



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
FY 2016 Schoolwide/School Improvement Plan

Revision Date: April 13, 2017

School Name: Nahunta Elementary School	
School Mailing Address: 9110 Main Street South Nahunta, GA 31553	
LEA Name: Brantley County Board of Education	
LEA Title One Director/Coordinator Name: Mr. Read Carter	
LEA Title One Director/Coordinator Signature:	Date: January 17, 2017
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Planning Committee Members:

NAME	POSITION/ROLE
Kathy Stevens	Principal
Drew Harris	Assistant Principal/ RTI Coordinator
Lyn Jacobs	Counselor (Leadership Team [LT])
Tracey Perryman	Media Specialist (LT)
Reada Harris	4 th Grade Science Teacher and Grade Level Chair (LT)
Yvonne Gibson	5 th Grade Math Teacher and Grade Level Chair (LT)
Stuart Thrift	6 th Grade Math Teacher, Grade Level Chair (LT), and NES Council Member
Wallace Crews	6 th Grade SpEd Teacher and Lead SpEd Teacher (LT)
Diana Carter	5 th Grade RTI Teacher
Leslie Wilson	NES Paraprofessional - Parent
Bobby Wilson	NES School Council Member - Parent
Iva Lee Thrift	NES School Council Member - Guardian



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SIP Components

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

Response:

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were **the principal and Leadership Team of NES, aided by various parents of NES students. The Leadership Team consists of the grade level chairpersons, the counselor, the media specialist, and the SpEd school-level coordinator. Also involved were various parents who volunteer their time to provide guidance in an advisory capacity, including as members of the NES Council, as well as leaders in the NES PTO. The Leadership Team (including the principal) got together and created the foundation of the plan. This is important because, as the grade-level chairpersons and school-wide personnel, they will be the main implementers and communicators of this plan. Additionally, these personnel have more of a "big picture" of the school and its personnel, and have spent the most time studying data from which to assess the needs and ways to meet those needs.**

B. We have used the following instruments, procedures, or processes to obtain this information:

- 2014-15 NES CCRPI Data
- 2015-16 NES CCRPI Data
- Various RTI data (e.g., DIBELS, SMI, SRI)
- Parent Survey Data and Results
- Brainstorming Sessions from the NES Leadership Team

A. We have taken into account the needs of migrant children by (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance . . .) . . .

- NES will provide services (e.g., tutoring) to migrant students through the Title III (Migrant) Consortium of which the Brantley County School System is a member.
- Migrant children have access to all services and strategies that are afforded to other students in the school, including Response to Intervention (RtI), the Early Intervention Program (EIP), the Remedial Education Program (REP), etc. In addition, teachers constantly and continuously differentiate instruction to meet the needs of all learners in their classrooms.
- Migrant children are referred for testing for ESOL eligibility if teachers suspect they might qualify.
- Migrant children are provided with testing accommodations and other services available to SpEd and 504 children, if needed.



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A. 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

...

- 2014-2015 NES CCRPI Data
- 2015-2016 NES CCRPI Data
- Various RTI data (e.g., DIBELS, SMI, SRI, GRASP, STAR-M, STAR-R)
- Quarterly Benchmark Data from all academic classes

A. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including

- Economically disadvantaged students . . . **On the 2016... Elementary NES ED students met Participation Rate, State Performance Target in ELA and Social Studies. In Mathematics, the subgroup for NES met the participation rate, but did not meet either the State or Subgroup Performance Targets. In Science, NES subgroup met Participation Rate, State Performance Rate, and Subgroup Performance Target. Middle NES ED students met Participation Rate, State Performance Target and Subgroup Performance Target in Reading, ELA, Math, Science, and Social Studies.**
- On the 2016 test, NES Middle School ED subgroup met Participation Rate, State Performance Target and Subgroup Performance Target in ELA and Science. In Mathematics and Social Studies, the subgroup met the participation Rate, but did not meet either the State or Subgroup Performance Targets.
- Students from Major racial and ethnic groups . . . **On the 2016 Georgia Milestone Test, white students were the only such group to show up on the CCRPI report due to the low numbers of students in the other groups. Elementary NES White students met Participation Rate, Subgroup Performance Target, but not State Performance Target in ELA, Math, and Social Studies. In Science, they met the Participation Rate and State Performance Target but not Subgroup Performance Target.**
- **Middle NES White students met Participation Rate, State Performance Target, but not Subgroup Performance Target in ELA and Science. In Math and Social Studies, the subgroup met Participation Rate, but did not meet either the State or Subgroup Performance Targets.**
- Students with disabilities . . . **This population is being targeted for special assistance, and much of this Title I Schoolwide Plan addresses plans for improvement to better serve these students. Elementary NES SWD met Participation Rate and Subgroup Performance Target but not State Performance Target in Social Studies, ELA, and Science. In Math, they met the Participation Rate, but did not meet**



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either the State or Subgroup Performance Targets.

There was not a subgroup large enough to count for Nahunta Elementary School - Middle.

- **Students with limited English proficiency . . . There were not enough ELL students in our Elementary or Middle populations to show up on our CCRPI report.**

- B. The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program were . . .
 - (1) **Structure and organization conducive to quality professional learning.**
 - (2) **Learning Goals and Units aligned to GPS/CCPGS.**
 - (3) **Classroom management.**

(Be specific. Example: Not just Reading – Indicate Fluency, Comprehension, etc.)

- The major needs we discovered were . . .
 - (1) **A systematic process of professional learning.**
 - (2) **Literacy Skills - reading fluency, reading comprehension, writing**
 - (3) **Literacy Strategies needing to be implemented consistently and pervasively.**
 - (4) **Math intervention more effectively planned/implemented.**
 - (5) **Higher order thinking skills in student work.**
 - (6) **Student use of technology.**
 - (7) **Continued and expanded implementation of differentiation.**
 - (8) **Maximization of time**
- The needs we will address are . . .
 - (1) **Continuing to improve on a systematic process of professional learning.**
 - (2) **Providing equipment and implementing programs to enhance literacy.**
 - (3) **Implementing Literacy Strategies more consistently and pervasively.**
 - (4) **Working with teachers to design a math intervention plan.**
 - (5) **Increased use of extended response items in assignments and assessments.**
 - (6) **Further expanding student use of technology.**
 - (7) **Continue to expand implementation of differentiation.**
 - (8) **Fluid RTI program**
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .
 - (1) **ELA achievement for Students With Disabilities in grades 4-5.**
 - (2) **Math achievement for all students.**
 - (3) **Writing achievement for all students (will be evidenced in Milestones Data and local testing with increased extended response items).**
- The ROOTCAUSE/s that we discovered for each of the needs were . . .
 - (1) **(ELA for SWD): Sometimes lack of effective co-teaching strategies**



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by SpEd / RegEd teachers.

- (2) (ELA and Math for SWD): Lack of technology use by teachers and students (affecting motivation/engagement, resulting from a lack of teacher knowledge in the effective integration of classroom technology.
- (3) (Math achievement for all): "cookie-cutter" approach to math intervention. (Needs different in different grades - handle differently.)
- (4) (Writing achievement): Lack of comprehensive writing plan, and lack of consistent and pervasive writing application and expectations.

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

- The NES elementary SWD subgroup will meet the State Performance Target and the Subgroup Target for ELA on the 2015 GA Milestone EOG. (evidence = GA Milestone results)
- All NES subgroups will meet the State Performance Target and the Subgroup Target for Math on the 2015 GA Milestone EOG. (evidence = GA Milestone results)
- 100% of NES co-teachers will document effective co-teaching strategies weekly in their lesson plans, and such plans will be observable in their classrooms. (evidence = lesson plans, observations)
- 100% of NES teachers will document effective use of technology in their classrooms at least three times per 9-weeks grading period. (evidence = lesson plans, observations, tech usage reports [e.g., Study Island or Moby Max])
- Lesson Plans - Multiple differentiation strategies will be documented in each 9-weeks grading period.
- Professional Learning - 4-8 contact hours for teachers to meet with principal and /or consultant(s) per 9-weeks grading period.

Artifacts/Evidence: Revision with **date, committee members with signatures, agenda, & minutes**
Instruments/procedures; analysis of data by subgroup; analysis of parent spring survey and how results are shared with parents; needs of ELL, migrant, SWD, ED; root causes of needs; specific academic needs; measurable goals; Certified Staff Survey with narrative of strengths and weaknesses; Title I program evaluation with agenda, minutes, and participant signatures



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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.
<p>A. The ways in which we will address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard, are . . .</p> <ul style="list-style-type: none"> • Learning-Focused Strategies (Best Practices) • Response to Intervention (RtI) • 6+1 Traits Writing (still used), plus "RACE" strategy • Class Size Reduction • Lexia (online subscription) • Direct Instruction (SRA, Univ. of Oregon) • Study Island (online subscription) • Accelerated Math • Accelerated Reader • Moby Max
2(b). Are based upon effective means of raising student achievement.
<p>B. Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies:</p> <ul style="list-style-type: none"> • L-F Strategies (Best Practices) - Robert Marzano, Max Thompson • RtI - Burns, Appleton, Stehouwer, Bradley, Danielson, Doolittle • 6+1 Traits - Kozlow, Bellamy, Jarmer, Kozol, Nelson, Salsberry • Class Size Reduction - Krueger, Rivkin, Hanushek, Kain, Angrist, Lavy • Direct Instruction - Engelmann (et al.) • Study Island - Watts • Accelerated Reader - Shannon et al., Nunnery et al. • Moby Max - Hattie • Scholastic Reading Inventory (SCI) -
2(c). Use effective instructional methods that increase the quality and amount of learning time.
<p>C. We will <u>increase</u> the amount and <u>quality</u> of learning time by . . .</p> <ul style="list-style-type: none"> • Meeting the needs of struggling students in a reduced-class-size model (in SpEd, REP, and EIP classes) to improve student-teacher ratios. • Implementing a schedule that will provide our students more quality instructional time in mathematics with certified and highly qualified math teachers. • Implementing some high quality math intervention programs (to be determined). • Teacher - peer observations - 4 per year. • Improving classroom management and developing effective classroom procedural practices, as described by Harry Wong. • Increasing student motivation and engagement through effective technology such as Lexia, Study Island, Accelerated Math, Accelerated Reader, and Moby Max.



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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).

Universal Screening will be used for all students, and struggling students (i.e., students beyond Tier 1 in the RtI program) will receive progress monitoring probes on schedules (based on their tier) to ensure the effectiveness of the interventions used. Populations most affected by these strategies include SpEd, EIP, ELL, and REP students. Progress of all students will also be monitored as RTI Coordinator and RTI Reading Interventionist keep track of DIBELS, SRI, SMI, and STAR test scores, as well as benchmark test data and pre-/mid-/post-test data.

Artifacts/Evidence: Description of reform strategies; Copy of each 45 day action plans, **with review team notes** Examples of researched based practices, increase in amount of learning time, resources match Title I budgets; may include research of specific programs being used.

*3. Instruction by highly qualified professional staff.

100% of NES teachers and paraprofessionals are HiQ based on NCLB / Title I criteria. This level of qualification will be maintained through careful consideration of certification and qualification during the hiring process for future vacancies.

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

A. NES will retain and attract HiQ teachers through maintaining smaller class sizes, and providing quality professional learning opportunities. We will advertise vacant teacher positions via teachgeorgia.org. We also maintain a healthy relationship with area colleges and universities as we provide opportunities for prospective teachers to intern and student teach in the strong, nurturing professional learning community that is Nahunta Elementary School.

Artifacts/Evidence: CPI report (no SSN); list of non-HiQ staff as appropriate; narrative addressing 3(a); copy of principal attestation; copy of letter to parents of any student assigned to a non-HiQ teacher/paraprofessional for 4 weeks or more (substitutes included); list of staff with assignments; TSS and/or other special assignments



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***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. **For example, 77% of teachers recently identified differentiation as a high-level need. We have addressed it quite in depth for the last two years, and plan to follow up with this in 2015-2016. "Technology for teachers" and "accommodating all learners" also ranked high, and will continue to be addressed. For examples, more technology will be provided for teachers, and quality professional learning will accompany it. Also, personnel from RESA will be engaged to bring in new ideas and options for integrating technology into classroom instruction.**
- B. We have aligned professional development with the State's academic content and student academic achievement standards. **All PD offered at NES this year will address areas that will directly enhance students' academic achievement. Further exploration of effective differentiation techniques will help teachers reach students at their point of need and/or interest and/or effective style of learning. More consistent and pervasive technology integration will heighten student motivation and engagement. PD specifically related to literacy, obtained through SRG, will definitely be geared to our students' achievement related to reading and writing. Best practices (L-F strategies) workshops for any newly acquired teachers who have not previously had this training are certainly designed with improvement of student academic achievement in mind.**
- C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. **For example, new technical training, software, and equipment is being provided for all of our teachers to help address the technology need. Personnel are assigned to cover classes for teachers being trained to redeliver this content. All teachers at NES have received training in effective co-teaching strategies, in order to meet the needs of our struggling students.**
- D. 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 in the following ways: **NES teachers have, in recent years, participated in a course on assessments, including formative, summative, and diagnostic. This provided teachers with a deep understanding of the importance and effectiveness of a wide variety of assessments, and of how to use these assessments to enhance student achievement. This is continually reinforced in our current PL so veteran teachers see the need to continue this focus, and newer teachers gain an understanding of our high expectations in this area. We constantly reinforce this further as we provide understanding of Standards 5 & 6 of TAPS.**

Artifacts/Evidence: Staff report from PL office; professional learning plan for year; samples of site based Professional learning with sign in sheets; PD 360 report; new teacher induction agenda; planning days agendas; RESA offerings; system offerings; copy of yellow and blue logs



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***5. Strategies to increase parental involvement.**

Response:

- A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan **by inviting and encouraging parents to participate in the creation of this document. Parents were also encouraged to provide input regarding the effectiveness of our schoolwide program plan. This was done through our NES Council as well as through the NES PTO.**
- B. We have developed a parent involvement policy included in our appendices that
- **includes strategies to increase parental involvement (such as scheduling for parent convenience and evaluating effectiveness of the Parental Involvement Plan)**
 - **describes how the school will provide individual student academic assessment results, including an interpretation of those results**
 - **makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)**
 - **includes the School-Parent Compact**
 - **describes the many opportunities parents are given to interact with the school and its staff, including Open House, PTO, Curriculum Night, "Celebrate Excellence," parent-teacher conferences, PowerSchool Parent Portal, NES Website, principal and teacher "Remind101" accounts, Alert Solutions (call-out program), etc.**

Artifacts/Evidence: In Title I notebook: signed and dated (**month, day year**) parent compacts , one per grade level; revised parent involvement policy and plan with **month, day, year** of revision, copy of Parent Right To Know letter; dissemination of CCRPI results in multiple forms (web, **brochure**, letter, meeting agendas); describe process of dissemination individual student assessment results; how plan is available to parents and public (web) , SES/Choice letters, as appropriate; Copy of agenda, sign in sheets for Fall meeting to inform parents of Title I status; sample of information to parents via Crisis Communication System; sample power points to parents; **All other parent involvement documentation kept by PIC in folders**



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

Response:

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

NES provides orientation for all students at the end of their 3rd, 4th, and 5th grade year to inform them of the expectations of their upcoming grade level. We also take the 6th grade students to BCMS so they can receive orientation from the middle school staff regarding their upcoming grade level and school. A preview of content from the upcoming grade is provided for students toward the end of the school year. Letters of information, support, and encouragement, as well as grade level supply lists are supplied to parents either during this orientation, during Open House, at the beginning of the school year, or any combination thereof. Title I / Curriculum Night is held annually to provide parents with information regarding what their children will be learning that year, so they can provide academic support for their children at home.

Artifacts/Evidence: Description of transition plans from early childhood to elementary to middle to high school; flyers for invitations to transition schools

*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.

Response:

The ways that we include teachers in decisions regarding use of academic assessment are: **Teachers meet with their counterparts from across the district to create and tweak course maps, benchmark tests, and other documents, including our ongoing formative assessments. Teachers are consulted when deciding what weights to give to various assessments (e.g., tests, daily work, benchmarks). NES administration provides to teachers data from standardized assessments such as the CRCT (and will provide Milestones data when available). Teachers work with the administration and each other to determine strengths and weaknesses in instruction, and plans are made to remedy those areas of weakness. These remedies might take the form of teacher professional growth goals, which teachers and the administration develop together.**

Artifacts/Evidence: Descriptive paragraph; leadership team meeting notes; data analysis meetings; benchmark reviews; data notebook contents page; reflection sheets; data day schedules; sample of benchmark/AIMS results by demographics; Various teams at schools (Quality, SWAT, KEYS)



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*8. Coordination and integration of Federal, State, and local services and programs.
Through collaboration with Brantley County Schools central office administration, NES effectively coordinates and integrates Federal, State, and local services and programs.
8(a). List of State and local educational agency programs and other federal programs that will be included.
Title I, Title I-C, Title II-A, Title III Consortium, Title VI-B, Title VI Part B, State Allocation, Local Funding
8(b). Description of how resources from Title I and other sources will be used.
<p>Title I: The lion's share of Title I funds are expended for salaries of personnel in order to provide smaller class sizes and reduce teacher-student ratios. These funds are also used to provide supplemental supplies.</p> <p>Title I-C: Brantley County is member of the Title I-C (Migrant) Consortium, which helps to provide services for migrant students in our schools.</p> <p>Title II-A: Again, this money is used primarily for personnel salaries in order to provide smaller class sizes and reduce teacher-student ratios.</p> <p>Title III: English Language Learners are served through the Title III consortium.</p> <p>Title VI-B: Paraprofessionals, supplies, and the like to specifically benefit Students With Disabilities are secured with funding from this program.</p> <p>Title VI Part B: These funds are used to purchase various technology tools for teachers and students to use in the classroom.</p> <p>State Allocation: Funding of general education expenditures is done through the state Direct Instruction Allocation, which is based on the FTE formula.</p> <p>Local Funding: This source of revenue helps to supplement the many portions of the budget where the above sources are insufficient.</p>
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.
NES does not receive funds from these programs.
<i>Artifacts/Evidence:</i> Descriptive paragraph of school programs and resources including Title I, II, III, IV, IDEA (Sp. Ed), Gifted, middle school themes, as appropriate; budget planners, list of Title I paid personnel, Title I inventory; principal attestation of Title I inventory, reviewed, dated, and signed; Brantley County School System Inventory Plan; Fraud policy check off sheet signed.



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*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:
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 encompassed in the Response to Intervention (RtI) process, and are described below.
9(a). Measures to ensure that students' difficulties are identified on a timely basis.
All students are screened regularly using GRASP, DIBELS Next, SMI, or SRI to identify those who are having difficulty meeting standards. Those who are identified as such receive interventions in a timely manner, and are constantly monitored to ensure that the interventions are working. If they are not, additional or different interventions are applied until the student responds appropriately and starts to make up for these deficits. In addition to these measures, STAR Math, STAR Reading, Lexia, and content benchmark tests are also employed to identify at-risk students.
9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.
All NES teachers and paraprofessionals are trained in the process of identifying at-risk students using a variety of instruments, including STAR tests, GRASP, SMI, SRI, DIBELS Next, Lexia, and benchmark tests. They also know the importance of using summative and formative testing effectively to identify struggling students. (This was reinforced in recent years with our system-level training, provided by one of our assistant superintendents.)
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.
Students who are in the Early Intervention Program (EIP), have a 504 plan, or have an IEP will have regular teacher-parent conferences as a part of that program. Additionally, students in the RtI program have regular parent conferences as well. These conferences aid the teachers and the parents as they work together for the improvement of the student's academic achievement. Teachers also often confer with parents over the phone or through e-mail to allow for more immediate communication.
<i>Artifacts/Evidence:</i> Descriptive paragraph addressing (a), (b), (c); intersession schedules; after school schedules; activities targeting migrant, ELL, SWD, ED; parent-teacher conference forms; student led conference forms; number of parent teacher conferences held during year; copy of student instructional plan; progress monitoring report for intervention and computer assisted programs; reflection questions; copy of EIP/ESOL notification; grade distribution report



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<p>10. Description of how individual student assessment results and interpretation will be provided to parents.</p>
<p>Student assessment results are provided to parents in a timely manner. Information about how these scores should be interpreted are provided as well. Georgia Milestone assessment results, and the interpretation thereof, will be provided when it is released to the schools. Results of classroom assessments are delivered to parents via their children, and are also available through the PowerSchool Parent Portal. Progress Reports are sent home at the mid-point of each grading period, and Report Cards are provided at the end of each grading period. Teachers sometimes make phone calls or send e-mails to parents to communicate assessment results as well.</p>
<p><i>Artifacts/Evidence:</i> Descriptive paragraph refer to PowerSchool; report cards;; Longitudinal Data System.; data sheets; goal sheets; mandated test results; benchmark tests results</p>
<p>11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.</p>
<p>NES teachers also know that collecting and disaggregating student achievement and assessment data is very important to the improvement of curriculum, assessment, and instruction. When CRCT results are returned from the GaDOE, they are reported and disaggregated for all students and for each sub-group within NES. All of these data are shared with teachers, and the administration works with teachers to analyze them and use them to determine individual teacher professional growth goals and professional learning plans. This data is at the heart of the needs assessment for this Title I Schoolwide Plan. In addition to standardized test data such as Georgia Milestone, 9-weeks grades, RtI results (i.e., for individual students), etc. are also collected, analyzed, and disaggregated.</p>
<p><i>Artifacts/Evidence:</i> Descriptive paragraph, sample of benchmark results; samples of AIM results; sample of letter to parents regarding assessment results</p>
<p>12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.</p>
<p>Results for state standardized tests (e.g., Georgia Milestone) have well-established validity and reliability, obtained by the GA DOE. Local assessments, and the data from them, are developed and scrutinized by multiple professional educators to ensure fairness, as well as validity and reliability.</p>
<p><i>Artifacts/Evidence:</i> Descriptive paragraph; data review team meetings; AYP reports; reflection on subgroups</p>
<p>13. Provisions for public reporting of disaggregated data.</p>
<p>Disaggregated data from state standardized tests are available through the School Report Card (from the Governor's Office of Student Achievement) and through the GaDOE CCRPI webpage (http://ccrpi.gadoe.org/2014/ccrpi2014.aspx). Some data is also provided in parent meetings such as the annual Curriculum night, as well as through</p>



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the local newspapers.
<i>Artifacts/Evidence:</i> Descriptive paragraph, meeting agenda with sign in; sample power points; agenda for Title I presentation with sign in; school council with agenda and sign in, website, state report card
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 schoolwide program.
The NES Title I Schoolwide Plan was reviewed and revised during the fall and winter of 2016-2017, using some information from the 2015-2016 NES Schoolwide Plan, data gleaned from documents (e.g., reports, surveys) obtained throughout the 2015-2016 school year and the first portion of 2016-2017, and with input from stakeholders.
<i>Artifacts/Evidence:</i> Descriptive paragraph with revision dates (month, day, year); agenda and sign in for meeting of revision
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).
The NES Title I Schoolwide Plan was revised with input from administration, teachers, paraprofessionals, and parents from NES.
<i>Artifacts/Evidence:</i> Descriptive paragraph to include members of team who developed and will implement plan; date of review of plan with participating members signatures
16. Plan available to the LEA, parents, and the public.
The NES Title I Schoolwide Plan will be made available to all stakeholders through our school website and upon request through the main office.
<i>Artifacts/Evidence:</i> Descriptive paragraph; copy of website link
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.
NES does not have a significant percentage of parents of participating students who speak a language other than English as their primary language. However, every effort will be made to assist any parents who need help reading or understanding the NES Title I Schoolwide Plan.
<i>Artifacts/Evidence:</i> List of students who require plan in other language, one for each semester; samples of letters, flyers, in other language.
18. Plan is subject to the school improvement provisions of Section 1116.
The NES Title I Schoolwide Plan is subject to the school improvement provisions of Section 1116.
<i>Artifacts/Evidence:</i> Statement of AYP status of school and/or copy of AYP report. If distinguished, include



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FY 2016 Schoolwide/School Improvement Plan

Years and budget planner. If NI, include years and consequences.