

School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN					
School Name: Funston Elementary			District Name: Colquitt		
Principal Name: Ricky Reynolds			School Year: 2015-2016		
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ESEA WAIVER ACCOUNTABILITY STATUS					
(Check all boxes that apply and provide additional information if requested.)					
Priority School <input type="checkbox"/>			Focus School <input type="checkbox"/>		
Title I Alert School <input type="checkbox"/> .					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date: 1/16/14		Revision Date: 3/27/14		Revision Date: 5/18/14	

School Improvement Plan

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School Improvement Plan

The School Improvement Plan is reviewed, revised, and adjusted every September based upon the student achievement data obtained during July and August.

Title I Schoolwide/School Improvement Plan

Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
April Allegood		Media Speacialist
Annie Walker		4th Grade Teacher
Brandy Azar-Gay		Paraprofessional
Jessica Bryan		Pre-K Teacher
Terri Carr		Instructional Supp. Spec.
Dusty Smith		Resource Teacher
Anna Edgar		ESOL Teacher
Susan Herndon		Counselor
Heather Horne		1st Grade Teacher
Kati Strickland		5th Grade Teacher
Christy Beck		3rd Grade Teacher
Brooke Smith		Secretary
Debbie Taylor		Kindergarten Teacher
Yanet Nunez		Parent
Luke Strong		Business Partner
Samantha Sikes		Parent

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VISION and MISSION

School Vision

Funston School is committed to the pursuit of excellence so that all students achieve national standards of academic performance in order to be career and/or college ready.

School Mission Statement

Funston School's mission is to prepare children for the future by providing a safe and positive learning environment.

BELIEF STATEMENTS

- We believe all students can learn, achieve, and succeed when given ample time, proper modifications, and necessary resources.
- We believe students should have a positive and safe learning environment.
- We believe children should make good choices, be responsible for their behavior, and come to school every day ready to learn.
- We believe high expectations are necessary for ALL students.
- We believe students learn best when they are actively engaged in appropriate learning activities.
- We believe that by involving parents and community in school activities children will be more successful.
- We believe our school should promote mutual acceptance, tolerance, and respect among parents, students, staff, and community.

School Improvement Plan

Title I School Improvement Plan Components

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

A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Those persons involved were the Planning Committee members, School Council members, and interested stakeholders. The ways they were involved were through the process of evaluation. The needs of the school begin with the administration of the parent survey to all parents. The result of the parent survey is reviewed by the Funston Elementary School Leadership team. In addition, the results are shared with stakeholders through the Funston School Council and Funston PTO. There are opportunities for each group to look at the data and talk about the results of the survey. The data is shared through open meetings that are advertised utilizing mass call service, newsletters home, school website and word of mouth. Teacher performance is evaluated and professional learning is planned based upon the results of the student scores. A needs assessment survey was administered to all staff members to determine their needs, as well.

B. We have used the following instruments, procedures, or processes to obtain this information. Annually, we survey teachers and parents to evaluate the school year. This information is then disseminated to all stakeholders. Funston utilizes multiple classroom observations and walk through to check classroom progress. Teacher input is gained through Grade Group Meetings and Leadership Team. Parent input is gained through PTO Meetings and School Council. The following processes to obtain information are accomplished through ongoing SST meetings with all grade levels, utilization of the DIBELS Universal Screeners, Differentiation Boxes in Reading, Do the Math Intervention boxes.

The following strategies are in place:

- We continuously review achievement data
- Progress monitoring in the area of reading, utilizing the DIBELS and Scholastic Reading Inventory
- Use of Book Worms, a K-5 reading program.
- Reviewing of OAS benchmarks in Math & Reading 2 times per year in grades 3 -5.
- DIBELS and SRI Benchmark/Screening three times per year in grades K – 5.

C. We have taken into account the needs of migrant children by providing opportunities to help bridge the language barrier. The Colquitt County Schools provides a Migrant Paraprofessional who maintains a schedule to serve Migrant students in their classes. Each classroom has WIDA standards posted and teachers utilize the standards in teaching EL students. Funston is one of two elementary schools in Colquitt County that offer a Pre-School 3 year old class. The class consists of 16 students who qualify for the migrant program. These students are in a class with a teacher and paraprofessional. Colquitt County Schools have three system wide recruiters who recruit migrant students throughout the year. Additionally, they serve as translators for our migrant population when needed. Parent Action Council (PAC) meetings are held at Funston in an effort for

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parents of migrant students to understand what is going on with students at Funston and to give them an opportunity to provide input for Funston Elementary. Migrant students are provided with an opportunity to attend Summer School. During Summer School students are given opportunities for both academic assistance as well as enrichment opportunities. Rosetta Stone was purchased as a supplemental resource for ESOL and migrant students to utilize. In an effort to provide support for our Migrant Students, they are given the opportunity to participate in an afterschool homework assistance program offered by the Moultrie YMCA at our school. All communications sent home for both school and system are sent in both English and Spanish. As a school, we try to ensure that our migrant students' needs are met in terms of items like immunizations and glasses.

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, we continually look at data using information from the CRCT, DIBELS and teacher observations. ITBS results are used as a predictor for CRCT results. Each year, the data from the current administration of CRCT is disaggregated and displayed on the data wall for all stakeholders to see. The data compares Funston to both the district and state across the disciplines (included in appendix).

E. We have based our plan on information about all students in the school and identified groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standards. All groups including students who are economically disadvantaged, students with disabilities and students with limited English proficiency are all monitored, and their progress is tracked using a variety of instruments. SLDS data with current CRCT scores is used by all teachers to better understand where their students are academically utilizing current CRCT scores. All students' reading progress is monitored on the reading wall where students reading levels are grouped according to their grade level and their reading level. Each grade is color coded, so at a glance it can be determined how many are below grade level, on grade level or above grade level. The faculty and staff constantly use CRCT scores to drive instruction. This information is discussed regularly in SST meetings and in grade group meetings. The OAS is given 2 times a year to gauge the readiness of the students prior to taking the CRCT. ITBS is given to third and fifth grades in the fall. These scores are used as indicators to plan remediation during the second semester. All students with IEP's go through progress monitoring numerous times throughout the year.

F. The data has helped us reach conclusions regarding achievement or other related data. The major strengths in our program:

- (a) Reading Comprehension scores in grades 3-5
- (b) Language scores in grades 3-5
- (c) Math fluency scores in grades 3-5
- (d) EL Reading & Writing scores in all grade levels

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

The major needs in our program:

- (a) Math computation
- (b) Increase scores in all subject areas among SWD
- (c) Science
- (d) Social Studies background knowledge
- (e) Gifted Endorsed teachers

The needs we will address:

- (a) Vocabulary strategies for science
- (b) Vocabulary strategies for social studies
- (c) Teacher training in social studies
- (d) Training with system math coordinator
- (e) Common Core – ELA & Math Training
- (f) Getting more teachers Gifted Endorsed

The specific academic needs of those students:

- (a) Math fact fluency
- (b) Background knowledge in science & social studies
- (c) Math strategies

The root cause:

- (a) Difficulty in math fact fluency
- (b) Lack of background knowledge of social studies and science topics
- (c) Lack of application of math strategies
- (d) Time Constraints in scheduling
- (e) Pacing Guide restraints

G. The measurable goals/benchmarks we have established to address the needs were . . .

To increase the percentage of third grade students reading at a Lexile level of 650+ from 58% to 61%

To increase the percentage of fifth grade students reading at a Lexile level of 850+ from 53% to 56%.

To increase SGPs (Student Growth Percentiles) in Math (3a.), Science (3b.), and Social Studies (3c.) using the following data and timeline.

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

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

Funston Elementary ELA block provides an instructional program that incorporates the Reading workshop design even though there is considerable integration of reading and writing standards in the CCGPS. The workshop model allows the teacher to give direct instruction in a mini-lesson, guided practice, and independent practice. Most classes are divided into a two hour ELA block. The strategies are targeted by the Common Core Georgia Performance Standards. The

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

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

emphasis is to provide alignment of the curriculum and to incorporate data in the instructional decision making. The reading program incorporates read-aloud to provide a foundation for learning. The ESOL and SPED staff use the Inclusion model to assist students that are identified in the groups. The needs of the students are based upon the scores from the ACCESS test or through individual psychological testing administrated through an IEP. Funston uses a screening and diagnostic process to address the needs of all children in the school, particularly the needs of students farthest away from demonstrating proficiency as related to the State's academic content and student academic achievement standard.

- Gifted students are clustered according to their strength areas.
- Funston has Gifted endorsed teachers on campus to work with gifted and high achieving students.
- Classroom teachers use differentiation boxes to meet the need for basic reading skills of all students in the class.
- Kindergarten teachers use GKIDS data to guide their instruction. Struggling students spend additional time working in the areas where they are struggling. The support staff (ESOL, Special Education, Migrant) work with small groups of students with similar needs to offer the additional support the students need.
- Funston will use Fast ForWord and Dreambox to address deficit reading and math skills in Kindergarten, first and second grades. These programs are research based and will be paid using Title 1 funds.

Additionally, Funston uses the Soliday program as an intervention tool. Staff members use this program to provide direct instruction to those students who are at risk in reading.

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

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

Teaching Standards-based Instruction to Students of Poverty

1. The Common Core Georgia Performance Standards are being implemented. Resources are aligned and matched with not only the CCGPS, but the students' abilities.
2. All instructional materials, textbooks, and technology are reviewed by school and central office staff to ensure they are in alignment with the needs of the school
3. The school staff, in conjunction with a system initiative on assessment, completed a book-study of, "How to Grade for Learning" by Ken O'Connor, (O'Connor, K. (2002). *How to grade for learning*. Ontario: Skylight.). The reflections were part of the county's focus on changing to standards referenced grading to improve our assessment techniques.

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Facilitating Practice-oriented, Staff Development

1. Professional Development activities are closely reviewed and aligned with the identified needs of the school.

Sponsoring Tutoring Initiatives

1. Funston provides after school tutoring through the YMCA Program as well as summer sessions for migrant students.
2. The McKinney Vento Homeless Education grant provides assistance to school aged children who are experiencing transitional or temporary living arrangements. After school tutoring is one of the services provided through this grant.

Providing Flexible Scheduling of Curriculum to Maximize Differentiation

1. Gifted students are clustered according to strength areas.
2. Funston serves gifted students with qualified gifted teachers.
3. Funston implemented a Math/ELA block to accommodate the necessity for extra math time

School announcements of a non-emergency nature are scheduled as to minimize any disruptions in instructional time. These announcements are made either during the morning before classes start or just before students are released in the afternoon. All other communication to the classroom teacher is made by email.

- 2(c). Use effective instructional methods that increase the quality and amount of learning time.

We will increase the amount and quality of learning time with the use of the Sunday program and differentiation boxes. Staff provides direct instruction to those at-risk students.

The following additional strategies are utilized to increase learning.

- Use of The Coach Performance Book for test taking strategies
- Computer Lab time
- Gifted Program
- ESOL Program
- Migrant Services
- Special Education Services
- Community Collaboration through the YMCA Mentoring Program.
- Differentiated Instruction
- Funston begins the school day 15 minutes earlier thereby adding 44 hours of instruction to the academic year.
- Funston limits non-emergency PA announcements to before school or after school to minimize interruptions.
- Phone calls to teacher and staff rooms are limited to planning, before school and after school.

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2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

The needs of students are ensured with the use of progress monitoring on an ongoing basis. Additionally, this is supported by the use of the Dibels Benchmark Testing and Scholastic Reading Inventory and quarterly SST meetings to monitor student progress. ESOL and migrant students are served through the Push-In Model. Additionally, at-risk students are served through the YMCA Mentoring Program.

*3. Instruction by highly qualified professional staff.

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

A. We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. All staff members are highly qualified.

Name	Building	Status	Subject	Job	Percent
Beck, Nora	Funston Elementary	Highly Qualified	ELA	3rd Grade	50
Beck, Nora	Funston Elementary	Highly Qualified	Reading	3rd Grade	50
Beck, Mack	Funston Elementary	Highly Qualified	Math	4th Grade	60
Beck, Mack	Funston Elementary	Highly Qualified	Science	4th Grade	20
Beck, Mack	Funston Elementary	Highly Qualified	Economics	4th Grade	20
Byrd, Tammy	Funston Elementary	Highly Qualified	Elementary Instruction	1st Grade	100
Cox, Amy	Funston Elementary	Highly Qualified	Elementary Instruction	Kindergarten	100
Hood, Danielle	Funston Elementary	Highly Qualified	ELA	5th Grade	50
Hood, Danielle	Funston Elementary	Highly Qualified	Reading	5th Grade	50
Horne, Heather	Funston Elementary	Highly Qualified	Math	1st Grade	60

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*3(a). Strategies to attract highly qualified teachers to high-needs schools.					
Horne, Heather	Funston Elementary	Highly Qualified	Science	1st Grade	20
Horne, Heather	Funston Elementary	Highly Qualified	Economics	1st Grade	20
Johnson, Angela	Funston Elementary	Highly Qualified	Elementary Instruction	Kindergarten	100
Kennedy, Lisa	Funston Elementary	Highly Qualified	Math	3rd Grade	60
Kennedy, Lisa	Funston Elementary	Highly Qualified	Science	3rd Grade	20
Kennedy, Lisa	Funston Elementary	Highly Qualified	Economics	3rd Grade	20
Kimbrell, Judy	Funston Elementary	Highly Qualified	Elementary Instruction	2nd Grade	100
Smith, Dusty	Funston Elementary	Highly Qualified	Elementary Instruction(SP ED)	Spec. Ed. Interrelated Teacher	100
Smith, Ja'Net	Funston Elementary	Highly Qualified	Math	2nd Grade	60
Smith, Ja'Net	Funston Elementary	Highly Qualified	Economics	2nd Grade	20
Smith, Ja'Net	Funston Elementary	Highly Qualified	Science	2nd Grade Spec. Ed.	50
Sparkman, Casey	Funston Elementary	Highly Qualified	Elementary Instruction(SP ED)	Spec. Ed. Interrelated Teacher	100
Strickland, Kati	Funston Elementary	Highly Qualified	Math	5th Grade	60
Strickland, Kati	Funston Elementary	Highly Qualified	Science	5th Grade	20
Strickland, Kati	Funston Elementary	Highly Qualified	Economics	5th Grade	20
Taylor, Deborah	Funston Elementary	Highly Qualified	Elementary Instruction	Kindergarten	100
Walker, Annie	Funston Elementary	Highly Qualified	Reading	4th Grade	50
Walker, Annie	Funston Elementary	Highly Qualified	ELA	4th Grade	50

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*3(a). Strategies to attract highly qualified teachers to high-needs schools.					
Walters, Patti	Funston Elementary	Highly Qualified	Reading	2nd Grade	50
Webb, Mindy	Funston Elementary	Highly Qualified	Elementary Instruction	Kindergarten	100
Whitaker, Angela	Funston Elementary	Highly Qualified	ELA	1st Grade	50
Whitaker, Angela	Funston Elementary	Highly Qualified	Reading	1st Grade	50
Allegood, April	Funston Elementary	HiQ not currently applicable	HiQ n/a - Not applicable	HiQ n/a - Library/Media Spec.	100
Browning, Jaclyn	Funston Elementary	HiQ not currently applicable	HiQ n/a - Not applicable	HiQ n/a - School Psychologist	15
Bryan, Jessica	Funston Elementary	HiQ not currently applicable	Elementary Instruction	HiQ n/a - Lot. Pre-School Reg. Ed Teacher	100
Chastain, David	Funston Elementary	HiQ not currently applicable	HiQ n/a - ESOL	ESOL Teacher	100
Edgar, Anna	Funston Elementary	HiQ not currently applicable	HiQ n/a - ESOL	ESOL Teacher	100
Fitzpatrick, Ashley	Funston Elementary	HiQ not currently applicable	HiQ n/a - Not applicable	Speech/Lang. Pathologist	50
Herndon, Susan	Funston Elementary	HiQ not currently applicable	HiQ n/a - Not applicable	Elementary Counselor	100
Hunnicut, JoBeth	Funston Elementary	HiQ not currently applicable	HiQ n/a - ESOL	ESOL Teacher	50
Kick, Gala	Funston Elementary	HiQ not currently applicable	Elementary Instruction	Other	100
Powell, Scarlett	Funston Elementary	HiQ not currently applicable	Elementary Instruction	HiQ n/a - Lot. Pre-School Reg. Ed Teacher	100
Reynolds, Ricky	Funston Elementary	HiQ not currently applicable	HiQ n/a - Not applicable	Principal	100

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

Sims, Brandt	Funston Elementary	HiQ not currently applicable	HiQ n/a - Music		60
Strickland, April	Funston Elementary	HiQ not currently applicable	HiQ n/a - Not applicable	School Social Worker	60
Vargas, Jolie	Funston Elementary	HiQ not currently applicable	Elementary Instruction	HiQ n/a - Lot. Pre- School Reg. Ed Teacher	100
Wier, Mell	Funston Elementary	HiQ not currently applicable	HiQ n/a - Physical Education		80

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

A. We have included teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.

- The district has mapped the Social Studies and Science curriculum and will

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continue to revise based upon CCGPS. The focus will be to address the needs of the students in the most effective instructional strategies by addressing lack of background knowledge. The district has also hired a science curriculum coordinator who will work closely with teachers to enhance science instruction.

- Deficiency in Math fact fluency.
- Application of Math strategies.
- ESOL – Learning Strategies for EL Students with Dr. Virginia Rojas, Thinking Map Training
- District Collaboration with Media Specialists for Social Studies implementation of CCGPS

B. We have aligned professional development with the State’s academic content and student academic achievement standards.

- Utilizing Professional Development
- Implementation of CCGPS
- ESOL training (see above)

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems.

- To provide release time for teachers to receive training.
- To provide opportunities for peer observations.
- Use of district provided Instructional Specialist.

D. We have included teachers in professional development activities regarding the use of academic assessments.

- Dibels/SRI Blitz team disseminates information and results.
- CCGPS
- District level Math and ELA training.
- Class and grade level ELA screening.
- Use of Webinars to facilitate training at the school level.
- Access and Alternate Access testing training.
- Classroom walkthroughs.

*5. Strategies to increase parental involvement.

A. We have involved parents in the planning, review, and improvement of the comprehensive school wide program plan by utilizing a core group of faculty along with a variety of parents to help identify areas of improvement.

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- Parent coordinator promotes parent meetings and workshops throughout the school year.
- Parent Computer available for use in the Media Center.
- Active PTO that meets 3 times a year encourages parental involvement.
- School Council that meets 4 times a year.
- Use of school agenda books.
- Monthly school newsletters.
- Parent Academic Nights – 2 per year
- ESOL parent night 2 times a year where parents are informed on instructional and testing issues.
- School web site is available for parents to stay informed of school happenings.
- Bi-Weekly grade level newsletters.
- Open House during August PTO meetings.
- Grade level programs and luncheons.
- Early release days for parent/teacher conferences.

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

*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

A. Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school and entering from private schools plus students entering our school throughout the school year. Each elementary school has a PK program. Colquitt County has a system wide Pre-K Transition Coach to assist with the transition to the elementary setting. The system has translators that provide services for each school. As a result 94% of our students in the Colquitt County School System have been served in the Pre-K program. Our school has a Migrant Preschool program which is one of 2 in the district.

B. The transition from elementary school to middle school is assisted by using Smooth Moves. The upcoming 6th graders go to the middle school for an orientation that involves meeting the middle school administrative staff and a tour of the facility. This effort is coordinated through the full time counselor.

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

A. The ways that we include teachers in decisions regarding use of academic assessment are the utilization of the Leadership Team. The team's analysis of data is what drives instruction through grade group meetings and collaborative planning sessions. All information is shared and discussed during faculty meetings. Teachers are given the opportunity to share ideas for improvement.

The Principal and leaders from all grade groups monitor the results at the school level. All staff members are responsible for a continuous collection of data which they routinely share with the

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staff and administration.

The Leadership Team assists in administering tests and analyzing test data. The data is then disseminated to the staff. The entire staff has studied the Georgia Frameworks Guide and CCGPS Webinars. The Frameworks and the data drive the professional development plan.

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

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

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

Title 1A, 1C, III

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

Funston is impacted from Title I, Title II, Title IV, Title V, Special Education funds. Title I funds are used to provide supplement services to all students. Among the supplemental items that we are able to provide for our students to benefit increased academic performance are:

- CRCT Performance Coach Books
- Math Investigations books
- Student supplies to supplement instructional objectives
- Student paper
- Markers
- Notebooks
- Sentence strips
- Index cards
- Pocket folders
- Crayons
- Construction Paper
- Post it notes
- Highlighters
- Colored Pencils
- Printer ink
- Fast ForWord
- Dream Box
- Computers
- Data Projectors
- Airliners
- Bulbs for Projectors

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Additional resources and uses include:

- QBE funds
- Special Education funds
- Salaries
- Instructional resources

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

N/A

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

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

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

- Utilization of Dibels Universal Screeners
- Repeated opportunities to master standards
- Homeless afterschool tutoring
- Pyramid of Interventions
- Quarterly grade group Tier II meetings
- SST meetings
- Migrant summer school
- Parent conferences
- YMCA After School Tutoring Program & Summer School
- Fast ForWord
- Dreambox

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

Training for teachers to identify student difficulties :

- Differentiated instruction
- System Grade Group meetings with both Math and ELA curriculum directors
- Use of Rosetta Stone for EL students

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<ul style="list-style-type: none"> • Use of Differentiation Box • DOE training for strategies EL students • Thinking map training for EL teachers • Gifted Endorsement • CCGPS training for Math & ELA teachers • DOE webinars for CCGPS • Availability of training material for teachers via system server
<p>9(c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student and additional assistance available to the student at the school or in the community.</p>
<ul style="list-style-type: none"> • System wide Parent Coordinators • (2) Early release days a year for parent conferences • Progress reports are sent home throughout the quarter prior to the report card • Dibels Universal Screeners • SST, 504 & IEP Meetings both with staff and parents • Use of agenda books to communicate progress and issues between parents and school • Utilizing parents in the planning and using their input in the formation of policy • One Call Now call system in English and Spanish • System translators and On-Site translators • Information sent home is in both English and Spanish • ESOL Parent Meetings • PAC meetings for Migrant Parents • Parent Resource Center in Media Center • Grade Level newsletters in English & Spanish
<p>10. Description of how individual student assessment results and interpretation will be provided to parents.</p>
<p>Student assessments for ITBS, CRCT, ACCESS, class grades and the Georgia Writing Test are provided to parents via conferences, Parent Portal in Infinite Campus, regular progress reports.</p>
<p>11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.</p>
<ul style="list-style-type: none"> • SLDS • Curriculum clerk
<p>12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.</p>
<p>Subgroups are checked and maintained through Infinite Campus. Results are verified on CCRPI reports. Individual IEP's provide assistance with validity and reliable information.</p>
<p>13. Provisions for public reporting of disaggregated data.</p>
<ul style="list-style-type: none"> • Newsletters • Data Wall • School Council

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- Website
- Report to PTO
- Individual Student reports sent to parents
- Twitter

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

All data is collected throughout the year. Data is reviewed in September when the improvement plan is adapted.

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

All data is collected throughout the year. Data is reviewed in September when the improvement plan is adapted.

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

All data is collected throughout the year. Data is reviewed in September when the improvement plan is adapted.

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

All reports and summaries are translated in to the primary language. Colquitt County employs system wide translators. Funston utilizes the language skill of school employees and when vacancies do occur we search for qualified personnel who can be of assistance to the school.

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

Funston Elementary complies with Section 1116.

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Action Plan for Improved Student Achievement Student Achievement Data

- To increase the percentage of third grade students reading at a Lexile level of 650+ from 58% to 61%.

Table A. Percentage of Third Grade Students Reading at a Lexile level of 650+

<i>Lexile Levels</i>	2014	2015	2016	2017	2018	2019	2020
<i>Lexile Target</i>	58	61	64	67	70	73	75
<i>Actual</i>	58	%	%	%	%	%	%

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
1. Classroom teachers will use the Georgia Standards of Excellence in planning and instruction of ELA to improve academic achievement for all students.	C-1,2 I-1,2,3 PL-2,3 PO-3	Classroom teachers will participate in study groups to further knowledge of the Georgia Standards of Excellence. Classroom teachers will participate in peer observations.	Professional learning materials Release Time Common Planning Time (Title I, Title II)	Administrator Leadership Team Classroom Teachers	Ongoing Weekly grade group meetings Bi-yearly system wide grade group meetings	TKES evaluation Classroom observation Georgia Milestones Assessment Benchmark Tests	Grade group planning sheets TKES Benchmark Test Data	Benchmark Test Data with lexile scores Georgia Milestones Assessment Student Growth Percentiles
2. Teachers will implement the components for the new literacy framework as adopted by our district to improve student achievement in ELA. This framework includes interactive reading, shared reading, and a differentiated skills block.		Teachers will participate in professional learning where Comprehensive Reading Solutions modules are utilized. Teachers will participate in peer observations. Teachers will participate in district led grade level trainings.	Professional learning materials Release Time Common Planning Time (Title I, Title II)	Administrator Leadership Team Classroom teachers	Ongoing throughout the year	Lesson plans TKES DIBELS/SRI progress monitoring data to guide instruction Informal Decoding Inventory Data	Anecdotal notes DIBELS/SRI progress monitoring Informal Decoding Inventory	Benchmark Test Data DIBELS/SRI progress monitoring data Informal Decoding Inventory Data Flexible grouping documentation Student Growth Percentiles

School Improvement Plan

3. Teachers will analyze data to determine instructional needs in ELA in order to provide differentiated instruction for improved academic achievement for all students.		Classroom teachers will participate in professional learning to enhance their understanding of differentiation. Teachers will participate in peer observations.	Professional learning materials Release Time Common Planning Time	Administration Leadership Team Classroom Teachers	Ongoing throughout the year	Lesson plans TKES DIBELS/SRI progress monitoring data to guide instruction Informal Decoding Inventory Data	Anecdotal notes DIBELS/SRI progress monitoring Informal Decoding Inventory	Benchmark Test Data with lexile scores DIBELS/SRI progress monitoring data Informal Decoding Inventory Data Flexible grouping documentation Student Growth Percentiles
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2. To increase the percentage of fifth grade students reading at a Lexile level of 850+ from 53% to 56%.

Table B. Percentage of Fifth Grade Students Reading at a Lexile Level of 850+

<i>Lexile Levels</i>	2014	2015	2016	2017	2018	2019	2020
<i>Lexile Target</i>	53	56	59	62	65	68	71
<i>Actual</i>	53	%	%	%	%	%	%

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
1. Classroom teachers will use the Georgia Standards of Excellence in planning and instruction of ELA to improve academic achievement for all students.	C-1,2 I-1,2,3 PL-2,3 P	Classroom teachers will participate in study groups to further knowledge of the Georgia Standards of Excellence. Classroom teachers will participate in peer observations.	Professional learning materials Release Time Common Planning Time (Title I, Title II)	Administrator Leadership Team Classroom Teachers	Ongoing Weekly grade group meetings Bi-yearly system wide grade group meetings	TKES evaluation Classroom observation Georgia Milestones Assessment Benchmark Tests	Grade group planning sheets TKES Benchmark Test Data	Benchmark Test Data with lexile scores Georgia Milestones Assessment Student Growth Percentiles

School Improvement Plan

<p>2. Teachers will implement the components for the new literacy framework as adopted by our district to improve student achievement in ELA. This framework includes interactive reading, shared reading, and a differentiated skills block.</p>		<p>Teachers will participate in professional learning where Comprehensive Reading Solutions modules are utilized.</p> <p>Teachers will participate in peer observations.</p> <p>Teachers will participate in district led grade level trainings.</p>	<p>Professional learning materials</p> <p>Release Time</p> <p>Common Planning Time</p> <p>(Title I, Title II)</p>	<p>Administrator</p> <p>Leadership Team</p> <p>Classroom teachers</p> <p>ELA Curriculum Director & Coach</p>	<p>Ongoing throughout the year</p>	<p>Lesson plans</p> <p>TKES</p> <p>DIBELS/SRI progress monitoring data to guide instruction</p> <p>Informal Decoding Inventory Data</p>	<p>Anecdotal notes</p> <p>DIBELS/SRI progress monitoring</p> <p>Informal Decoding Inventory</p>	<p>Benchmark Test Data</p> <p>DIBELS/SRI progress monitoring data</p> <p>Informal Decoding Inventory Data</p> <p>Flexible grouping documentation</p> <p>Student Growth Percentiles</p>
<p>3. Teachers will analyze data to determine instructional needs in ELA in order to provide differentiated instruction for improved academic achievement for all students.</p>		<p>Classroom teachers will participate in professional learning to enhance their understanding of differentiation.</p> <p>Teachers will participate in peer observations.</p>	<p>Professional learning materials</p> <p>Release Time</p> <p>Common Planning Time</p>	<p>Administrator</p> <p>Leadership Team</p> <p>Classroom Teachers</p>	<p>Ongoing throughout the year</p>	<p>Lesson plans</p> <p>TKES</p> <p>DIBELS/SRI progress monitoring data to guide instruction</p> <p>Informal Decoding Inventory Data</p>	<p>Anecdotal notes</p> <p>DIBELS/SRI progress monitoring</p> <p>Informal Decoding Inventory</p>	<p>Benchmark Test Data with lexile scores</p> <p>DIBELS/SRI progress monitoring data</p> <p>Informal Decoding Inventory Data</p> <p>Flexible grouping documentation</p> <p>Student Growth Percentiles</p>

School Improvement Plan

3. To increase SGPs (Student Growth Percentiles) in Math (3a.), Science (3b.), and Social Studies (3c.) using the following data and timeline.

Table C. Percent of Students with Student Growth Percentiles 35 or Higher

<i>SGPs</i>	2014	2015	2016	2017	2018	2019	2020
<i>Math Target</i>	35	35	43	51	60	68	75
<i>Actual</i>	35	%	%	%	%	%	%
<i>Science Target</i>	31	31	40	49	58	67	75
<i>Actual</i>	31	%	%	%	%	%	%
<i>Social Studies Target</i>	50	50	55	60	65	70	75
<i>Actual</i>	50	%	%	%	%	%	%

3a. Increase SGPs in Math

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
1. Maintain high grade level expectations	A-1.4 SC-1.2 I-3	Deep understanding of instructional matter and strategies	Georgia Standards of Excellence Review of Prior Training	Administration Instructional Specialist Classroom teachers	Ongoing	Monitoring of student progress Lesson plans Classroom observations	Improved Student Test Scores	Student Growth Percentiles
2. Use CCGPS in planning and instruction of mathematics to improve academic achievement for all students.	C-1,2 I-1,2,3 PL-2,3 PO-3	Classroom teachers will participate in study groups to further knowledge of Common Core. Classroom teachers will participate in peer observations.	Professional learning materials Release Time Common Planning Time New and upgraded technology (Title I, Title II)	Administration Instructional Specialist Leadership Team Classroom Teacher	Ongoing Weekly grade group meetings Bi-yearly system wide grade group meetings	Checklists TKES evaluation Classroom observations Georgia Milestones Benchmark tests	Grade group planning sheets TKES Focus walk check list Benchmark Work Test Data	Test Data Work on standards board Systematic Instructional Framework (workshop model)

School Improvement Plan

3. Analyze student work to determine instructional needs in math in order to provide differentiated instruction for improved academic achievement for all students.	I-4 A-3	Training on ideas for extension activities by gifted resource teacher More training on Tier I Training on diagnosing error patterns and adjusting instruction accordingly	Teacher resource corner Upgraded technology Manipulatives to use to visually work problems "Bonus Box" of meaningful activities prepared by the gifted resource teacher	Administration Instructional Specialist Classroom teachers Gifted resource teacher	Ongoing	Lesson plans Formative assessments used to guide instruction IEP/SST documentation Georgia Milestones OAS data	Student portfolios Anecdotal notes Interest inventories Monthly Tier II/SST Meetings with Grade Groups IEP and SST Documentation	Benchmark testing Test Data Flexible grouping Activities based on Inventories Math Journal Entries
4. Collaboratively plan integrated units of study to encourage math strategies across the curriculum	I-1 C-2 C-3	Involve all teachers in content area curriculum County-wide meetings with math curriculum director	Common planning in grade groups Collaborative planning with activity teachers Collaborative planning with gifted resource teacher	Leadership Team Instructional Specialist Math Curriculum Director Math Coach Classroom teachers Gifted resource teacher	Ongoing	Pre and Post tests Rubric Checklists Formative assessments Classroom observations	Lesson Plan Collaborative planning sheet Student portfolios	Work on standards board Student portfolio Formative assessment data

3b. Increase SGPs in Science

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)
1. Maintain high grade level expectations	A-1.4 SC-1.2 I-3	Deep understanding of instructional matter and strategies	CCGPS Review of Prior Training	Administration Instructional Specialist Classroom teachers	Ongoing	Monitoring of student progress Lesson plans Classroom observations	Improved Student Test Scores
2. Collaboratively plan integrated units of study to encourage science implementation across the curriculum	I-1 C-2 C-3	Involve all teachers in content area curriculum RESA training of current curriculum research	CCGPS Review of Prior Training District Share Drive with Instructional Materials	Administration Instructional Specialist Classroom teachers	Ongoing	Test data Monitoring of student progress Lesson plans Classroom observations	Improved Student Test Scores

School Improvement Plan

3. Analyze student work to determine instructional needs in science in order to provide differentiated instruction for improved academic achievement for all students	I-2,3,4 C-2 A-1,3	Training on ideas for extension activities by gifted resource teacher	Teacher Resource Corner Upgraded Technology "Bonus Box" of meaningful activities prepared by the gifted resource teacher	Instructional Specialist Differentiation Team Leadership Team Classroom teachers Gifted resource teacher	Ongoing	Lesson plans Formative assessments used to guide instruction IEP/SST documentation Georgia Milestones Assessment	Improved Student Test Scores
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3c. Increase SGPs in Social Studies

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)
1. Maintain high grade level expectations	A-1.4 SC-1.2 I-3	Deep understanding of instructional matter and strategies	Georgia Standards of Excellence Review of Prior Training	Administration Instructional Specialist Classroom teachers	Ongoing	Monitoring of student progress Lesson plans Classroom observations	Improved Student Test Scores
2. Collaboratively plan integrated units of study to encourage social studies strategies implementation in the curriculum	I-1 C-2 C-3	Involve all teachers in content area curriculum RESA training of current curriculum research	Georgia Standards of Excellence Review of Prior Training District Share Drive with Instructional Materials	Administration Instructional Specialist Classroom teachers	Ongoing	Test data Monitoring of student progress Lesson plans Classroom observations	Improved Student Test Scores
3. Analyze student work to determine instructional needs in social studies in order to provide differentiated instruction for improved academic achievement for all students	I-2,3,4 C-2 A-1,3	Training on ideas for extension activities by gifted resource teacher	Teacher resource corner Upgraded technology "Bonus Box" of meaningful activities prepared by the gifted resource teacher	Instructional Specialist Differentiation Team Leadership Team Classroom teachers Gifted resource teacher	Ongoing	Lesson plans Formative assessments used to guide instruction IEP/SST documentation Georgia Milestones Assessment	Improved Student Test Scores

School Improvement Plan

4. To promote family and community engagement by increasing parental/student involvement using benchmarks collected in the upcoming 2015 school year.

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)
1. Involve parents in the planning, review, and improvement of the comprehensive school wide program plan		Local school governance team training Parent involvement workshops	SIP	Parent Coordinator Administration	Ongoing	Surveys Record of participation	Sign-in sheets Survey results
2. Utilize home and school connections and communications consistently throughout the school year		Parent involvement workshops Staff faculty meetings Local school governance team training	Agenda books Newsletters Phone calls Website	Classroom teachers Administration	Ongoing	Surveys Record of participation	Quarterly reports Survey results

Monitoring School Improvement Plan

The School Improvement Plan will be monitored in the following manner:

- Administration will conduct unannounced walk through. The walk through will be completed using TKES to provide feedback.
- Literacy, ISS and Math Coaches will conduct regular walk throughs and provide feedback to the administration.
- Tuesday is a pre-designated meeting day set aside for faculty meetings and district subject content Professional Learning.
- Teacher Evaluations
- Disaggregating test data
- Collaborative teacher planning for instruction.
- Quarterly evaluation of student progress
- Monitoring and tracking student progress.
- OAS for progress monitoring 2 times a year.
- Dibels Universal Screeners testing for progress monitoring for all students 3 times a year.

School Improvement Plan

Appendix A

School Profile Data

- Funston Elementary School is a rural elementary school located in Funston, Georgia.
 - White students 32%
 - Hispanic students 53%
 - Black students 13%
 - Multi-racial students <1%
 - Male students 53%
 - Female students 46%
 - Special Education students 9.53%
 - Gifted Education students 15%
 - Student attendance 95.9%
 - Free and Reduced students 78.7%
-
- Funston is primarily a farming community near Moultrie in Colquitt County Georgia.
 - Funston serves 445 students in pre-Kindergarten through the fifth grade.
 - Funston is composed of 20 regular education classrooms.
 - Full-time paraprofessionals serve the Pre-K and Kindergarten classrooms
 - First through fifth grade classrooms share grade level paraprofessionals.
 - Paraprofessionals assist with small group instruction, individual instruction, preparation of teaching materials, and in reducing the teacher: student ratio.

School Improvement Plan

Appendix B

Student Achievement Data

Percentage of Students Who Met/Exceeded Standards in ELA- Spring							
Grade	All	Sp.Ed	Female	Male	White	Black	Hispanic
3	95%	80%	100%	91%	96%	83%	100%
4	86%	20%	93%	81%	88%	100%	80%
5	90%	100%	100%	79%	92%	82%	93%

Percentage of Students Who Met/Exceeded Standards in Reading- Spring							
Grade	All	Sp.Ed	Female	Male	White	Black	Hispanic
3	97%	90%	96%	97%	100%	100%	94%
4	90%	20%	93%	89%	94%	100%	85%
5	90%	100%	96%	92%	96%	91%	93%

Percentage of Students Who Met/Exceeded Standards in Math- Spring							
Grade	All	Sp.Ed	Female	Male	White	Black	Hispanic
3	84%	60%	89%	79%	87%	33%	91%
4	86%	20%	87%	85%	88%	60%	90%
5	83%	57%	100%	71%	88%	64%	100%

School Improvement Plan

Percentage of Students Who Met/Exceeded Standards in Science- Spring							
Grade	All	Sp.Ed	Female	Male	White	Black	Hispanic
3	85%	60%	81%	88%	96%	50%	84%
4	88%	20%	93%	85%	94%	100%	80%
5	73%	44%	81%	64%	84%	45%	75%

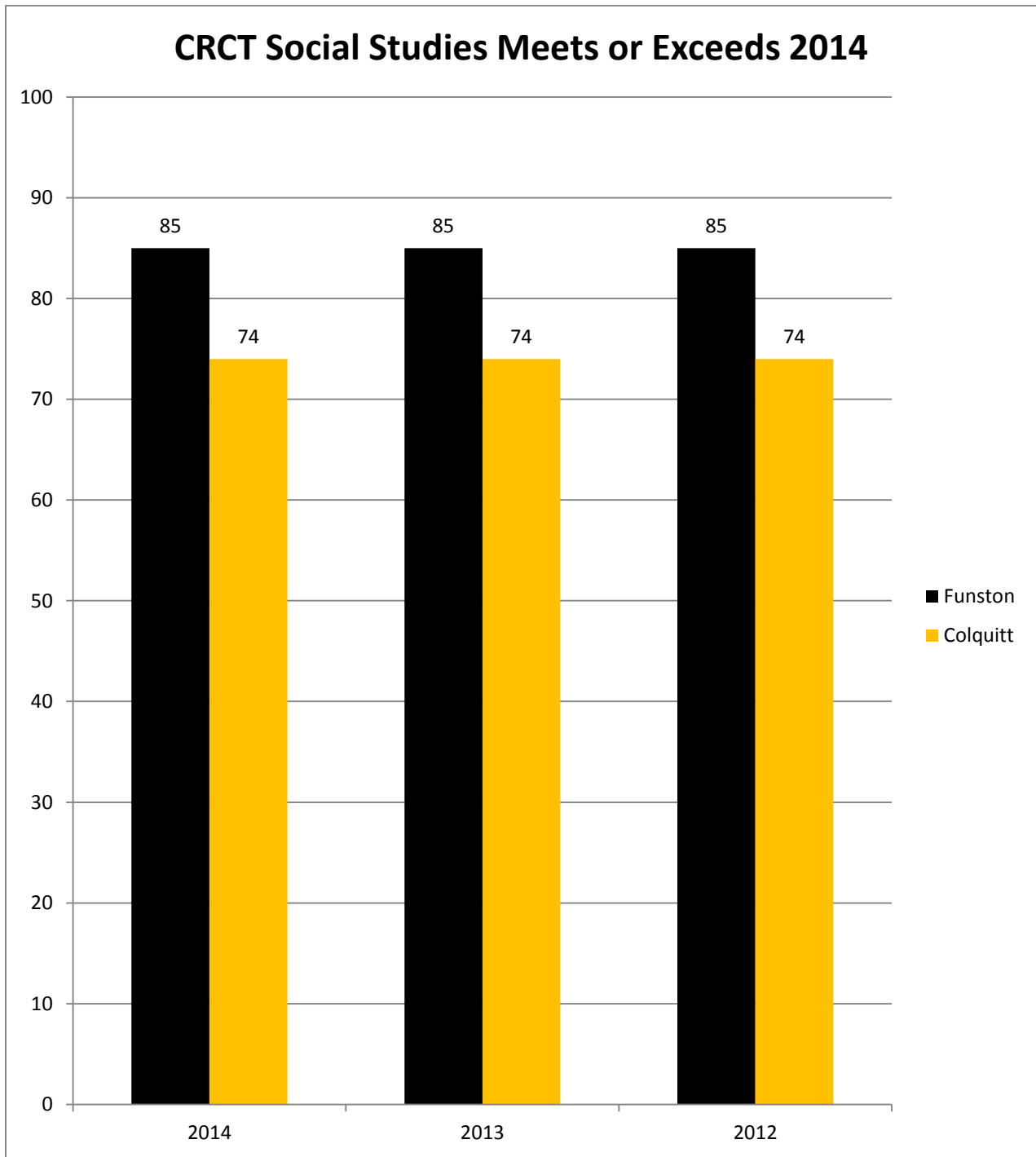
Percentage of Students Who Met/Exceeded Standards in Social Studies- Spring							
Grade	All	Sp.Ed	Female	Male	White	Black	Hispanic
3	92%	70%	93%	91%	96%	83%	91%
4	88%	20%	87%	89%	94%	80%	85%
5	73%	33%	74%	72%	92%	55%	56%

2014 Fifth Grade Writing Scores

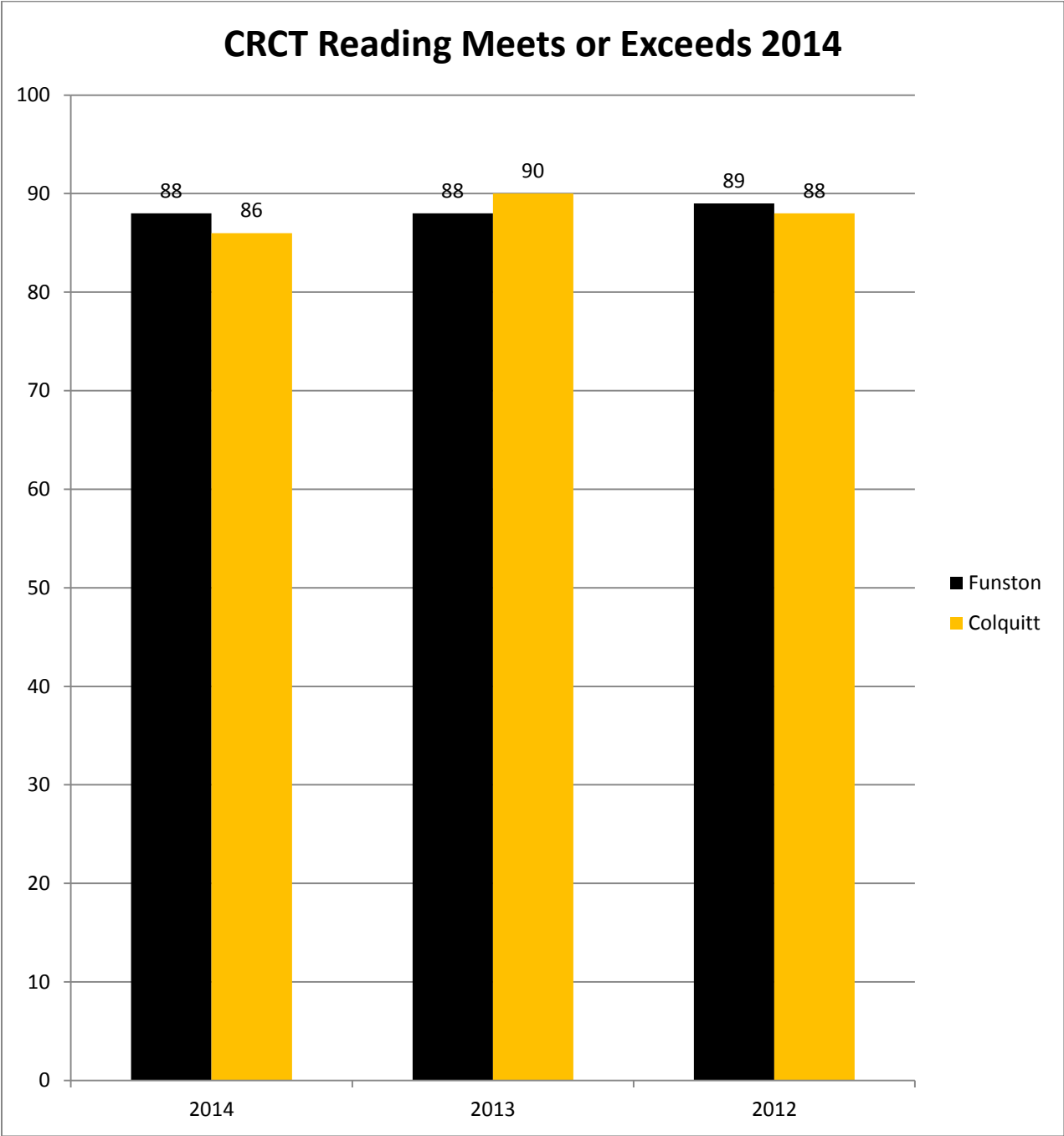
Funston	System	State
75%	72%	80%

The fifth grade Writing Test administered in the spring of 2014 indicates a need for increased strategies in the area of writing in the fifth grade. The results of the test show that 75% of the fifth graders met the standard. The exceeds the standard category indicated 10% exceeded the standard. This is more than the system for the same test.

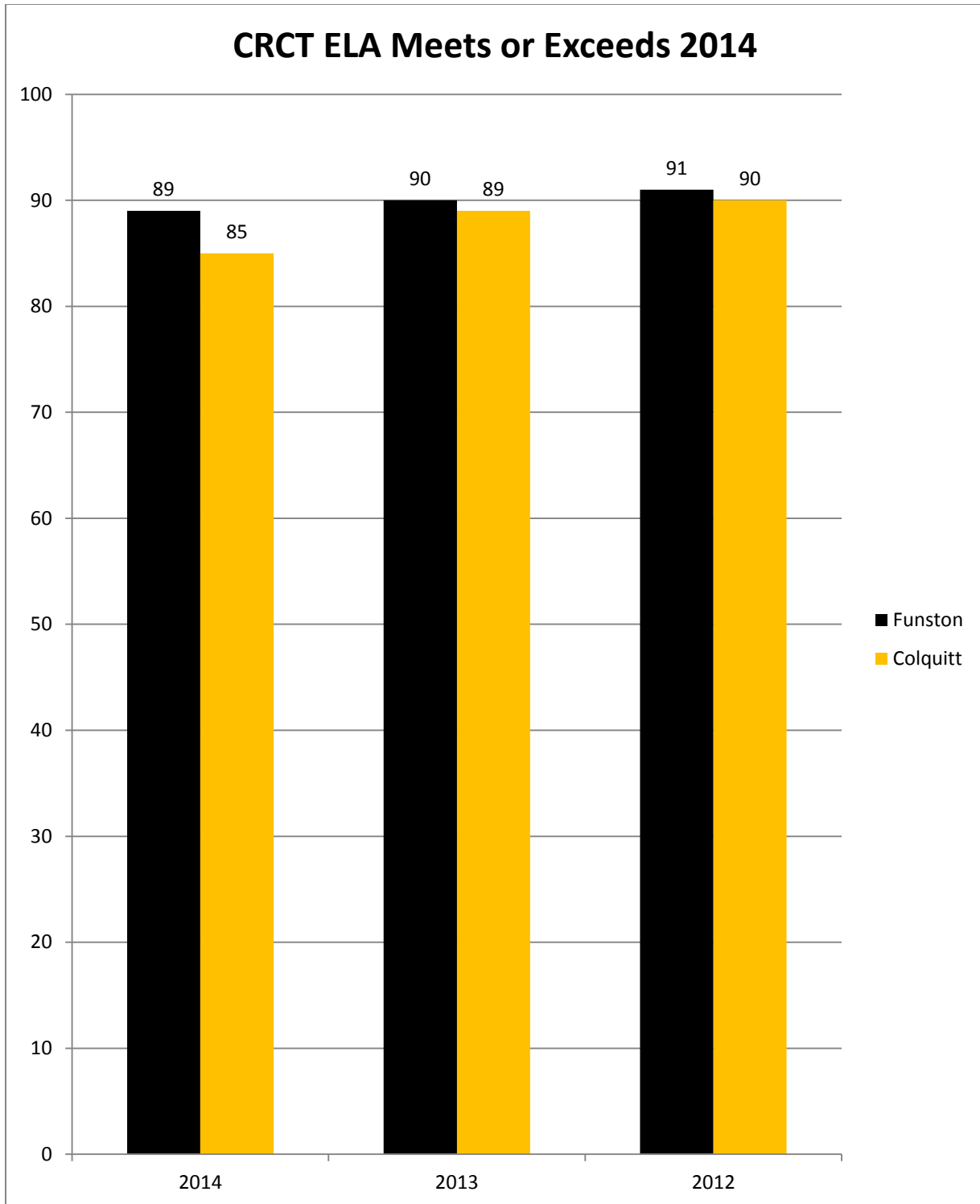
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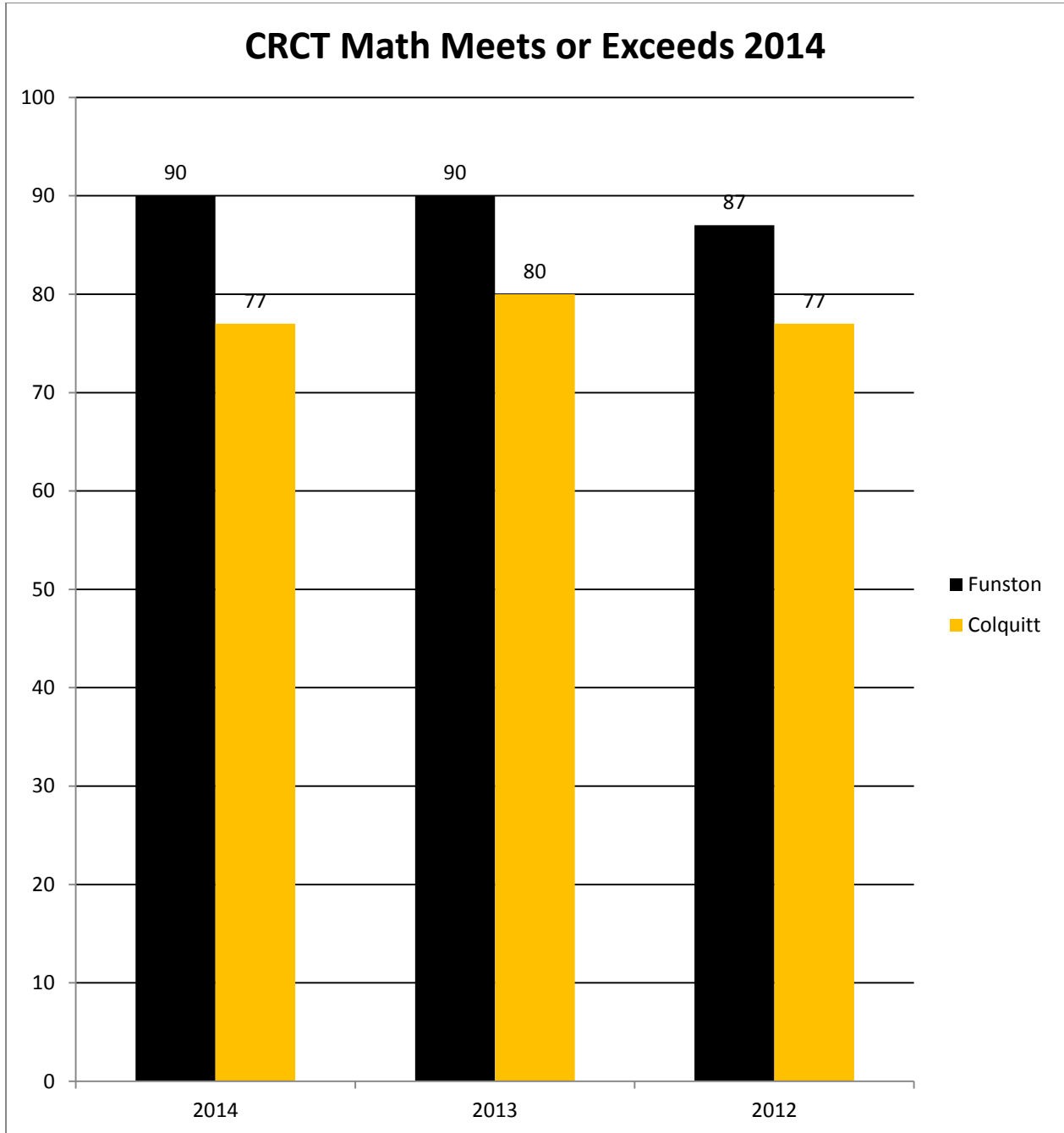
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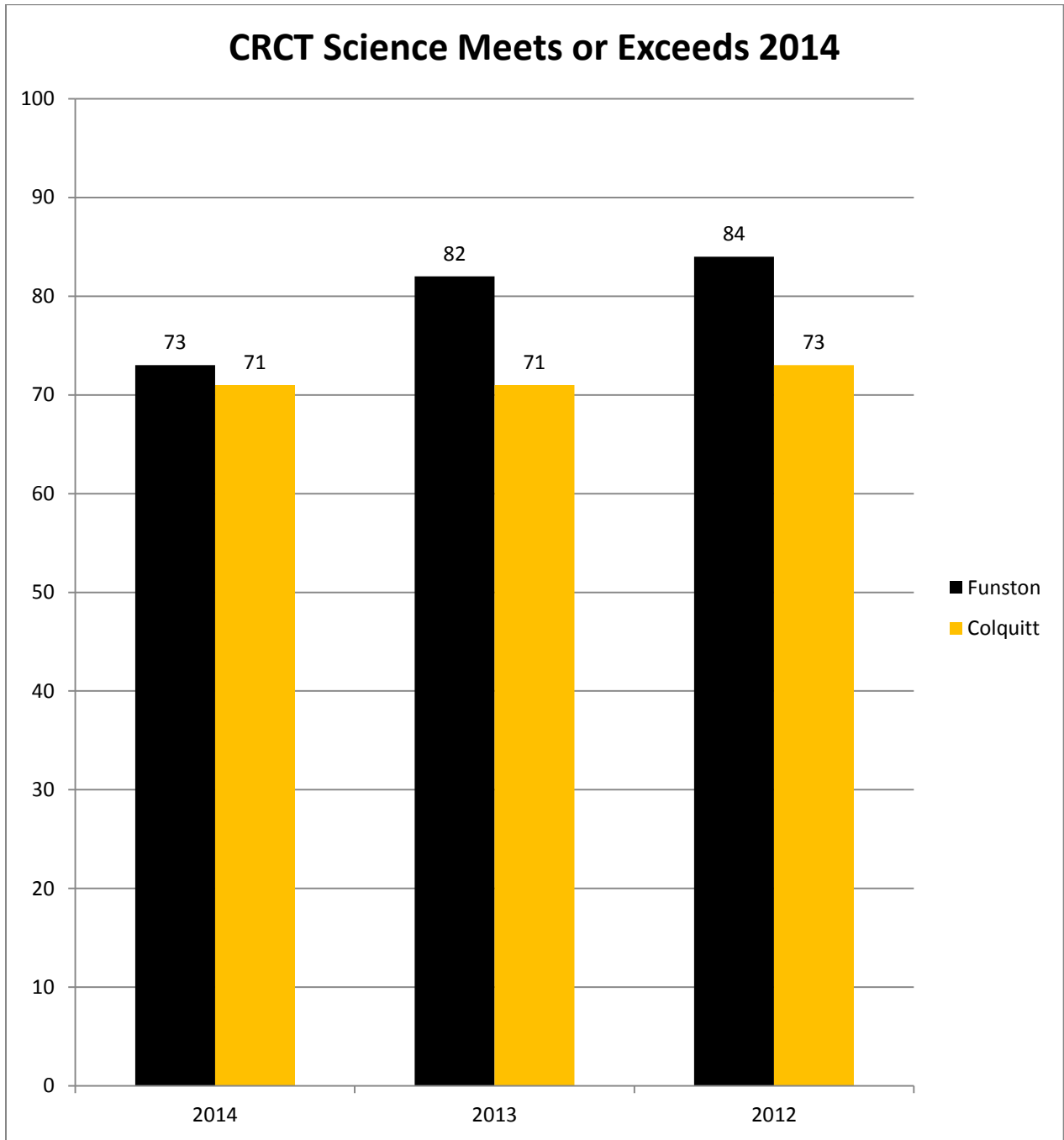
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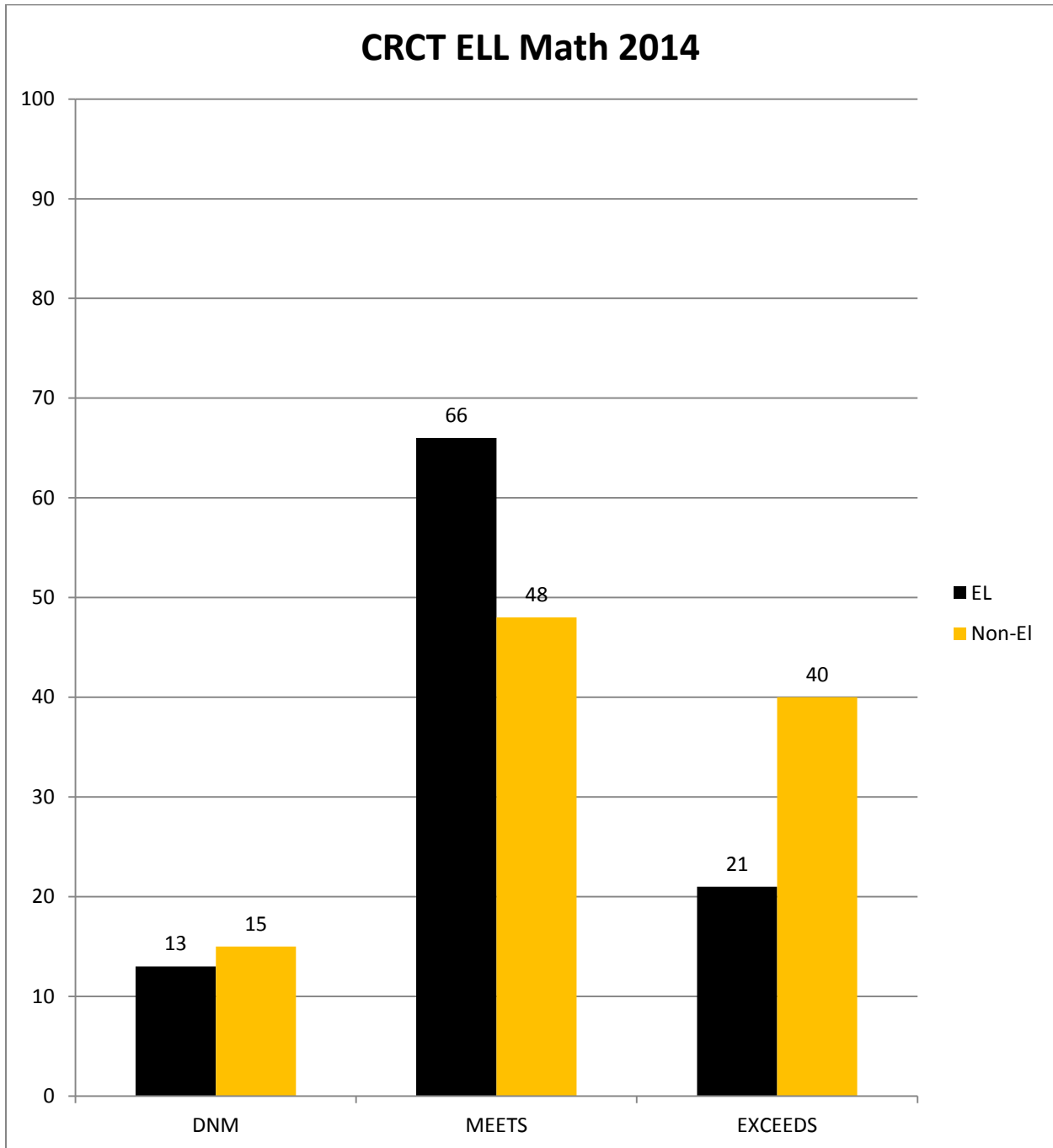
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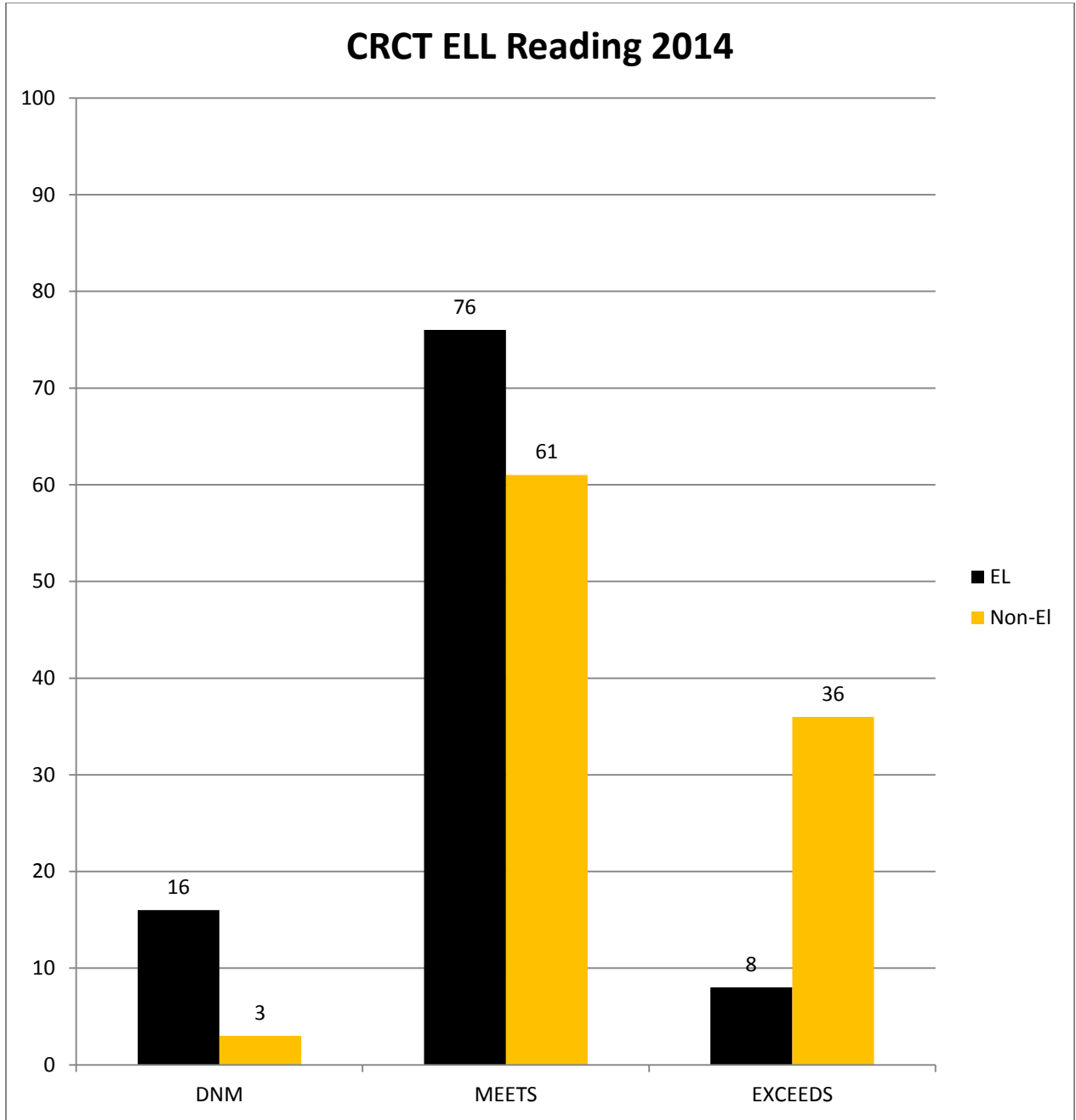
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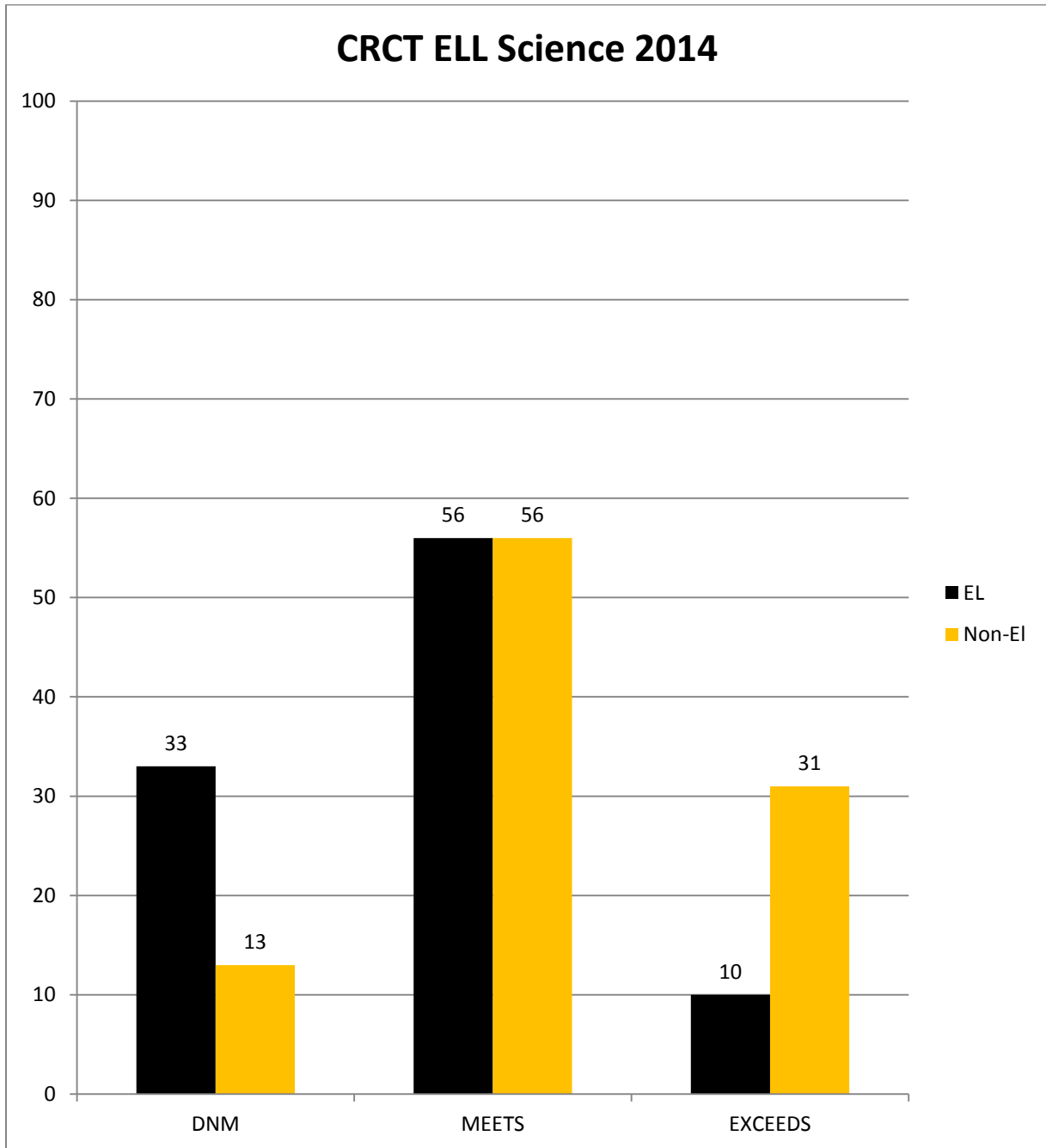
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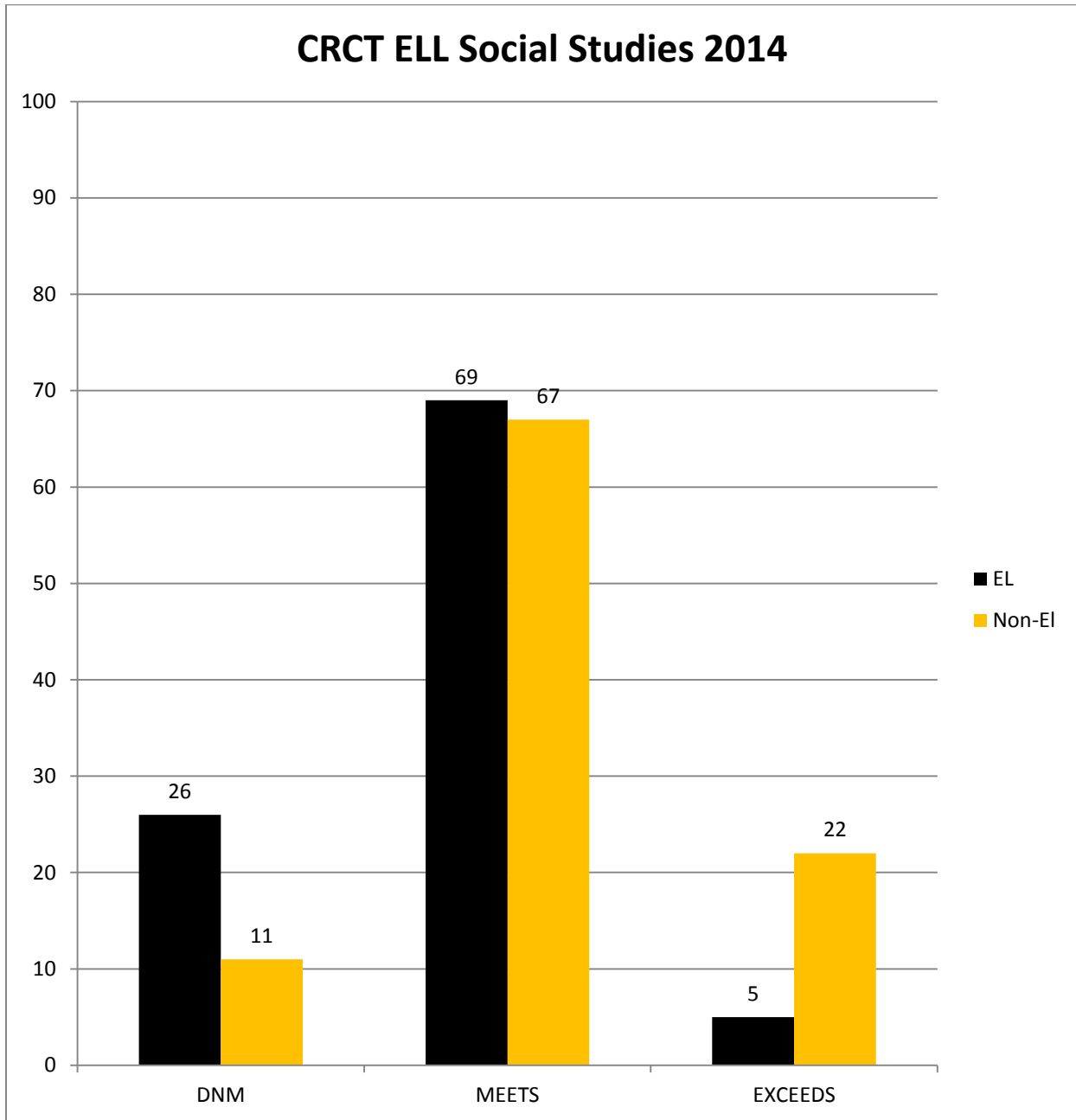
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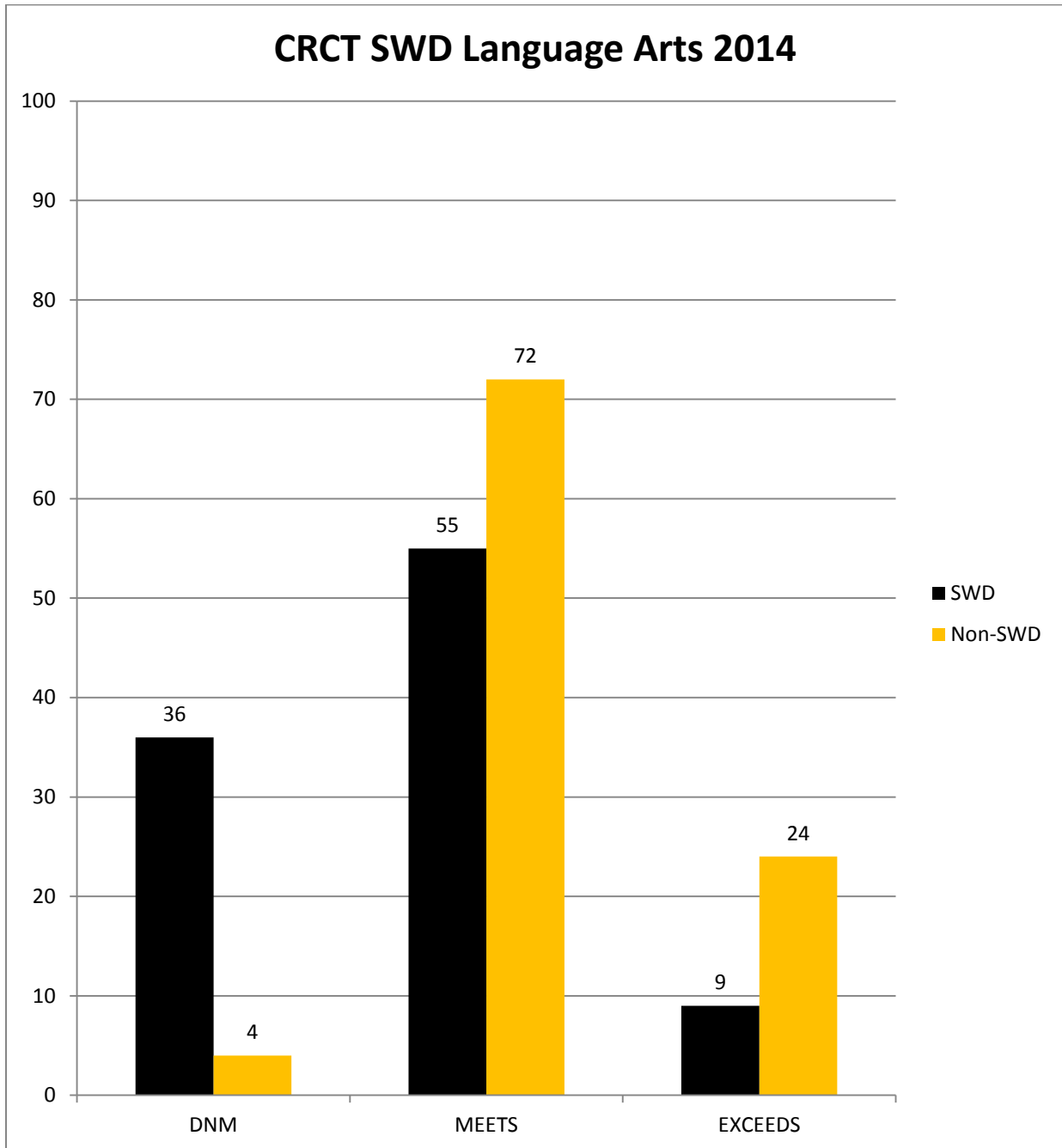
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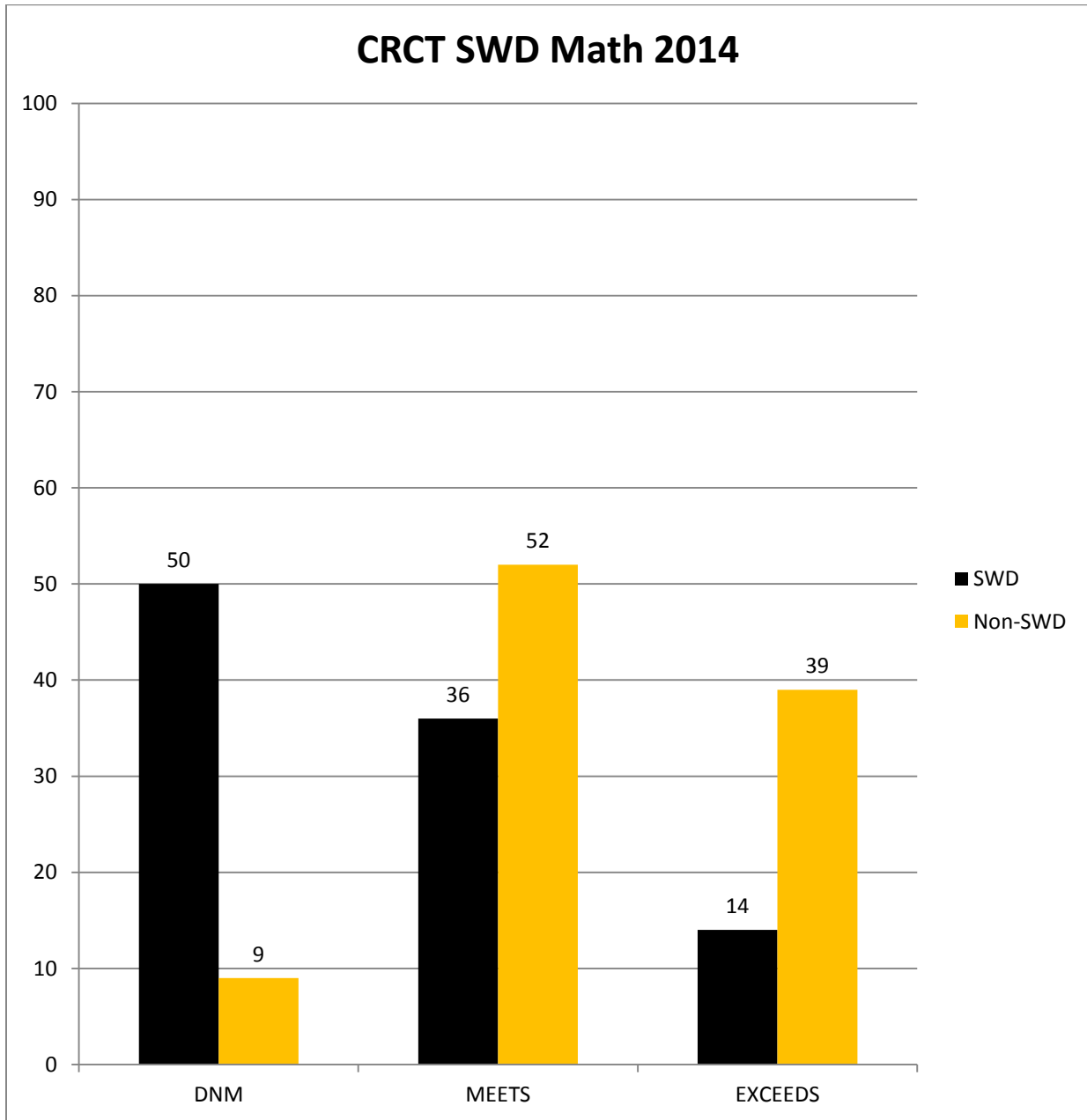
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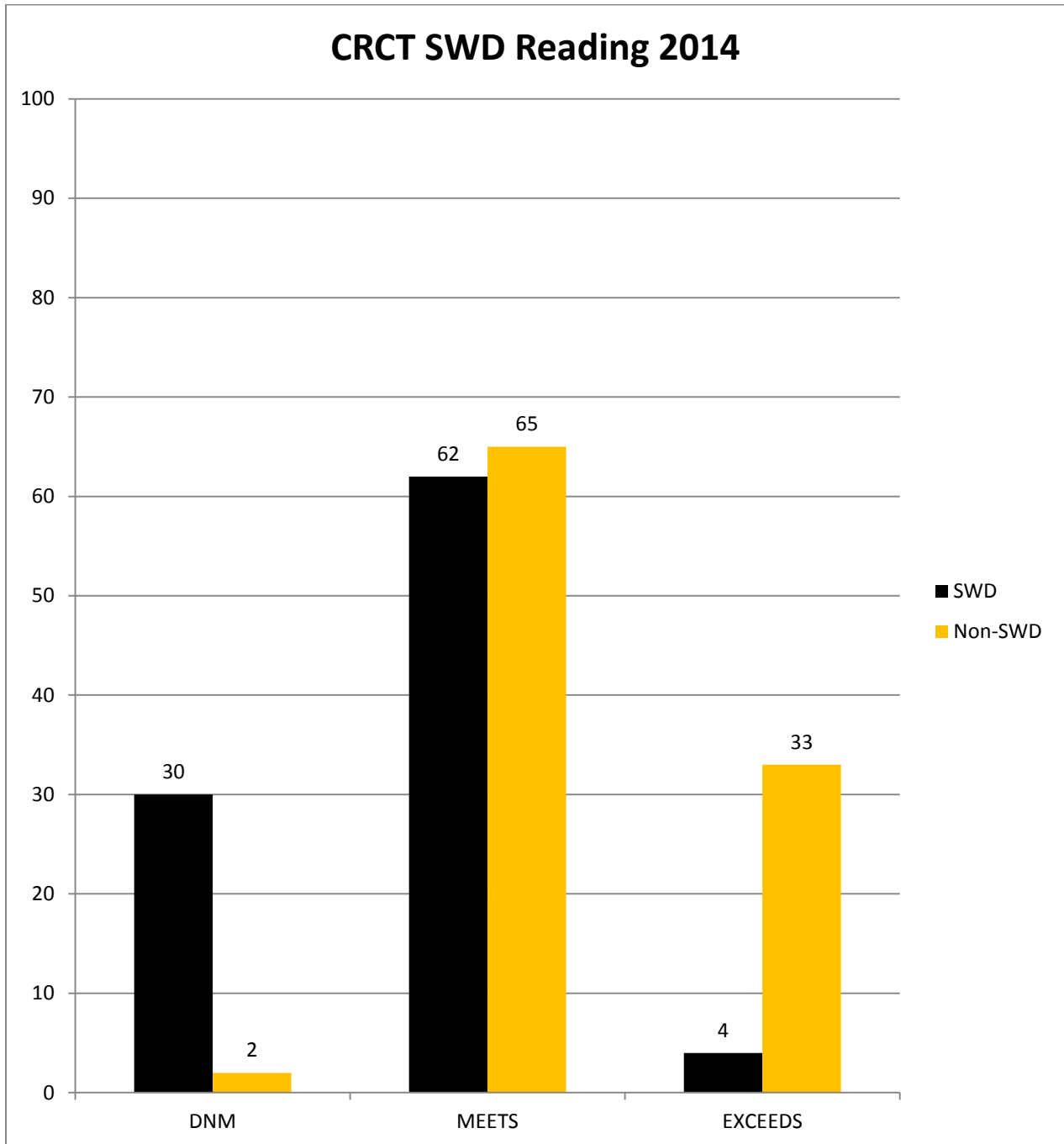
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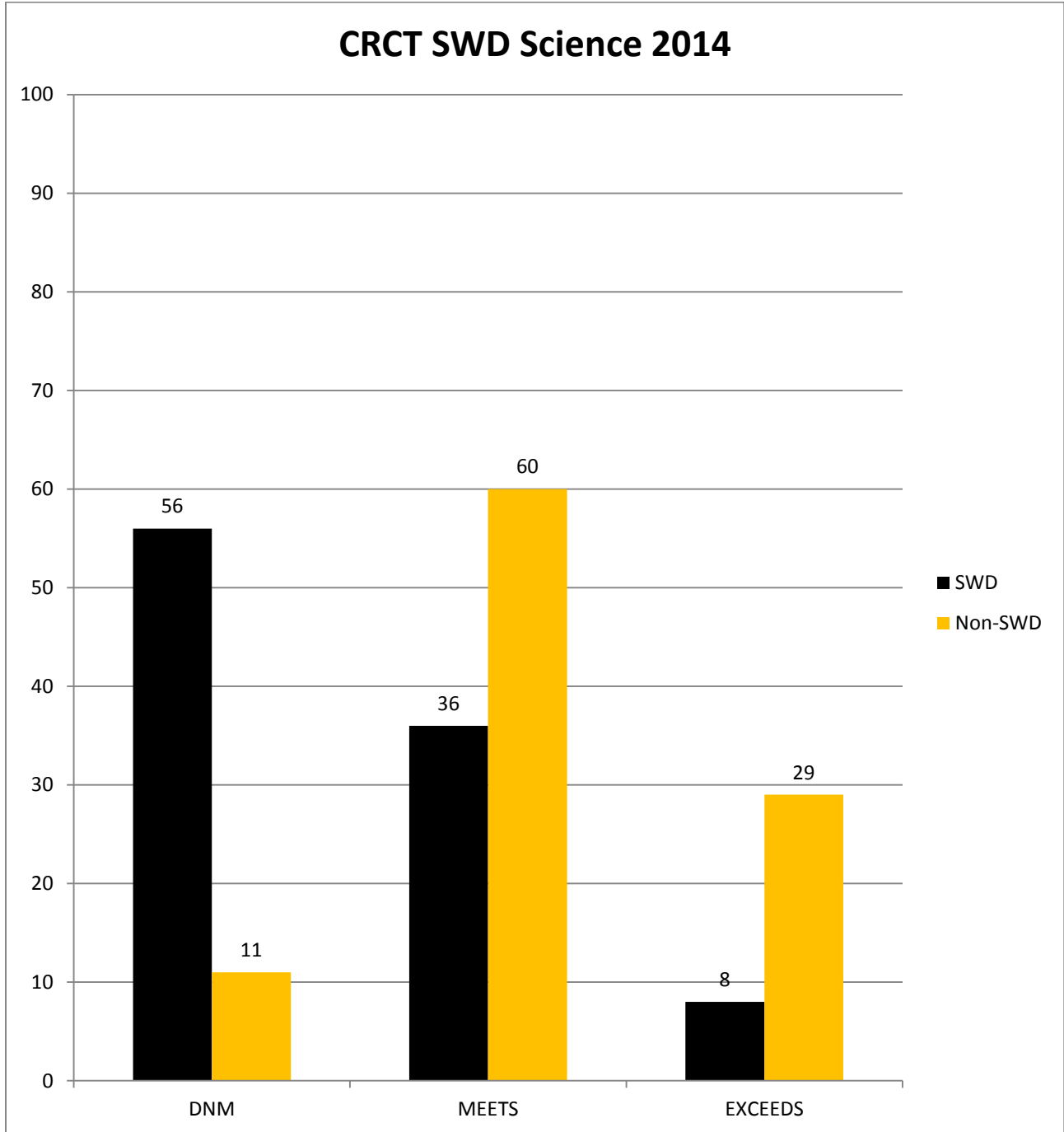
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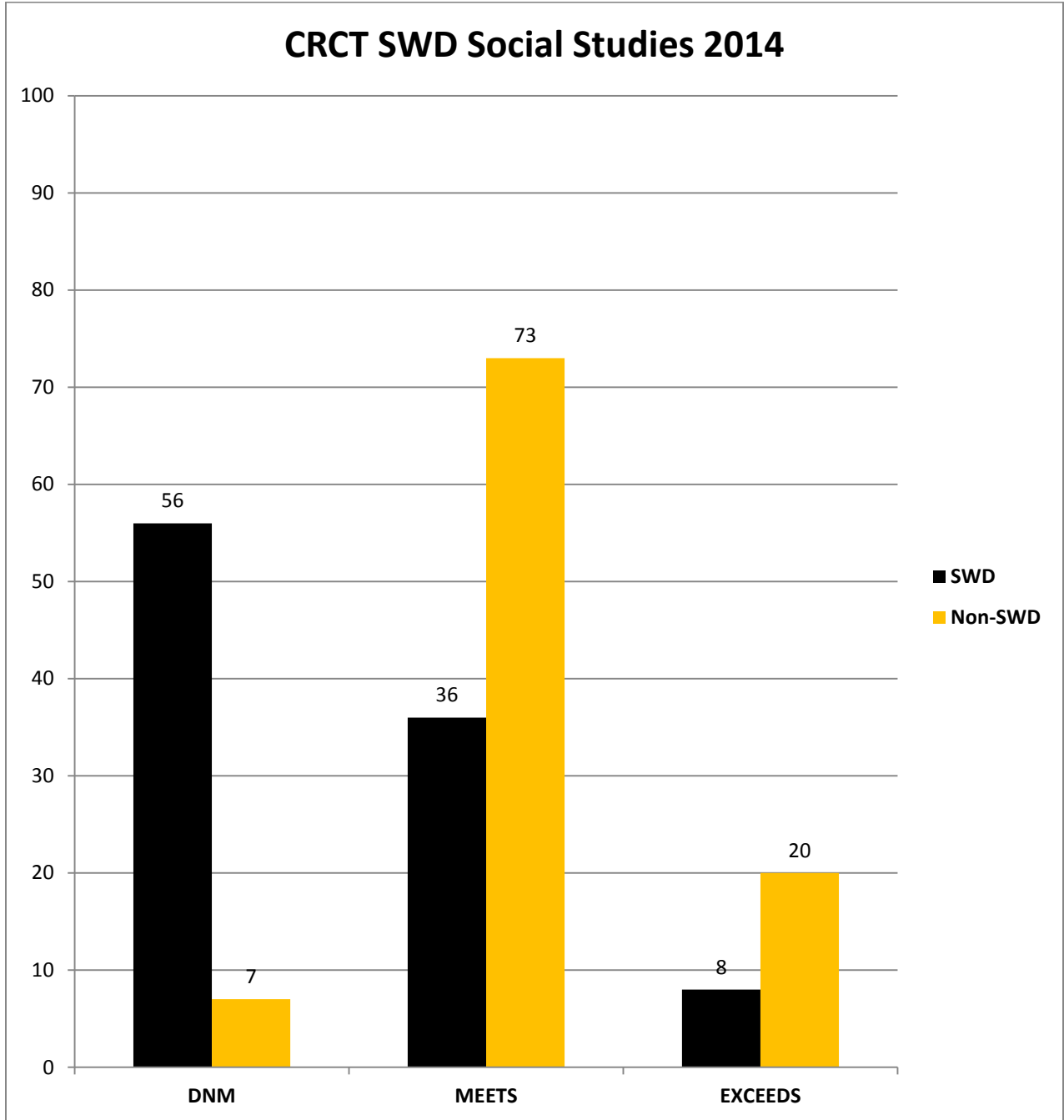
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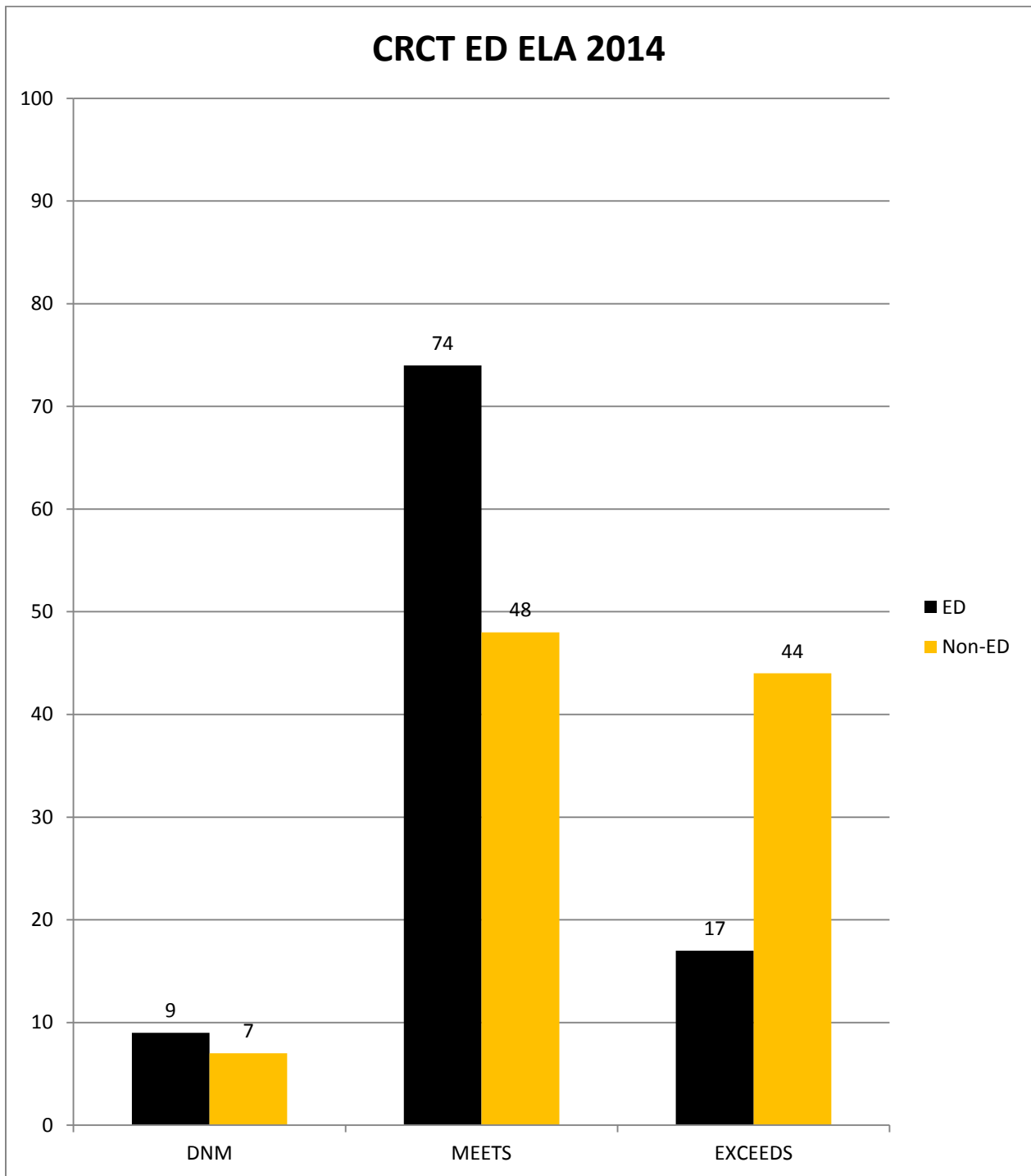
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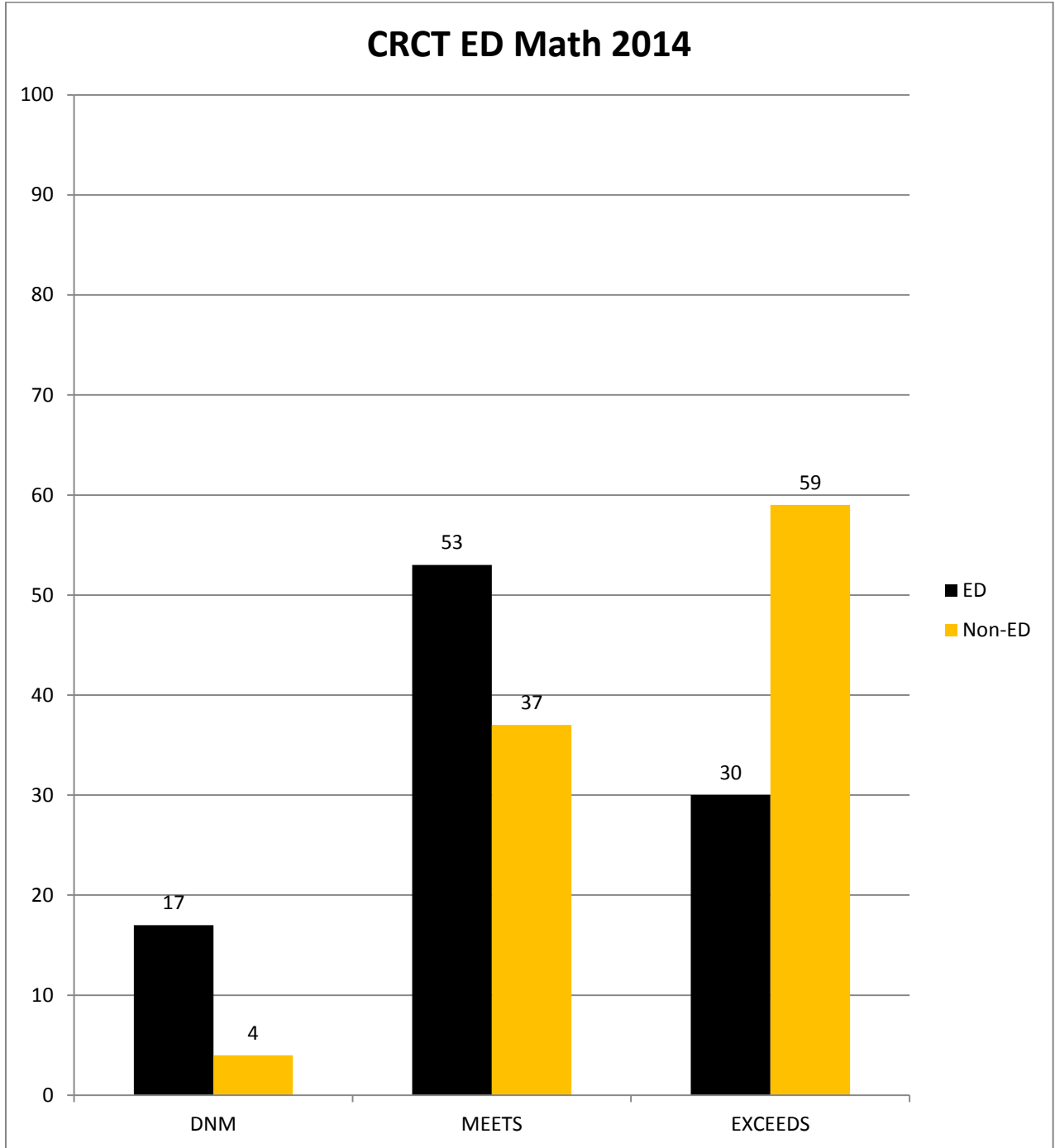
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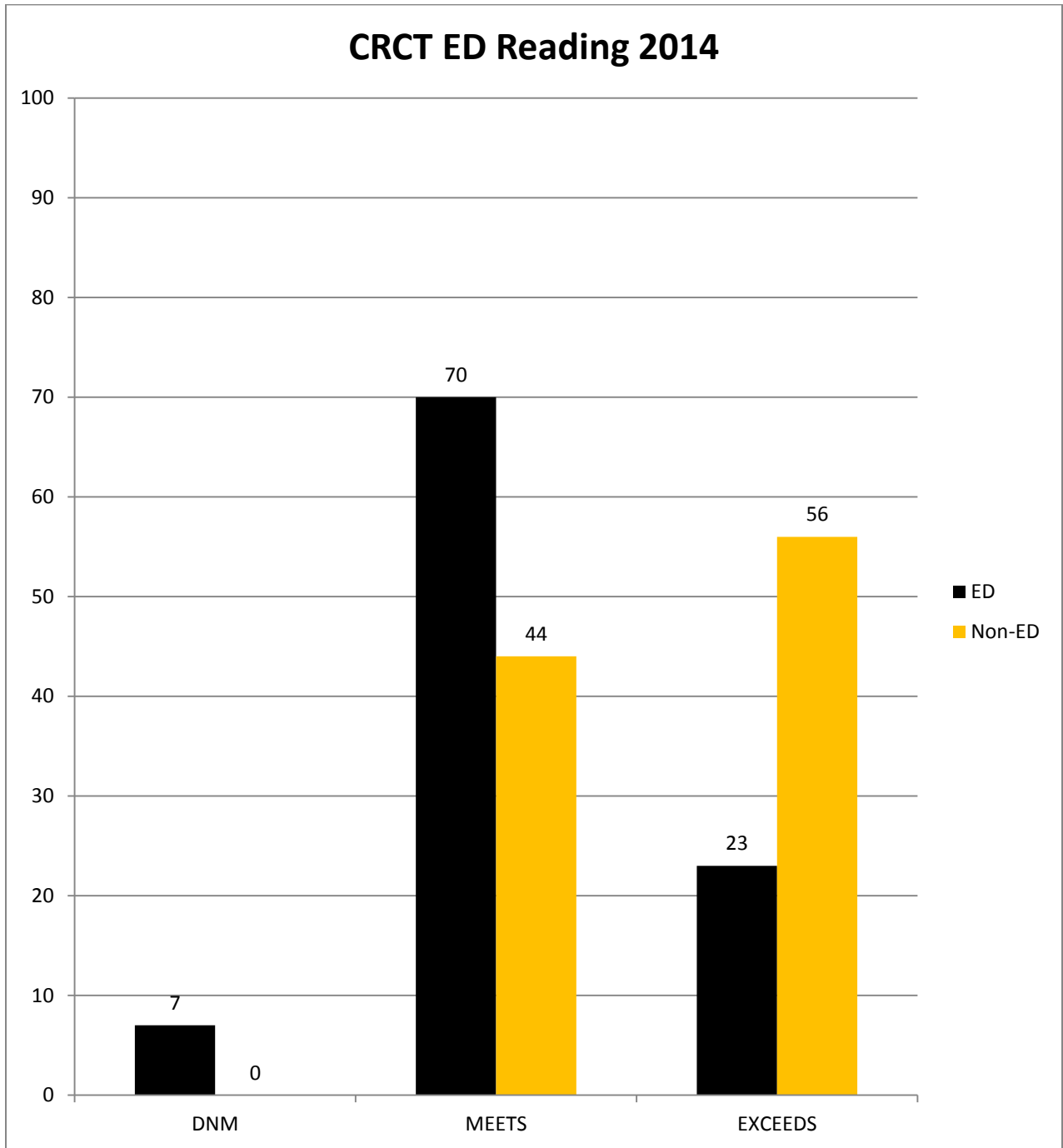
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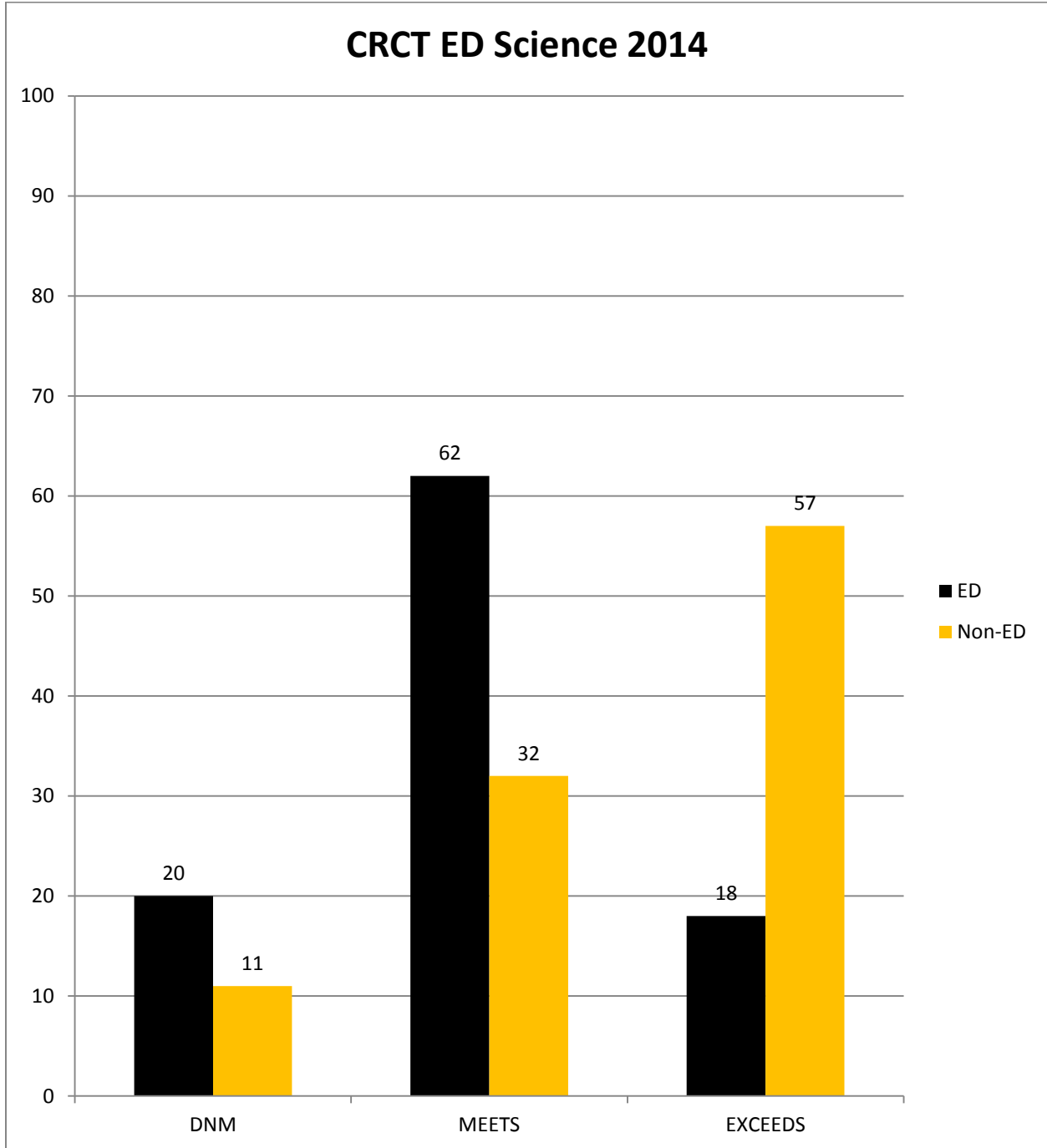
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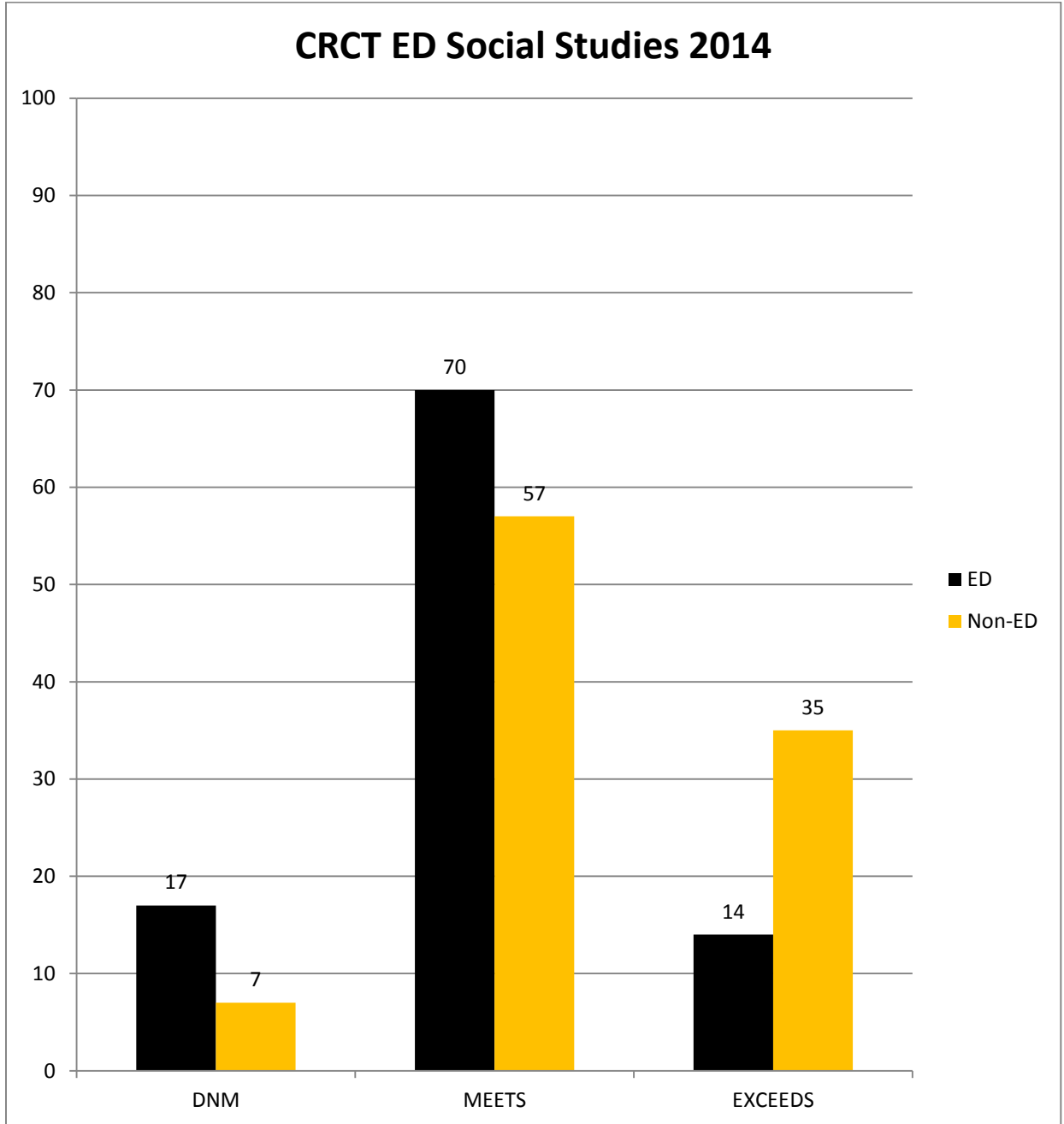
School Improvement Plan



School Improvement Plan



School Improvement Plan



School Improvement Plan

APPENDIX C

Funston Elementary School Parent/ Teacher/ Student Compact 2014-15

Dear Parent/Guardian,

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

We will collect input from students, parents and teachers through surveys on the effectiveness of this compact each spring. The compacts will be used as an ongoing method of promoting and guiding parental involvement at Funston Elementary.

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

Colquitt County Schools Goals:

The goal of Colquitt County Schools is excellence in student achievement with the expectation that all Colquitt County students will at least meet if not exceed the state and national average for academic performance.

Funston Elementary Goals:

It is our goal to increase student achievement in all academic areas. More specifically to increase Math proficiency on the exceeds category on the Criterion Reference Competency Test. The major focus area for this year will be to improve scores by improving math fluency.

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

School Responsibilities:

Funston Elementary, will:

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

Funston will continue to participate in effective professional learning to implement a variety of teaching strategies. We will create a partnership of regular communication. This will be achieved by providing parents with support so that they may in turn help their student(s). Parents will be provided math manipulatives to assist their students using math fluency cards to increase number recognition, addition, and subtraction, multiplication and division comprehension.

School Improvement Plan

We will use school to home communicators to facilitate better communication from the school to home.

Our parents will be provided links to their student's teacher school web page which will list online resources for strategies to assist their student with their math fluency. We will provide parents with instructions in both English and Spanish on techniques and methods to increase the student's proficiency.

Parents will have access to video links of teachers showing the preferred method for helping the students achieve fluency. Funston provides a parent computer that enables parents who do not have access to the internet to have access to help aids for their student.

We will provide parents with access to Dreambox which is an online math program aimed at increasing math fluency.

Each parent will be provided with a quarterly check list that will provide a schedule of math skills needed for that quarter.

Parents will be encouraged to attend workshops and academic nights which are offered throughout the school year to better understand the methods used to teach their student math.

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

Parent-teacher conferences will be held 4 times each school year. The Compact will be used at the conferences to guide the stated responsibilities of minimal school and home interaction. Additionally, Funston has scheduled Open House opportunities during scheduled PTO meetings two times during the school year.

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

Student progress reports will be sent home to each student mid-quarter and quarterly report cards will be sent home at the end of each marking period. Each teacher is required to send home work folders every two weeks with completed work samples and grades accumulated during the prior two weeks.

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

Parents are encouraged to communicate with teachers through a variety of means. All teachers have email accounts and welcome your communication. Each student's grades are available through Parent Portal. All teachers are available to meet with parents during their planning time or after the school day has ended. Additionally we welcome your phone calls where we will be glad to take a number and have your child's teacher to return your call.

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

Funston Elementary welcomes the opportunity for you to volunteer in your child's class. If you are available to volunteer we encourage you to notify the front office. You will be contacted by our parent volunteer coordinator for opportunities.

School Improvement Plan

Parent Responsibilities:

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

We will attend all conferences, PTO meetings, Academic Nights.

We will use math fluency cards to increase number, addition, subtraction, multiplication and division comprehension provided by the school to assist my student.

We will use all resources listed on the teacher's web page which will help with my child's math fluency.

We will use the video links provided by our child's teacher to ensure math mastery.

In order to achieve fluency we will provide an opportunity for our child to use Dreambox.

We will monitor our student's progress using the quarterly checklist.

We will attend workshops and academic nights to learn the methods to help my student improve math fluency.

Student Responsibilities:

In order for my school to raise student achievement I will do my part by writing down and completing math assignments.

I will work with my family to increase my math skills using the material my teacher send home.

I will use the math manipulatives my teachers send home to help me get better in math.

I will use Dreambox each day.

I will take home my check list so my parents can help me get better in math.

I will attend workshops with my parents to get better in math.

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

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

School Representative Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Revised 1/10/14

School Improvement Plan

Appendix D

Parent Survey Data

Parent Involvement survey results:

- 31% of students at Funston Elementary returned the survey
- 32% of respondents were Hispanic
- 96% of respondents felt the school encouraged them to be involved in their child's education.
- 95% of respondents felt welcome at the school.
- 89% list activities that they participated or attended during the school year.
- 66% was knowledgeable about volunteering at the school.
- 72% knew they could have input into planning for improvement at the school.
- 67% knew how to get help for their child with academic problems.
- 56% knew how students were selected for extra help.
- 83% knew the academic content standards
- 89% understood the grading procedures.
- 80% said the Title I Compact helps reminded them to help their child do better in school.
- 80% said their child needs help beyond the regular academic day.
- 97% felt they could easily reach their child's teacher.
- 92% felt the teachers are interested and concerned when they want to discuss their child's academic progress.
- 89% was given materials to use with their child.
- 56% said they were provided workshops to learn how to help their child.
- 76% said the school encouraged them to work with their child at home.
- 90% said they would like workshops to teach them how to help their child at home.
- 60% said they have materials at home to use to help their child.
- 68% said they knew about the schools extra services
- 84% said they knew about the school's referral to community services
- 45% said they need to know more about school or community services.
- 73% said their child receives free or reduced lunch at school.