SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE	
School Name: Oak Hill Elementary	**District Name: Newton County School System**
Principal Name: Brenda Gammans	**School Year: 2018-2019**
School Mailing Address: 6243 Highway 212 Covington, GA 30016	
Telephone: 770-385-6906	
District Title I Director/Coordinator Name: Dr. Shelia Thomas	
District Title I Director/Coordinator Mailing Address: P.O. Box 1469 2109 Newton Drive NE Covington, GA 30014	
Email Address: thomas.shelia@newton.k12.ga.us	
Telephone: (770) 787-1330, ext 1250	
ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)	
Comprehensive Support School ☐	**Targeted Support School** ☐
Title I Alert School ☐	

Revision Date:	Revision Date:	Revision Date:

DISTRICT STRATEGIC GOALS

Strategic Goal Area I: Student achievement and success
- o **Performance Objective A: Increase student mastery of standards**
- o **Performance Objective B: Increase opportunities for students to demonstrate success beyond test scores**
- o **Performance Objective C: Increase graduation rate**

- **Strategic Goal Area II: High-quality workforce**
  - o **Performance Objective A: Recruit a high-quality workforce**
  - o **Performance Objective B: Increase capacity of staff to deliver and support high-quality instruction**
  - o **Performance Objective C: Retain high-quality personnel by cultivating and supporting staff**

- **Strategic Goal Area III: Culture. Climate, & Communication**
  - o **Performance Objective A: Provide an equitable and inclusive learning environment**
  - o **Performance Objective B: Provide opportunities for two-way communication with all stakeholders**
  - o **Performance Objective C: Ensure strong community partnerships**

- **Strategic Goal Area IV: Organizational and operational effectiveness**
  - o **Performance Objective A: Ensure a systemic culture of safety**
  - o **Performance Objective B: Provide high-quality operational and instructional supports**
  - o **Performance Objective C: Utilize professional learning communities to improve performance**
  - o **Performance Objective D: Utilize performance management strategies aligned to the strategic plan**

Planning Committee Members:

Name (print)	Signature
Sue McGowan	Sue McGowan
Jenn Sealy	Jen Sealy
Courtney Kerlin	Courtney Kerlin
Juanita Stephens	Juanita Stephens
Andrea M Dowdy	Andrea M Dowdy
MARY JOHNSON	My Jee
Barbara Saunders	Barbara Saunders
Anissa Kelley	Anissa Kelley
Stephanie Goss	Stephanie Goss
Heather Walker	Heather Walker
Renee Henderson	Renee Henderson
Amy Hamby	A Hamby
Tara Lynn	Tara
Frances Howard	Frances H
B Gammans	B Gammans

1. Comprehensive Needs Assessment: Sec. 1114(b)(6)
1. A comprehensive needs assessment is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; **Sec. 1114(b)(6)**

We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Those persons involved were…
Response: Those persons involved were Brenda Gammans, Stephanie Goss, Heather Walker, Renee Henderson, Mary Johnson, Courtney Kerlin (Reagan), Tara Lynn, Frances Howard, Sue McGowan, Juanita Stephens, Jennifer Sealy, Anissa Kelley, Barbara Saunders, Andrea Dowdy and Amy Hamby. This includes members of the school leadership team which includes a representative from each grade level, administration, and special education. The plan is shared with the school personnel through the leadership team. Parents attended a meeting in April of 2018 to give input on the planning of this school improvement plan.

We have used the following instruments to obtain this information . . .
- School Demographics
- GKIDS
- NSGRA Data
- K-3 Phonemic Awareness
- Access Testing
- IOWA Testing
- CogAT Testing
- CCRPI
- Georgia Milestones Data
- Staff Profile
- Any additional data sources
- School Climate Charts
- Discipline
- Attendance

School Demographics 2017-2018

Total Enrollment Total	% Black	% White	% Hispanic	% Asian	% American Indian	% Pacific Islander	% Multi-Racial	% Male	% Female
687	46.7	35.2	11.6	0.9	0.2	.02	5.2	51.4	48.6

	Number of Students	Percent of Student Population
Free and Reduced Lunch	465	68%
Special Education Enrollment	152	22%
Gifted Enrollment	58	8%
EIP Enrollment	212	31%
ESOL Program Enrollment	58	8%

Mobility Rate (%)	34.59%

Attendance Rate - % of students with fewer than 6 absences	51%

Retention Rates (percent of students in grade level retained)

Total Number Retained	% Pre-K	% Kdg.	% 1st	% 2nd	% 3rd	% 4th	% 5th
	1.8%	13.1%	9.4%	2.8%	1.9%	0%	0%

School Demographics 2016-2017

Total Enrollment Total	% Black	% White	% Hispanic	% Asian	% American Indian	% Multi-Racial	% Male	% Female
690	46.5%	36.3%	9.8%	1%	0.1%	5.9%	52%	48%

	Number of Students	Percent of Student Population
Free and Reduced Lunch	461	68.2%
Special Education Enrollment	135	18%
Gifted Enrollment	42	6%
EIP Enrollment	155	22%
ESOL Program Enrollment	30	4%

Mobility Rate (%)	32.59%

Attendance Rate - % of students with fewer than 6 absences	50.43%

Retention Rates (percent of students in grade level retained)

Total Number Retained	% Pre-K	% Kdg.	% 1st	% 2nd	% 3rd	% 4th	% 5th
2016-2017	0	17.5	13.4	3	1.7	0	0

GKIDS 2017-2018
Student Achievement

Content Area/Strand	# of Elements	Mean of Elements Assessed	Mean # Elements Meets/Exceeds	Mean % Elements Meets/Exceeds
English LA				
Reading	21	21	14.3	67.9
Writing	6	6	3.8	62.8
Speaking and Listening	3	3	2.2	75.1
Language	12	11	7.7	64.9
ELA Total	**42**	**41.7**	**27.9**	**66.9**
Mathematics				
Counting and Cardinality	11	10.9	8.8	79.8
Operations and Algebraic Thinking	5	5	3.1	62.0
Numbers and Operations in Base 10	1	1	0.6	58.6
Measurement and Data	3	3	1.7	56.6
Geometry	6	6	3.8	62.9
Math Total	**26**	**25.9**	**17.9**	**69.0**
Non-Academic Area/Strands				
Curiosity and Initiative	3	3.0	2.0	67.3
Creativity and Problem Solving	3	2.9	1.6	56.1
Attention/Engagement	4	4	2	51.5
Approaches Total	**10**	**9.9**	**5.7**	**57.7**
Person/Social Development				
Personal	3	3	2.1	68.7
Social	5	5	3.4	68.9
P/S Development Total	**8**	**8**	**5.5**	**68.8**

Summary of GKIDS Data: (Include 1-3 sentences highlighting the overall major findings.)
There was an increase in the % of students mastering reading/ELA standards but a decrease in the mastery of math, nonacademic standards, and personal/social development standards.

GKIDS 2016-2017
Student Achievement

Content Area/Strand	# of Elements	Mean of Elements Assessed	Mean # Elements Meets/Exceeds	Mean % Elements Meets/Exceeds
English LA				
Reading	21	20.9	13.7	65.5
Writing	6	6.0	2.7	45.0
Speaking and Listening	3	3	2.2	74.1
Language	12	11.9	6.8	57.1
ELA Total	**42**	**41.7**	**25.4**	**60.8**
Mathematics				
Counting and Cardinality	11	10	8.1	81.2
Operations and Algebraic Thinking	5	4.9	3.4	68.9
Numbers and Operations in Base 10	1	1.0	0.7	66.0
Measurement and Data	3	3	2.0	67.7
Geometry	6	6	4.3	71.6
Math Total	**26**	**24.9**	**18.5**	**74.2**
Non-Academic Area/Strands				
Curiosity and Initiative	3	3	2.1	70.2
Creativity and Problem Solving	3	3	1.9	64.2
Attention/Engagement	4	4	2.5	62.2
Approaches Total	**10**	**10**	**6.5**	**65.2**
Person/Social Development				
Personal	3	3	2.4	81.6
Social	5	5	4.1	81.3
P/S Development Total	**8**	**8**	**6.5**	**81.4**

Summary of GKIDS Data: (Include 1-3 sentences highlighting the overall major findings.)
There was an increase in the % of students mastering reading/ELA standards and Mathematics standards, but a decrease in the mastery of nonacademic standards.

GKIDS – ELA

% Elements Meets/ Exceeds	Reading	Writing	Speaking and Listening	Language	ELA Total
2015-2016	61	14.7	86	58.5	55.5
2016-2017	65.5	45.0	74.1	57.1	60.8
2017-2018	67.9	62.8	75.1	64.9	66.9
Summary of GKIDS Data: **(Include 1-3 sentences highlighting the overall major findings.)** There was an increase in the percentage of students meeting/exceeding in all areas of ELA.						

GKIDS -- MATH

% Elements Meets/ Exceeds	Counting and Cardinality	Operations & Algebraic Thinking	Numbers & Operations in Base 10	Measurement and Data	Geometry	Math Total
2015-2016	81.6	67.5	56.5	53	73.8	70.5
2016-2017	81.2	68.9	66.0	67.7	71.6	74.2
2017-2018	79.8	62.0	58.6	56.6	62.9	69
Summary of GKIDS Data: **(Include 1-3 sentences highlighting the overall major findings.)** There was a decrease in the percentage of students meeting/exceeding in all areas of math.						

NSGRA Data

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Total
Pre-A	21	0	1	0	1	0	23
A	9	2	2	0	0	0	13
B	19	2	0	1	0	0	22
C	13	3	2	0	1	1	20
D	9	2	0	1	0	0	12
E	11	6	3	0	0	0	20
F	7	6	3	3	1	0	20
G	3	7	3	0	2	0	15
H	2	1	1	1	0	1	6
I	1	8	2	3	0	0	14
J	2	7	0	3	0	1	13
K	1	13	5	1	2	0	22
L	0	9	2	0	0	2	13
M	0	5	6	6	1	1	19
N	0	15	16	4	9	1	45
O	1	2	33	1	5	1	43
P	0	6	11	10	9	4	40
Q	0	1	4	15	2	1	23
R	0	1	2	18	9	3	33
S	0	0	2	15	8	3	28
T	0	0	3	8	17	7	35
U	0	0	1	5	11	3	20
V	0	0	2	5	10	6	23
W	0	0	0	1	12	6	23
X	0	0	0	1	5	11	17
Y	0	0	0	0	4	6	10
Z	0	0	0	0	7	54	61
Total	99	96	104	102	116	112	

Key: ■ Below end of year goal   ■ At end of year goal   ■ Above end of year goal

NSGRA EOY Goal Data 2017-2018

	% Below Goal	% Met Goal	% Exceed Goal
K	50	20	17
1st	30	8	61
2nd	21	6	71
3rd	24	10	67
4th	36	7	57
5th	26	5	69
Average	31	9	57

Over half our students are exceeding their NSGRA reading goals. According to NSGRA data Kindergarten has 50% of students not meeting the EOY goal for NSGRA, which is in conflict with IOWA reading data that indicates OHE Kindergarteners vastly out performed their county peers with a TOTAL reading NPR of 80%.

Phonemic Awareness Reading Progression 2017-2018
(Percent of Students)

	K	**1**	**2**	**3**	**4**	**5**
Basic Alphabet Knowledge	4	0	0	0	1	0
Using Letter Sounds	14	0	1	0	0	0
Using Letter Patterns	20	3	1	3	0	0
Blends and Digraphs	37	12	3	1	1	1
R-Controlled Vowels	15	12	2	1	1	1
Vowel Consonant -e	2	5	3	5	1	1
Vowel Teams	5	5	5	2	1	1
Lower Text Complexity	1	8	10	2	5	12
Higher Text Complexity	1	28	14	0	2	3
Students Read Silently	0	15	65	88	104	93
(Include 1-3 sentences highlighting the overall major findings.) All grades show improved progression throughout the phonics kit. We found that many more students were reading silently this year than in 2016-2017.						

Phonemic Awareness Reading Progression 2016-2017

(Percent of Students)

	K	1	2	3	4	5
Basic Alphabet Knowledge	2	0	0	0	0	0
Using Letter Sounds	16	0	0	3	0	0
Using Letter Patterns	22	3	2	0	0	0
Blends and Digraphs	59	6	7	2	1	0
R-Controlled Vowels	0	10	3	2	1	0
Vowel Consonant -e	0	15	6	1	1	0
Vowel Teams	0	1	4	0	3	0
Lower Text Complexity	0	6	9	25	40	33
Higher Text Complexity	0	41	28	19	26	57
Students Read Silently	0	6	41	54	28	9

(Include 1-3 sentences highlighting the overall major findings.)
All grades show student progression throughout the phonics kit. We find that blends and digraphs are areas of difficulty and r-controlled vowels are not considered age appropriate according to developmental milestones in speech.

Access Testing Data

	# Students tested	Number of Students compared	% Increase in Band
2015-2016	30	18	94
2016-2017	41	20	40
2017-2018	48	34	65

(Include 1-3 sentences highlighting the overall major findings.)
From 2015-2016 to 2016-2017, the test was revised and the pass score was raised. In 2017-2018, the pass score was lowered. This year, six students exited out of the ESOL program. Six students decreased their scores, and six students remained in the same band. Twenty-two students moved up a band.

IOWA Test Spring 2018 National Percentile Ranks
ELA Total

	1-24	25-49	50-74	75-99
Grade K	25	13	29	43
Grade 1	16	23	34	23
Grade 2	32	25	30	17
Grade 3	30	22	26	22
Grade 4	29	35	35	16
Grade 5	28	31	33	19

Grades K, 2, and 5 demonstrated an increased percentage of students in the top two quartiles for ELA compared to 2017, while grades 1 and 4 decreased slightly and grade 3 remained the same.

IOWA Test Spring 2017 National Percentile Ranks
ELA Total

	1-24	25-49	50-74	75-99
Grade K	24	26	26	30
Grade 1	19	20	27	36
Grade 2	34	20	30	16
Grade 3	19	35	33	15
Grade 4	18	31	31	22
Grade 5	23	29	29	21

IOWA Test Spring 2018 National Percentile Ranks
Math Total

	1-24	**25-49**	**50-74**	**75-99**
Grade K	9	26	27	48
Grade 1	26	25	33	12
Grade 2	27	32	25	20
Grade 3	35	28	27	12
Grade 4	40	46	23	6
Grade 5	35	29	31	16

Grade K demonstrated a great increase in percentage of students in the top two quartiles for math compared to 2017. Grade 5 remained the same but grades 1, 2, 3, and 4 demonstrated a marked decrease in math.

IOWA Test Spring 2017 National Percentile Ranks
Math Total

	1-24	**25-49**	**50-74**	**75-99**
Grade K	30	20	29	21
Grade 1	20	27	31	25
Grade 2	27	17	34	25
Grade 3	18	28	35	22
Grade 4	18	38	30	16
Grade 5	26	30	25	22

2017 Fall CogAT Age Percentile Rank

	Grade K	Grade 2
Verbal	35	45
Quantitative	44	46
Nonverbal	32	44
Composite (VQ)	38	44
Composite (VN)	30	44
Composite (QN)	37	43
Composite (VQN)	35	44

2016 Fall CogAT Age Percentile Rank

	Grade K	Grade 2
Verbal	25	39
Quantitative	35	38
Nonverbal	29	41
Composite (VQ)	27	37
Composite (VN)	23	39
Composite (QN)	30	40
Composite (VQN)	26	38

CogAT scores for both grades K and 2 were increased in all areas in the Fall of 2017 when compared to Fall of 2016.

CCRPI

CCRPI											
2014-2015*				**2015-2016**				**2016-2017**			
Overall Score: 72.3				**Overall Score: 84.5**				**Overall Score: 75.4**			
Academic Achievement Points (50)	Progress Points (40)	Achievement Gap Points (10)	Challenge Points (10)	Academic Achievement Points (50)	Progress Points (40)	Achievement Gap Points (10)	Challenge Points (10)	Academic Achievement Points (50)	Progress Points (40)	Achievement Gap Points (10)	Challenge Points (10)
27.8	33.3	6.7	4.5	30.9	38.3	9.2	6.1	30.5	34.5	6.7	3.7

Summary of CCRPI Data: **(Include 1-3 sentences highlighting the overall major findings.) We show decreases in all four areas since 2016. Achievement was the slightest decrease, while our greatest decrease was in challenge points. The 2017 scores for achievement and progress were greater than the 2015 scores in the same area.**

*How CCRPI is calculated has changed each year.

Elementary CCRPI Data Profile

CCRPI COMPONENT		2015	2016	2017
District	CCRPI Score	68.7	68.7	70.6
State	CCRPI Score	72	71.7	75.0
School	CCRPI Score	72.3	84.5	75.4

Elementary School CCRPI Data Profile

	CCRPI COMPONENT	2015	2016	2017
	Indicator			
1	ELA (%)	57.121	57.325	97.6
2	Mathematics (%)	62.879	70.382	88.9
3	Science (%)	51.064	64.331	30.0
4	Social Studies (%)	52.896	63.854	34.8
5	Positive Movement for ELL's	86.47	100	67.9
6	% SWD in Gen Ed ≥ 80% of school day	90.909	88.971	100
7	% 3rd graders with Lexile ≥ 650	60.185	52.083	52.7
8	% 5th graders with Lexile ≥ 850	61.261	64.167	82.9
9	% of Career Assessment Lessons	100	100	100
10	% of 5th Grade Complete Career Portfolio	n/a	n/a	100
11	% Students missing <6 days of school	80.04	84.6	75.8
12	% students prof. and Distinguished on GMAS EOG	30.904	38.774	36.7
13	ED/EL/SWD	.701	.713	n/a
14	Exceeding The Bar Points Earned	1	2	n/a

Summary of CCRPI Data: **(Include 1-3 sentences highlighting the overall major findings.)** Students demonstrated an extreme increase in achievement in ELA and Math on the GA Milestones. Our weak areas were movement of ELL students and attendance.

Georgia Milestones Data Summary

Percentage of Students By Achievement Level-English Language Arts GMAS								
Levels	*3ʳᵈ Grade*			*4ᵗʰ Grade*			*5ᵗʰ Grade*		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Level 4-Distinguished	6	5	8	2	11	8	2	3	7
Level 3-Proficient	25	27	37	32	26	34	30	38	38
Level 2-Developing	42	51	27	42	43	37	48	41	39
Level 1-Beginning	27	16	28	24	19	21	19	18	16
Summary of Data: All grade levels showed an increase of proficient and above from 2017 to 2018.								

Percentage of Students By Achievement Level-Mathematics GMAS								
Levels	*3ʳᵈ Grade*			*4ᵗʰ Grade*			*5ᵗʰ Grade*		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Level 4-Distinguished	5	4	5	11	1	1	11	8	8
Level 3-Proficient	36	29	42	32	36	36	30	24	26
Level 2-Developing	49	37	30	42	49	47	42	37	44
Level 1-Beginning	11	29	23	14	13	16	18	30	22
Summary of Data: Third grade students showed great improvement from 2017 to 2018. Fourth grade proficient and above stayed the same while more students dropped to level 1. While fifth grade showed slight improvement in proficient. Let it be noted that in the years In 2018, this assessment was given paper/pencil in 3ʳᵈ and 4ᵗʰ grades and computer-based in 5th grade.								

Percentage of Students By Achievement Level-Science GMAS

Levels	3rd Grade			4th Grade			5th Grade		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Level 4-Distinguished	6	*	*	5	*	*	7	4	8
Level 3-Proficient	28	*	*	27	*	*	40	31	30
Level 2-Developing	50	*	*	42	*	*	34	41	36
Level 1-Beginning	16	*	*	26	*	*	18	24	26

Summary of Data: In 2018 the percentage of fifth grade students performing at proficient and above in science was higher than in year 2017 but was still less than in 2016. Only fifth grade students tested in science in 2018.

Percentage of Students By Achievement Level-Social Studies GMAS

Levels	3rd Grade			4th Grade			5th Grade		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Level 4-Distinguished	9	*	*	5	*	*	6	13	12
Level 3-Proficient	17	*	*	36	*	*	31	23	39
Level 2-Developing	50	*	*	42	*	*	47	47	30
Level 1-Beginning	24	*	*	18	*	*	15	18	19

Summary of Data: In 2018 the percentage of fifth grade students performing at proficient and above in social studies was significantly higher than in the previous two years. Only fifth grade students tested in social studies in 2018.

Percentage of Students In Mastery Category-English Language Arts GMAS 2018

	Third Grade		Fourth Grade		Fifth Grade	
	Reading/ Vocabulary	Writing/ Language	Reading/ Vocabulary	Writing/ Language	Reading/ Vocabulary	Writing/ Language
Remediate learning	50	50	55	53	55	48
Monitor Learning	26	26	32	29	22	21
Accelerate Learning	24	23	13	18	22	31
Summary of Data: Third and fourth grades improved in the target area of reading and vocabulary while fifth grade reading/vocabulary decreased from 2017 to 2018.						

Percentage of Students In Mastery Category-English Language Arts GMAS 2017

	Third Grade		Fourth Grade		Fifth Grade	
	Reading/ Vocabulary	Writing/ Language	Reading/ Vocabulary	Writing/ Language	Reading/ Vocabulary	Writing/ Language
Remediate learning	61	50	58	53	47	55
Monitor Learning	22	35	28	25	33	27
Accelerate Learning	17	16	13	22	20	18
Summary of Data: Reading/vocabulary is a struggle for grades 3-4 while writing is a weakness for grade 5.						

Domain Performance (percentage of students) Mathematics 2018 GMAS

Domains	3rd Grade			4th Grade			5th Grade		
	1	2	3	1	2	3	1	2	3
Operations/Algebraic Thinking	41	43	17	52	41	8	58	23	19
Number and Operations	54	26	19	*	*	*	*	*	*
Numbers/Operations in Base 10	*	*	*	53	25	22	57	23	20
Numbers/Operations in Fractions	*	*	*	66	23	11	63	20	18
Measurement and Data	50	26	23	56	29	15	55	33	12
Geometry	33	52	15	42	54	3	47	40	14

Summary of Data: *Test strand does not apply.   Third grade showed drastic improvement in the area of measurement and data but was still lower than the state and district average. Fourth grade demonstrated a great improvement in geometry. They had a slight decrease in operations and drastic decreases in operations in fractions and measurement and data which were below state and system averages. Operations decreased in fifth grade which was slightly better than the state average but lower than the district. Geometry and "numbers and operations in Base 10" improved in fifth grade.

Domain Performance (percentage of students) Mathematics 2017 GMAS

Domains	3rd Grade			4th Grade			5th Grade		
	1	2	3	1	2	3	1	2	3
Operations/Algebraic Thinking	66	22	13	50	39	11	50	24	26
Number and Operations	63	21	16	*	*	*	*	*	*
Numbers/Operations in Base 10	*	*	*	55	23	22	68	13	19
Numbers/Operations in Fractions	*	*	*	58	22	20	61	20	19
Measurement and Data	68	19	13	46	44	10	56	27	17
Geometry	61	34	5	66	24	10	50	35	16

Summary of Data: *Test strand does not apply. Students continue to struggle in math. Geometry showed to be the weakest area in all grade levels.

Domain Performance (percentage of students) Science 2018 GMAS

Domains	5th Grade		
	1	2	3
Earth Science	54	26	21
Physical Science	64	24	12
Life Science	54	28	19

Summary of Data: Fifth grade students showed great improvement with earth science and physical science. This year they struggled in life science more than last year. They performed better than the system in all areas particularly earth science.

Domain Performance (percentage of students) Science 2017 GMAS

Domains	5th Grade		
	1	2	3
Earth Science	66	25	9
Physical Science	75	17	8
Life Science	39	32	29

Summary of Data: Fifth grade students struggled more in physical science than the other domains and then they have in past years.

Domain Performance (percentage of students) Social Studies 2018 GMAS

Domains	5th Grade		
	1	2	3
History	46	30	23
Geography	46	38	16
Government/Civics	59	36	5
Economics	53	32	15

Summary of Data: When compared to last year, fifth grade students improved in the areas of history and geography while outperforming the system and state. Economics and government/civics decreased but were better than state and system averages.

Domain Performance (percentage of students) Social Studies 2017 GMAS

Domains	5th Grade		
	1	2	3
History	51	28	21
Geography	67	29	4
Government/Civics	53	29	18
Economics	49	36	15

Summary of Data: Geography was the domain students struggled with the most and Economics was the domain they did better in.

Student Demographics 2018 GMAS-Reading												
	Third Grade				*Fourth Grade*				*Fifth Grade*			
	1	2	3	4	1	2	3	4	1	2	3	4
All	28	27	37	8	21	37	34	8	16	39	38	7
Special Education	62	35	4	0	46	42	13	0	40	56	4	0
Female	23	25	45	7	21	37	34	8	9	27	52	11
Male	35	30	26	9	30	36	33	2	21	47	28	4
Black	24	34	37	5	22	42	31	5	16	44	36	4
White	29	11	43	18	22	32	37	10	16	30	38	16
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*

Summary of Data: *This data is not available at this time.
All grades increased the number of students in levels 3 and 4 while grades 3 and 4 had more students drop from level 2 to 1. There were more special education students at levels 1 and 2 this year than last in grades 3 and 5. There continues to be gap between the achievement of males and females as well as black and white students.

Student Demographics 2017 GMAS-Reading												
	Third Grade				*Fourth Grade*				*Fifth Grade*			
	1	2	3	4	1	2	3	4	1	2	3	4
All	16	53	27	5	10	27	45	19	18	41	39	3
Special Education	24	60	16	0	47	53	0	0	60	25	15	0
Female	11	52	32	5	11	38	33	18	9	39	48	4
Male	20	53	22	5	25	50	22	3	25	42	31	2
Black	20	52	22	6	24	51	18	8	19	44	37	0
White	13	57	26	4	16	37	37	11	14	39	43	5
Hispanic	20	60	10	10	18	46	27	9	27	27	36	9

Summary of Data: While not significant, there is a slight difference in the achievement of the males and females. Special Education continues to struggle in Reading.

Student Demographics 2018 GMAS-Math

	Third Grade				Fourth Grade				Fifth Grade			
	1	2	3	4	1	2	3	4	1	2	3	4
All	23	30	42	5	16	47	36	1	22	44	26	8
Special Education	65	19	15	0	33	46	21	0	44	48	4	4
Female	23	33	40	3	22	35	42	2	18	39	34	9
Male	23	26	44	7	11	57	31	0	25	47	21	7
Black	22	32	42	3	18	47	36	1	22	56	18	4
White	18	25	50	7	12	39	49	0	16	35	30	19
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*

Summary of Data: *This data is unavailable at this time. Third grade showed an increase in the number of students at levels 3 and 4 while grades 4 and 5 stayed the same. Fourth grade had more sped students perform at levels 3 and 4. There continues to be gap between the achievement of males and females as well as black and white students.

Student Demographics 2017 GMAS-Math

	Third Grade				Fourth Grade				Fifth Grade			
	1	2	3	4	1	2	3	4	1	2	3	4
All	28	40	28	4	13	50	35	2	30	36	26	8
Special Education	48	36	16	0	26	68	5	0	70	25	5	0
Female	34	38	23	5	16	38	44	2	22	41	28	9
Male	23	42	32	3	12	58	28	2	37	32	24	7
Black	32	50	14	4	14	63	22	2	37	37	21	6
White	26	30	39	4	13	42	42	3	23	41	25	11
Hispanic	30	40	20	10	30	40	20	10	36	18	36	9

Summary of Data: While not significant there is a difference in achievement between male and female. The most significant difference is in the special education population.

Student Demographics 2018 GMAS-Science

	Fifth Grade			
	1	2	3	4
All	16	38	36	10
Special Education	60	28	12	0
Female	14	43	36	7
Male	34	31	26	9
Black	29	49	20	2
White	22	16	43	19
Hispanic	*	*	*	*

Summary of Data: There is a significant difference between the percentage of all students and the percentage of special education students at level 1. There continues to be gap between the achievement of males and females as well as black and white students. *This data is unavailable at this time.

Student Demographics 2017 GMAS-Science

	Fifth Grade			
	1	2	3	4
All	25	40	30	5
Special Education	50	35	10	5
Female	22	50	24	4
Male	28	31	36	5
Black	23	46	29	2
White	21	44	26	9
Hispanic	36	9	55	0

Summary of Data: Fifth grade is the only grade to take the Milestones Science assessment. While not significant there is a small gap between male and female performance, and the gap for our special education population is still significant.

Student Demographics 2018 GMAS-Social Studies

	Fifth Grade			
	1	2	3	4
All	19	30	39	12

Special Education	48	32	20	0
Female	14	27	45	14
Male	22	32	35	10
Black	18	38	38	5
White	22	16	46	16
Hispanic	*	*	*	*
Summary of Data: There were more special education students at levels 1 and 2 this year than last. There continues to be gap between the achievement of males and females as well as black and white students. *This data is unavailable at this time.				

Student Demographics 2017GMAS-Social Studies				
Fifth Grade				
	1	2	3	4
All	18	46	22	14
Special Education	50	35	5	10
Female	15	48	22	15
Male	21	43	22	14
Black	15	50	23	12
White	21	42	23	14
Hispanic				
Summary of Data: Fifth grade is the only grade to take SS Milestones. There is no real evident achievement gap regarding race or sex, however special education students do show an achievement gap.				

Elementary School Staff Profile

	2015-2016	**2016-2017**	**2017-2018**
Number of Certified Staff (teachers)	50	49	46
Number of Certified w/ Advanced Degrees	32	29	27
Average Number of Years' Experience	12	12	12
% of Staff Highly Qualified	100	100	100
Number of Teachers at school 3 or more years	41	39	39
Number of teachers at school less than 3 years	9	10	7
Number of Classified Staff (paraprofessionals)	16	16	16
(Include 1-3 sentences highlighting the overall major findings.) According to the elementary school staff profile data, our number of classified staff increased from 2016-17 to 2017-18. Certified staff decreased by 3. Over half of our staff population hold advance degrees. The staff at Oak Hill Elementary School is 100% highly qualified.			

Number of Teachers at TKES Level on Summative Assessment	2015-2016	2016-2017	2017-2018
Level 1	0	0	0
Level 2	0	0	1
Level 3	49	48	45
Level 4	1	0	0
(Include 1-3 sentences highlighting the overall major findings.) Most teachers were consistent in implementation of TKES standards. We had one teacher score at level 2.			

Additional Data Sources of local Student Achievement Data Charts and Brief Analysis of Each Chart

School Discipline Summary

	2015-16	2016-2017	2017-2018
Number of Referrals – School Hours	101	100	92
Number of Referrals - Transportation	16	11	34
Total no. of Referrals	117	111	126

Grade	2015-2016		2016-2017		2017-2018	
	# of Referrals	% of Referrals	# of Referrals	% of Referrals	# of Referrals	% of Referrals
K	7	7	5	5	7	5.5
1	34	35	15	15	7	5.5
2	32	25	20	20	18	14
3	8	8	15	15	10	8
4	23	21	28	28	55	44
5	13	10	17	17	29	23
All	117		100		126	

Summary of Discipline Data: **(Include 1-3 sentences highlighting the overall major findings.)** We had fewer students in K-2 with discipline referrals and a significant increase in referrals for students in 4-5. It should be noted that 4 students were referred for 31 of the 55 referrals made in grade 4.

2017-2018 Referrals

Category	Number of Referrals	Percentage of Referrals
Arson	0	0
Banned Item/Possession of Unapproved Items	0	0
Academic Dishonesty	0	0
Bullying	3	3
Campus/Classroom Disturbances	0	0
Breaking & Entering/Robbery/Larceny/Thief	0	0
Disobedience, Disrespect	0	0
Disorderly Conduct	28	29
Computer Trespass	0	0
Electronic/Communication device	0	0
Fighting	7	7
Drugs, Tobacco, Alcohol	0	0
Inappropriate School Behavior	0	0
Inappropriate Striking/Touching/Kicking	0	0
Indecent Exposure	0	0
Obscenity	0	0
Reckless/Disorderly Conduct	0	0
Sexual Harassment	0	0
Sexual Battery	0	0
Sex Offenses	0	0
Theft/Possession of Stolen Objects	2	2
Threatening/Intimidating Students	5	5
Threatening/Endangering School Employee	0	0
Unauthorized Area/Trespassing	0	0
Vandalism	1	1
Weapon/Knife	1	1
Weapon/ Gun	0	0
Weapon/other	0	0
Gang related	0	0
Other-Student Incivility	49	50
Other-Attendance related	1	1
Other-Battery	1	1

Summary of Discipline Data: **(Include 1-3 sentences highlighting the overall major findings.)**
It appears that "other-student incivility" is a large percentage due to the combining of incidents recorded. Bullying is noted as a lower percentage of referrals, which is a good reflection of our school climate.

2016-2017 Referrals

Category	Number of Referrals	Percentage of Referrals
Arson	0	0%
Banned Item/Possession of Unapproved Items	1	1%
Academic Dishonesty	0	0%
Bullying	2	3%
Campus/Classroom Disturbances	0	0%
Breaking & Entering/Robbery/Larceny/Thief	4	5%
Disobedience, Disrespect	0	0%
Disorderly Conduct	9	12%
Computer Trespass	0	0%
Electronic/Communication device	0	0%
Fighting	1	1%
Drugs, Tobacco, Alcohol	0	0%
Inappropriate School Behavior	0	0%
Inappropriate Striking/Touching/Kicking	0	0%
Indecent Exposure	0	0%
Obscenity	0	0%
Reckless/Disorderly Conduct	9	12%
Sexual Harassment	1	1%
Sexual Battery	0	0%
Sex Offenses	0	0%
Theft/Possession of Stolen Objects	0	0%
Threatening/Intimidating Students	4	5%
Threatening/Endangering School Employee	0	0%
Unauthorized Area/Trespassing	0	0%
Vandalism	0	0%
Weapon/Knife	0	0%
Weapon/ Gun	0	0%
Weapon/other	0	0%
Gang related	0	0%
Other-Student Incivility	55	71%

Summary of Discipline Data: **(Include 1-3 sentences highlighting the overall major findings.)** It appears that "other-student incivility" is a large percentage due to the combining of incidents recorded. Bullying is noted as a lower percentage of referrals, which is a good reflection of our school climate.

School Discipline Data Action Summary 2017-2018

Number of students

Action Taken	Hisp	Am Ind	Asian	Black	Pac Island	White	Mult-Racial	# Male	# Female	# ELL	# SWD	Total # Actions	Total # Students
Detention	0	.0	0	0	0	0	0	0	0	0	0	0	0
Corporal Punishment	0	0	0	0	0	0	0	0	0	0	0	0	0
In-School suspension	1	0	0	19	0	8	2	26	4	0	6	43	30
Out of School Suspension	0	0	0	15	0	4	1	16	4	1	8	28	20
Expulsion	0	0	0	0	0	0	0	0	0	0	0	0	0
Suspended from Riding the Bus	1	0	0	7	0	1	1	8	2	1	6	13	10
Alternative School	0	0	0	0	0	0	0	0	0	0	0	0	0
Court or Juvenile System Referral	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Discipline Action	0	0	0	7	0	2	0	6	3	0	4	14	9
Removal from Class at Teacher's request	0	0	0	0	0	0	0	0	0	0	0	0	0
Physical Restraint	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**2**	**0**	**0**	**39**	**0**	**14**	**4**	**49**	**10**	**2**	**21**	**98**	**59**

1-3 Sentence Comment:
According to this data, male students are referred much more frequently than females, with our highest percentage of referrals being black males.

School Discipline Data Action Summary 2016-2017

Number of students

Action Taken	Hisp	Am Ind	Asian	Black	Pac Island	White	Mult-Racial	# Male	# Female	# ELL	# SWD	Total # Actions	Total # Students
Detention	0	0	0	0	0	0	0	0	0	0	0	0	0
Corporal Punishment	0	0	0	0	0	0	0	0	0	0	0	0	0
In-School suspension	2	0	0	18	0	10	3	28	5	1	12	41	33
Out of School Suspension	0	0	0	15	0	4	3	20	2	1	13	27	22
Expulsion	0	0	0	0	0	0	0	0	0	0	0	0	0
Suspended from Riding the Bus	0	0	0	1	0	1	0	2	0	0	2	2	2
Alternative School	0	0	0	0	0	0	0	0	0	0	0	0	0
Court or Juvenile System Referral	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Discipline Action	0	0	0	4	0	2	3	9	0	0	6	9	9
Removal from Class at Teacher's request	0	0	0	0	0	0	0	0	0	0	0	0	0
Physical Restraint	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**2**	**0**	**0**	**32**	**0**	**13**	**5**	**45**	**7**	**2**	**21**	**78**	**52**

1-3 Sentence Comment:
According to this data, our highest percentage of referrals are black males. It appears that multiple students were referred for discipline on more than one occasion.

Student Attendance Summary

Number of Students Absent

	2015-2016	**2016-2017**	**2017-2018**
Total number of students absent 5 or less days	380	348	389
Total number of students absent 5 or more days	334	342	380
% of students absent 5 or less days	53	50.43	51
% of students absent 5 or more days	47	49.5	49
Summary of Discipline Data: **(Include 1-3 sentences highlighting the overall major findings.)** Attendance rates increased slightly from 2016-2017 to 2017-2018 but is still lower than 2015-2016.			

School Attendance Data 2017-2018

Subgroups	Total # Students	Number and Percent of Absences			
		≤ Absent for 5 days or less	Percent of students absent for 5 days or less	> More than 5 days absent	Percent of students absent for more than 5 days
Total enrollment	769	389	51	380	49
American Indian/Alaskan	1	1	100	0	0
Asian/Pacific Islander	1	0	0	1	100
Black	357	189	53	168	47
Hispanic	87	42	48	45	58
Multi-Racial	45	18	40	27	60
White	272	134	49	138	51
English Learners	53	26	49	27	51
Students With Disability	157	65	41	92	59

Summary of Attendance Data: **(Include 1-3 sentences highlighting the overall major findings.)**
Multi-racial students were the subgroup most commonly absent 5 or more days with SWD and Hispanic students closely following. Black students were least likely to be absent 5 or more days.

School Attendance Data – 2016-2017

Subgroups	Total # Students	Number and Percent of Absences			
		≤ Absent for 5 days or less	% Percent of students absent for 5 days or less	> More than 5 days absent	% Percent of students absent for more than 5 days
Total enrollment	689	347	50.4	342	49.6
American Indian/Alaskan	1	0	0	1	100
Asian/Pacific Islander	1	0	0	1	100
Black	320	180	56.3	140	43.7
Hispanic	68	27	39.7	41	60.3
Multi-Racial	41	18	43.9	23	56.1
White	251	116	46.2	135	53.8
English Learners	42	12	28.6	30	71.4
Students With Disability	135	59	43.7	76	57.3

Summary of Attendance Data: **(Include 1-3 sentences highlighting the overall major findings.)**
The majority of students absent for 5 days or less are black with white closely following.

Additional Data Sources of School Climate Charts and Brief Analysis of Each Chart

Kindergarten Data Summary and School Reflections

Our plan will be based on data reviewed in the Comprehensive Needs Assessment for the entire school. The Comprehensive Needs Assessment is based on information related to the Georgia Standards of Excellence (GSE), local student achievement data, and other data sources supporting student achievement.	
Subjects	Discuss the strengths **AND** weaknesses for the subjects to include the **domain and skills** in which teaching and learning need to be improved.
ELA	**Strengths:** Reading words (IOWA), Reading comprehension (IOWA), operational language, progressing at a rapid rate in the phonics kit, basic alphabet knowledge, letter sounds, letter patterns, blends, informational writing, persuasive writing, sentence structure, independent reading **Weaknesses:** Singular/plural (IOWA), verb tense (IOWA), narrative writing, vocabulary, retelling, fluency, narrative writing, sight words running record* (The same leveled books were not the same difficulty).
Math	**Strengths:** math journals, addition, subtraction, counting, geometry **Weaknesses:** number sense (IOWA) shapes, sorting objects by attributes, measurement, writing numbers 11-20, subitizing 11-20, comparing numbers, decomposing numbers
Science	**Strengths:** earth science, life science, cross curricular learning with reading and writing **Weaknesses:** physical science, in-depth questioning, time management, hands on experiments
Social Studies	**Strengths:** US symbols, holidays and celebrations, community helpers, citizenship **Weaknesses:** maps, goods and services, chronological order, where we live
School Climate	**Strengths:** team planning, lesson planning, student growth, common assessments, proactive in placing students in RTI and able to identify struggling learners quickly, holding students to high level of expectations, supportive work family atmosphere **Weaknesses:** parent involvement, school wide celebrating successes, common planning due to specials 4 days a week, meetings at a relevant time to deliver information that is applicable in the classroom when presented

Grade 1 Data Summary and School Reflections

<table>
<tr><td colspan="2">Our plan will be based on data reviewed in the Comprehensive Needs Assessment for the entire school. The Comprehensive Needs Assessment is based on information related to the Georgia Standards of Excellence (GSE), local student achievement data, and other data sources supporting student achievement.</td></tr>
<tr><td>Subjects</td><td>Discuss the strengths **AND** weaknesses for the subjects to include the **domain and skills** in which teaching and learning need to be improved.</td></tr>
<tr><td>ELA</td><td>**Strengths:** Spelling, Phonological Awareness (IOWA), Inferential Comprehension
Weaknesses: Informational Text, punctuation</td></tr>
<tr><td>Math</td><td>**Strengths:** Fact Fluency, Geometry
Weaknesses: Measurement (IOWA or remove because not standards), Data</td></tr>
<tr><td>Science</td><td>**Strengths:** Animal groups, weather
Weaknesses: Time allotment when we combine SS and Science next year, supplies</td></tr>
<tr><td>Social Studies</td><td>**Strengths:** Study of Historical Figures
Weaknesses: Economics</td></tr>
<tr><td>School Climate</td><td>**Strengths:** Peer relationships/teamwork
Weaknesses: behavior/discipline</td></tr>
</table>
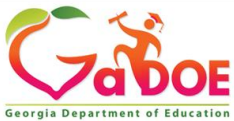
Grade 2 Data Summary and School Reflections

Our plan will be based on data reviewed in the Comprehensive Needs Assessment for the entire school. The Comprehensive Needs Assessment is based on information related to the Georgia Standards of Excellence (GSE), local student achievement data, and other data sources supporting student achievement.

Subjects	Discuss the strengths **AND** weaknesses for the subjects to include the **domain and skills** in which teaching and learning need to be improved.
ELA	**Strengths:** NSGRA 79% at/above goal, Cogat, spelling, explicit meaning **Weaknesses:** Persuasive and Narrative writing, weak writing rubrics, vocabulary (IOWA)
Math	**Strengths:** manipulatives, graphing, arrays, *Computation (IOWA) **Weaknesses:** More opportunities to problem solve /number sense (IOWA), 3-digit addition and subtraction
Science	**Strengths:** The students really made connections to the content being taught when they were actively engaged. **Weaknesses:** Effectively implementing the scientific method
Social Studies	**Strengths:** The students really enjoyed learning about the Georgia's regions, Georgia's people, and economics. **Weaknesses:** Not enough materials to teach the information in depth.
School Climate	**Strengths:** Staff support and a sense of community **Weaknesses:** More community involvement, we need more peer tutors such as book buddies with different grade levels (these activities will help students build self-esteem, confidence, and strengthen learning skills).

Grade 3 Data Summary and School Reflections

Our plan will be based on data reviewed in the Comprehensive Needs Assessment for the entire school. The Comprehensive Needs Assessment is based on information related to the Georgia Standards of Excellence (GSE), local student achievement data, and other data sources supporting student achievement.

Subjects	Discuss the strengths **AND** weaknesses for the subjects to include the **domain and skills** in which teaching and learning need to be improved.
ELA	**Strengths:** Foundational: Phonics and Decoding Strategies; Reading with accuracy and fluency (on grade level) **Weaknesses:** Literary: Answering questions and giving evidence to support answers, IOWA tier 1 Writing: Writing in all domains (Informational, Persuasive and Narrative)
Math	**Strengths:** Operations and Algebraic Thinking: Fact Fluency in Multiplication Numbers and Operations in Base 10: Place Value **Weaknesses:** Numbers and Operations: Fractions Measurement and Data: Time and Measurement
Science	**Strengths:** Physical Science: Heat Life Science: Pollution **Weaknesses:** Earth Science: Rocks and Soils, Fossils
Social Studies	**Strengths:** Historical Understandings: American Indian Culture, European Exploration Economic Understandings: Economics **Weaknesses:** Government/Civic Understanding: Republican Form of Government
School Climate	**Strengths:** Supportive administration and strong team support **Weaknesses:** Too much testing overall. Difficult to use data from county formative and summative assessments to inform instruction

Grade 4 Data Summary and School Reflections

Our plan will be based on data reviewed in the Comprehensive Needs Assessment for the entire school. The Comprehensive Needs Assessment is based on information related to the Georgia Standards of Excellence (GSE), local student achievement data, and other data sources supporting student achievement.

Subjects	Discuss the strengths **AND** weaknesses for the subjects to include the **domain and skills** in which teaching and learning need to be improved.
ELA	Strengths: Basic recall/comprehension, written expression, literacy reading (story elements) Weaknesses: Spelling, vocabulary, conventions
Math	Strengths: Computation, place value, Weaknesses: fact fluency, multi-step problems with more than one operation, *fractions, converting measurement geometry (IOWA), GMAS tier movement
Science	Strengths: Engagement in science activities, solar system Weaknesses: force and motion
Social Studies	Strengths: Revolutionary War Weaknesses: Government **Suggestion-teach economics first and teach all concepts based on these principles
School Climate	Strengths: Team work, communication Weaknesses: Attendance, tardies, behavior **Suggestion-behavior incentive; school store paid for by WOW slips (bulldog bucks); monthly dance

Grade 5 Data Summary and School Reflections

Our plan will be based on data reviewed in the Comprehensive Needs Assessment for the entire school. The Comprehensive Needs Assessment is based on information related to the Georgia Standards of Excellence (GSE), local student achievement data, and other data sources supporting student achievement.

Subjects	Discuss the strengths **AND** weaknesses for the subjects to include the **domain and skills** in which teaching and learning need to be improved.
ELA	**Strengths:** Figurative Language **Weaknesses:** Writing (Informational, opinion, narrative)
Math	**Strengths:** Geometry, Base 10 **Weaknesses:** Division, Fractions (word problems), Decimals (multiplication and division) Computation (IOWA) Operations (IOWA)
Science	**Strengths:** Earth and physical science **Weaknesses:** Life Science Concepts
Social Studies	**Strengths:** geography, History **Weaknesses:** Economics, government
School Climate	**Strengths:** Positive School Environment **Weaknesses:** Student Peer relations/interactions, out-of-school issues brought back to school, Social Media

Special Education
Data Summary and School Reflections

Our plan will be based on data reviewed in the Comprehensive Needs Assessment for the entire school. The Comprehensive Needs Assessment is based on information related to the Georgia Standards of Excellence (GSE), local student achievement data, and other data sources supporting student achievement.	
Subjects	Discuss the strengths **AND** weaknesses for the subjects to include the **domain and skills** in which teaching and learning need to be improved.
ELA	**Strengths:** Sight words for some grade levels **Weaknesses:** Phonetic decoding and sight word recognition
Math	**Strengths:** fact fluency **Weaknesses:** exemplars
Science	Strengths: N/A (Instruction provided general education teacher) Weaknesses: N/A (Instruction provided general education teacher)
Social Studies	Strengths: N/A (Instruction provided general education teacher) Weaknesses: N/A (Instruction provided general education teacher)
School Climate	**Strengths:** Supportive administration and strong team support; excellent training **Weaknesses:** Loss of instructional time due to testing. Discipline and behavior concerns

Why are students not performing well in **Math?**	
ROOT CAUSE	**HOW TO ADDRESS CONCERNS**
The IOWA questions are not aligned with the GSE, regarding measurement.	We will continue to focus on the GSE standards.
The students do not understand the problems in order to solve them.	We will continue to focus on word problems, using word problem journals, problems of the day, interactive notebooks, Exemplars, etc.
The students struggle with the move from concrete to abstract thinking when pertaining to fractions.	We will provide more practice time and real-world connections by building background knowledge.
The students have not mastered basic facts.	We will use a plethora of instructional software to build fluency. We will also recognize achievements.
SMART Goal: Students in grades 1-5 will show an increase from Fall 2018 to Spring 2019 of at least 3% in Total Math NPR scores according to IOWA data.	

Why are students not performing well in **ELA/Reading?**	
ROOT CAUSE	**HOW TO ADDRESS CONCERNS**
We lack appropriate resources to teach and assess the components of each type of writing.	We will implement a writing program to supplement county resources.
Students lack background knowledge and vocabulary to read with understanding.	We will continue to use various instructional programs, such as BrainPop, along with Marzano's 6 Steps of Vocabulary Instruction.
We lack a consistent assessment program for measuring Lexile levels.	As a school, we will consistently monitor iStation quarterly as a Lexile indicator.
Students lack opportunities to practice grammar skills.	We will implement a grammar/conventions program to supplement county and school resources.
SMART Goal: Students in grades 1-5 will show an increase from Fall 2018 to Spring 2019 of at least 3% in Total ELA NPR scores according to IOWA data.	

Why are students not performing well in **Science?**	
ROOT CAUSE	**HOW TO ADDRESS CONCERNS**
There were new science standards introduced in 2017-2018. Students and teachers will need support in these areas. There is also a lack of hands-on science materials.	We need materials to implement the 5E model. The county has adopted a new science series.
SMART Goal: Students in grade 5 will show an increase from Fall 2018 to Spring 2019 of at least 3% in Total science NPR scores according to IOWA data..	

Why are students not performing well in **Social Studies?**	
ROOT CAUSE	**HOW TO ADDRESS CONCERNS**
There were new social studies standards introduced in 2017-2018. Students and teachers will need support in these areas. Social Studies resources need to match the new Social Studies standards.	We need materials to implement inquiry-based instruction. We will also plan cross-curricular instruction.
SMART Goal: Students in grade 5 will show an increase from Fall 2018 to Spring 2019 of at least 3% in Total social studies NPR scores according to IOWA data.	

Why are students not performing well in **Behavior?**	
ROOT CAUSE	**HOW TO ADDRESS CONCERNS**
We have a large population of students who have experienced adverse childhood trauma.	We will implement a mentoring program.
Students struggle with expectations and positive peer interactions.	We will implement a weekly Character Education focus.
SMART Goal: Referrals will decrease by at least 3%, according to the Discipline Incident Summary, from Spring 2018 to Spring 2019.	
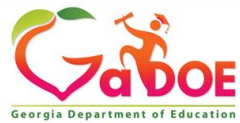
2. Schoolwide Reform Strategies that: Sec. 1114(b)(7)(A)(i-iii)

2a.i School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;**

2a.ii School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **use methods and instructional strategies strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education**

MATH GOAL			
Students in grades 1-5 will show an increase from Fall 2018 to Spring 2019 of at least 3% in Total Math NPR scores according to IOWA data.			
OVERARCHING MATH PROGRAM			
Oak Hill Elementary School teachers use Envision, Georgia Department of Education Math Frameworks, Istation Math, Moby Max, ALEKS, and Exemplars to provide students with practice of math concepts using many hands-on experiences that enable students to gain mastery of crucial mathematical skills. Istation Math, Moby Max, and Envision Math also incorporate opportunities for students to work in a variety of learning situations and provides each student with internet access to many resources that can be used at school or home.			

Evidence-Based Action Steps: Describe the evidence-based action steps to be taken to achieve the goals.

Intervention/Strategy/Practice (If Title I Funded, a Logic Model is required.)	Timeline for Implementation	Funding Source	Person(s) Responsible
Istation Math will be used to help students in grades K-5 grade master state-specific, grade-level academic standards and provide remediation or acceleration based on student need. **Title I Logic Model: Yes ☒ No☐**	September 2018-May 2019	Title 1	Principal Instructional Coach K-5 Teachers
Moby Max will be used to help students in grades K-5 grade master state-specific, grade-level academic standards in a fun and engaging manner. **Title I Logic Model: Yes ☐ No☒**	August 2018-May 2019	General funds	Principal Instructional Coach K-5 Teachers
Aleks will be used to help students in grades 4-5 grade master state-specific, grade-level academic standards in a fun and engaging manner. **Title I Logic Model: Yes ☒ No☐**	August 2018-May 2019	Title 1	Principal Instructional Coach K-5 Teachers

Interactive Notebooks will be used to support classroom instruction. **Title I Logic Model: Yes ☒ No☐**	August 2018-May 2019	Title 1	Principal Instructional Coach Classroom Teachers
Activating strategies are teaching strategies that prepare students for learning. Students are prepared for learning by activating an overview of the upcoming learning experience, their prior knowledge, and the necessary vocabulary. We will use BrainPop as one way to activate the learning process. BrainPop contains short animated movies and other materials designed to engage students and assist teachers; they are aligned to state education standards. **Title I** **Logic Model: Yes ☒ No☐**	August 2018-May 2019	Title 1 Funds	Principal Instructional Coach 5th Grade Teachers

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantage	**Foster And Homeless**
We will provide additional support to students based on individual student needs via supplemental academic programs.	We will work with the Foster Care and Homeless Liaison to support the goals of improving educational outcomes for homeless and foster care students.
English Learners	**Migrant**
ELs will be served by an ESOL-endorsed teacher. Supplemental resources and materials will be purchased using Title III-LEP funds	We will work with the District's Migrant Liaison to support the goals of improving educational outcomes for migratory students. We currently do not have any Migrant students in our school.
Race/Ethnicity/Minority	**Students With Disabilities**
We will provide additional support to students based on individual student needs via supplemental academic programs.	Targeted interventions for SWD will be used. IEPs will be implemented with fidelity to provide support on an individual basis in the least restrictive environment.

ELA/READING GOAL
Students in grades 1-5 will show an increase from Fall 2018 to Spring 2019 of at least 3% in Total ELA NPR scores according to IOWA data.

OVERARCHING ELA/READING PROGRAM
Oak Hill Elementary School teachers utilize the Phonics kits, Next Step Guided Reading, Traits Writing, Words Their Way, and county unit plans. These research-based programs encompass all areas of literacy and address the six components of a balanced reading program. These programs link classroom instruction with everyday experiences, authentic literature, and all other areas of the curriculum. County-developed and school level units based upon the Georgia Standards of Excellence are also used within the daily five framework to promote student choice, high engagement, and opportunities for independent or shared practice.

Evidence-Based Action Steps: Describe the evidence-based action steps to be taken to achieve the goals.

Intervention/Strategy/Practice (If Title I Funded, a Logic Model is required.)	Timeline for Implementation	Funding Source	Person(s) Responsible
BrainPop software will be used to help students in grades K-5 increase prior knowledge and expand vocabulary. **Title I Logic Model: Yes ☒ No☐**	August 2018-May 2019	Title I	Principal Instructional Coach K-5 Teachers
Istation Reading software will be used to help students in grades K-5 master state-specific, grade-level academic standards in a fun and engaging manner while also providing acceleration and remediation based on student need. **Title I Logic Model: Yes ☐ No☒**	August 2018-May 2019	General Funds	Principal Instructional Coach K-5 Teachers
Moby Max will be used to help students in grades K-5 grade master state-specific, grade-level academic standards in a fun and engaging manner. **Title I Logic Model: Yes ☐ No☒**	August 2018-May 2019	General funds	Principal Instructional Coach K-5 Teachers

Interactive Notebooks will be used to support classroom instruction. **Title I Logic Model: Yes ☒ No☐**	August 2018-May 2019	Title 1	Principal Instructional Coach Classroom Teachers
GCA Assesslets will be used to assesses student writing in grades 3-5 for mastery of state-specific, grade-level academic writing standards **Title I Logic Model: Yes ☒ No☐**	August 2018-May 2019	Title 1	Principal Instructional Coach K-5 Teachers
Independent reading texts will be needed to increase reading comprehension and cross-curricular content knowledge in math, science and social studies. **Title I Logic Model: Yes ☐ No☒**	August 2018-2019	Title 1, Part A	Principal Instructional Coach K-5 Teachers

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantage	**Foster And Homeless**
We will provide additional support to students based on individual student needs via supplemental academic programs.	We will work with the Foster Care and Homeless Liaison to support the goals of improving educational outcomes for homeless and foster care students.
English Learners	**Migrant**
ELs will be served by an ESOL-endorsed teacher. Supplemental resources and materials will be purchased using Title III-LEP funds	We will work with the District's Migrant Liaison to support the goals of improving educational outcomes for migratory students. We currently do not have any Migrant students in our school.
Race/Ethnicity/Minority	**Students With Disabilities**
We will provide additional support to students based on individual student needs via supplemental academic programs	Targeted interventions for SWD will be used. IEPs will be implemented with fidelity to provide support on an individual basis in the least restrictive environment.

SCIENCE GOAL			
At least 42 % of Students in grade 5 will score at proficiency level of proficient or distinguished as measured by GMAS in the overall science content area administered in spring 2019.			
OVERARCHING Science PROGRAM			
Curricula in use at Oak Hill Elementary School are McGraw-Hill and Picture Perfect Science. These materials facilitate student learning and promote inquiry through the 5E instructional model. A county-provided curriculum map helps to align units of study with quality reading experiences. It also ensures that transient students experience continuity in instruction when they move to other schools within Newton County.			
Evidence-Based Action Steps: Describe the evidence-based action steps to be taken to achieve the goals.			
Intervention/Strategy/Practice (If Title I Funded, a Logic Model is required.)	Timeline for Implementation	Funding Source	Person(s) Responsible
BrainPop software will be used to help students in grades K-5 grade increase prior knowledge and expand vocabulary. **Title I Logic Model: Yes ☒ No☐**	August 2018- May 2019	Title I	Principal Instructional Coach K-5 Teachers
Hands-on materials will be used to support the science inquiry-based instruction. **Title I Logic Model: Yes ☐ No☒**	August 2018- May 2019	General Funds	Principal Instructional Coach K-5 Teachers
Teachers will integrate science into reading to provide opportunities for students to make authentic connections with self, text, and the world as it relates to scientific concepts. Students experience the content in other subjects and participate in experiments, which allows them to test their hypotheses and build curiosity. **Title I Logic Model: Yes ☐ No☒**	August 2018- May 2019	No Funding	General Funds

Interactive Notebooks will be used to support classroom instruction. **Title I Logic Model: Yes ☒ No☐**	August 2018-May 2019	Title 1	Principal Instructional Coach K-5 Teachers

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantage	**Foster And Homeless**
We will provide additional support to students based on individual student needs via supplemental academic programs.	We will work with the Foster Care and Homeless Liaison to support the goals of improving educational outcomes for homeless and foster care students.
English Learners	**Migrant**
ELs will be served by an ESOL-endorsed teacher. Supplemental resources and materials will be purchased using Title III-LEP funds	We will work with the District's Migrant Liaison to support the goals of improving educational outcomes for migratory students. We currently do not have any Migrant students in our school.
Race/Ethnicity/Minority	**Students With Disabilities**
We will provide additional support to students based on individual student needs via supplemental academic programs	Targeted interventions for SWD will be used. IEPs will be implemented with fidelity to provide support on an individual basis in the least restrictive environment.

SOCIAL STUDIES GOAL			
At least 55 % of Students in grade 5 will score at proficiency level of proficient or distinguished as measured by GMAS in the overall social studies content area administered in spring 2019.			
OVERARCHING SOCIAL STUDIES PROGRAM			
Curricula in use at Oak Hill Elementary School are GA Studies Weekly. These materials facilitate student learning and promote inquiry. A county-provided curriculum map helps to align units of study with quality reading experiences. It also ensures that transient students experience continuity in instruction when they move to other schools within Newton County.			
Evidence-Based Action Steps: Describe the evidence-based action steps to be taken to achieve the goals.			
Intervention/Strategy/Practice (If Title I Funded, a Logic Model is required.)	Timeline for Implementation	Funding Source	Person(s) Responsible
BrainPop software will be used to help students in grades K-5 grade increase prior knowledge and expand vocabulary. **Title I Logic Model: Yes ☒ No☐**	August 2018-May 2019	Title I, Part A	Principal Instructional Coach K-5 Teachers
Teachers will receive professional development to help improve instruction. **Title I Logic Model: Yes ☐ No☒**	August 2018-May 2019	General Funds	Principal Instructional Coach
Teachers will plan cross-curricular instruction aligned to GSE standards by incorporating concepts into reading and writing. **Title I Logic Model: Yes ☐ No☒**	August 2018-May 2019	General Funds	Principal Instructional Coach K-5 Teachers
Interactive Notebooks will be used to support classroom instruction. **Title I Logic Model: Yes ☒ No☐**	August 2018-May 2019	Title 1	
Social Studies lessons will be integrated into ELA/Reading using non-fiction leveled-readers and to ensure that students have access to the content-rich information for comprehension.	August 2018-May 2019	General Funds	Principal Instructional Coach K-5 Teachers

Title I Logic Model: Yes ☐ No☐		

Economically Disadvantage	Foster And Homeless
We will provide additional support to students based on individual student needs via supplemental academic programs.	We will work with the Foster Care and Homeless Liaison to support the goals of improving educational outcomes for homeless and foster care students.
English Learners	**Migrant**
ELs will be served by an ESOL-endorsed teacher. Supplemental resources and materials will be purchased using Title III-LEP funds	We will work with the District's Migrant Liaison to support the goals of improving educational outcomes for migratory students. We currently do not have any Migrant students in our school.
Race/Ethnicity/Minority	**Students With Disabilities**
We will provide additional support to students based on individual student needs via supplemental academic programs	Targeted interventions for SWD will be used. IEPs will be implemented with fidelity to provide support on an individual basis in the least restrictive environment.

OTHER INSTRUCTIONAL METHODS

Use effective instructional methods that increase the quality and amount of learning time.
- o 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
- o increase the amount and quality of learning time, such as class-size reduction teachers, supplemental teachers, paraprofessionals, etc.

Evidence-Based Action Steps: Describe the evidence-based action steps to be taken to achieve the goals.

Intervention/Strategy/Practice (If Title I Funded, a Logic Model is required.)	Timeline for Implementation	Funding Source	Person(s) Responsible
The Class Size Reduction Teacher will be used to support the implementation of research-based instructional practices by creating a reducing classroom size. Through the reduced classroom model, students across the grade level will be able to receive more intensive instruction due to the decrease in the number of pupil to teacher ratio. **Title I Logic Model: Yes ☒ No☐**	August 2018-May 2019	Title I, Part A	Admin, Instructional Coaches, All Teachers
Instructional Coach will assist in building teacher capacity and their understanding of instructional practices as related to the Georgia Performance Standards and Data Driven Instruction. The Instructional Coach will ensure high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers.	August 2018-May 2019	Title I, Part A	Admin, Instructional Coaches, All teachers

Title I Logic Model: Yes ☒ No☐			
The Title I Parent Contact will serve as the liaison between the school and the district. The Title I Contact will be used to assist the principal in carrying out the requirements of the Parent Involvement Program in order to provide parents with academically based strategies to help support parent involvement beyond the school day. **Title I Logic Model: Yes ☒ No☐**	August 2018-May 2019	Title I, Part A	Title I Parent Contact, Classroom Teachers, Instructional Coach, and Administrators
EIP Teachers will provide additional instructional support to students, who are performing below grade level in math, by helping them obtain the necessary academic skills to reach grade level performance. **Title I Logic Model: Yes ☐ No☒**	August 2018-May 2019	General Funds	Title I Parent Contact, Classroom Teachers, Instructional Coach, and Administrators

PARENT AND FAMILY ENGAGEMENT PROGRAM			
Evidence-Based Action Steps: Describe the evidence-based action steps to be taken to achieve the goals.			
Intervention/Strategy/Practice (If Title I Funded, a Logic Model is required.)	Timeline for Implementation	Funding Source	Person(s) Responsible
Offer math, reading, and technology parent family engagement workshops that provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home. **Title I Logic Model: Yes ☒ No☐**	August 2018-May 2019	Title I, Part A	Principal Title I Parent Contact Teachers
Send home grade-specific newsletters, Parents Make a Difference, and calendars (in a format and language that parents can understand) that provide essential information to parents and foster a connection between the classroom and the home. Title I Logic Model: Yes ☒ No☐	August 2018-May 2019	Title 1 Funds and General School Funds	Principal Title I Parent Contact Teachers
Parent Resource Room will be open to parents throughout the week and parent nights. The Parent Resource Room provides parents with resources for check-out that reinforces those skills that students may need to improve achievement. **Title I Logic Model: Yes ☒ No☐**	August 2018-May 2019	Title 1 Funds and General School Funds	Principal Title I Parent Contact Teachers

We will offer in-person and continuous support and training to teachers to assist teachers in building the capacity to work with parents as equal partners. **Title I Logic Model: Yes ☒ No☐**	August 2018-May 2019	Title 1 Funds and General School Funds	Principal Title I Parent Contact Teachers

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

All students participating in the Title I, Part A program, and their families will be encouraged and invited to fully participate in all parent and family engagement opportunities. **Oak Hill Elementary** will provide full opportunity for the participation of parents and family members by…

- Providing assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, state and local academic assessments, the requirements of this part, how to monitor a child's progress, and work with educators to improve the achievement of their children.

- Inviting all parents in multiple ways to our annual parent orientation 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 parent and family engagement policy, the school wide plan, and the school-parent compact.

- Providing materials and training to help parents work with their children to improve achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

- Providing training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents. This includes how to reach out to, communicate, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school by hosting two professional development trainings a year, sharing tips to all school staff, and gathering input on parents on suggested topics of these trainings and tips.

- Providing 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 in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- Providing opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by hosting two school wide days of parent conferences.

- Jointly developing with parents of participating children 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 conducting an annual parent input meeting and by providing feedback forms on our school's website, in our front office or parent resource room.

- Coordinating and integrating parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducting other activities, such as parent resource centers, that encourage and support parents to fully participating in the education of their children.

- Offering a flexible number of meetings, such as meetings in the morning or evening.

- Providing such other reasonable support for parental involvement activities, as parents may request.

	PROFESSIONAL LEARNING		
Evidence-Based Action Steps: Describe the evidence-based action steps to be taken to achieve the goals.			
Intervention/Strategy/Practice (If Title I Funded, a Logic Model is required.)	Timeline for Implementation	Funding Source	Person(s) Responsible
The Instructional Coach will assist in building teacher capacity and their understanding of instructional practices as related to the Georgia Performance Standards and Data Driven Instruction. The Instructional Coach will ensure high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. **Title I Logic Model: Yes ☒ No☐**	August 2018-May 2019	Title I, Part A	Principal Instructional Coach K-5 Teachers
New Teachers will participate in district-funded BEST Teacher Program to work with a school-based mentor in the efforts to assist with day-to-routines in addition to provide job-embedded professional learning that focuses on new-teacher issues. **Title I Logic Model: Yes ☐ No☒**	August 2018-May 2019	General Funds	Principal Best Teacher Leader K-5 Teachers

Teachers will receive professional development to help improve instruction. **Title I Logic Model: Yes ☐ No☒**	August 2018-May 2019	General Funds	Principal Instructional Coach
Teachers will plan cross-curricular instruction aligned to GSE standards by incorporating concepts into reading and writing. **Title I Logic Model: Yes ☐ No☒**	August 2018-May 2019	General Funds	Principal Instructional Coach K-5 Teachers
Curriculum Planning days are set aside for meetings for teachers in the same subject or grade level to develop a focus and learning environment that proactivity identify and address the diverse and changing needs of all learners. **Title I Logic Model: Yes ☒ No☐**	August 2018-May 2019	Title I, Part A	Principal Instructional Coach K-5 Teachers

TECHNOLOGY EQUIPMENT TO SUPPORT THE CORE CURRICULUM			
Evidence-Based Action Steps: Describe the evidence-based action steps to be taken to achieve the goals.			
Intervention/Strategy/Practice (If Title I Funded, a Logic Model is required.)	Timeline for Implementation	Funding Source	Person(s) Responsible
We will use laptops/Chromebooks and accessories such as: laptop carts, surge protectors, computer chargers, adapters, mice, headphones as part of classroom rotations by using Math and ELA Apps/websites that are grade-level specific in the efforts to build basic foundational skills and remediation skills through interactive learning.	August 2018-May 2019	Title I, Part A	Principal Instructional Coach K-5 Teachers Media Specialists Technology Specialist School Technology Assistant
We will use iPads and accessories such as: carts, protective covers and headphones as part of classroom rotations by using Math and ELA Apps that are grade-level specific in the efforts to build basic foundational skills and remediation skills through interactive learning.	August 2018-May 2019	Title I, Part A	Principal Instructional Coach K-5 Teachers Media Specialists Technology Specialist School Technology Assistant
Document Cameras will engage the students in the learning process. Teachers are able to use cameras to display work samples, ELA/Reading and Math exemplars, error analysis, and as a means to address multiple learning styles during ELA/Reading and Math instruction.	August 2018-May 2019	Title I, Part A	Principal Instructional Coach K-5 Teachers Media Specialists Technology Specialist School Technology Assistant
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STUDENT BEHAVIOR/ATTENDANCE			
Evidence-Based Action Steps: Describe the evidence-based action steps to be taken to achieve the goals.			
Intervention/Strategy/Practice (If Title I Funded, a Logic Model is required.)	Timeline for Implementation	Funding Source	Person(s) Responsible
Students with perfect attendance will be recognized monthly and quarterly on a bulletin board and receive other incentives. **Title I Logic Model: Yes ☐ No☒**	August 2018-May 2019	General Funds	Principal Attendance committee chair Teachers
Students will be recognized for positive behavior through the WOW slip program. Weekly drawings will be conducted and prices given as incentives. **Title I Logic Model: Yes ☐ No☒**	August 2018-May 2019	General Funds	Principal Media Specialist Teachers
As needed, students will be paired with a mentor to foster a sense of belonging and experience a positive influence. **Title I Logic Model: Yes ☐ No☒**	August 2018-May 2019	General Funds	Principal Building Staff
We will implement a weekly Character Education focus for all students to model expectations and positive peer interactions.	August 2018-May 2019	General Funds	Principal Teachers

Title I Logic Model: Yes ☐ No☒			

BUILDING FAMILY FRIENDLY SCHOOLS

In the section below, describe strategies to build family-friendly schools by providing a high quality customer service.

Front Office Staff:
Our office staff are trained in ways to build family friendly schools such as: having information available for registration, information for those wishing to be employed as a substitute teacher, greeting parents with a smile, and escorting visitors to destinations in the building.

Administrators:
Our administrators are trained periodically on building powerful partnerships with families through face to face trainings, professional reading, and or professional videos regarding effective communication, greeting parents etc.

Teachers and staff:
Teachers and staff are trained quarterly on building powerful partnerships with families through face to face trainings, professional reading, and or professional videos.
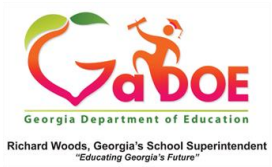
2a.iii School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include:**
a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
Currently at Oak Hill Elementary School, we offer services that are not Title I funded. These services include mentoring. Students are paired with a mentor to connect with students to build character and provide guidance. The first grade students also have a "TutorMate" to provide remediation.
b. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
Periodically Oak Hill Elementary School will focus on colleges and careers. This focus will include visitors from college and career pathways, research in these areas, an alumni wall of fame, as well as awareness information being shared on the morning news. Teachers will also incorporate opportunities in class to develop soft skills such as cooperation, responsibility, perseverance, and time-management.
c. implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
Oak Hill has a school wide positive incentive program. Students are recognized for positive behavior through the WOW slip program and are recognized weekly on the morning news. Oak Hill also encourages positive behavior through the student of the month program and citizenship awards. Oak Hill students recite the school rules and school pledge daily. New students are introduced to expectations and rules through a video presentation that is also reviewed with ALL students periodically throughout the year. All teachers develop a behavior management plan to reinforce school expectations. When needed, student will progress through the RTI process for additional support in the area of behavior.
d. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects

- 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.

Root Cause	Professional Learning to Address Root Cause
There were new science standards introduced in 2017-2018. Students and teachers will need support in these areas. There is also a lack of hands-on science materials.	Teachers will participate in monthly PD by the textbook representative.
We lack appropriate resources to teach and assess the components of each type of writing.	Teachers will participate in PD by the Instructional Coach.
Students lack background knowledge and vocabulary to read with understanding.	Teachers will participate in PD by the Instructional Coach in Marzano's 6 Steps of Vocabulary Instruction.
The students do not understand the problems in order to solve them.	Teachers will participate in PD by the Instructional Coach in Marzano's interactive note-taking.
New teachers need guidance in various instructional areas.	New teachers will participate in monthly PD by the BEST teacher leader.

- We have included teachers in professional development activities regarding the use of academic assessments, to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways: Oak Hill Elementary School has an instructional coach that attends a variety of trainings and re-delivers material to the staff. The instructional coach also goes into classrooms and provides assistance to teachers on these topics. In professional learning communities, teachers are guided by the instructional coach and the administrative team. As assessments are administered learning communities will work to analyze the data and learn from one another to improve instruction for students.

- We have devoted sufficient resources to effectively carry out the professional development activities, recruit and retain effective teachers, particularly in high need subjects in the following ways: the instructional coach is able to attend workshops and trainings in order to bring information back to teachers in a professional learning

atmosphere. The teachers devote one planning period per week at least three weeks per month to professional learning. The resources allotted to the instructional coach such as paper, copies, and books aid in increasing teacher knowledge in order to meet the needs of the students.

e. strategies for assisting preschool children in the transition from early childhood education

Oak Hill Elementary offers several opportunities to assist students during their stages of transitions.   Teachers and staff are available to answer questions for both students and parents in these programs. For students entering at the kindergarten level, we offer visitation by the surrounding preschool, daycare, and Head Start programs. These programs contact Oak Hill about scheduling a visitation day. The orientation allows the children to observe and participate in a typical kindergartener's daily routine. The children are exposed to a variety of kindergarten activities that include lessons, school procedures, expected lunchroom behaviors, and social skills. This event is held in May. Children with special needs who receive services through the Babies Can't Wait Early Intervention Program participate in planned transition meetings coordinated by that agency. Kindergarten Round-Up is advertised in a variety of ways and parents can pre-register their children.

3. Schoolwide Plan Development: Sec. 1114(b)(1-5)
a. is developed during a 1-year period, unless— the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;
Oak Hill's original Title I School-wide Plan was developed over the course of one school year. The planning process was facilitated by a technical assistance provider who is external to the district and school.
b. is 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, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school
Oak Hill's Leadership Team, composed of grade level teachers, paraprofessionals, and administrators, developed the initial Title I School-wide Plan. The Local School Council and PTO representatives discussed and reviewed the plan before it was submitted for approval. The entire faculty also reviewed the Title I Plan draft before it was approved.
c. remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;
We will monitor our Title I Plan regularly by reviewing data to and making adjustments to prioritize our needs with input from all stakeholders. The Title I Plan will be posted on our school's website to give all stakeholders the opportunity to review and give input. Copies of the Title I plan will be made available at the request of any stakeholder. All stakeholders will be invited to our annual Title I input meeting where they may give feedback on the Title I Plan.
d. is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand;
The Title I School-wide Plan is e-mailed and uploaded to the district's SharePoint program for review by the NCSS Title I Director and the NCSS Central Office staff. The plan is discussed at School Council Meetings, PTO Meetings, and a copy is available for review in the school office and Media Center. The original Title I Plan was made available through a similar process, including placing it on the school's website.

4. ESSA Requirements to Include in your Schoolwide Plan
a. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)   b. Describe how the school will implement effective parent and family engagement strategies under section 1116; Sec. 1112(b)(7)
See Appendix for Software Logic Model **See Appendix for Instructional Coach Logic Model** **See Appendix for Title I Class Size Reduction Logic Model** **See Appendix for Building Parent Capacity Logic Model** **See Appendix for Building Staff Capacity Logic Model** **See Appendix for ELA/Reading Logic Model** **See Appendix for Math Logic Model** **See Appendix for Science Logic Model** **See Appendix for Social Studies Logic Model**
c. If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—
i.   through coordination with institutions of higher education, employers, and other local partners; and
Response: N/A *5ᵗʰ Grade to Middle School* NCSS pays for a bus and takes the students to spend a half-day at the middle school that they will attend. 99% of our students attend Veterans Memorial Middle. A tour of the facility is provided, including a brief overview of a typical middle school day. Flyers are distributed to the rising sixth graders about summer day camp and parents are encouraged to participate. A summer reading list is also provided at this time. This event is held at the end of May.
ii.   through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills; Sec. 1112(b)(10)
Response: N/A

Response: N/A

5ᵗʰ Grade to Middle School

SOFTWARE: Istation Math	
MODEL	**RESPONSES**
SMART Goal:	Students will increase Istation math scores by 100 points as measured by Istation ability growth reports.
Describe Intervention/Strategy/Practice that this software will be used as a resource:	Istation Math will be used to help students in grades K-5 grade master state-specific, grade-level academic standards in a fun and engaging manner.
Current Research Available that demonstrated rationale that suggests it may work:	
Response: The generalizability and reliability of ISIP Math within this study is moderate to strong across all grade levels. **Imagination Station (Istation): Istation's Indicators of Progress (ISIP) Math Validity** **Studies –Overview of Results** https://www.smu.edu/-/media/Site/Simmons/Research/RME/docs/16-06-ISIP-Math_Validity-Studies_ExtTR__vFinal.ashx?la=en	
Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence ☐ Moderate Evidence☐ Minimal Evidence☐ No ESSA Rating Exist: ☒
Intervention Population:	**K-5**
Person Responsible:	**Principal and Teachers**
Implementation Plan of Action:	
Response: Students will utilize the software approximately 30 minutes a week.	
How will the success be measured? What is the school's theory of change for this intervention?	Students will increase Istation math scores as measured by Istation ability growth reports.
What are the outcomes or milestones that will evaluate success?	**End of Year:** Students will increase Istation math scores by 100 points as measured by Istation ability growth reports.
Progress Monitoring Dates:	**End of Year:** **May 2019**
Evidence-Based Evaluation (Due May 25, 2019)	
NCSS Feedback:	

SOFTWARE: ALEKS

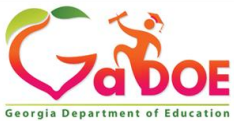| MODEL	RESPONSES
SMART Goal:	Students in grades 4-5 will increase math scores by 3% as measured by IOWA.
Describe Intervention/Strategy/Practice that this software will be used as a resource:	ALEKS will be used to help students in grades 4-5 grade master state-specific, grade-level academic standards in a fun and engaging manner.
Current Research Available that demonstrated rationale that suggests it may work:	
Response: The complex educational software based on Knowledge Space Theory is capable of efficiently and accurately assessing knowledge in various disciplines, ranging from mathematics and the natural sciences to selected topics in business and the social sciences. **https://www.aleks.com/about_aleks/Science_Behind_ALEKS.pdf** **Cosyn, E., & Thiéry, N. (2000). A Practical Procedure to Build a Knowledge Structure. Journal of Mathematical Psychology, 44, 383-407**	
Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence ☐ Moderate Evidence☐ Promising Evidence☒ No ESSA Rating Exist: ☐
Intervention Population:	**4-5**
Person Responsible:	**Classroom Teachers**
Implementation Plan of Action:	
Response: - Students will use ALEKS software as needed in grades 4-5 to develop math skills. - Students will be assessed twice a year using IOWA. - Pretest data will be gathered in the fall using IOWA Total Math NPR scores. Post-test data will be gathered in the spring using IOWA Total Math NPR scores.	
How will the success be measured? What is the school's theory of change for this intervention?	Students will increase their math scores as measured by the IOWA.
What are the outcomes or milestones that will evaluate success?	**End of Year:** Students will increase their Total Math scores by 3% as measured by the IOWA.
Progress Monitoring Dates:	**End of Year:** **May 2019**
Evidence-Based Evaluation (Due May 25, 2019)	
NCSS Feedback:	

SOFTWARE: BrainPop	
MODEL	**RESPONSES**
SMART Goal:	Students in grades 1-5 will increase vocabulary scores by 3% as measured by IOWA.
Describe Intervention/Strategy/Practice that this software will be used as a resource:	BrainPop helps develop students' prior knowledge and academic vocabulary in all subject areas. The program allows students to engage in each of the "Six Steps of Direct Vocabulary" instruction.
Current Research Available that demonstrated rationale that suggests it may work:	

Response: BrainPop is an instructional tool for activating prior knowledge and developing vocabulary knowledge. Research has demonstrated strong evidence (per ESSA rating guidelines) regarding the positive benefits of direct vocabulary instruction as outlined in Marzano's *Classroom Instruction that Works.* BrainPop provides opportunities for students to engage in each of the "Six Steps of Direct Vocabulary" identified by Marzano.

Gersten, Russell, (December 2007) Effective Literacy and English Language Instruction for English Learners in the Elementary Grades. NCEE 2007-4011 U.S. Department of Education. Obtained from
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence ☐ Moderate Evidence☐ Promising Evidence☐ No ESSA Rating Exist: ☒
Intervention Population:	1-5 Grades
Person Responsible:	Classroom teacher
Implementation Plan of Action:	

Response:
- Teachers will use BrainPop videos and quizzes weekly to activate student learning and develop vocabulary.
- Students will be assessed twice a year using IOWA. Pretest data will be gathered in the fall using IOWA vocabulary scores.

• Post-test data will be gathered in the spring using IOWA vocabulary scores.	
How will the success be measured? What is the school's theory of change for this intervention?	Students will increase their vocabulary scores as measured by the IOWA.
What are the outcomes or milestones that will evaluate success?	**End of Year:** Students will increase their vocabulary scores by 3% as measured by the IOWA.
Progress Monitoring Dates:	**End of Year:** **May 2019**
Evidence-Based Evaluation (Due May 25, 2019)	
NCSS Feedback:	

SOFTWARE: GCA Assesslets	
MODEL	**RESPONSES**
SMART Goal:	To decrease the percent of student at level 1 (remediate) in writing in grades 4-5 as assessed on GA Milestones by 3% compared to 2017-2018.
Describe Intervention/Strategy/Practice that this software will be used as a resource:	Assesslets are formative tools aligned to the Georgia Standards of Excellence (GSE) assessed on the Georgia Milestones End of Grade (EOG) and End of Course (EOC) assessments. Assesslets are available in English Language Arts (ELA), Mathematics, Science, and Social Studies.
Current Research Available that demonstrated rationale that suggests it may work:	
Response: Formative assessment and elementary school student academic achievement: A review of the evidence **https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2017259.pdf**	
Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence ☐ Moderate Evidence☐ Minimal Evidence☐ No ESSA Rating Exist: ☒
Intervention Population:	**K-5**

Person Responsible:	Principal and Teachers

Implementation Plan of Action:	

Response:
- Teachers will participate in professional development from Georgia Center for Assessment in reading and math periodically throughout the school year.
- Students will be assessed using GCA assesslets midyear and results used to drive instruction.
- Student GA Milestones scores for writing in 2018 will be compared to GA Milestones scores for writing in 2017 to determine effectiveness.

How will the success be measured? What is the school's theory of change for this intervention?	We will decrease the percent of student at level 1 (remediate) in writing in grades 4-5 as assessed on GA Milestones by 3% compared to 2017-2018.
What are the outcomes or milestones that will evaluate success?	**End of Year:** 5th grade $\leq$ 36% of students at level 1 4th grade $\leq$19% of students at level 1
Progress Monitoring Dates:	**End of Year:** **May 2019**
Evidence-Based Evaluation (Due May 25, 2019)	
NCSS Feedback:	

TITLE I INSTRUCTIONAL COACH

MODEL	RESPONSES
SMART Goal:	Increase scores by 3% as measured by the IOWA by the end of the 18-19 school year.
Intervention/Strategy/Practice:	**Instructional Coach**
Current Research Available that demonstrated rationale that suggests it may work:	

Response:
- Instructional Coaching
  By: Lucy Steiner, Julie Kowal
  http://www.readingrockets.org/article/instructional-coaching
- Three Steps to Great Coaching
  http://cabooseit.s3.amazonaws.com/makes_sense_strategies/3-steps-to-great-coaching.pdf
  - Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence ☐ Moderate Evidence☐ Minimal Evidence☐ No ESSA Rating Exist: ☒
Intervention Population:	**K-5**
Person Responsible:	Principal Instructional Coach
Implementation Plan of Action:	

Response: The instructional coach shall meet with teachers no less than twice a month to provide professional development. The coach shall also conduct observations, provide feedback, and model research based instructional strategies.

How will the success be measured? What is the school's theory of change for this intervention?	The instructional coach shall keep a log of all professional development activities and completed walk through observations.
What are the outcomes or milestones that will evaluate success?	**Middle of the Year:** 10 PD sessions/45 observations with feedback
	End of Year: 20 PD sessions/90 observations with feedback
Progress Monitoring Dates:	**Middle of the Year:** December 10, 2018
	End of Year: May 10, 2019
Evidence-Based Evaluation (Due May 25, 2019)	
NCSS Feedback:	

CLASS SIZE REDUCTION TEACHER	
MODEL	**RESPONSES**
SMART Goal:	Increasing the percentage of students by 3 percentage points in 5th grade performing at the proficient level as measured by the IOWA.
Intervention/Strategy/Practice:	Class-size Reduction Class
Current Research Available that demonstrated rationale that suggests it may work:	

- *Classroom Instruction That Works by R.J. Marzano, D.J. Pickering, and J.E. Pollock, 2001, Alexandria, VA:ASCD*

- *Marzano, R. J. (2004). Building background knowledge for academic achievement: Research on what works in schools. Alexandria, VA: Association for Supervision and Curriculum Development.*

- *Marzano, R.J. and Pickering, D.J. (2005).Building Academic Vocabulary Teacher's Manual. Alexandria, VA: Association for Supervision and Curriculum Development.*

Intervention Population:	Students in 5th Grade
Person Responsible:	Classroom Teacher, Instructional Coach, Principal
Implementation Plan of Action:	

1. Gather baseline data (Pretest) from the fall administration of the IOWA.
2. Classroom teachers will review the data and develop intervention to target weak skills.
3. The Instructional Coach will meet with the teachers to monitor student progress and model instructional strategies.
4. Class-size reduction teacher will collaborate with colleagues on student progress over identified areas of weakness.
5. Class-size reduction teacher will administer a midterm benchmark to assess growth.
6. Principal will meet with the instructional coach and class-size reduction teacher bi-monthly to discuss student achievement.
7. Class-size reduction teacher will continue to target areas of weaknesses for each student.
8. Gather baseline data (Posttest) from the spring administration of the IOWA.

How will the success be measured? What is the school's theory of change for this intervention?	Success will be measured from progress monitoring and the pre/post assessments. The school theorizes that student scores on the Spring IOWA assessment will increase by 3%.
What are the outcomes or milestones that will evaluate success?	**Beginning of Year:** The first of the year growth will increase by 1½ % as measured by teacher benchmarks by midyear.

	End of Year: The end of the year growth will be measured by the IOWA assessment to show a 3% increase.
Progress Monitoring Dates:	**Beginning of Year:** September 28, 2018
	End of Year: May 25, 2019
Evidence-Based Evaluation (Due May 25, 2019)	
NCSS Feedback:	

TITLE I PARENT ENGAGEMENT PROGRAM

MODEL	RESPONSES
SMART Goal:	75% of participants will indicate "Mostly Well/Quite Well" or higher responses on the Title 1 Parent Survey.
Intervention/Strategy/Practice:	**Building Parent Capacity**
Current Research Available that demonstrated rationale that suggests it may work:	
Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships https://www2.ed.gov/documents/family-community/partners-education.pdf	
Intervention Population:	☒**K-5** ☐ **6-8** ☐**9-12**
Person Responsible:	**Principal, Instructional Coach, Title I Parent Contact, Classroom Teachers**
Implementation Plan of Action:	

1. Convene an annual parent orientation that informs parents about the Title I Program, the parents' requirements, the school parent and family engagement policy, the school-wide plan, and the school-parent compact.

2. Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school by implementing purposely-designed parent and family engagement opportunities that impact student achievement. .

3. Review grade-level content area data and determine the skills/focus areas to strengthen school-improvement goals. Use the parent and family engagement planning forms to develop workshops that shares strategies and activities linked to the skills/focus areas in the efforts to build the capacity of the parents to complete the strategies/activities with their child effectively.

4. Provide continuous communication to parents via / flyers / handouts / weekly folders/ brochures/emails / text messages / social media posts / website / parent portal **or** newsletter that shares links to video / tip sheets / that promotes effective school-parent partnerships.

5. Host school-wide parent-teacher conference days to share student progress at school, share academic and/or behavioral strategies and activities to propel students towards academic success.

6. Inform and invite parents to our Parent Resource Room that provide parents and families with a variety of materials and resources to help support specific academic needs.

7. Convene an annual parent input meeting to gather feedback on the Title I Program, school and LEA parent and family engagement policies, the school-wide plan, and the school-parent compact, building staff capacity, 1% parent budget, and the CLIP.

How will the success be measured? What is the school's theory of change for this intervention?	We will use the feedback gathered from parent meeting evaluations, stakeholder meetings, and the parent surveys to evaluate the effectiveness of our Parent and Family Engagement Program. At Oak Hill Elementary we theorize that parents will become supporters, encouragers, monitors, advocates, decision makers, and collaborators in the efforts to increase student achievement.
What are the outcomes or milestones that will evaluate success?	**End of Year:** Parent meeting evaluations and surveys will indicate an average response of "mostly well" or higher.
Progress Monitoring Dates:	**End of Year: May 2019**
Evidence-Based Evaluation (Due May 25, 2019)	

TITLE I PARENT ENGAGEMENT PROGRAM		
MODEL	**RESPONSES**	
SMART Goal:	To provide four or more opportunities to build staff capacity to work with parents as equal partners by the end of the 2018-2019 school year.	
Intervention/Strategy/Practice:	Building Staff Capacity	
Current Research Available that demonstrated rationale that suggests it may work:		
Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009069.pdf Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships https://www2.ed.gov/documents/family-community/partners-education.pdf		
Intervention Population:	☒K-5 ☐ 6-8 ☐9-12	
Person Responsible:	**Principal, Instructional Coach, Title I Parent Contact, Classroom Teachers**	
Implementation Plan of Action:		
Primary Method In-Person Faculty Meeting	1st Nine Weeks	Due by August 31 of each school year	Powerful Partnerships: Staff Parent and Family Engagement Orientation

*Secondary Method Handouts, Tip Sheets, Videos	2nd Nine Weeks	Due by the end of the 2nd nine weeks (December 1, 2018)	Optional tools to address topics identified with the assistance of parents.
Primary Method In-Person Faculty Meeting	3rd Nine Weeks	Due by January 31 of each school year	Powerful Partnerships: Building Powerful Partnerships
*Secondary Method Handouts, Tip Sheets, Videos	4th Nine Weeks	Due by the end of the 4th nine weeks (May 10, 2019)	Optional tools to address topics identified with the assistance of parents

How will the success be measured? What is the school's theory of change for this intervention?	We will measure success by having each participant complete an evaluation form after the building staff capacity professional learning sessions. We will also collect feedback after each secondary method on how we can use the strategies shared to enhance our parent and family engagement program. Oak Hill theorizes that our faculty and staff will provide high-quality customer service, honor and recognize families' funds of knowledge, connect family engagement to student learning, and create a welcoming and an inviting school culture.
What are the outcomes or milestones that will evaluate success?	**End of Year:** At least 80% of participants will indicate confidence in demonstrating high-quality customer service, honoring and recognizing families' funds of knowledge, connecting family engagement to student learning, and creating a welcoming and an inviting school culture according to evaluation forms.
Progress Monitoring Dates:	**End of Year: May 2019**
Evidence-Based Evaluation (Due May 25, 2019)	
NCSS Feedback:	

CORE SUBJECT AREA EVALUATIONS OF TOOLS AND STRATEGIES	
MODEL	**RESPONSES**
SMART Goal:	To increase ELA/Reading achievement by 3% by as measured by IOWA by the end of the 2018-2019 school year
Intervention/Strategy/Practice:	**The Overarching Core Subject Areas**
Intervention Population:	**K-5**
Person Responsible:	**Principal, Assistant Principal, Instructional Coach, Classroom Teachers**
Tools and Strategy	**Evaluation**
Interactive Notebooks-Classroom supplies (notebooks, glue, drawing utensils, scissors, chart paper, sentence strips etc.) will be used to carry out this strategy.	
We will use laptops/Chromebooks and accessories such as: laptop carts, surge protectors, computer chargers, adapters, mice, headphones, and document cameras as part of classroom rotations by using Math and ELA Apps/websites that are grade-level specific in the efforts to build basic foundational skills and remediation skills through interactive learning.	
We will use iPads and accessories such as: carts, protective covers and headphones as part of classroom rotations by using Math and ELA Apps that are grade-level specific in the efforts to build basic foundational skills and remediation skills through interactive learning.	
Independent reading texts will be needed to increase reading comprehension and cross-curricular content knowledge in math, science and social studies.	