>
<tr>
<td>Basic</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Advanced</td>
<td>81%</td>
<td>71%</td>
</tr>
<tr>
<td>Proficient</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Basic</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>6%</td>
<td>11%</td>
</tr>
</tbody>
</table>

As the data reveals, all grade levels 2nd through 5th, show a decline in the number of students scoring in the Advanced category on MAP. All grade levels show an increase in the number of students scoring in the Below Basic category. For the Proficient category there was a small increase in the number of students. For 2nd, 3rd, and 4th grades, there was a 1% decline in the number of students scoring in the Basic range. For 5th grade, there was a 3% rise in the number of students scoring in the Basic category. The **Root Causes** for this change in data indicate that when we need to focus on each group as an individual so that we provide the appropriate
instructional strategies to move each group up to the next high proficiency group. We will incorporate weekly data meetings on grade level and monthly data meetings with administration to analyze the data and to work together to implement best practices and intervention strategies to move each group forward. We will continue to analyze the data as a school through our Leadership and Data Teams.

**Student Attendance Data**

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. Teacher effectiveness is the strongest school-related determinant of student success, but chronic student absence reduces even the best teacher’s ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Our Attendance committee meets once a week to review attendance and other concerns regarding students at Pooler. Other concerns would include neglect and need for services. However, the team’s primary focus is attendance. The graph shows the percentage of those students who are considered truant.

Data on student attendance reflects a decrease in student attendance from 2011 to 2014. However there was an increase in student absences with 21% of students having 10 or more days absent in 2015. These students are considered truant. There was a significant increase from 2014 to 2015, an increase of 13%.
In order to have an environment conducive to learning and to facilitate the academic success of our students, we believe a safe and positive school environment is essential. While the environment at Pooler Elementary reflects many measures of success in this area, we have included data related to discipline referrals for the past four years.

As indicated in the graph, the 2011-2012 school year saw a significant rise in referrals. For the 2012-2013 school year our Character Counts program was fully implemented with fidelity and the students displayed positive responses as the number of referrals declined. The rise in referrals for 2013-2014 included 24 bus incidents. During the 2014-2015 school year, there was a decline in the number of referrals.

2. Schoolwide reform strategies that:

   1. Professional Learning Communities (PLC): All teachers will participate in job-embedded professional learning that will take place through PLC’s, collaborative planning
blocks, peer observations, instructional coaching provided by administrators, Savannah Chatham County Public School System (SCCPSS) Math and Reading Coaches and our School Reading Coach, workshops, and vertical team meetings. In order to ensure that all learners are engaged in the curriculum, all teachers will implement the Georgia Standards of Excellence frameworks with fidelity. In addition, all teachers will participate in collaborative planning teams throughout the year which develop lesson plans, develop and analyze common assessments, examine student work, and monitor student progress through diagnostic, formative, and summative assessments. The collaborative work will be aligned with the school improvement goals. The schedule includes professional learning opportunities through daily PLC’s, or extended training times when necessary.

2  FLEX TIME: Flex Time has been built into our Master Calendar to provide each grade level with forty-five minutes of small group intervention time to meet the needs of their students. Each grade level will analyze their Scholastic Reading Inventory (SRI), Dibels, Math and Language Arts Pre and Post Unit Assessments, Teacher made Assessments, Measures of Academic Progress (MAP), Cold Reads or any other pertinent data to group their students in small groups to provide daily interventions and weekly progress monitoring using Research Based Instructional Strategies and Assessments, such as Science Research Associates, (SRA) reading, Wilson Fundations, Compass Learning, Touch Math etc. as instructional strategies and Dibels, GRASP, etc. as assessments. Each grade level has additional resource teachers that are assigned to report during this time to provide extra instructors to reduce the group sizes. All members will analyze the data monthly to reassign students to specific groups or to change the interventions to continue to meet the needs of each student. These strategies will also provide differentiated instruction for all students who are meeting and exceeding on any of our assessments.

3  A Professional Development plan as well as sharing of Best Practices at all Staff meetings will be put into place to address the needs of our staff. The School Improvement Team will review the Plan and provide suggestions and specific areas of need as well as using the Teacher Keys of Evaluation Standards (TKES) Self-Assessment Data to incorporate Professional Development Opportunities to our staff. We will also utilize the District Professional Learning office to provide support, coaching, trainings and resources to our teachers.

4  We will provide Tutorial three days a week for students in grades second-fifth grade for
one hour each morning that will focus on Reading and Math instruction as well as 21st Century five days a week. Tutorial will work specifically in the areas of Reading and Math working on Reading Comprehension Skill, Fluency, Reading for Information, Math Facts, Numeration and Problem solving.

5 To help meet our school performance goals, all data will be monitored weekly through PLC meetings with Administrators, Grade Chairs, members and/or various coaches, Response to Intervention (RTI) bi-monthly meetings to monitor progress by the RTI Team, Monthly School Leadership Meetings and throughout the year in Faculty Meetings as well as updating our Data Notebooks after each Benchmark Assessment. We will track Reading and Math Data through our data room to monitor progress towards reaching our goals. Response to Intervention is a process that is used by teachers to identify specific students who are not progressing or meeting standards in Academics, Behavior and/or Communication to provide weekly research based interventions in small groups. The student’s progress is monitored weekly and every four weeks the data is analyzed to check the progress of the student. At this time the interventions may be changed or continued to help the student reach their goals. The parents are invited to meet with the PLC every four weeks to discuss the student’s progress. This process is to ensure that students are getting every opportunity to be successful. If the child is still not meeting standards after twelve weeks of interventions the team may refer the child to the school psychologist with the parent’s consent to be evaluated for possible learning disabilities.

6 Pooler Elementary School teachers will increase the amount and quality of learning time by the use of small, needs-based groups with or without pull-out intervention, as well as utilize interactive whiteboards in the classrooms. Our schedule will be revised to incorporate Social studies, Science and Health through reading skills and during reading so that each teacher will provide at least 120 minutes daily to reading, at least 90 minutes daily of math and a minimum of 30 minutes to writing.

7 The administrators and teachers on each grade level will monitor student needs and track effective intervention strategies for individuals using the Response to Intervention process through the Professional Learning Communities. Our administrators will continue to assist teachers across all grade levels in utilizing data to drive effective instructional practices.

8 We will implement training and utilize Thinking Maps throughout our school to increase
higher level thinking in all subject areas and to improve our writing scores in all grade levels based on the SCCPSS District Writing Rubrics. The teachers will receive Professional Development as well as a manual to implement the use of Thinking Maps throughout the curriculum.

Pooler Elementary will utilize various assessments to address and monitor the needs of all children. The grade level teachers will use the results from Dibels, Scholastic Reading Inventory, Measures of Academic Progress and benchmark assessments, three times per year in the areas of reading and math as a means of evaluation, as well as grade level common assessments. In addition, Lexile scores will be monitored in the area of reading. To further diagnose skill deficits in individual students, the teachers will use Aims Web, Cold Reads and progress monitoring through Dibels, Compass Learning, Unit Tasks, and Pre/Post Unit Assessments to determine a child’s progress.

- 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: Pooler Elementary will provide many opportunities for all students to meet or exceed Georgia’s proficient and advanced levels of student performance, particularly the needs of students furthest away from demonstrating proficiency. Effective reform methods and instructional strategies that provide opportunities for children to meet the State proficient and advanced standards must:
  a. be supported by school data
  b. be supported by scientifically based research
  c. strengthen student performance
  d. increase the amount and quality of learning time

Pooler will implement several initiatives that will focus on student groups that have demonstrated the greatest need as indicated on the Scholastic Reading Inventory and the Measure of Academic Progress. Based on an analysis of academic data, the areas that will receive focus are reading and mathematics. Title I funds will be used to purchase supplementary materials. School-wide reform strategies provide opportunities for all children to master the state’s proficient and advanced levels of student academic achievement.

- Use effective methods and instructional strategies that are based on scientifically based research that:

Response:
Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies:

**Reading Reform Strategies**

Dibels (K-1 data in Reading and Math-MClass)

AIMs Web: Reading Fluency and Comprehension Screening Test (Lyon, G. 2002)
SRI: Reading Fluency and Comprehension Screening Test 3 times a Year (2nd-5th Grades)

Implementing Star Reading into our daily reading plans (3rd and 5th grades)

Formation of small, needs based groups indicated by data. (National Reading Panel: Teaching Children to Read, 2003)

Pullout intervention provided outside the reading block for students needing additional support (National Reading Panel)

Promote Family Reading Nights. (Fan & Chen, 2001; Cotton & Wikend)

Increase the amount and quality of learning time by providing RTI small-group instruction, after-school tutorial two days per week, and one-on-one tutoring sessions with Local Outreach Volunteer Educators (LOVE) Mentors, who are trained to work with struggling students. (Fuchs, 2001)

**Mathematics Reform Strategies**

Measures of Academic Progress Benchmark Screening three times a year (2nd-5th Grades)

AIMs Web math computation and drill screener test a year (Lyon, G. 2002)

Computers in the classrooms as well as our technology lab will be used to incorporate daily math drill to students. (Christensen, C., & Gerber, M. 1990)

All teachers of mathematics trained in use of “6 Elements of an Effective Math Lesson” offered by RESA.

Pullout intervention will be provided outside the math block for students needing additional support. (Fuchs, 2001)

Math manipulatives will be purchased which will be utilized in grades 3–5 math classrooms (Sowell, E. 1989).

Utilizing Writing and Open Response in Math through Journals (3rd-5th grades)

**Promote Family Math Nights. (Fan & Chen, 2001; Cotton & Wikend)**

Increase the amount and quality of learning time by providing RTI small-group instruction, after-school tutorial three days per week, and one-on-one tutoring sessions with volunteers. (Fuchs, 2001)

**Parental Involvement Reform Strategies**

Continue to develop a Parent Center in a user friendly environment. (Fan & Chen, 2001; Cotton & Wikend)
Promote parent & student activities correlated with the Georgia Standards of Excellence.

Promote Honor’s Assemblies every marking period. (Fan & Chen, 2001; Cotton & Wikend)

- 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;

Response: Scientifically-based research strategies are used to meet the academic needs of our students. Examples of effective methods and instructional strategies include tutorials, standards-based classrooms, differentiated learning, community involvement, cross-curricular instruction, RTI, School-wide writing plan, School-wide behavior plan, 21st Century Community Learning Center and Professional Development. Pooler will also implement the SCCPSS initiated measures of MAP (Monitoring Academic Progress), GoFar (Online Assessment of Science) and SRI (Scholastic Reading Inventory) with fidelity.

FLEX TIME: Flex Time has been built into our Master Calendar to provide each grade level with forty-five minutes of small group intervention time to meet the needs of their students. Each grade level will analyze their Scholastic Reading Inventory (SRI), Dibels, Criterion Reference Competency Test (CRCT), Teacher made Assessments, Measures of Academic Progress (MAP), Cold Reads or any other pertinent data to group their students in small groups to provide daily interventions and weekly progress monitoring using Research Based Instructional Strategies and Assessments, such as Science Research Associates, (SRA) reading, Wilson Fundations, Odyssey Learning, Touch Math etc. as instructional strategies and Dibels, Aims Web, etc. as assessments.

Afterschool tutorial twice a week will be provided to struggling students in the area of reading and math.

Small group Reading and Math Instruction provided to all students based on data that will be analyzed throughout the year in PLC’s, Leadership and Data Meetings.
Additional instruction provided by our Early Intervention Program (EIP). EIP services are delivered to target students who are reading below grade level based on Lexile scores.

- Full time Gifted Facilitator
- Full time Reading Grant teacher
- Full time Math Lab teacher
- Full time ELA/Writing teacher
- After school reading and math tutorials
- Individual Tutoring Session
- Response to Intervention (RtI)
- Parent Teacher Conferences throughout the year to discuss student’s progress and behavior

We will provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advance levels of student performance, particularly the needs of students farthest away from demonstrating proficiency. The ways that we will provide these opportunities are:

- We will utilize the teachers paid with Title 1 monies to provide math, reading, and writing strategies and to provide additional remediation to struggling students as the “double dose” instructors.

We have a Reading and Math FLEx (Fundamental Learning Experiences) Period for all students in K-5. The goal of the FLEx period is to improve the reading and math achievement levels of students by providing a double-dose of instructional periods to support students enrolled at Pulaski Elementary. The FLEx period provides both remediation and acceleration to students based on their specific needs.

- 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: Pooler Elementary will increase the amount and quality of learning time through:

- Staffing
  The Early Intervention Program teacher uses the augmented model to provide support to students who do not meet standards in reading and math. Classroom teachers and Special Education teachers use the co-teaching model to best meet the needs of all learners. Gifted Specialists support gifted students, provide interventions for struggling learners, and enrichment for kindergarten students. A Parent Facilitator will be hired to increase parental involvement which will assist with attendance and academic success.

- Professional Development
  Teachers will share information learned at workshops and trainings. Teachers will meet in sessions called “Best Practices” and present strategies learned at trainings. Professional Learning Communities (PLCs) will be utilized to discuss areas of need and share strategies. In addition, vertical alignment groups, with one representative per grade level, will meet to discuss potential gaps in instruction and strategies to compensate for these. Teachers will
also attend trainings and workshops in their critical needs areas.

- **Attendance**
  The attendance committee will continue to monitor student attendance and tardies to improve student performance. This committee consists of the Principal and/or the Assistant Principal, Our school counselor, social worker and our instructional support person.

- **Tutorials**
  At risk students are given the opportunity to attend Saturday or before/after school tutorials to receive assistance in the areas of reading and math based on individual needs.

- **Standards-Based classrooms**
  Teachers will use data from SRI, GRASP, GKIDs, MAP, OAS, and DIBELs (K-1) for instructional purposes and will teach standards using hands-on manipulatives during instruction.

- **Differentiated Learning**
  Teachers will use the results of formative and tests to drive instruction as well utilizing small groups and tiered instruction to meet students’ needs. Teachers will also provide enrichment activities for all students.

- **Community Involvement**
  Business partners and other local businesses will volunteer their time by reading to students (Book Buddies), providing information sessions, (Science Night), in school and out of school Field trips (Post Office, Georgia Power and Light presentations).

- **Cross Curricular Instruction**
  Teachers will incorporate other content areas into the reading block through the use of non-fiction readers and center activities. In addition, support of reading instruction will occur in all content areas.

- **Response to Intervention (RTI) (Meets Weekly)**
  Teachers will meet with the RTI team to discuss their “at risk” students and review data. With the help of this team, teachers will be able to better monitor students. RTI strategies are available on our school’s G drive as well as on the district ACORN site for teachers to use.

- **School-wide Writing Plan**
  The Writing Team will continue to review trends on all grade levels. Teachers will implement the Six Traits of Writing strategies and use the Writing Calendar to assist with writing instruction. The District Writing Plan will be implemented with fidelity. Pooler’s teachers will assist in monitoring student progress and teachers will make necessary instructional adjustments and provide interventions needed.

  **School-wide Behavior Plan**
  Our school uses Character Counts as the primary guide for increasing positive behavior among students. As a part of our plan, staff will continue to focus on increasing student engagement and time on task through student-focused activities. “Cookies with the Principal” will continue as our reward activity for exhibiting good character.
21st Century Community Learning Center
Eligible students will attend this after-school program and receive academic support from tutors, participate in fieldtrips, and engage in enrichment activities.

- 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.

1. **Response:** The School Improvement Team will monitor the progress through our monthly meeting to determine if we are on track with meeting our goals or to help make adjustments as the year progresses. The Professional Learning Communities and Administration will consistently analyze pertinent data to ensure that we are adjusting instruction, revising our plan, and incorporating new strategies to ensure that we are on track to meet our goals. Pooler Elementary will utilize various assessments to address and monitor the needs of all children. The grade level teachers will use the results from Dibels, Scholastic Reading Inventory, Measures of Academic Progress and benchmark assessments, three times per year in the areas of reading and math as a means of evaluation, as well as grade level common assessments. In addition, Lexile scores will be monitored in the area of reading. To further diagnose skill deficits in individual students, the teachers will use Number Worlds, Read Naturally Data, Aims Web, Cold Reads and progress monitoring through Dibels, Learning Odyssey, Unit Tasks, and teacher made assessments to monitor the progress of their students and to adjust instruction as well as request additional resources.

The academic needs of all students are met through whole group instruction, small group instruction, resource such as EIP and Title I services. All instruction is differentiated to meet the needs of all students, whether they need remediation or enrichment instruction. Fifth grade students will receive remediation through a school-wide writing program. This will be developed to provide additional instruction and opportunities for mock writing assessments. Before school, Saturday School, and after school tutorial will provide small group remediation in the areas of math and reading to assist our students with SRI preparation and Georgia Milestones preparation. In addition the EIP (Early Intervention Program) teacher will go into classrooms to work with small groups. We will monitor our students’ progress through the use of teacher made pre and post assessments and district required assessments. Our monitoring tools include but are not limited to GRASP, DIBELS, MAP, Compass Learning, and practice SRI assessments. The grade level teams meet on a weekly basis to discuss the progress made by the students and adjust instruction accordingly to meet the needs of students. Our RTI team meets with each grade level team to assess the progress that students are making.

3. **Instruction by highly qualified professional staff**
A. *Response:* The faculty and staff at Pooler Elementary is dedicated to providing the best educational opportunities for our students. Staff members operate on the premise that excellence in our school is more directly related to teacher performance than anything else. We will provide instruction by highly qualified professional staff that meets the standards established by the state of Georgia. In accordance with the Federal No Child Left Behind Act and district policies, Pooler Elementary has a highly qualified staff that is committed to helping all children learn. All faculty members hold current Georgia teaching certificates, and all are highly qualified. The levels of certification are as follows:

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

100% of Para Professionals at our school are Highly Qualified

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<th>Degrees</th>
<th>Number</th>
<th>Percentage</th>
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Teachers at our school and their Qualification

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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 Development continues to be an integral part of Pooler Elementary’s success. We have included teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. Professional Development opportunities are based on school goals, school needs, the Accountability and School Improvement Plan, individual teacher needs, grade level specific needs, and county initiatives.

Staff members and administrators attend outside Professional Development sessions based on identified areas for the school and individual professional growth. Savannah-Chatham County Board of Education provides Professional Development for teachers in various areas throughout the school year and each summer. In addition, The Savannah-Chatham County Public School System provides each school with funds for staff development. Content specialists in the areas of reading, mathematics, science, and social studies are also available through Professional Learning and Curriculum and Instruction to provide support to schools.

New teachers to the profession and new teachers to the county are provided mentoring and professional development through the THRIVE program to help new teachers have successful experiences.
We have aligned Professional Development with the State’s academic content and student academic achievement standards. High-quality, effective, scientifically-research based professional development activities are planned for administrators, teachers, and paraprofessionals to give educators valuable tools and strategies to more effectively provide instruction for all Pooler Elementary students to help them meet and exceed the State’s achievement standards.

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 observations. Data is disseminated and discussed through the Leadership Team and grade level PLC’s. A school level writing plan as well as a district writing plan has been developed to promote improvement in student writing and to prepare students for the Georgia Milestones Assessment.

Professional development will continue in differentiated instruction, reading, mathematics, writing, and cross-curriculum content integration. Activities will consist of independent, as well as, group learning through grade levels, site-based retreats, and job-embedded learning by working in PLC’s. District specialists, as well as teacher experts will be utilized.

Professional development activities that are driven by the data include, but are not limited to:

- In-service days provided by the district
- Teacher Experts
- District Specialists
- Grade Level PLCs (weekly)
- Data Meetings
- RESA PLCs
- Webinars
- District Workshops
- Eluminate Workshops
- Academic Coaches

We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve the achievement of individual students and the overall instructional program. Student data shows a need for more professional development to better meet the needs of students served by special education, students who are at-risk, and Economically Disadvantaged students, professional development in the areas of differentiated instruction in mathematics and reading.

To increase student motivation and engagement and prepare our students for a technologically driven future, teachers will require professional development in new technology acquired such as the CPS (Classroom Performance System), Mimio Devices, IPOS, Edmodo, Class Dojo, and Developing Websites.

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 1 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 1 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.

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).

From the results of Pooler’s Annual Parent Survey, 94% of our parents responded that we do quite well or extremely well in offering opportunities to share feedback for parental involvement programs and activities. We offer meetings at 12:00 noon and at 6:00 p.m. Our meeting notices go home in our Wednesday Folders, we do a school callout/email, we post notices on our website, and we post notices on our school marquee.

Our school compacts were designed to inform parents of the expectation for students, parents, and teachers’ specific to each grade level. We had 58% of parent’s state that the compacts helped them to know what the students would be tested on and what students were expected to do. About 12% did not know how the compacts impacted their students and 26% stated they were not with us at the beginning of the year.

Parent responses for how they would like to see parental funds used were spread out through the various choices. Most parents felt that the parental involvement funds should be used for materials for parent use and technology. Currently the majority of the parental involvement budget is used for educational materials for parents to use with students.

There were many different responses as to what ways can the school better involve parents in school planning. The most popular were to promote and advertise more, more parent boards, more activities in school, meetings on Saturday, and no complaints. We offer multiple sessions of our parent meetings and we have had Saturday meetings. Attendance continues to be an issue; however we do get responses for correspondence sent home with students. We are looking at
Over 87% of parents responded that we did quite well or extremely well in providing information that they could understand. We try to keep written correspondence short and to the point. We also send the information in both English and Spanish. Information is also sent out through the school website, callouts, and the school marquee.

We had 92% of parents that responded that teachers communicated with them either every few months, weekly, or more. All students take home a Wednesday folder weekly. The folder contains communication from the school, teacher, or PTA.

Letters/flyers, email, phone calls, and text messages were the most preferred means of communication for parents. Teachers are encouraged to call parents but not to do so during instructional time. The same is true for text messages.

Parents were asked in what ways the school can improve communication. Parents listed ways such as letters, emails, website, phone calls, social media, and text messages. There was a concern expressed about the tone of the secretary when she answers the phone. This matter has been addressed with her.

Parents shared that they would like to see informational programs for them that addressed the areas of reading, math, and homework help. We will continue to encourage parents to attend Parent University and the various Title One Parent workshops offered throughout the year. We will continue to offer trainings at the school and invite parents to use our Parent Center where they will find resources to assist them with their child’s academics.

Parent responses on how the school can help your child do better included providing answer keys for homework, workshops, common core workshops, incentives, and not so much homework. The district has changed its homework policy to address the amount of homework for all grade levels.

We had 79% of parent responses that stated we do quite well or extremely well in making parents feel welcomed in the school. We have addressed the issue of the secretary being cordial when greeting parents. We now have a parent facilitator to run our parent center and to sit with parents to discuss student or family issues and resources to provide assistance.

A majority of parent responses favored evening meetings and access to information online. Pooler Elementary continues to offer a noon session and a 6:00 p.m. session for all Title One parent meetings. Attendance has not increased. We have begun plans for hosting parent meetings in the community next school as well as Saturday morning workshops.

Parent responses clearly show that most Pooler parents do not attend district parent activities. They have expressed that most of these activities are held in town and travel time is an issue. Pooler Elementary’s academic nights were well attended and the 70%-77% of the responses found our academic nights to be very valuable. We are continuing to rebuild our PTA and increase its participation. We will continue to solicit parent feedback to increase participation and to offer new activities that are meaningful and helpful to our parents.

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
Response:

The school transition plan for Pooler Elementary will provide assistance in the following areas:

**Pre-Kindergarten to Kindergarten**
- Kindergarten Orientation will be held each Spring onsite. During the orientation, all potential students will visit kindergarten classrooms and participate in grade level activities. Parents will pick up registration packets. In addition, parents will meet the building administrators and kindergarten teachers. Parents will be given an overview of the kindergarten curriculum, registration process, transportation process and school expectations of parents.
- Pooler Elementary is privileged to house two Pre-Kindergarten classes and participate in the development of Pre-K students. The curriculum enhances readiness of students for kindergarten.

**Mid-Year Student Arrival**
- Welcome packets will be given to parents that include the Student Handbook, Pooler Elementary Handbook, bus schedule, registration forms, PTA registration and school expectations of parents and students.
- Parents and students will tour school with an administrator or designee and return to the front office for a Question and Answer session.
- Students will be assigned peer buddies to help with the transition of a new school environment. Peer buddies may be used to model the routines and procedures of the school and provide social opportunities.

**Grade Level Transitions**
- Welcome packets will be given at the beginning of each school year (PK-5) to ensure that parents know the grade level expectations. The packets will include a preview of what students will be expected to learn at the new grade level.
- Vertical alignment teams will collaborate and discuss the academic and behavioral expectations at the next grade level.

**Fifth to Sixth Grade Transition**
- Each spring, every 5th grade teacher will complete a transition form for their 5th grade students. The form will include pertinent academic and behavioral data. These forms will assist with student placement for the upcoming school year.
- During the month of May, presenters from area middle schools will visit and talk with 5th grade students about the transition to middle school and middle school academic expectations with a focus on 6th grade. During the month of May, every 5th grade class at Pooler Elementary will visit the area middle school and participate in a presentation/discussion that will include academic expectations, homework, organization, scheduling, typical middle school day, teachers, school activities, clubs, athletics, and expectations.
- The Guidance Counselor will devote the last two 5th grade classroom guidance sessions to discussion of middle school transition, answering students’ questions and helping to ease their fears about middle school academic expectations. The counselor will also speak to the academic requirements of a sixth grade student, scheduling, and activities.

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

Teachers are included in the decisions regarding the use of academic assessment information for the purpose of improving student achievement in a variety of ways. These include:

- **School Council**
  Two teachers serve as members of the School Council. This body helps to set the vision for the school and is comprised of faculty, administration, parents, and business partners. This body meets 4 times during the school year.

- **School Improvement Team**
  The School Leadership Team is composed of grade level and special area representatives and administration. This team develops the School Accountability Plan and the Title 1 School Wide Plan. This team meets twice a month during the school year.

- **Data Teams**
  A school wide Data team and grade level data teams meet monthly and weekly, respectively, to discuss student achievement and to analyze data. These teams find the data, analyze the data, prioritize the needs analysis, sets, reviews, or revise annual goals, identify specific strategies to meet goals, and then determine result indicators. Minutes of these meetings are maintained and the focus is always on student achievement. The team meets to analyze ITBS (Iowa Test of Basic Skills grades 1-3 reading, 3-5 complete battery), CRCT (Criterion Reference Competency Test grades 1-5), GKIDS (Kindergarten), Aims results, MAP tests, SRI data, OAS, and the Georgia Writing Assessment (grade 5) scores to help pinpoint areas of strengths as well as weaknesses for grade levels and the school.

- **Attendance Committee**
  The Attendance committee meets every Thursday at 11:30 to address student attendance issues. Teachers are the major component of the plan in order to have students attend school regularly and meet the mandates of the State of Georgia Attendance Laws. The committee sends letters and refers the School Social Worker to those students who have 5 days or more unexcused absences. Committee members include the Principal and/or Assistant Principal, school counselor, Instructional Support Personnel and our School Social Worker.

- **Faculty Meetings**
  Faculty meetings are held once a month and allow for teacher interaction and discussion for student achievement. Professional development and best practices are shared during this forum. Minutes are maintained for these meetings.

- **Grade Level Meetings**
  Grade levels meet during the common planning time. These meetings are chaired by the grade level chair and minutes are maintained. Teachers discuss a variety of topics that range from day to day business, student achievement, and data analysis.

- **Professional Learning Community Meetings**
  Weekly Professional Learning Communities (PLC’s) are conducted during common planning times for all grade levels. The administration chairs these meetings and the focus is on how to affect student achievement. Best practices and research based strategies are always presented and discussed. The focus for PLC’s for the 2014/2015 school year are best practices in standards.
based classrooms, TKES, CCGPS, data driven analysis, Response to Intervention, and classroom management/PBIS.

- **Progress Monitoring**
The system no longer utilizes QBA’s. Instead, the SRI test will be given to track reading proficiency, the MAP test will be utilized for Math assessments, and OAS will be used as our Science assessment. Teachers are able to determine the results for their class and the individual student. This information allows for teachers to redeliver instruction for weak areas. This information is shared with students and parents to help build a partnership in the education process.

- **Response to Intervention Meetings/Strategies**
Response to Intervention strategies are being used to help those students reach their full potential. This program demands that teachers develop strategies based on data analysis and then monitor student progress based on these strategies. This year we have provided a data room for teachers to meet weekly regarding RtI cases and better track their student's data. We partner with our RtI representative from the district to help assist us when needed.

- **Teacher Perception Surveys Addressing Communications, Safety, and Instructional Effectiveness**
Each year teachers, parents, and students are surveyed concerning communication and relationships with administration, school safety, and instructional effectiveness. This data is used by the School Council and the School Leadership Team to have an impact on student achievement.

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 standards are provided with effective, timely additional assistance. Those activities will include but are not limited to:

- Teachers will compile class profiles utilizing Monitoring Academics Progress (MAP) forms to determine individual and class strengths and weaknesses. Data from the following assessments are analyzed and used to drive instruction:
  - DIBELS: Dynamic Indicators of Basic Early Literacy Skills (K-1)
  - MCLASS DIBELS: Math (K-1)
  - Writing Assessments (Grades 3 & 5)
  - GKIDS: Georgia Kindergarten Inventory of Developing Skills (K)
  - SRI: Scholastic Reading Inventory (Grades 2-5)
  - Failure Reports
  - GRASP: Georgia RESA (Regional Educational Service Agency) Assessment of Student Progress (Grades 2-5)
Common Formative Assessments (All Grades)
MAP: Measure of Academic Progress: (Grades 2-5)

- Teachers are trained in Differentiated Instruction and Data Teams. RTI team members assist teachers in identifying and implementing appropriate assistance for identified difficulties and provide progress monitoring techniques. RTI procedures are reviewed on a monthly basis.
- Teachers will review permanent records, Response to Intervention (RTI) records, previous test results, and any other information provided to determine students’ strengths and weaknesses.
- Early Intervention Program (EIP) provides assistance to eligible students in the areas of math and reading in grades kindergarten through fifth.
- The school’s counselor offers guidance and support to groups of students, as well as to individual students who are experiencing difficulty with academic and/or social issues.
- Supplemental instruction is provided by the Title I resource teacher to work with students experiencing difficulties with academics. Students receive a double dose in critical needs areas.
- Enrichment activities will be provided for those students identified as Gifted and for students who are exceeding the standards.
- Intense, small group interventions at each grade level based on academic deficiencies in the areas of Math and Reading
- Team teaching between grade levels.
- Teachers are providing before and after school tutorials as well as Saturday school to work with the critical content areas of reading and math.
- 21st Century Community Learning Center for qualifying students to increase academic achievement, enrichment, and help foster family literacy.

Periodic training is provided for teachers in the identification of difficulties and appropriate assistance for critical needs areas by:
- Reviewing RTI procedures periodically.
- The RTI team is assisting teachers in determining appropriate strategies to be implemented based on identified difficulties.
- The effective use of formative assessment is reviewed during grade level PLCs (Professional Learning Communities).
- EIP, Title I, and SPED teachers and para-professionals assist classroom teachers with the implementation of effective instructional strategies.
- In-house teacher experts are creating and managing small groups, periodically providing information and support.
- District Literacy and Math Coaches provide support to teachers during planning and PLCs.
- District training in the critical needs areas provided during district planning days.

Teacher-Parent communication that details what the school will do to help the student, what the parents can do to help the students, as well as additional assistance available to the student at the school or in the community.

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
### Programs/Services

<table>
<thead>
<tr>
<th>Program/Service</th>
<th>School Year 2015 - 2016</th>
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| **Title I, Part A:** Improved Basic Programs Operated by Local Education Agencies Targeted Assistance Program | Teachers to provide additional support and reduce the pupil/teacher ratio. **Wanda Bradley**  
*We have hired one teacher to reduce the pupil teacher ratio in a crucial area, first grade.*  
Title I funds will be utilized to purchase items which will assist students in mastering Georgia Performance Standards.  
After-school, Saturday school, and Summer school tutorial for remediation.  
1. Customized Professional development activities for teachers  
2. Parent involvement activities and materials to help parents support their students at home  
3. Parent Facilitator to assist our parents.  
4. Computers for students to use as instructional assistance.  
5. Supplies to enhance learning in the classrooms. |
| **Title II A: Teacher and Principal Training and Recruiting Fund**              | Professional Development Courses as needed by individual or groups of teachers  
Substitutes during such activities  
Stipends for teachers to attend PDs |
| **Title V, part B: 21st Century Learning Communities**                         | After school tutorial for both remediation and enrichment  
Educational, Psychological, and Social Development of all students |
| Carl Perkins                                                                   | N/A                                                                                     |
| CHANCE (Small Learning Communities)                                            | N/A                                                                                     |
| **ESPLOST**                                                                    | Technology upgrades  
Building Upgrades |
| State Funds                                                                    | REP –for Math and Reading remediation  
Gifted and Talented Education Teachers  
Media Center books and technology  
Instructional supplies  
After school and Saturday School tutoring  
Special Education teachers and paraprofessionals |
| Local Funds 349/and or 322                                                     | Local Salary Supplements for additional support after school; Saturday school; credit recovery; tutorial; Incentive Programs  
Fulltime Nurse |
| Other                                                                          | PTA  
Business Partners |

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 Wednesday, 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, IEP, and parent conference meetings are another opportunity for parents to discuss their student’s achievement with teachers and other professionals.

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<th>12.</th>
<th>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 schoolwide plan which will be available for parent to read at the parent center. Each school year, Pooler 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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<tr>
<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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<tr>
<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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<th>13.</th>
<th>Provisions to ensure that disaggregated assessment results for each category are valid and reliable.</th>
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<td><strong>Response:</strong> 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.</td>
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<td><strong>Response:</strong> 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 Pooler 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</td>
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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 schoolwide 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 schoolwide data, and areas of strengths and weaknesses are shared. The schoolwide 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 Pooler Elementary. The Title 1 parent involvement policy is reviewed from 2014-2015. School-Parent Compact and the schoolwide 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:* Pooler 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, Pooler 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. Pooler Elementary has been recognized by the state of Georgia as a 2015 Title I Reward School of High Progress.

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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<th>NOT MET</th>
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<td></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. Schoolwide reform strategies that:</td>
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<td>• 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).</td>
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</tbody>
</table>
- 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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|     | 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
  - Address how the school will determine if such needs have been met; and
  - Are consistent with, and are designed to implement, the state and
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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SCHOOL COMPACTs:

Please click on the Hyper link to connect to our Compacts:

[http://internet.savannah.chatham.k12.ga.us/schools/pooler/title1/default.aspx?RootFolder=%2fschools%2fpooler%2ftitle1%2fShared%20Documents%2fPooler%27s%20Compacts&FolderCTID=&View=%7b5F779A3F%2d204D%2d4FD3%2dB6EA%2d4210D301C605%7d](http://internet.savannah.chatham.k12.ga.us/schools/pooler/title1/default.aspx?RootFolder=%2fschools%2fpooler%2ftitle1%2fShared%20Documents%2fPooler%27s%20Compacts&FolderCTID=&View=%7b5F779A3F%2d204D%2d4FD3%2dB6EA%2d4210D301C605%7d)