Accountability and School Improvement Plan/
Title I Plan

2015-2016

for

Port Wentworth Elementary School
Savannah-Chatham County Public Schools

Dr. Tamika Wright, Principal

Thomas Lockamy, Ed.D. Superintendent of Schools

August 20, 2015
I. Principal’s Message

August 20, 2015

Dear Stakeholders:

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

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

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

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

Sincerely,

Dr. Tamika Wright, Principal
Port Wentworth Elementary School
II. Development Plan and Communication Process

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

<table>
<thead>
<tr>
<th>Committee Members/Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual/Groups</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Tamika Wright</td>
</tr>
<tr>
<td>Michelle Kendrick</td>
</tr>
<tr>
<td>Stacey Lawson</td>
</tr>
<tr>
<td>Alice Lasseter</td>
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<tr>
<td>Angela Millhouse</td>
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<tr>
<td>Stephanie Owens</td>
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<tr>
<td>Emily Rowley</td>
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<tr>
<td>Thomas Dennard</td>
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<tr>
<td>Falana Polite</td>
</tr>
<tr>
<td>Emily McGlone</td>
</tr>
<tr>
<td>Timothy Brown</td>
</tr>
<tr>
<td>Stephanie Donnelly</td>
</tr>
<tr>
<td>Lindsey Collazo</td>
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<tr>
<td>Kimberly Ardis</td>
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</tbody>
</table>
### III. Needs Assessment Data Sources

<table>
<thead>
<tr>
<th>Continuous Growth of Student Academic Achievement</th>
<th>Safe, Secure &amp; Disciplined Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ School Demographics (gender, race, poverty rate, etc.)</td>
<td>✓ HiQ Percentage</td>
</tr>
<tr>
<td>✓ SWD Data</td>
<td>✓ Percent Staffed by Certified Teachers</td>
</tr>
<tr>
<td>✓ SRI Data</td>
<td>✓ Professional Development Hours and Involvement Related to Academic Achievement</td>
</tr>
<tr>
<td>✓ MAP Data</td>
<td>✓ Teacher Survey</td>
</tr>
<tr>
<td>✓ mCLASS</td>
<td>✓ Parent Survey</td>
</tr>
<tr>
<td>✓ DIBELS Data</td>
<td>✓ Student Survey</td>
</tr>
<tr>
<td>✓ Gifted Programs Data</td>
<td>✓ CCRPI Data</td>
</tr>
<tr>
<td>✓ Promotion/Retention Data</td>
<td>✓ Quarterly Assessment Data</td>
</tr>
<tr>
<td>✓ Attendance Data for Students and Staff</td>
<td>✓ PowerSchool Database Data</td>
</tr>
<tr>
<td>✓ Grade Distribution Report</td>
<td>✓ Accountability and Assessment website</td>
</tr>
<tr>
<td>✓ Incidents of Physical Violence</td>
<td>✓ Incidents of Out-of-School Suspensions</td>
</tr>
<tr>
<td>✓ Incidents of In-School Suspensions</td>
<td>✓ Incidents of Expulsions</td>
</tr>
<tr>
<td>✓ Incidents of Expulsions</td>
<td>✓ Incidents of permanent Expulsion</td>
</tr>
</tbody>
</table>

**Other**

- ✓ Parent Involvement Data
Focus Area (#1): Continuous Growth of Student Academic Achievement

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

**GOAL 1.** Port Wentworth Elementary School’s ELL population will decrease the percentage of students in grade 2 scoring below basic from 46.7% to 39.5% by May of 2016 as measured by the Scholastic Reading Inventory.

**RATIONALE:** According to results on the Scholastic Reading Inventory, at the end of the 2014-2015 school year, 46.7 percent of ELL 2nd graders were scoring at the below basic level based on the Lexile scores.

**GOAL 2.** Port Wentworth Elementary School’s ELL population will decrease the percentage of students in grade 2 scoring below basic from 17% to 12% by May of 2016 as measured by Measurement of Academic Progress.

**RATIONALE:** According to results on the Measurement of Academic Progress at the end of the 2014-2015 school year, 17 percent of ELL 2nd graders were scoring at the below basic level based on the RIT scores.

**GOAL 3.** Kindergartners and First Graders will increase mastery by 4% overall on MClass.

**RATIONALE:** According to data from the Spring, mClass Math assessment 96% of Kindergarten and First Grade students were proficient in the skill of number identification. Teachers indicate that, while students seem to recognize the numbers (1 – 10), they do not possess the rapid recall required to perform the task on the assessment.

**GOAL 4.** First graders will decrease the percentage of students scoring below basic to 21% on DIBELS.

**RATIONALE:** According to data from the Spring 2015 DIBELS assessment, 68% of the 1st grade students met or exceeded the benchmark for reading.

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

**GOAL 1.** To continue and enhance PBIS program which targets positive behavior.

**RATIONALE:** At Port Wentworth we are setting high expectations for all students. In order to achieve this level, we understand that providing positive behavior incentives to all students will allow us the ability to provide academic and emotional support to our students on a regular basis.

**GOAL 2.** To increase the number of functional school safety exercises from two to a minimum of three for the 2015-2016 school year.

**RATIONALE:** As a school, the more we practice for emergency situations, the better prepared we will be as a group when and if an emergency occurs.
GOAL 3. To increase the percentage of parents giving positive feedback in the scoring of “responsiveness” on the parent perception survey administered in the Spring of 2015 to 95%.

**RATIONALE:** Although Port Wentworth Elementary School scored above the district’s 83%, we would like to improve the positive perception of responsiveness to 95%.

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

<table>
<thead>
<tr>
<th>GOAL 1.</th>
<th>To increase the number of parent memberships to our PTA from 20 to 40 by May 2015.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RATIONALE:</strong> Parental involvement is a key factor in student achievement. When students see their parents taking an active role in their education this will have a positive effect on their academic achievement.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>GOAL 2.</th>
<th>To increase our number of business partners from 22 to 25 by May 2016.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RATIONALE:</strong> It is important for the members of the community to support their local school by interacting positively with participation in ways to improve the school and better the education of students. With the community’s help we will be able to apply and submit at least 3 alternate funding sources.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>GOAL 1.</th>
<th><strong>GOAL:</strong> 100% of all receivers will be entered in LEAFS within one week of the receipt of goods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RATIONALE:</strong> All receivers should be entered in LEAFS within the specified time period. We will concentrate on increasing communication between the administration and the bookkeeper in order to meet this goal.</td>
<td></td>
</tr>
</tbody>
</table>
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## V. TITLE I SCHOOLWIDE PLAN COMPONENTS
### Title I Schoolwide/School Improvement Plan

### SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE

<table>
<thead>
<tr>
<th>School Name: Port Wentworth Elementary School</th>
<th>District Name: Chatham County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Name: Tamika Wright</td>
<td>School Year: 2015-2016</td>
</tr>
<tr>
<td>School Mailing Address: 507 South Coastal Highway, Port Wentworth, GA 31407</td>
<td>Telephone: 912-395-6742</td>
</tr>
</tbody>
</table>

### ESEA WAIVER ACCOUNTABILITY STATUS

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

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

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

| Revision Date: | Revision Date: | Revision Date: |

### SWP Template Instructions

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

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

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

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

Response:
Port Wentworth Elementary School is a community of diverse learners composed of students, faculty, parents and community members committed to achieving high standards for all. The English Students of Other Languages (ESOL) program has been at PWES for over 10 years and currently is the largest cluster site in Savannah-Chatham County. During this year, PWES is transitioning from PreK-5 and is now serving grades PreK through second. This population shift requires that we shift our schoolwide focus to early interventions.

The demographic data for Port Wentworth is as follows:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>2</td>
<td>.4%</td>
</tr>
<tr>
<td>African American</td>
<td>163</td>
<td>32.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>113</td>
<td>22.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1</td>
<td>.2%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>27</td>
<td>5.4%</td>
</tr>
<tr>
<td>White (non-Hispanic)</td>
<td>113</td>
<td>22.6%</td>
</tr>
<tr>
<td>Unclassified</td>
<td>81</td>
<td>16.2%</td>
</tr>
</tbody>
</table>

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

The following procedures have been put into place should migrant students enroll:
Eligibility for Migrant Services
• All Occupational Surveys returned with indicators checked are sent to the school district’s Homeless Liaison
• The Homeless Liaison then forwards surveys to the Regional Migrant Office
• The Regional Migrant Office determines eligible services and notifies the district’s Liaison
• The district’s Liaison then works with the school to ensure that families receive services for which they are eligible.

Port Wentworth Score Summary
After reviewing and analyzing the SRI and MAP data for Port Wentworth Elementary School throughout the past three years, it is evident that our strategies have been effective, as scores have continued to increase. Below is a chart describing our data trends.

In conducting the schoolwide assessment, faculty and staff at Port Wentworth gathered data and focused on three major indicators of achievement: (1) the 2nd grade Scholastic Reading Inventory, (2) the 2nd grade MAP test, and (3) climate survey results, providing feedback from our four principle stakeholders: students, faculty and staff, parents, and community/business members. Both achievement results and opinions were included. Students, staff and parents completed the school climate survey in the spring of 2015. The School Improvement Team (SIT
team), parents and community members were invited to view the Title 1 plan and data. The team analyzed the data and made recommendations for improvement in the critical areas that were observed. 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. Math continues to be an area of needs improvement. Even though our Reading and ELA scores continue to improve, we need to focus on strengthening our instructional program to ensure that more of our second grade students are reading at grade level by the end of the year. We need to strengthen our science program since Science and Social Studies continues to be an area of needs improvement. We have based our plan on the identified student sub-groups listed below who are at risk of not meeting standards on the SRI, MAP, Dibels, and MClass.

FORMATIVE ASSESSMENTS

GKIDS (Georgia Kindergarten Inventory of Developing Skills)

The GKIDS is administered individually three times annually to all kindergarten students. This assessment measures progress in literacy, math, and social/emotional development.

Reporting Results:
- Parent/Teacher Conferences
- Teacher/Student Conferences
- Teacher/Administrator Conferences
- Student Support Process/RTI
- Parent Reports

SRI (Scholastic Reading Inventory)

The SRI will be administered individual three times annually to all second students. This assessment measures progress in literacy and gives the Lexile equivalent to level of reading.

Reporting Results:
- Parent/Teacher Conferences
- Teacher/Student Conferences
- Teacher/Administrator Conferences
- Student Support Process/RTI
- Parent Reports

MAP (Measure of Academic Progress)

The MAP will be administered three times annually to all second grade students. This assessment measures progress in mathematics and gives the RIT score (Rasch Unit).
Reporting Results:
- Parent/Teacher Conferences
- Teacher/Student Conferences
- Teacher/Administrator Conferences
- Student Support Process/RTI
- Parent Reports

mClass

The SRI will be administered individually three times annually to all Kindergarten and 1st Grade students. This is a diagnostic test that assesses math skills.

Reporting Results:
- Parent/Teacher Conferences
- Teacher/Student Conferences
- Teacher/Administrator Conferences
- Student Support Process/RTI
- Parent Reports

DIBELS

The SRI will be administered individually three times annually to all Kindergarten and 1st Grade students. This assessment tests for early literacy skills.

Reporting Results:
- Parent/Teacher Conferences
- Teacher/Student Conferences
- Teacher/Administrator Conferences
- Student Support Process/RTI
- Parent Reports

Psychological Evaluations

Psychological evaluations are administered to students who have been referred for evaluations through the Student Support/RTI Process and to students who are currently served in special education programs that require assessment every three years. The school psychologist administers psychological assessments.

Reporting Results:
- IEP Meetings
- Parent Copies of Document
- Teacher Copies of Document
- Student Support Process

School District Communication Methods
Parents are informed of their child’s progress through various methods as a natural part of the school-home communication process. Parent Access is a computer-based system which allows parents to view their child’s specific performance progress, attendance, and other important
information in real time. Report cards are created and sent home at the end of each marking period to show student progress. Progress reports are sent home midway through each marking period, in addition to all teachers being required to send home bi-weekly progress printouts. Parents are offered opportunities to meet with their child’s teachers via Open House, parent conference days, and by appointment.

### SRI
Students scoring below basic

<table>
<thead>
<tr>
<th>Grade</th>
<th>2013-2014</th>
<th>2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Grade</td>
<td>22%</td>
<td>11%</td>
</tr>
<tr>
<td>Third Grade</td>
<td>38%</td>
<td>30%</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>29%</td>
<td>12%</td>
</tr>
</tbody>
</table>

### MAP

<table>
<thead>
<tr>
<th>Grade</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>District target goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2014</td>
<td>Spring 2015</td>
<td></td>
</tr>
<tr>
<td>Second Grade</td>
<td>174.6</td>
<td>192.2</td>
<td>182</td>
</tr>
<tr>
<td>Third Grade</td>
<td>191.1</td>
<td>201.8</td>
<td>194</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>194.6</td>
<td>206.7</td>
<td>203</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>205.4</td>
<td>215.1</td>
<td>211</td>
</tr>
</tbody>
</table>

### MClass
Percentage of students who achieved benchmark

<table>
<thead>
<tr>
<th>Grade</th>
<th>2013-2014</th>
<th>2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Data Not Available</td>
<td>33%</td>
</tr>
<tr>
<td>First Grade</td>
<td>14%</td>
<td>64%</td>
</tr>
</tbody>
</table>

### Dibels

<table>
<thead>
<tr>
<th>Grade</th>
<th>2013-2014</th>
<th>2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Data Not Available</td>
<td>15%</td>
</tr>
<tr>
<td>First Grade</td>
<td>21%</td>
<td>76%</td>
</tr>
</tbody>
</table>

The root causes we discovered while reviewing the school’s data are that our ELL population tends to score lower than average due to a lack of academic specific vocabulary required for testing and parent support to assist with learning new knowledge and skills. We hope to mitigate these concerns in the coming year by providing a bilingual PreK class and an English for Adults class two times a week.

2. **Schoolwide reform strategies that:**

**Response:**
The ways in which we will provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance, particularly the needs of students furthest away from demonstrating proficiency, related to the State Performance Standards are as follows:

**Writing:** August 2015 - May 2016
- Implement school-wide writing plan.
- Journal writing and display of exemplary writing pieces
• Classroom printers needed for students to prepare writing samples and print for their writing portfolios.
• Address different learning styles through use of slates, Chromebooks, computers, and interactive whiteboards
• Use of content related books (Charlesbridge books, Non-Fiction Leveled Readers)
• Creating a “writing lab” for all students to rotate through as a part of our resource rotation.

Science: August 2015 - May 2016
• Teachers participating in district level symposiums and trips
• Additional Hands on materials used to address different learning styles
• Training in “Thinking Maps” to address different thinking processes
• Address different learning styles through use of E-books and CCGPS units
• Use of Scholastic non-fiction content related leveled readers

Mathematics: August 2015 - May 2016
• Formation of small, needs based groups as indicated by MAP and mClass assessments
• Use of content related books and E-books
• All teachers receive GSE (Georgia Standards of Excellence) task and unit training and assistance from our District Math Coach
• Address different learning styles through use of Chromebooks, slates and interactive whiteboards
• Pullout intervention provided outside the reading and math block for students needing additional support.
• Use of instructional supplements such as Study Island, Touch Math, Compass Learning, and Education City as needed.
• Implement the use of writing across the math curriculum; received training from District Coaches in September.
• Implement a Math Lab where all students rotate through the class as part of our resource rotation.

Reading: August 2015 - May 2016
• Wilson Phonics Program implemented in classrooms K-2
• Use of the SRA program for reading intervention
• All teachers receive GSE training and assistance from our District Reading Coach
• Training in “Thinking Maps” to address the organization of various thinking processes
• Use of small, needs based groups, journals and content area word walls.
• Implementation of “Blended Learning” throughout the school (a 45 minute block daily where students are grouped by ability based on instructional reading levels).
• Houghton Mifflin Learning materials, including website, utilized in all classrooms
• Novel Studies in grade 2
• Use of Scholastic leveled fiction and non-fiction readers

Social Studies: August 2015 - May 2016
• Teachers participating in district level symposiums and trips
• Readers Theatre materials used to address different learning styles
• Training in “Thinking Maps” to address different thinking processes
• Address different learning styles through use of E-books and GSE units
• Use of Scholastic non-fiction content related leveled readers
• Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

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

- We will utilize the teachers paid with Title 1 monies to provide extra instructional support for all students K-2. These teachers will utilize the Math Lab and Writing Lab in order to provide additional instructional support and remediation for struggling students. An additional teacher will be used as an intervention teacher for students requiring additional remediation and/or enrichment.
- All teachers and parents have the right to submit names of students for entrance into the Gifted program. The screening process will be conducted by our lead gifted teacher. Students meeting the required qualifications will then receive services.
- We have built approximately 6 segments into our schedule that will allow assistance for any student who needs more intensive instruction to receive it. This will be carried out by our Title 1 funded teachers and special area teachers.
- We will offer one segment a day of Blended Learning with pull-outs for students to receive specialized instruction in a smaller group setting.
- Our Title I Writing and Math Teachers will offer monthly ‘make-it; take-it’ sessions for parents to have resources to be used at home. The necessary craft supplies they will need for these sessions include paper plates and cups, Ziploc bags, paper bags, file folders, craft sticks, pompoms, pipe cleaners, feathers, hot glue sticks, foam letters, numbers, and shapes, binders and binder rings, cardstock and pencils.

• Use effective methods and instructional strategies that are based on scientifically based research that:
  - Strengthen the core academic program in the school.
  - Increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
  - Include strategies for meeting the educational needs of historically underserved populations

**Response:**
Elements of the Standards Based Classroom will be integrated into all classrooms. Lesson plans will be monitored by administrators and must include standards taught for each lesson. Standards and Essential Questions are posted in the classroom for children to see so that they will have a clear understanding of what they should know and be able to do to be successful. Content-specific vocabulary is posted and explicitly taught. Quality student work is displayed in the classrooms so that students see what quality of work is required to not only meet the standard but
to exceed it. Rubrics will be developed, often with student input, so that students know what is expected of them to meet the standard on assignments. Students are given specific and timely feedback on the quality of their work to help them understand what is needed to improve their work. Students are engaged in the learning and students are working in collaborative pairs or small groups. Instruction is differentiated by content, process, and product.

Teachers work together to develop and use formative assessments across each grade level or content area. The results of these assessments are used to determine which students require additional instruction in order to achieve success with the standard.

Teachers use pacing charts to ensure the students have the opportunity to learn what is needed before state testing begins.

Teachers meet in Professional Learning Communities to work as a team to plan instruction, identify teaching strategies, look at student work, and develop rubrics and assessments. Safety Net opportunities are provided to students both within and beyond the school day as soon as it is evident that additional instructional help is needed.

Classroom Instruction that Works (Marzano et al. 2001) will be implemented. Teachers use the nine strategies featured in the book to facilitate instruction: generating and testing hypotheses, questions, cues, advance organizers, cooperative learning, summarizing and note taking, reinforcing and providing recognition, setting objectives and feedback, non-linguistic representation. Teachers must indicate on their lesson plans which of these strategies they are using.

Gardner’s Multiple Intelligence learning is incorporated into the classroom. MI allows students to learn in their strongest intelligence. Teachers are required to demonstrate these strategies in their lesson plans.

Increased use of nonfiction reading and writing, which research shows has a 50 percentile increase on student achievement, will be implemented.

During the summer we will provide remediation classes for students that need to retake the benchmark assessments. Port Wentworth Elementary will also seek to involve students in District sponsored summer programs to the greatest extent possible. We will be providing professional development for teachers in the areas of Math, Science, Social Studies, Reading, Writing, and Technology Integration.

We will also be providing both a Math Lab and Writing Lab with certified teachers to assist in the individualization instruction of math and writing for all Port Wentworth students.
• Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
  o counseling, pupil services, and mentoring services;
  o college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
  o the integration of vocational and technical education programs; and

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

Response:
Ms. McGlone will monitor the progress through our bimonthly meeting to determine if we are on track with meeting our goals or to help make adjustments as the year progresses. The Professional Learning Communities and Administration will consistently analyze pertinent data to ensure that we are adjusting instruction, revising our plan, and incorporating new strategies to ensure that we are on track to meet our goals. Port Wentworth teachers will use a variety of assessments to monitor student progress of all students. The grade level teachers will use the results from Dibels, Scholastic Reading Inventory, mClass, Measures of Academic Progress, and benchmark assessments three times per year in the areas of reading and math as a means of evaluation, as well as grade level common assessments.

3. Instruction by highly qualified professional staff

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

<table>
<thead>
<tr>
<th>Teachers at our school and their Qualification</th>
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</thead>
<tbody>
<tr>
<td>Degrees</td>
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<tr>
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</tr>
<tr>
<td>Bachelors</td>
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<tr>
<td>Masters</td>
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<tr>
<td>Specialist</td>
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<tr>
<td>Doctorate</td>
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<table>
<thead>
<tr>
<th>Teachers at our School and Years of Experience</th>
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<tbody>
<tr>
<td>3 Years and Under</td>
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</table>
Port Wentworth conforms to the Savannah-Chatham County Public Schools and State of Georgia requirements to hire only certified teachers with valid teaching certificates in their field of study. Faculty and staff members undergo an interview with a team of administrators and appropriate faculty and staff.

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

- All new teachers to PWES will be assigned a mentor and/or buddy teacher for the purpose of providing guidance and support.
- A New teacher orientation will be provided to all new teachers to Port Wentworth Elementary School to assist in their transition and acclimation to the school. Additionally, mentoring training will be provided to all mentors and buddy teachers.
- Teacher Support System (TSS) Mentors/Buddy teachers will meet regularly with mentee/protégée to complete various activities including model lessons, classroom observations, sharing effective teaching strategies, etc. A log will be maintained of the activities and hours completed and submitted to the Induction Coordinator.

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

Response:
Compelling research shows that of all the factors that contribute to students’ academic achievement; the quality of their teachers is the most important. University of Tennessee researchers, W. L. Sanders and J.C. Rivers (2002) found that, within grade levels, the most dominant factor affecting student academic gain was the effectiveness of the teacher, and that this effect increased over time.

We have included teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. All staff members, classified and certified, of the Port Wentworth Elementary
School are strongly encouraged to actively participate in professional learning at Port Wentworth Elementary School. Using the assessment data, we determined the areas that are necessary for improving instructional strategies and delivery in all academic areas. Professional learning is provided to ensure that teachers are up-to-date with new technological trends. We believe that a variety of professional learning and faculty enhancement is necessary to ensure that the teachers and staff are prepared to accomplish these reform strategies. The following page outlines, but is not limited to, the professional learning we will offer.

Teachers will participate in Professional Learning Communities (PLC) at Port Wentworth throughout the school year. The focus of the PLC’s will be to analyze student data and establish goals for improving student achievement.

We have aligned professional development with the state’s academic content and student academic achievement standards and will make sure that our teachers attend district training sessions and redeliver to teachers at their grade level.

We have devoted time, funds, effort and resources to carry out effectively the professional development activities that address the root causes of academic problems. Professional development will be provided in the following areas:

- Reading
- Math
- Writing
- Science
- Social Studies
- Renaissance Reading - use of data reports to implement reading interventions
- Use of essential questions to improve instruction
- Implementing formative and summative assessments to guide instruction, determine mastery and remediation needs
- Data analysis
- Standards Based Classrooms

Administrators will routinely review TKES data to determine professional development needs for the school and individual teachers. Information pulled from teacher’s TKES professional growth plans will also be used to determine our school’s professional development needs.

Once a week, teachers will meet by grade levels to look at the results from quarterly benchmark assessments, SRI, MAP, mClass, and DIBELS. After analyzing the data, teachers will collaborate to find interventions and strategies that will improve student performance in the areas of greatest need.

Teachers will also participate in trainings on district wide staff development days.

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

Response:
Savannah Chatham County Public School System’s (SCCPSS) Human Resource Department in conjunction with Title 1 schools employ a number of methods to recruit high-quality highly qualified teachers to include using: Teachers-Teacher.com., K-12 Job Spot, EdWeek –Top School Jobs, College Educator Fairs, Tweets, Career Recruitment Fairs, and SCCPSS website postings.
6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

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

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

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

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

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs and/or students entering middle or high school to include new student during the school year.

Response:
Port Wentworth provides a structured instructional program to preschool students to aid in the transition from our Pre-Kindergarten Program to Kindergarten as well as, our students entering from private schools, and students entering throughout the school year. The following components are included in the transition plan:

- Pre-Kindergarten teachers provide an appropriate instruction in the areas of academics as well as social skills.
- Parent learning opportunities are provided throughout the year to encourage open dialogue between parents and school staff, and provide support.
- Kindergarten Orientation provides parents with information concerning objectives, and expectations, and offers suggestions to assist with a smooth transition.
● Pre-Kindergarten students and their parents participate in classroom activities during the Kindergarten Orientation.
● Counselor will conduct orientation for students that enter during the year.
● Spanish Immersion Pre-K class to assist students in transitioning from Spanish speaking households.
● English language class for adults to expose them to the culture of school and provide ways for them to assist with academic development of their young learners.

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

Response:
The teachers will be included in decisions regarding use of academic assessment by providing staff development to analyze test results and plan interventions and strategies for instruction to address the areas of need by analyzing test data. This is performed weekly during grade level meetings led by the PWES administration. Additionally, the PWES Data team meets monthly to analyze schoolwide data. Agendas are created and sign-in sheets are required at these meetings. Teachers access the State Longitudinal Data System (SLDS) weekly during their grade level meetings.

State and local policy mandates the administration of the following assessments:
● Georgia Kindergarten Assessment Program (GKIDS)
● SRI Benchmark assessments in reading second
● DIBELS
● mClass
● Weekly Grades
● Mid-quarter Academic Status Reports
● Early Intervention Checklist

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

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

Response:
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. Measures are taken to ensure the students’ difficulties are identified on a timely basis to provide sufficient information on which to base effective assistance. A variety of methods of assessment, both formal and informal, will be utilized. The methods include:

- Teacher observation
- Student performance
- SRI and MAP assessment given to second graders at the beginning, mid-year and at the end.
- mClass and DIBELS assessments given to Kindergarten and First Graders at the beginning, mid-year and at the end.
- Teacher made assessments and standardized methods

Once students have been identified as experiencing difficulties mastering standards, a response to intervention plan is developed and alternative strategies are implemented to assist with achieving success.

Activities include:

- Classroom accommodations like differentiated instruction, Earobics, and small group interventions.
- Additional one-on-one instruction by Early Intervention Program (EIP) teachers or SPED teachers.
- English for Second Language Learners Program (ESOL) will provide small group intervention to address student’s needs.
- Peer tutoring
- Modified assignments or differentiated instruction
- Participation in tutorials
- Small group instruction
- Student RTI state mandated Plans
- After-school tutorial
- Summer Reading and Math Institute
- Summer School
- Academic progress communications sent home via progress reports, report cards, newsletters, communication folders

Staff development will be provided to train teachers in this area of need. Staff development will be utilized to provide additional training in administering and interpreting assessments. Additional training will be provided to assist teachers in developing activities and alternative strategies to ensure student mastery of standards.

For any student who does not meet identified standards, the teacher will start the RTI process and place the student on a Tier II intervention process. The teacher will implement the interventions and collect data for four to six weeks. The teacher will conduct teacher-parent conferences to inform the parent of the interventions that are being implemented. At this time
the teacher and parent shall discuss: what the school will do to help the student meet such standards; believe that each child can learn, enforce school and classroom rules, and seek ways to involve parents in the school program.

Parents can assist the school in helping their child be successful by making sure the child is punctual and attends school regularly, communicating with the teacher on a regular basis, supporting the school in developing positive behavior and additional assistance that may be available to the student at the school or elsewhere in the community.

Additional assistance at the school may include 1-1 and small-group instruction. The Early Intervention Program (EIP) state mandated provides an intensive intervention component, for kindergarten through second grade students, which employs Scientifically Based Reading Researched materials and interventions. Second grade students also receive intensive intervention with the use of Scientifically Based Reading Researched materials and interventions aligned with the core Reading and Math program. Training occurs during common planning periods for grade levels. Teachers analyze data and identify students that are encountering academic problems during those meetings discuss and come up with strategies to assist the students encountering academic difficulties.

Academic progress communications occur weekly. Students have a communication folder that is sent home every Wednesday containing student work and a weekly updated progress report. Additionally, parents have access to Parent Access, which is a free on-line service that allows a parent to check up to the minute student grades. If parents are unable to access this service due to a lack of internet access, parents are encouraged to use the computers in the Title I Parent Center to utilize this service.

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

<table>
<thead>
<tr>
<th>Programs/Services</th>
<th>School Year 2015-2016</th>
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<tbody>
<tr>
<td>Title I, Part A: Improving Basic Programs</td>
<td>Teachers to provide additional support and reduce the pupil/teacher ratio.</td>
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<tr>
<td>Operated by Local Education Agencies Targeted Assistance Program</td>
<td>Emily McGlone- Teacher (Reading and Math)</td>
</tr>
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<td></td>
<td>Kelsey Manilla- Teacher (Writing)</td>
</tr>
<tr>
<td></td>
<td>Candice Smiley- Teacher (Math)</td>
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<td></td>
<td>Title I funds will be utilized to purchase items which will assist students in mastering Georgia Performance Standards.</td>
</tr>
<tr>
<td></td>
<td>• Supplies and supplemental materials to enhance instruction</td>
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</tbody>
</table>
- Extended day and year staff and materials to provide after school and Summer school for students needing extra assistance
- Equipment needed for Reading and Math assessment and monitoring
- Professional Learning in identified areas of need
- Data interpretation of assessments and intervention strategies
- Parent Center and workshops to encourage parental and community involvement

| Title II A: Teacher and principal Training and Recruiting Fund | Professional Development Courses as needed by individual or groups of teachers
Substitutes during such activities
Stipends for teachers to attend PDs |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Title V, part B: 21st Century Learning Communities | After school tutorial for both remediation and enrichment
Educational, Psychological, and Social Development of all students |
| Carl Perkins | N/A |
| CHANCE (Small Learning Communities) | N/A |
| ESPLOST | Technology upgrades
Building Upgrades |
| State Funds | REP –for Math and Reading remediation
Gifted and Talented Education Teachers
Media Center books and technology
Instructional supplies
After school and Saturday School tutoring
Special Education teachers and paraprofessionals |
| Local Funds 349/and or 322 | Local Salary Supplements for additional support after school; Saturday school; credit recovery; tutorial;
Incentive Programs
Fulltime Nurse |
| Other | PTA
Business Partners |

11. Description of how individual student assessment results and interpretation will be provided to parents.

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

Student assessment results will be provided when they are received from the Georgia Department of Education and analyzed by Port Wentworth Elementary School. A copy is sent home to the parents with the student, and one copy is placed in the student’s permanent record. An explanation of the scores will be provided by the state of Georgia with the report. The administration, faculty, staff, and School Leadership Team will also provide assistance to students and parents in translating the results of the data and targeting student needs. Data will be available in the school office and on SCCPSS website for all stakeholders to view.

Workshops/Meetings will be held throughout the school year for all parents where testing information will be shared and test results will be interpreted. Parents may also request individual conferences with the counselor or testing coordinator with queries about testing or test results.

SUMMARY

Due to our high population of Spanish speaking families, communications with parents are provided in both English and Spanish. Parents are encouraged to attend Response to Intervention meetings, IEP meetings, and parent/teacher conferences. Opportunities to participate in the educational planning of a student are further provided through home visits, school social worker intervention, and funding established by the school to provide transportation for parents to attend meetings at the school. Parents are provided with prior notification of all standardized testing and notification of availability of reports.

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

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

The purpose of the Georgia Student Assessment Program are to measure student achievement of the state mandated curriculum, to identify students failing to achieve mastery of content, to provide with diagnostic information, and to assist school systems in identifying strengths and weaknesses in order to establish priorities in planning educational programs. In order to fulfill the purpose and maintain integrity of the statewide assessment program, test security measures have been established by the state and are followed. The mandatory state assessments given at our school site include:

- GKIDS
ELL ACCESS

The district testing office makes Port Wentworth Elementary School’s electronic data available to administrators and counselors as soon as it becomes available. Also, initial reports of assessment results will be downloaded from GA DOE portal and reviewed for accuracy. Test data is maintained in a database format as well as in spreadsheets in order to keep data shared between schools and the central office as consistent and secure as possible.

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

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

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

Port Wentworth Elementary will assist parents in understanding state standards, academic achievement standards and assessments. Parents will also be guided in ways that allow them to better monitor student progress, and how to effectively work with teachers. Workshops and teacher conferences will be held to inform parents of grade-specific standards and the purpose of various assessments that their child might be taking throughout the year. Parents who wish may utilize Parent Connect as yet another means of monitoring student performance. Information will be made available in both English and Spanish.

For each major assessment throughout the year, the overall results of testing, as well as data disaggregated by subgroups, will be shared with the faculty and staff. A summary of testing data will also be presented to students, parents, and the community through displays within the classrooms, on bulletin boards, announcements during school events, and parent and community meetings. Data will also be posted on the school website.

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

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

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

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<tr>
<th>17. Plan available to the LEA, parents, and the public.</th>
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<td><strong>Response:</strong> All components of our Title I School-wide Plan including the Parent Policy, School-Parent Compact, and School Improvement Goals, are available to all stakeholders upon request. Our plans are also available in the office and school’s website.</td>
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<tr>
<td>• availability of the plan in the media center and the parent center</td>
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<tr>
<td>• Plan posted on the website</td>
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<td>• District website under Accountability tab</td>
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<tr>
<td>A copy of the plan will be provided if requested.</td>
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<tr>
<th>18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.</th>
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<tr>
<td><strong>Response:</strong> Port Wentworth’s population for the 2015-2016 school year consists of English and Non-English speaking students. Therefore, the School Improvement Plan will be translated for parents and families in their home language. All parent meetings that reference the Plan will be conducted in English and in the primary language of the parents in attendance.</td>
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<th>19. Plan is subject to the school improvement provisions of Section 1116.</th>
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<td><strong>Response:</strong></td>
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Beginning with the 2012-2013 school year; the GaDOE transitioned from needs improvement (NI) school designations based on adequate yearly progress (AYP) reports to Reward, Priority, Focus and Alert Schools designations based on ESEA Flexibility Waiver formulas. Title I schools will now implement specific programs and interventions based on Reward, Priority, Focus, and Alert Schools status. In addition, the GaDOE ESEA Flexibility Waiver outlines Georgia’s new Single Statewide Accountability System, the College and Career Readiness Performance Index (CCRPI). The CCRPI will serve as a comprehensive report card for all schools in Georgia. The state system will give parents, students, teachers and families a more complete and comprehensive picture of where a school or district is meeting performance expectations and where it is not.

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

Port Wentworth Elementary School has not been given a school designation this year, which means we are a Title I school that is continuing to provide a quality education to all of our students.

### Schoolwide Program Checklist

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

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

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<tr>
<td>1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).</td>
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<tr>
<td>2. Schoolwide reform strategies that:</td>
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<td>• Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).</td>
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</table>
Use effective methods and instructional strategies that are based on scientifically based research that:

- Strengthen the core academic program in the school.
- Increase the amount and quality of learning time, such as providing an extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
- Include strategies for meeting the educational needs of historically underserved populations

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<td>Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:</td>
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<td>• Counseling, pupil services, and mentoring services;</td>
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<td>• College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and</td>
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<tr>
<td></td>
<td>• Integrate vocational and technical education programs</td>
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- Address how the school will determine if such needs have been met; and
- Are consistent with, and are designed to implement, the state and local improvement plans, if any.

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<td>✓</td>
<td>3. Instruction by highly qualified teachers.</td>
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4. In accordance with Section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.

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

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

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

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

MET | NOT MET |
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10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

11. Description of how individual student assessment results and interpretation will be provided to parents.

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
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<tr>
<td>17.</td>
<td>Plan available to the LEA, parents, and the public.</td>
</tr>
<tr>
<td>18.</td>
<td>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.</td>
</tr>
<tr>
<td>19.</td>
<td>Plan is subject to the school improvement provisions of Section 1116.</td>
</tr>
</tbody>
</table>