### SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Yargo Elementary School</th>
<th>District Name:</th>
<th>BARROW COUNTY SCHOOL SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Name:</td>
<td>Diane Bresson</td>
<td>School Year:</td>
<td>2014-2015</td>
</tr>
<tr>
<td>School Mailing Address:</td>
<td>1000 Haymon Morris Rd.</td>
<td>Winder, GA 30680</td>
<td></td>
</tr>
<tr>
<td>Telephone:</td>
<td>770-867-1147</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Title One Director/Coordinator Name:</td>
<td>DR. PAULA M. RUFUS</td>
<td>District Title One Director/Coordinator Mailing Address:</td>
<td>179 WEST ATHENS STREET, WINDER, GA 30680</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:paula.rufus@barrow.k12.ga.us">paula.rufus@barrow.k12.ga.us</a></td>
<td>Email Address:</td>
<td></td>
</tr>
<tr>
<td>Telephone:</td>
<td>770-867-4527</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ESEA WAIVER ACCOUNTABILITY STATUS

(Check all boxes that apply and provide additional information if requested.) **N/A**

- Priority School [ ]
- Focus School [ ]
- Title I Alert School [ ]
  - Subject Alert [ ]
    - List Subject(s)
  - Sub-Group Alert [ ]
    - List Subgroup(s)
  - Graduation Alert [ ]
    - List Subgroup(s)

<table>
<thead>
<tr>
<th>Principal’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Director’s Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Superintendent’s Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Revision Date:</td>
<td>Revision Date:</td>
</tr>
</tbody>
</table>

* Required component of SWP as set forth in section 1114 of ESEA

Dr. John D. Barge, State School Superintendent  
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Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.

- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) must be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.

- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.

- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.). Note: The planning team must involve parents in the planning process. See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.

- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf.

* Required component of SWP as set forth in section 1114 of ESEA
### Title I Schoolwide/School Improvement Plan

#### Planning Committee Members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Position/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diane Bresson</td>
<td>Diane B.</td>
<td>Principal</td>
</tr>
<tr>
<td>Donna Massey</td>
<td>Donna M.</td>
<td>Media Specialist</td>
</tr>
<tr>
<td>Tonia Paramore</td>
<td>Tonia P.</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td>Amanda George</td>
<td>Amanda G.</td>
<td>1st grade teacher</td>
</tr>
<tr>
<td>Chris Sheeprif</td>
<td>CSB</td>
<td>SPEC TEACHER</td>
</tr>
<tr>
<td>Jennifer Wadsworth</td>
<td>Jennifer W.</td>
<td>Pre-K Teacher</td>
</tr>
<tr>
<td>Pam Pegal</td>
<td>P.</td>
<td>PE Teacher</td>
</tr>
<tr>
<td>Christina Bowman</td>
<td>Christina B.</td>
<td>EIP teacher</td>
</tr>
<tr>
<td>Rafeal Maddox</td>
<td>Rafeal M.</td>
<td>Parent</td>
</tr>
<tr>
<td>Elizabeth Sikes</td>
<td>Elizabeth S.</td>
<td>5th Grade Teacher</td>
</tr>
<tr>
<td>Kendra Hume</td>
<td>Kendra H.</td>
<td>Parent</td>
</tr>
<tr>
<td>Rebbecca McMan</td>
<td>Rebbecca M.</td>
<td>Parent</td>
</tr>
<tr>
<td>Bob Page</td>
<td>B.</td>
<td>Parent</td>
</tr>
<tr>
<td>Kristi Brooks</td>
<td>Kristi B.</td>
<td>Teacher</td>
</tr>
<tr>
<td>Jamie Williams</td>
<td>Jamie W.</td>
<td>Parent</td>
</tr>
</tbody>
</table>

* Required component of SWP as set forth in section 1114 of ESEA

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**SWP 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 Leadership Team, School Governance Team, faculty members as well as parents of Yargo Elementary School. The ways they were involved include participation in a Stakeholder Meeting in March of 2014. The following data was reviewed at the Stakeholder Meeting: CRCT Data for the past four years, FY12 CCRPI Report, FY13 Fifth Grade Writing, FY14 Writing Data, FY 14 QAT Walkthrough data, FY14 Surveys from Classified Staff, FY14 Surveys from Certified Staff, FY14 Surveys from Parents. All data available were reviewed and a comprehensive Needs Analysis was completed. Recommendations were made based on the results.

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

- Brainstorming
- Comprehensive Needs Assessment
- School Keys
- Feedback from brainstorming sessions during Stakeholder Meeting
- Demographic data
- Criterion Referenced Competency Test data
- 5th grade Georgia Writing Test
- Teacher and Parent input (surveys)
- Mock Writing Assessments

* Required component of SWP as set forth in section 1114 of ESEA
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

C. At this time, we have two migrant students. We are monitoring their academic progress and would implement appropriate procedures to be sure they are able to perform up to standards. At this point they are meeting standards and progressing. If this should change we would consider offering before or after school tutoring as well as creating TARGET time groups to assist in specific areas of weakness for these children.

D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. Achievement data that was used to identify these areas include those listed above in a. and b.

E.

**CRCT OVERVIEW – 2013**

<table>
<thead>
<tr>
<th></th>
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<td>95</td>
<td>99</td>
<td>94</td>
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<td>91</td>
<td>95</td>
<td>89</td>
<td>91</td>
<td>90</td>
<td>93</td>
</tr>
</tbody>
</table>

Summary:
During the 2012-2013 school year, we increased our CRCT test scores in 12 out of 15 areas. We maintained in 2 of 15 areas and went down by 1 percentage point in 1 or 15 areas.

**CCRPI**

**Point Breakdown by Area**

<table>
<thead>
<tr>
<th>School</th>
<th>Achievement</th>
<th>Progress</th>
<th>Achievement Gap</th>
<th>Challenge</th>
<th>Overall</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ED/EL/SWD</td>
<td>Exceeds</td>
</tr>
<tr>
<td>AES</td>
<td>55.7</td>
<td>8.8</td>
<td>9.8</td>
<td>2.3</td>
<td>0.5</td>
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<td>BES</td>
<td>55.8</td>
<td>8.1</td>
<td>9.8</td>
<td>4.7</td>
<td>0.5</td>
</tr>
<tr>
<td>BRES</td>
<td>57.4</td>
<td>7.4</td>
<td>10.5</td>
<td>4.6</td>
<td>0.5</td>
</tr>
<tr>
<td>CLES</td>
<td>56.8</td>
<td>8.4</td>
<td>10.5</td>
<td>4.4</td>
<td>0.5</td>
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<tr>
<td>HES</td>
<td>55.4</td>
<td>9.3</td>
<td>8.3</td>
<td>2.5</td>
<td>1.5</td>
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<tr>
<td>KES</td>
<td>58.3</td>
<td>10.1</td>
<td>10.5</td>
<td>7</td>
<td>1</td>
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<tr>
<td>SES</td>
<td>56</td>
<td>9.9</td>
<td>10.5</td>
<td>4.5</td>
<td>1</td>
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<tr>
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<td>60.9</td>
<td>10.4</td>
<td>12.8</td>
<td>5.2</td>
<td>1</td>
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<tr>
<td>HMMS</td>
<td>60.7</td>
<td>10.7</td>
<td>14.3</td>
<td>4.5</td>
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</table>

* Required HMMS of 60.7, 10.7, 14.3

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

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>Scale</th>
<th>Ideas</th>
<th>Organization</th>
<th>Style</th>
<th>Conventions</th>
<th>Average Score</th>
</tr>
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<tbody>
<tr>
<td>RMS</td>
<td>57.3</td>
<td>10</td>
<td>13.5</td>
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<td>1</td>
<td>85.9</td>
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<tr>
<td>WMS</td>
<td>58.9</td>
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<td>4.8</td>
<td>0.5</td>
<td>85</td>
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<td>WBMS</td>
<td>58</td>
<td>9.3</td>
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<td>5.6</td>
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<td>11.3</td>
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<td>0</td>
<td>72.9</td>
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<tr>
<td>WBHS</td>
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<td>10.3</td>
<td>3.4</td>
<td>0</td>
<td>74</td>
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<td>CCPA*</td>
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<td>0</td>
<td>0</td>
<td>29.3*</td>
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</table>

The first area of focus determined through the comprehensive Needs Assessment was **CCGPS Writing**. Writing is a key skill that, going forward, is going to be more and more important to our students post-secondary.

Writing data gathered during the 2012-2013 school year shows the following:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Scale</th>
<th>Ideas</th>
<th>Organization</th>
<th>Style</th>
<th>Conventions</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>2.65</td>
<td>2.68</td>
<td>2.42</td>
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<td>1.96</td>
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<td><strong>2.08</strong></td>
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<td>3</td>
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<td>2.82</td>
<td>2.74</td>
<td>2.76</td>
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</table>

Writing data gathered during the 2013-2014 school year shows the following:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Scale</th>
<th>Ideas</th>
<th>Organization</th>
<th>Style</th>
<th>Conventions</th>
<th>Average Score</th>
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<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>2.57</td>
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<td>1.8</td>
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<td>2.55</td>
<td>2.66</td>
<td>2.59</td>
<td>2.585</td>
</tr>
</tbody>
</table>

Data from the Fifth Grade Writing State Writing Assessment (2012-2013) shows that although our students are performing well on the assessment, we still have room for improvement. The expectations have risen with the new CCGPS and thus our expectations must rise as well.

<table>
<thead>
<tr>
<th>N</th>
<th>DNM</th>
<th>Meets</th>
<th>Exceeds</th>
<th>PASS</th>
<th>EXCEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>105</td>
<td>8</td>
<td>79</td>
<td>18</td>
<td>92.4%</td>
</tr>
</tbody>
</table>

An Instructional Coach will be hired with Title 1 funds, which will not only help with professional learning in this area, but this individual will also model effective writing strategies/lessons in classrooms.

* Required component of SWP as set forth in section 1114 of ESEA
1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

A second area of focus was determined by an analysis of our data in the area of Science. Among those three domains which were tested on the CRCT (Earth Science, Life Science, and Physical Science) in grades 3-5 Earth Science appeared to be the area where we should focus our attention during the 2014-2015 school year.

**Total Pass Rate of 2013 CRCT Compared to All Georgia Elementary Schools YES**

<table>
<thead>
<tr>
<th>YES</th>
<th>REA</th>
<th>ELA</th>
<th>MAT</th>
<th>SCI</th>
<th>SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERCENTILE RANK in STATE</td>
<td>82&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>85&lt;sup&gt;th&lt;/sup&gt;</td>
<td>83&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>61&lt;sup&gt;st&lt;/sup&gt;</td>
<td>82&lt;sup&gt;nd&lt;/sup&gt;</td>
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</table>

Students Meeting or Exceeding Earth Science Standards on the CRCT

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth Science</td>
<td>63.4%</td>
<td>73.2%</td>
<td>65.4%</td>
</tr>
</tbody>
</table>

Teachers will receive specific instruction in developing an understanding of the Earth Science strand in PLCs from our Instructional Coach and will also be given support from the GYSTC at NEGA RESA.

A third area of focus determined through the comprehensive Needs Assessment was technology. In a globally competitive era, 21st-century technology ought to be a right for all students, not an option for some of them.

The new state assessments may be more computer-based. Computer-based assessments have many advantages over pencil-and-paper tests. They are innovative; efficient; engaging; and produce timely, useful data that can help inform instruction.

It is also important to note that Barrow County has established five areas that need greater focus since becoming a charter system. They are:

- Effective Written and Oral Communication
- Critical Thinking Skills
- Problem Solving Skills
- **Effective Uses of Modern Technology**
- 21st Century Literacy Skills

All of these areas can be addressed through the use of technology and 21st century tools. A parapro will be hired with Title 1 Funds to teach a Technology Special to all students in our school. According to a YES professional learning survey, our staff do not feel prepared to utilize or implement the following in their classrooms:

- BYOT (44.4%),

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- Blended learning using edmodo, moodle, flipped classrooms (40%),
- Web 2.0 tools (46.7%),
- Blogging (42.2%),
- Wikispaces (37.8%),
- Social sites such as LiveBinders, Evernote, etc. (24.4%),
- Social networking for education through Twitter, Google+ (26.7%) and
- Google Apps (20%)

BCSS as well as our Instructional Coach will also provide professional learning in many of these areas to staff members during the school year.

F. 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 performed within acceptable range on the CCRPI matrix. Their lowest area of performance was in Science where 87.2% of these students met or exceeded standards. The professional learning focus on Science will support these students in building their understanding of the science standards.
- Students from major racial and ethnic groups performed within the acceptable range on the CCRPI matrix in all areas. However, our Hispanic and Black students both were lowest in their performance in Science with 91.3% and 88.1% of students respectively meeting or exceeding standards in Science. Once again, this supports our findings that Professional Learning will need to be focused on the area of Science.
- Students with disabilities performed within the acceptable range on the CCRPI matrix. There were only two of the fifteen students who did not meet the subgroup performance target. Due to the low number of students involved with this, it will not be a school wide focus. SPED teachers will all be trained in Cognitively Guided Instruction and will continue to use V-Math to develop basic math skills with these students. In addition, PLCs will focus with these teachers on math instruction and how we can best meet the needs of our SWDs.
- Students with limited English proficiency performed within the acceptable range on the CCRPI matrix in all areas. One area of weakness appears to be science (88.9% meeting or exceeded standards on the CRCT).

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

- The major strengths we found in our programs are indicated below:
  In each subject area, instructional staff has reviewed available data to determine areas of strength and weakness in our major subject areas. Areas that have been identified as strengths are:
  Reading: Vocabulary

* Required component of SWP as set forth in section 1114 of ESEA
A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- Language Arts / Writing: Grammar and Sentence Structure
- Math: Algebra
- Science: Physical Science
- Social Studies: Economics

- The major needs we discovered were discussed in each of our major academic areas and are as follows:
  - Reading: Information and Media Literacy
  - Language Arts / Writing: Style and Ideas
  - Math: Measurement and Geometry
  - Science: Earth Science
  - Social Studies: Geography

- The needs we will address are those which we have deemed most immediate at this time. These areas are Language Arts/Writing and Earth Science.

- The root cause(s) that we discovered for our needs in writing were that not all grade levels were using rubrics consistently when grading student writing or those rubrics varied greatly between grade levels and/or classrooms. We also found that in past years teachers were not reviewing the writing and addressing the deficiencies noted.

- In the area of Earth Science we feel like we may have not spent as much time in this area as is needed. We are working on integrating this as much as we can into other areas and assuring that time is built into the schedule to teach the concepts sufficiently.

H. The measurable goals/benchmarks we have established to address the needs are:

- Writing: On our mock writing assessments throughout the year we have set the following goals:
  - Kindergarten- 90% of the students will be able to write 2 or more sentences by May 2015
  - First- The overall average writing score will increase to 2.5 on a four point scale for the 2014-2015 school year.
  - Second- The overall average writing score will increase to 2.5 on a four point scale for the 2014-2015 school year
  - Third- The overall average writing score will increase to 2.0 on a three point scale for the 2013-2014 school year
  - Fourth- The overall average writing score will increase to 2.75 on a four point scale for the 2013-2014 school year
  - Fifth – The overall average writing score will increase to a 3.0 on a five point scale

- Science: For grade levels not taking the CRCT – our goal is for 95% of students to
1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

receive a passing grade for science on their Report Cards. In grades 3-5 we want 90% or more of our students to pass the Georgia Milestones in this area.
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.

**Response:**

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 standards are:

Yargo Elementary teachers are committed to help children maximize their potential. We recognize the need for instructional strategies that are scientifically research-based. Our teachers have used the following to support instruction: Thinking Maps, Differentiation, Writing Rubrics and Write from the Beginning.

Thinking Maps® (Hyerle, 1995) is a cross-disciplinary program that provides instruction to students concerning eight types of thinking maps (circle, bubble, double-bubble, tree, flow, multiflow, brace, and bridge maps) as graphic organizers and enhances higher-order thinking including creating metacognitive knowledge. Write from the Beginning (Buckner, 2000) is an additional program that is designed as a complement to Thinking Maps, which adds to teachers’ use of maps and other strategies, specifically to improve students’ composition skills, including structural aspects of writing.

Differentiation (Tomlinson, Carol (2001) is a framework or philosophy for effective teaching that involves providing students with different avenues to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Uniform writing rubrics will be used for K-5. According to Goodrich-Andrade (February, 2000), Rubrics make assessing student work quick and efficient, and they help teachers justify to parents and others the grades that they assign to students. At their very best, rubrics are also teaching tools.

In order to ensure that all Yargo students meet or exceed Georgia’s Performance Standards, adjustments have been made in the schedule to allow students to get support targeted to their specific needs. The quality of learning and the amount of learning time have been increased through Target Time. Target Time is a daily block of time (35 minutes) set aside for remediation and enrichment for students. Students are regrouped for this time of day to remediate specific skill deficits. Those students not in need of remediation participate in acceleration or extension activities to enhance and extend their knowledge base.

Our Instructional Coach will also conduct model lessons through the clinical coaching cycle to offer support for the teaching of writing and science. The coach will also facilitate grade level PLCs. With continued training and expanded implementation of all strategies through the support of administration and the Instructional Coach, we anticipate increased success for all targeted populations.

Using technology and integrating it into all subjects is an area of focus for the 2014-2015 school year. To help support our efforts, we will continue to have a computer lab paraprofessional to collaborate with teachers and provide computer lab special that students will go to one time/week. We will also provide relevant training for teachers, through PLC’s, in how to integrate technology into their classrooms.

* Required component of SWP as set forth in section 1114 of ESEA
2(b). Are based upon effective means of raising student achievement.

Response:
Here are the citations for the strategies used above:


Tomlinson, Carol (2001). How to Differentiate Instruction in Mixed-Ability Differentiated Instructions provides access for all students to the general education curriculum. The method of assessment may look different for each child, however the skill or concepts taught will be the same. Classrooms (2 ed.). Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0871205122.

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

Response:
We will increase the amount and quality of learning time by creating a master schedule that meets the needs of all of our different support areas and maximizes instructional time. We will also have a 35 minute segment at the end of each day to specifically use for remediation and acceleration of our students. All staff will be involved in supporting students at this time.

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).

Response:
At Yargo, we have instituted a daily TARGET time that focuses on the remediation and acceleration of our students. Students are divided into groups based on their RTI areas of focus, their specific disability, and/ or their status as an English Language Learner. These groups focus on specific areas where the students will benefit from remediation and / or enrichment. At this time, all certified staff members are assigned a group and a focus in order to help these students achieve. As students show progress or meet standards for a particular area, they may be moved to other groups where they will be better served. This block of time occurs daily from 2:35-3:10 throughout the school.

2(e). Must include documentation to support that any educational field trip used as an

* Required component of SWP as set forth in section 1114 of ESEA
instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring finding for Georgia.

Response: NA

*3. Instruction by highly qualified professional staff.

Response:

The Director of Human Resources maintains the personnel database and ensures that 100% of teachers are highly qualified. The Barrow County School System does not employ teachers that are not highly qualified. 100% of Yargo Elementary School teachers are highly qualified. In the event that a highly qualified long term substitute cannot be employed during the extended absence of a regular classroom teacher, a letter will be sent to parents of those students as per NCLB requirements.

The current Yargo Elementary School instructional staff includes:
- Two Administrators,
- One Instructional Coach which is a Title I position,
- One Counselor,
- One Media Specialist,
- One Gifted Teacher,
- Two full time English as a Second Language Teachers,
- Six Early Intervention Program Teachers of which three are a reduced-class model or self-contained model (first and third grades)
- Five Special Education Teachers,
- One Speech/Language Pathologist,
- 46 total certified teachers who are all highly qualified, and
- 19 total paraprofessionals who are all highly qualified of which one is a Title position

All Yargo teachers are certified to teach the subjects to which they are assigned. All paraprofessionals have met the licensing requirements to work in a Title I school. All future teachers and/or paraprofessionals hired will meet the Highly Qualified standards.

A review of Title II-A equity data indicates that all schools in the Barrow County school district are staffed equitably in regards to years of teacher experience. Our goal is for all students in all classrooms, regardless of their demographics, to have teachers with equivalent teaching experience. Our system has focused on the recruitment, training, and retention of highly qualified, effective and experienced teachers.

Recruitment is the first step in attracting highly qualified teachers however, it does not end there. Retention plays a large part in a school climate. Yargo teachers have the opportunity to receive both support and recognition. The Title I Instructional Coach position will continue enabling us to provide ongoing, job-embedded professional learning and support to our teaching staff. This added support will assist us with staying on track to meet our goal of increased student achievement. We are fortunate to have exceptional teachers in our building. We established an ongoing teacher recognition program at Yargo which allows teachers to be acknowledged regularly for the exceptional job they are doing. One way we are doing this is to
### 3. Instruction by highly qualified professional staff.

Yargo has experienced a high retention rate in past years. However, when we are in need of new teachers, we assign a new teacher to a mentor teacher for continuous support throughout the school year.

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

**Response:**

The Barrow County School district cooperates with the teacher education programs of local universities to accept practicum students and student teachers. These future teachers gain valuable experience in all areas of the teaching profession. This partnership is one strategy for recruiting highly effective and highly qualified teachers. All vacancies are posted on the Barrow County Schools website and/or Teach Georgia, and all practices relating to recruitment and hiring adhere strictly to equal opportunity policies and regulations. Certification requirements and highly qualified status are checked by the school Principal and confirmed by central office staff.

### 4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

**Response:**

1. We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to addresses the root causes of our identified needs. Teachers will be provided with professional learning from our Instructional Coach and/or other staff members, in the areas of differentiation, writing, science, and technology during the 2014-2015 school year.

2. We will align professional development with the State’s academic content and student academic achievement standards. Professional Learning at YES will be utilized to support continuous school improvement and to promote greater student achievement. The purpose of Professional Learning at YES will be to provide opportunities for educators that will align with the goals of the school’s 2014-2015 School Improvement Plan and Title 1 plan, which focuses on continuous school improvement. Each year the faculty and staff of Yargo Elementary School complete needs analysis for professional learning that addresses the root causes of our identified needs. This allows the opportunity for faculty and staff to determine specific areas of need they have for professional learning that could be offered at the school level. The YES professional learning survey indicates what teachers would like/need additional support and training in the following areas: technology, ELA/writing, reading, differentiation, student exemplars, student engagement, and RtI. These are all aligned with the State’s academic content and student academic achievement standards. The Title I Instructional Coach will facilitate training and offer support in many of these
Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

areas during 2014-2015.

A. We have devoted sufficient resources to effectively carry out the professional learning activities that address the root causes of academic areas of focus. Some examples are our Professional Learning Communities, an Instructional Coach funded by Title I, and a Title I funded paraprofessional for our computer lab special.

B. We will include 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. The Leadership Team will continue to guide the work of the school on improving student achievement. Members of the leadership team will need additional training on interpreting and using data to drive instruction. The members will then lead their teams in the effective use of data to modify and guide instruction.
5. Strategies to increase parental involvement.

In completing this section, you should review the parental involvement strategies already defined in your school’s parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.

Response:

A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy through the use of the Title I Parent Involvement Plan; we will revise and expand our current plan through input from all stakeholders through the use of surveys and our School Governance Team.

B. We will update the school Parent Involvement Plan periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community, by making copies of the plan available to parents at Title I meetings and a copy will be kept on file at the school.

C. We will conduct an annual meeting, at a convenient time, to inform parents about the school’s Title I program, the nature of the Title I program, the parents’ requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by sending a ParentLink and emailing parents as well as by sending home a notice of meeting detailing the purpose of the meeting.

D. We will provide parent involvement activities at a time determined through the Parent Survey. During the 2014-2015 school year a series of videos will be made/identified that will be made available to parents to watch via:

- an email link,
- Facebook Link,
- ParentLink, and
- flyer sent home.

The survey indicated that over 95% of our parents have internet access. Although a large number have internet access we still want to assure equal access to all parents and thus will also hold a meeting each semester in which we show the videos and have a Q&A time for parents. These meetings will be held in the early evening, as the survey results indicated this would be the best time of day.

The primary goal for these videos and sessions will be to provide resources to parents and assist them with learning strategies they can use at home to help their child be more successful. Some of the topics for parent education that surfaced in the parent survey include:

- an overview of the CCGPS,
- how to help their children improve their math skills,
- how to help improve test taking skills and identify test taking resources, and

* Required component of SWP as set forth in section 1114 of ESEA
- training on the use of technology

Parents can also get involved by attending activities such as PTO Meetings, the Annual Title I Meeting, Curriculum Night, special lunches, student performances, project presentations, student-led conferences, classroom activities, and other special events. Yargo has information and resources on its website to keep parents informed and engaged. Yargo also has a Parent Resource Center located by the front office that parents have access to various materials during school hours. Being involved also includes being informed. Information goes home to parents through the Wednesday folders, flyers, newsletters, e-mail, and via ParentLink.

E. We will provide parents with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet. We will also provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by posting Title I materials on the school’s website, making these materials easily accessible in the front office.

F. We will jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards by encouraging consistent communication with parents through the Wednesday folders, flyers, newsletters, e-mail, and via ParentLink. Parents can also get involved by attending activities such as PTO Meetings, the Annual Title I Meeting, Curriculum Night, special lunches, student performances, project presentations, student-led conferences, classroom activities, and other special events. Yargo has information and resources on its website to keep parents informed and engaged.

G. We will provide assistance to parents, as appropriate, in understanding the state’s academic content standards, the state’s student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child’s progress, and how to work with educators, by posting Title I materials on the school’s website and making these materials easily accessible in the front office.

H. We will provide materials and training to help parents to work with their child to improve their child’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Please refer to section D above.

I. Parents can also get involved by attending activities such as PTO Meetings, the Annual Title I Meeting, Curriculum Night, special lunches, student performances, project presentations, student-led conferences, classroom activities, and other special events. Yargo has information and resources on its website to keep parents informed and engaged. Being involved also includes

* Required component of SWP as set forth in section 1114 of ESEA
being informed. Information goes home to parents through the Wednesday folders, flyers, newsletters, e-mail, and via ParentLink.

J. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by encouraging teachers to establish open lines of communication with parents. Tools such as email, ParentLink, newsletters, and Remind 101 will be utilized to keep parents informed. We will also provide opportunities for parents to visit the school and classroom for special programs and to observe instruction.

K. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by having a Parent Resource Center with information available located near the front office.

YES will continue to have two Pre-Kindergarten classes whose students are zoned for YES when they enter Kindergarten, thus allowing an easier transition to Kindergarten. During pre-planning week, YES will have an Open House, and families will be invited to the school to meet the teachers and tour the facilities. During the spring of 2014, Head Start of Barrow County will bring their Pre-Kindergarten students for a tour of the Kindergarten classrooms and common places within our school. Many of the Pre-Kindergarten classes in day care facilities will also bring their students for the same tour.

Kindergarten registration and screenings will be held at our District Office. YES will schedule an evening (in May 2015) “The Day in the Life of a Kindergartener” so that parents and children will have a chance to meet the Kindergarten teachers and explore our school.

L. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by sending home material translated into second language and using the Language Line to avoid miscommunication.

M. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by making use of the Language Line and assuring that all materials can be
translated into a language that can be understood by the parents of these children.

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

Response:
We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering middle school or high school and for students entering from private schools including students entering our school throughout the school year.

- **Pre-Kindergarten to Kindergarten**
  Please refer to comments above.

- **Fifth to Sixth Grade**
  In the Spring of 2015, all of the YES fifth graders will visit Haymon-Morris Middle School or Westside Middle School during a normal school day. The fifth grade students will tour the school and visit both academic and connections classes. In addition, the middle schools offer an informational parent night to walk parents through schedules, connections classes, clubs, and organizations that will be available to their children.

- **Students new to Yargo**
  The YES registrar will take parents and their children on tours of our school prior to the students’ start date, when requested. The YES school counselor will be available for assisting students with adjusting to their new school. In addition, classroom teachers will send home class information and current newsletters.
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:

All teachers at YES will continue to be involved in the decisions regarding the use of academic assessments. During 2012-2013 teachers were introduced and began using the Design Team process (developed by Mike White) to analyze the data at the grade level and student level. During this process they also develop strategies to use with students and made a plan to check on the effectiveness of those strategies. When new data is received at the system level, the Leadership Team will present the data and how to access and interpret the data to their grade levels/areas.

Teachers will continue to attend grade level Professional Learning Communities (PLCs) each week where they will regularly disaggregate and analyze data that includes, but is not limited to:

- Georgia Milestones
- Barrow County Common Assessments
- ITBS scores
- Cogat scores
- Online Assessment System tests
- ACCESS-EL testing
- Mock writing test scores
- 5th grade writing test results

Teachers will continue to develop formative and summative assessments that are aligned to the standards. Student work will be collected, charted, and analyzed on a regular basis. Students who are at risk of not meeting standards or who are not meeting standards will be identified and scientific, research-based interventions will be implemented, monitored, and adjusted when needed on student tracking sheets. Support teachers and paraprofessionals will assist teachers in providing the necessary interventions. Our Instructional Coach, funded with Title I funds, will assist teachers in interpreting and using data (using the Design Team process) to improve student performance.

When a student-specific need is identified using these assessments, teachers will implement appropriate interventions/supports in the RTI process. RTI teams and team leaders will also be available to support teachers in implementing appropriate interventions, how to assess them, and charting the student data. A care team meeting will be held with teachers within the grade level and interventions will be put into place. If needed, the YES SST committee will involve the parents and the classroom teacher and will identify some additional interventions that will better enable the student to be successful.

The School Leadership Team will continue to provide the support and structure for teachers to be directly involved in decision making regarding school-wide reform strategies. The School Leadership Team is made up of the principal, assistant principal, instructional coach, professional learning coordinator, teacher of the year, a peer selected representative from each grade, an EIP/ESOL representative, a specials team representative, and a SPED representative.

Throughout the school year, Design Teams will meet bi-monthly to interpret current data.
and discuss strategies to implement to target specific student needs. Follow-up on the effectiveness of these strategies will be discussed at later meetings. It is through these teacher led discussions and recommendations all staff will make improvement decisions. These horizontal and at times vertical team meetings will continue to involve teachers in decisions that improve individual student instruction as well as the overall instructional program, thus meeting the goal of accomplishing higher student achievement.

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

8(a). Measures to ensure that student’s difficulties are identified on a timely basis.

Response:
The Response To Intervention (RTI) process will continue to be fully implemented at YES. Although we will continually improve the process, we have a solid foundation of needs-based support. The RTI process consists of Tier I, Tier II, Tier III, and Tier IV, which progressively provides more support and interventions for the students who are experiencing difficulty meeting standards.

Classroom teachers will get students’ spring test results during pre-planning. Students will be assigned, or will continue to receive additional assistance, from the Early Intervention Program and based on EIP Rubrics and test scores. In the regular classroom, teachers will provide differentiated instruction and small group instruction to meet students’ needs.

Throughout the year, teachers will continue to assess students’ progress by analyzing data from state tests, teacher assessments, and permanent records. Student progress will be discussed at regular twice weekly grade level PLCs. When classroom interventions are not sufficient to meet student needs, YES teachers will contact the parents, hold a parent/teacher conference, and the teacher will give suggestions on how to provide more support at home.

The next support level for students who are at risk of not meeting standards or who are not meeting standards will be in Tier II of the RTI process. Teachers will hold a Care Team Meeting, which consists of the classroom teacher, another grade level teacher, and the student’s parents will be invited to attend the meeting. More interventions to support students will be put into place and progress will be monitored. Mentors may be offered for students who need additional positive adult interaction or remediation in reading and/or math.

If the student continues to experience difficulty, then the process will move to Tier III and further support will be provided by the Student Support Team (SST), where additional or other interventions will be put into place. The SST may consist of teachers, the SST coordinator, counselor, and parents. The SST team will outline what services will be provided for the student in the school setting, what parents can do to help at home, and what additional services may be available in the school and community. Students may be referred for further diagnostic testing and, if eligible, qualify for Tier IV of the RTI process and receive Special Education services or any other appropriate services.

We will continue to implement school wide programs as needed when there is data indicating school-wide trends. These interventions will include:

- Daily Math and/or Language Arts Target Time- differentiated instructional time during
which students will receive small group or individualized interventions needed to increase math and reading achievement

- PBIS program to limit class disruption and secure instructional time
- Family support to deal with attendance and other issues in students’ households inhibiting academic success
- Weekly folders containing newsletters to keep parents abreast of what standards students are currently working on and will be working towards mastering; student work; school and/or community information; and behavior progress
- Quarterly Report Cards
- A minimum of two parent conferences will be held during the school year

The YES Title 1 Compact is a voluntary agreement between the home and school to define goals, expectations, and responsibilities of parents, students, and school.

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

Each year teachers will be given training on the RTI process and any updates that have been put into place. RTI teams will meet periodically to review students’ progress and assist teachers in choosing appropriate interventions, assessments, and completing paperwork.

8(c). Parent-Teacher 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.

In order to maximize the achievement of all of our students, we must create open lines of communication with all of our families. Teacher are expected to conference with all parents/guardians at least twice a year, and they are expected to meet more often if a student needs additional support. This will be documented and turned in to the administration to be included in the Title I plan.

*9. Coordination and integration of federal, state, and local services and programs.

The Barrow County School System does not consolidate its federal funds. Each federal program is operated separately. Students can receive services (remediation, acceleration or enrichment) from any combination of the following as determined through need and program guidelines: Title I, EIP, ESOL, Gifted Education, Special Education, Counseling, and/or Instructional Extension.

YES will coordinate Title I with federal, state, and locally funded programs including English Language Learners Program, Response to Intervention, Special Education, Barrow County Schools and Barrow County Social Workers Student Assistance Program, and Migrant Education. Title I funds will be used to enhance standards based instruction, the intervention process, and professional learning in these areas. Students in subgroups identified in the needs assessment, who are not meeting standards or who are at risk of not meeting standards will be involved in the RTI process. To assist students who fall in these categories, YES will use feedback, assessment and differentiation to support and adjust instruction as necessary. Title I funds may be used to purchase internet based programs and print materials. Title I funds will

* Required component of SWP as set forth in section 1114 of ESEA

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also be used to employ one highly qualified paraprofessional to support our technology initiatives in a special. YES will extend our professional learning activities related to using student data to further focus instruction. Title I will supplement state funds for Professional Learning that will focus on research-based instructional interventions.

Title I funds will be used to provide information to parents on how to help their children at home.

Title I funds will be used to supplement our district personnel allotment by providing funding for an Instructional Coach and one additional paraprofessional. Our Coach will oversee the implementation of the Title I plan and all the allowable title 1 programs while our paraprofessional will provide technology support in a special.

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

Response:

Title I-C funds are used to provide instructional support to Migrant students. Title II funds are used in the district for professional learning and class size reduction. Title III funds are used to provide supplemental supplies and services to our EL students. State and federal special education funds (IDEA and VI-B) are used to pay for the excess costs of providing special education and related services to children with disabilities. CTAE funds (local, state, and federal) are used for salaries for CTAE teachers, supplies for CTAE instruction, and program improvement such as professional learning and equipment upgrades. The district receives funding through an EHCY grant that is used to provide supplemental instruction and supplies for identified homeless students.

* Required component of SWP as set forth in section 1114 of ESEA
9(b). Description of how resources from Title I and other sources will be used.

All these programs will be coordinated and integrated with Title I in such a manner as to benefit our students to the greatest degree. All funds, efforts, materials, and personnel will be focused to make the greatest impact where needs have been identified and reform strategies and programs are needed. We will integrate these services and related funds to extend the opportunities for our students and their families following all guidelines for expenditures as outlined in the Title I guidelines.

9(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.

The district Title I Coordinator works to ensure that all Title I programs in the district are integrated with and do not conflict with other federal programs and laws. This plan was developed in coordination with federal laws and programs including but not limited to the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and the National Community Service Act of 1990.

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

**Response:** Each spring, test results are sent home in a hard copy for parents to review. Some parents find reading and interpreting the results a daunting task. During Parent/Teacher Conferences or at any time upon parent request, teachers assist parents in understanding the test data and what it means for their child. Language Line or interpreters are provided if needed to bridge a language barrier.

Parents/Guardians of YES students will be provided with frequent local/school assessment information. Students will take home a weekly folder, which will communicate student progress. Students will receive report cards every nine weeks, and the dates that the students will get the report cards will be posted on the Barrow County Schools calendar. A minimum of two conferences a year will be held for the purpose of discussing progress; however, the teacher or parent may call a conference at any time they feel it is necessary.

The results of the statewide assessments (CRCT, ITBS, and 5th Grade Writing Assessment) will be sent home with students on the day designated by the system. The parents will be encouraged to come in for a conference with the teacher if more explanation is needed. Within ten days of receiving the results, a notification letter will be mailed to the parents of students who did not pass the 3rd grade reading portion and the students who did not pass the 5th grade reading and/or math portions of the CRCT. Parents will be encouraged to contact teachers to discuss concerns and options to avoid retention. Remediation will be provided and these students will be re-tested prior to the end of the school year. When the re-test results are received, parents will be notified by mail. If a student fails to meet standards on the re-test, administrators and teachers will conference with parents to discuss options for the subsequent school year. Interpretations will be provided in the parents’ native languages through a translation or the Language Line.

11. Provisions for the collection and disaggregation of data on the achievement and assessment

* Required component of SWP as set forth in section 1114 of ESEA
Teachers will administer state achievement assessments using secure, standardized procedures outlined by the school testing coordinator and the system test coordinator. Following administration, tests will be sent to the appropriate scoring agency who then secures all test data. Test data is obtained by the district testing coordinator via the secure Georgia Department of Education Portal. When data is received it is disaggregated by the system level testing coordinator and shared with school administrators who will promptly share this information with teachers. School administrators have been trained to utilize spreadsheet data and identify target students and groups. Teachers will further disaggregate the data to identify individual student needs as well as needed program and instructional improvements.

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

The statistical validity and reliability of the instruments administered are maintained by the Georgia Department of Education. Teachers and staff are continually trained on test security and administration in order to ensure that testing results will be sound reflections of student learning. 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. At the local level, school testing coordinators, teachers, and staff will continue to be trained for each test to insure that the results are statistically valid and reliable. All administration, storage, and coding procedures as outlined in the testing manuals will be followed to insure test security and its proper administration. Test data will be handled in a confidential manner at the system and school levels.

### 13. Provisions for public reporting of disaggregated data.

For each major assessment, press releases will be prepared by the district office highlighting both the overall results of the testing as well as data disaggregated by subgroups. These press releases will be shared with local newspapers, radio stations, and other media outlets. In addition, the Barrow County Schools webpage will contain test scores and press releases available for public viewing. The State Report Card will be available to the public through the Georgia Department of Education DOE website. This report card will provide data from state mandated tests as well as school demographics.

### 14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.

During the 2013-2014 school year, stakeholders of YES reviewed, evaluated and revised its schoolwide Title I plan. This plan will be revisited each school year.

### 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 planning process began this year in March, with the analysis of the 2013-2014 surveys and data. In addition, input from parents was solicited throughout the process by inviting them to

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* Required component of SWP as set forth in section 1114 of ESEA
complete surveys and by making all materials available for review. We sought additional input from all stakeholders as we revised the plan.

16. Plan available to the LEA, parents, and the public.
A copy of the plan will be on file with the local Title I Coordinator at the Barrow County Professional Development Center and at the school. Parents and the public may view a copy of this plan in the front office, at any PTO meeting or parent event, and on-line through a link on our website.

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.
To the maximum extent possible, we will provide translations of this plan in other languages represented in our school population. Teachers of EL students will use the translator available through the Language Line to answer questions regarding Title I.

18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia’s ESES Flexibility Waiver.
This plan is subject to the school improvement provisions of Section 1116 of NCLB. State academic assessments and other indicators are used to annually review the progress of the school to determine whether adequate yearly progress is being made.

* Required component of SWP as set forth in section 1114 of ESEA