

Oak Hill Elementary School

2009-2010

Addendum

Title I School-Wide Plan

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Component 1: Results of Comprehensive Needs Assessment

Description of Oak Hill Elementary

Oak Hill Elementary (OHES) is a Pre-K through 5 school located in a predominantly middle class neighborhood. The student population is comprised of several racial/ethnic groups including: Whites (51%), Blacks (46%), and other (3%). Over eleven percent (11.6%) of the students are enrolled in various special education programs; 21% are enrolled in the Early Intervention Program (EIP); and approximately 7.5% are in the gifted program. In SY2004-2005, OHES became eligible for Title I targeted assisted program services when 39% of the students qualified for the federal free and reduced lunch programs. In school year 2007-08, OHE has 55% of its students qualified for the federal free and reduced lunch program. This year 55% of the students qualify for federal free and reduced lunch program. This is Oak Hill's third year as being qualified for the school-wide Title I program.

Oak Hill Elementary School was recognized as a Distinguished Title I School in the fall of 2005 and 2006. OHES did not make Adequate Yearly Progress (AYP) for school year 2006-2007 on the three indicators required under the federal "No Child Left Behind" Act: The subgroup of Students with Disabilities did not make AYP in both Reading/Language Arts and Mathematics. This subgroup is made up of almost 17% of the 404 full academic year students. In 2007-2008 a GAPSS study was conducted. In 2008-2009 Oak Hill made AYP.

The Newton County School System requires each school to conduct an annual needs assessment through its school improvement plan process. The guiding and creating of the plan is done by the school leadership team. The leadership team establishes a taskforce to review the data. The task force includes teachers from each grade level and special education. The school leadership team task force examines a variety of school performance data such as AYP reports, ITBS scores, and CRCT scores. The task force members meet with their grade level and then make a recommendation to the leadership team.

The leadership team reviews and finalizes the SIP. Annual parent surveys are conducted during parent conferences and reviewed when making this plan and are used by the leadership team in developing the plan. The most recent analysis of student performance can be found in the school profile. Data from School Keys Surveys conducted annually by teachers and parents are included. Throughout the development of the plan it was presented to PTO board members, the school council, and the OHES staff. The plan is then reviewed by the central office staff. It can be found in the OHES media center and on the OHES Website.

Each year, the findings of the self-study are found in the School Profile section of the School Improvement Plan. The school profile format was devised by the Georgia Department of Education and captures key data elements including student demographics, program enrollment, administration and faculty attrition rates, student achievement on state required tests, student attendance, and NCLB Adequate Yearly Progress indicators.

The School Keys are used with teachers to gauge areas such as leadership, curriculum, school culture, and assessment. According to the 2008-2009 NCSS Quality Student Family Community Survey, teachers felt that the administration was visible to staff (91%) and that the opportunities for

communication between the school and parents was very good (100%). In the NCSS Curriculum Survey (92%) a majority of the teachers felt that the written curriculum documents were aligned to the GPS and were used to guide instruction. However only 35% felt that the teachers had a shared understanding of what students are expected to know, do, and understand at all grade levels.

A Parent Involvement Needs Assessment was conducted in spring 2009. 95% of the parents felt welcomed at the school. 96% of the parents felt that the school is a safe and orderly environment for learning. 90% of the parents indicated that they were informed about what was happening at the school. The survey indicated the following results when asked the most effective way to get information to the parent: 27% student agenda, 16% letters, 14% telephone, 14% email, 13% parent conferences, and 8% school websites. 98% felt that the district was providing a quality education for their children.

The school improvement plan lists the following as strengths for OHES.

Oak Hill's Overall Strengths

- Administrators help to maintain a positive school climate and focus on instruction
- Climate of high expectations for student and teacher performance exists
- Learning Focus Schools implementation is a strength
- Regular use of diagnostic assessments for benchmarks and progress monitoring
- The Georgia Performance Standards are posted in all classrooms. Both staff and students use the language of the standards
- Faculty works cooperatively and collaboratively to support student achievement and each other.
- A variety of activities are provided to facilitate parent involvement in the education of their children including: conference days, chaperone opportunities, classroom volunteer program, curriculum night, holiday celebrations, PTO functions, etc
- School-wide schedule that effectively supports the inclusion of supplemental services
- Data notebooks and discussion of student data is used to direct instruction
- Supportive PTO and School Council
- Strong Leadership Team

Oak Hill's Opportunities for Improvement/Areas of Need

- Continue to strengthen the focus on instruction in all subjects and grades with special attention to identified domain weaknesses
- Increase focus on developing writing skills
- Increase teachers' shared understanding of what students are expected to know, do, and understand at all grade levels

Component 2: Description of the School-wide Reform Strategies That are Scientifically Researched Based

The School Leadership Team reviews each year the student performance data and other school-wide data. The Leadership Team develops action plans to address areas of identified needs. The faculty is committed to utilizing practices, programs, strategies, and interventions that are scientifically research-based. Major School-wide practices, programs, strategies, and interventions that are currently implemented are summarized below and are aligned with the Georgia Performance Standards (GPS).

- All grade level teachers utilize the Georgia Department of Education’s Georgia Performance Standards (GPS) and Frameworks to guide instruction and target student learning expectations in all subject areas.
- Daily Oral Language and Six-Plus-One Writing Traits are implemented daily to ensure that students receive appropriate instruction in spelling, grammar, and parts of speech. In writing, teachers concentrate on one of the six traits of writing until students have mastered the skill.
- Learning Focused Schools (LFS), developed by Max Thompson, is based on 15 years of research. LFS strategies are implemented into all daily lessons. The research-based strategies encourage the children to be motivated and involved in their learning. The activities require the children to refer to their own life experiences. Essential questions are used to focus each lesson. These questions ensure opportunities for children to explore higher order thinking skills. Teachers create activities that follow specific LFS guidelines. This is done in order to achieve higher level thinking and produce quality work. Other instructional strategies include: activating, accelerating, summarizing, extending, reviewing, Know-Understand-Do charts, and graphic organizers. Students are grouped for instruction based on their strengths and weaknesses. Differentiation of instruction is offered through small, flexible groups, center activities, individualized instruction, and projects based on students’ interests.
- I-Succeed math is offered to students in grades 3-5 from September – May. It is a targeted intervention program for students that are having difficulty in mathematics. It is research-based and web-based. Students attend I-Succeed math in the mornings before school starts twice a week.
- The Quest program is an enrichment class that focuses on enriching a child’s knowledge about topics taught in the regular classroom. Enrichment units stress higher levels of thinking in math, science, social studies, reading, vocabulary, language arts and knowledge of the global world. Skill development involves critical thinking, logical thinking/problem solving, research, and group interaction.
- Before texts and curriculum programs are adopted, they are meticulously analyzed for their ability to reach all learners by district committees. This was the case when NCSS the Harcourt Math Program and the Houghton-Mifflin Reading & Language Arts Programs.
- Grade level meetings are held weekly. Teachers develop common assessments, review student performance and progress, and plan instructional units.
- Each teacher is required to maintain a data notebook containing assessment information on

all students in their class. This data is reviewed with administrators and at grade level meetings.

- Based on our School Improvement Plan, Oak Hill provides opportunities for professional development. These are research based. The topics for professional development this year are LFS – Know/Understand/Do, GAPSS Keys – curriculum, and PD-360 (a professional development program that is web-based and can be individualized for staff members).

Component 3: Instruction by Highly Qualified Staff

Oak Hill Elementary School employs fifty-one teachers. All teachers at Oak Hill are highly qualified. Instruction is provided by teachers who meet the federal requirements for “highly qualified” under the provisions of the NCLB Act. The twenty-two paraprofessionals employed at Oak Hill are also highly qualified under the NCLB Act.

Teachers are evaluated annually under the Georgia Teacher Observation (GTOI). They are also observed periodically by building level administrators using the NCSS Walk-Through Form. All certified teachers conduct peer walk-throughs monthly using the NCSS Walk-Through Forms. The results of the peer walk-throughs are provided to the teacher and the administration. Plans are created for teachers with identified areas of weakness in instruction, curriculum, or classroom management.

New teachers attend a Central Office sponsored orientation to introduce the county curriculum, procedures, instructional methodologies, and expectations. Teachers are assigned mentors at Oak Hill. The teachers then are part of the Oak Hill BEST (Building Excellence and Supporting Teachers) program that has monthly meetings on different topics with the teacher and their mentor.

The Newton County School System monitors the HiQ assignment of all teachers considering student demographic information for each school. It is the intention of the school system to provide students with highly qualified teachers at each site and ensure that there is an equitable distribution of teachers. At the time of hire, each principal completes a remediation plan for teachers who are considered “Not Highly Qualified”. Teachers with a remediation plan are required to provide information relative to their progress toward becoming Highly Qualified. A component of the plan requires the principal and teachers with a remediation plan to meet three times during the course of the school year to monitor teacher progress toward attainment of HiQ status. Teachers are reimbursed using Title II A funds when they pass the appropriate GACE; additionally, teachers who are seeking certification in critical areas and participate in the Georgia TAPP program receive one half of their TAPP tuition throughout the TAPP-until completion of the program; finally, teachers participate in a variety of professional learning activities to assist in attainment of “Highly Qualified” status.

Component 3A: Professional Development for Staff

Oak Hill Elementary is devoted to providing opportunities and resources to provide professional development in the most effective methods to boost student learning. These opportunities are guided by the needs of students. Teachers interpret data such as test results to determine staff development topics that address the needs of the students. Teachers also complete an on-line survey (SAI) which helps determine professional staff development opportunities. A variety of professional development workshops are offered throughout the year. These workshops include both regular and special education teachers as well as paraprofessionals and other certified staff.

This year Oak Hill Elementary is a pilot school for PD-360. This is a research-based professional development program that is web-based and can be individualized for staff members. All teachers are completing the writing component in the program. Grade levels are working on topics that they feel that they need assistance.

Oak Hill has five NCSS teacher leaders that re-deliver material to the staff. They deliver information including LFS, technology, GAPPS Keys, PD-360/Professional Development, and mentoring. These are delivered monthly by one of the different teacher leaders in either a grade level meeting or a faculty meeting.

NCSS has two district-wide elementary school professional development trainings; The 6 + 1 Writing Traits and Improving Math Instruction using Grade Level Action Plans are delivered to grade level teachers by consultants from Griffin RESA. Then this is redelivered to the grade level teachers by the teachers that attended the meeting.

Access to these workshops can also occur in a variety of ways. Courses are offered through RESA, the NCSS professional development, and GLRS.

Component 4: Strategies Used to Ensure the Recruitment and Retention of Highly Qualified Teachers/Staff

The mission of Newton County School System is to provide educational excellence for all students. To accomplish this mission, one of the performance goals stated in the system's improvement plan is to recruit, employ, and retain highly qualified employees. National research related to teacher retention finds that 20 to 30 percent of teachers leave the profession in the first 5 years. There is additional evidence that the acquisition of skills and knowledge gained with experience enable teachers to become more effective in the classroom setting. With improved effectiveness, student instruction and achievement is positively impacted.

To recruit teachers Oak Hill does the following things.

- Attend Job Fairs sponsored by the NCSS Human Resource Department
- Use a team interview process for candidates
- HR posts vacancies on Teach Georgia
- Oak Hill recruits from a pool of college student teachers

New teachers attend a Central Office sponsored orientation to introduce the county curriculum, procedures, instructional methodologies, and expectations. Teachers are assigned mentors at Oak Hill. The teachers then are part of the Oak Hill BEST (Building Excellence and Supporting Teachers) program that has monthly meetings on different topics with the teacher and their mentor. Oak Hill does not have any new teachers this year. There are three teachers at Oak Hill with only 2 years of experience. They are participating in the BEST program.

To retain new teachers Oak Hill does the following.

- Assign mentors to teachers during their 1st and 2nd year
- Have new teachers attend the Central Office Teacher Induction Program
- New teachers meet periodically with an administrator to discuss their needs and concerns
- Teachers attend on-going BEST sessions at Oak Hill

Component 5: Strategies to Increase Parental and Community Involvement

Oak Hill Elementary School faculty and staff take seriously its obligation to involve parents and the community in educating students. We have a written parent policy which states that “a partnership among school and parents is vital”. A school-home compact is used to enlist parents’ support in getting students to meet grade level expectations. The compact is reviewed and discussed at initial conferences and meetings at the beginning of the school year. It is signed by the parents, student, teacher, and principal. The terms of the compact are referenced repeatedly throughout the school year as appropriate. Parent involvement activities that are on-going at Oak Hill Elementary include:

- Parenting information located in the front lobby with handouts, calendar of events, and other information for parents
- CRCT meetings held for grades 3 & 5 to help parents learn about the test and ways that they can help their child be successful
- Curriculum Nights for all grade levels is held in August. The teachers have handouts and presentations that explain the curriculum for that grade level and ways that a parent could help their child.
- Communications occur through: student agenda planners, school newsletter, teachers’ correspondence, school marquis, and school website
- School Messenger is an automated phone calling system where the school can leave specific messages about up coming events or other important information. (Both the school or BOE can leave messages for parents on their phones using this service.)
- Annual parent surveys are conducted and the results are used to address identified concerns
- PTO Board meetings are held monthly, PTO meetings are held quarterly
- Parents are elected to participate with teachers and business representatives on the School Council, which meets four times per year
- Special activities are scheduled to get parents to visit the school such as Pastries for Parents, Awards Ceremonies, Parent Breakfasts, etc.
- Parent conferences are scheduled throughout the school year
- Student progress and grades can be monitored by parents on-line at any time using the Parent Portal
- Volunteer opportunities for parents include: fundraisers, Fall Festival, book fair, Holiday Shop, Field Day, field trip chaperones, helping in the classroom, etc.

Teachers work in conjunction with the PTO (Parent Teacher Organization) to build a community of successful, life-long learners. The PTO helps to tie the community back into the school by using our partners in education to help with extra-curricular activities and different types of fundraisers.

Component 6: Description of Transition Assistance Activities for Students

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 at all these programs.

Step-Up Day

For students currently enrolled at Oak Hill Elementary conducts a “Step-Up-Day.” This is done for all students in grades Pre-K through 4th grades. The program allows students to visit teachers and classrooms in their anticipatory grade level and spend time. By doing so, students are able to diminish their anxieties of the unknown. This event is held in May.

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. Students leaving the elementary level are provided the opportunity to spend a day with teachers, administration, counselors, and peer mentors of the middle school. 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.

Future Kindergarten Students not Enrolled at Oak Hill

For students entering at the kindergarten level, we offer visitation by the surrounding preschools and daycares. The local daycares and pre-schools are contacted about our visitation day and Kindergarten Round-Up. This 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.

Component 7: Measures to Include Teachers in the Decisions Regarding Use of Academic Assessments

The NCSS curriculum directors require that DIBELS, M-class Math, STEEP Math Focal Points, the Online Assessment Service (OAS), new Star testing, framework tests, and state wide writing assessment requirements be followed. Teachers give formative benchmark assessments three times a year. In January, the same assessments are taken and compared to beginning of the year data to measure gains and look for students who need more intensive intervention and safety nets. School teachers use a variety of assessments to evaluate instructional needs, monitor students' progress and determine students' abilities. Data from these assessments provide valuable information to help teachers with planning and guiding instruction. These assessments ensure that students are meeting curriculum standards and reaching grade level benchmarks.

The following tests are administered for validation of student progress: Dynamic Indicators of Basic Literacy Skills (DIBELS), Cognitive Abilities Test (CogAT), Georgia Kindergarten Inventory of Developing Skills (GKIDS), Iowa Test of Basic Skills (ITBS), and the Georgia Criterion-Referenced Competency Test (GCRCT). Results of these assessments are used to identify students for EIP, and other supplemental services. Subject area and unit tests, quizzes, individual assessments and projects are used by classroom teachers to assess students throughout the year to ensure appropriate instruction and differentiation strategies.

Assessments

Oak Hill Elementary teachers use comprehensive assessments on a periodic basis to evaluate student learning. Formal and informal assessments are conducted on an ongoing basis. The assessments are designed to improve curriculum and instruction. Assessments are administered using DIBELS, DIBELS Progress Monitoring, STAR (Standardized Test for the Assessment of Reading), STEEP, m-Class Math, GKIDS, and GCRCT *Online Assessment System* for Reading/English Language Arts and Math Benchmarks.

Benchmarks assessments are given three times a year in the areas of reading, language arts and math. These assessments are aligned to the Georgia Performance Standards and are administered after instruction. OAS Benchmark results are disaggregated during grade level meetings. From this data, teachers are able to provide flexible grouping for differentiated instruction.

DIBELS are administered three times per year: beginning, middle and end of the year. The tests are used to measure oral reading fluency, letter naming fluency, initial sound fluency, non-sense word fluency and phoneme segmentation fluency. Students identified as "at-risk" are progress monitored bi-weekly after intensive instruction. Scores are used to determine how each child's instruction should be differentiated to help students reach benchmark goals.

STAR tests are used to quickly and reliably determine a student's reading level by establishing a Zone of Proximal Development (ZPD). The scores are used as an indication of achievement at a specific point in time within the school year. Teachers are able to match students with the appropriate reading materials.

The Georgia Performance Standards (GPS) On-line Assessment System has a twofold purpose of GCRCT preparation and enhancement of instruction. The system contains practice tests in reading, English/ language arts, writing and math for first through fifth grade students. Teachers are able to use the system to create individual tests for students or use tests on the system. Test results are used by teachers to assess student progress or re-teach identified weaknesses and by students to self-assess.

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is used to provide teachers with ongoing diagnostic information and instructional support needed by individual students in kindergarten. Throughout the year, teachers assess students' skills in English/Language Arts, math, science, social studies and personal and social development. GKIDS serves both a formative and summative role in assessing students. Data are recorded on students' report cards each grading period.

Another assessment tool, STEEP (System to Enhance Educational Performance) is a comprehensive researched based system used to assist teachers in providing appropriate interventions for students in grades 3-5 in mathematics.

mClass Math, implemented county wide in 2008-2009, is used with kindergarten through third grade students to assess math skills. This screening tool helps teachers in creating effective skill groups for differentiation of instruction with focus on eliminating weaknesses.

Teachers utilize a variety of informal, day-to-day assessment tools including: oral assessments and skills checklists, teacher-created tests and end of unit assessments, authentic assessments that are scored by rubrics including portfolios, projects, journals, and graphic organizers, and running records and records of observations of growth made

Component 8: Description of Activities Used to Ensure Students Not Mastering Proficient or Advanced Levels of Academic Achievement Standards are Provided Effective, Timely Assistance

Early release conferences are held in September and February to address all of the students' current needs. Ninety-three percent of all parents attended conferences in September 2009 and eighty-one percent attended conferences in February of 2008. However, parent conferences are not limited to Early Release Days, but are held as the need arises. During conferences, parents are given specific suggestions for helping their children, such as reviewing homework and reading with and to their children. The computer lab is set up to help parents learn how to check their children's grades on line and how to locate other resources on-line.

EIP

The Early Intervention Program (EIP) is a program designed to help students who are at risk. EIP serves students from kindergarten through fifth grade. Regular education students who scored in level 1 (less than 800) on the CRCT or less than 810 may receive EIP services. Supplemental teachers use various instructional models to meet the needs of students such as co-teaching with the homeroom teacher for forty-five minute segments daily for reading and math, and working with small groups. The reading curriculum also includes an early reading intervention program, SRA, for struggling readers.

I-Succeed Math

I-Succeed math is offered to students in grades 3-5 from September – May. It is a targeted intervention program for students that are having difficulty in mathematics. It is research-based and web-based. Students attend I-succeed math in the mornings before school starts twice a week.

Mentoring

Oak Hill offers a mentoring program for students at risk. Both regular education students and special education students that have been identified by their teachers have been assigned a teacher mentor. Teachers volunteer and mentor a child on average of thirty minutes a week. The teacher helps the child with academic skills and encourages self confidence.

Pyramid of Intervention

When students continue to exhibit academic difficulties, individual action plans are developed using the Pyramid of Intervention (POI) with specific strategies and interventions provided in the classroom. Interventions, data points and modifications are recorded to support the interventions taken. Students continuing to demonstrate a lack of mastery following multiple, intensive interventions by regular classroom teachers may be referred for a psycho-educational evaluation to determine the need for more specialized services in other programs such as Special Education.

Component 9: Description of How Federal, State, and Local Programs are Coordinated and Integrated to Support Student Learning

Every reasonable effort is made to administratively coordinate and integrate federal, state and local programs in order to support learning for all students. Coordination and integration may involve combining service eligibility criteria and funding streams, where legal and feasible. Following are descriptions of various funding sources used to sustain the implementation of programs at Oak Hill Elementary School.

- Title I- teachers' salaries and a half salary of social worker/parent involvement position; underwrites the cost of selected school improvement activities such as Ruby Payne facilitator, leveled readers, etc.
- Title II-A Teacher Quality Program-funds have been used to ensure that all teachers meet the highly qualified teacher requirements of No Child Left Behind.
- Title II-D Technology – provides opportunities to expand and upgrade our technology inventory.
- Federal, state, and local funds are used to provide at-risk and struggling students with an after-school program in order to remediate the needs of individual learners.
- IDEA, Part B – funds are used to provide professional development for regular and special education teachers on co-teaching students with disabilities; employ special education and related services staff.
- Title VI Instructional Support – funds are used to supplement state and local funding available for instructional supports to address the needs of at risk, underachieving student groups.
- State funds are used to provide instructional support for struggling students to be served in the Early Intervention Program (EIP).
- State and federal funds are used to serve preschoolers with disabilities in preschool special education programs and non-disabled four-year old preschoolers in a state lottery-funded pre-kindergarten program.

Component 10: Description of How Federal, State, and Local Programs are Results will be Provided to Parents

All standardized test results including GKIDS, ITBS, Georgia Writing Assessments and CRCT are communicated to parents via an official letter from our county office. When individual student score reports for the CRCT are released, parents are sent home the scores with a letter if the scores are received before the end of school. Otherwise, parents may retrieve them from the school during the summer or are sent home by students in the new school year. CRCT score reports are discussed during September conferences. At this time, other diagnostic reports such as DIBELS, STAR, OAS, STEEP and mClass are explained to parents, highlighting strengths and weaknesses of the students. Pamphlets are made available to parents for home use so that they are continually aware of where and how their children are performing in school. Standardized tests results are posted on the school and county websites and published in the local papers. In the first newsletter of the year, the principal explains school CRCT test results and AYP to parents. A Promotion and Retention Meeting is held annually to communicate to parents rules and regulations regarding passing the CRCT, what is done at school and suggestions of what parents can do at home to help children. Administrators also provide Test Talks to individual students in grades 3-5 to help them assess their own progress, strengths and weaknesses.

Component 11: Provisions for Collection and Disaggregation of Data on Student Achievement and Assessment Results

Standardized tests score reports are collected, stored and organized by test and year in notebooks in the school's office for easy accessibility to teachers (gifted, EIP, etc.). Disaggregated and subgroup reports are housed in the Data room and are referenced there when data are needed for meetings, analysis and discussions. Individual teachers receive re-rostered score reports for their students which is used for flexible grouping and programs

Component 12: Provisions to Ensure that Disaggregated Assessment Results are Valid and Reliable for Each Category

All state mandated assessments are considered to be valid and reliable from GA DOE. State rule 160-7-01 Single Statewide Accountability System states "The purpose of the Single Statewide Accountability System includes, but it is not limited to, providing valid, reliable accountability determinations at the school, LEA, and state levels that can help promote continuous improvement in raising student achievement and closing achievement gaps".

Component 13: Provisions for Public Reporting of Disaggregated Data

Disaggregated data on the performance of all student subgroups are published on the state, county and school's websites and to local newspapers. This data is posted in our Data room.

Component 14: Description of Plan Development Over One-Year Period

A year is sufficient time to fulfill the obligations of the Oak Hill's Title 1 School-Wide Plan.

Component 15: Description of Individuals Involved in Plan Development

Each year the Oak Hill's Leadership Team, composed of grade level teachers, paraprofessionals, and administrators, meet to develop the school improvement plan. School data is studied for a review of strengths and weaknesses. School-wide action plans are developed. Grade level leaders also meet with all teachers to set goals and address specific grade level domain concerns. Action plans are developed for each specific grade level performance standard and domain. Final approval of the plan involved all certified staff. The Local School Council and PTO representatives discuss and review the plan.

Component 16: How Plan is Made Available to the LEA, Parents And Public

School-wide Title 1 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 school office and Media Center.

Component 17: Translation of Plan into Language(s) Spoken by Significant Numbers of Parents of Participating Students

The demographics of Oak Hill Elementary do not indicate a need for translation at this time. Only 2.1% of the school population is identified as Hispanic. None of those families are non-English speakers. However, the district will provide a translator if needed.

Component 18: How Plan Meets School Improvement Provisions of Section 1116

The school wide plan for Oak Hill Elementary school is subject to the School Improvement Provisions of Section 1116 of NCLB Act of 2001.

Appendix

Newton county Home/School Compact

Oak Hill Elementary School

STUDENT AGREEMENT – I believe that I can be successful. I will:

- Show respect for myself, my school, and other people
- Believe that I can learn and will learn
- Obey the school and classroom rules
- Always do my best in my work and in my behavior
- Complete my class work and my homework

STUDENT SIGNATURE _____ **Date:** _____

PARENT GUARDIAN AGREEMENT – I believe that my child can be successful. I will:

- See that child is punctual and attends school regularly and on time
- Communicate with my child’s teacher on a regular basis
- Support the school and classroom rules
- Provide a home environment that encourages my child to learn
- Attend parent/teacher conferences
- Support the school through programs and volunteer services
-

PARENT SIGNATURE _____ **Date:** _____

COMMENTS:

TEACHER AGREEMENT – I believe that each child can be successful. I will:

- Believe that the child has the ability to learn
- Show respect for each student and his/her family
- Enforce school and classroom rules consistently and fairly
- Demonstrate professional behavior and a positive attitude
- Come to class prepared to teach
- Seek ways to involve parent school programs, classroom activities and volunteer services

TEACHER SIGNATURE _____

ADMINISTRATIVE TEAM AGREEMENT – We believe our school will continue to be successful. We will:

- Provide an environment that allows for positive communication between the teacher, parent and student
- Support the teachers in providing high quality instructions
- Provide a safe and orderly environment conducive to learning
- Encourage students, their families, and staff to adhere to the intent of this program
- Seek ways to involve parents and community partners in school programs, classroom activities, and volunteer services.

ADMINISTRATIVE SIGNATURE _____ *Brenda Gammons*, Principal