

**West Newton Elementary School**

13387 Brown Bridge Road  
Covington, Georgia  
30016

**School -Wide Title1Plan**

**Dr. Takila Curry, Principal**  
**Alison Jackson, Assistant Principal**  
**Cheryl Marrett, Assistant Principal**  
**2009-2010**

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## Title I School Improvement Leadership Team Members

### Name

**Takila Curry**  
**Alison Jackson**  
**Cheryl Marrett**  
**Evelyn Shirley**  
**Glenda Tullos**  
**Marci Scott**  
**Dianne Johnson**  
**Janice Foster**  
**Sabrina Grant**  
**Bridgette Norris**  
**Maria Moore**  
**Carlyne Bernard**  
**Judith Stanton**  
**Patsy Bledsoe**

### Position

**Principal**  
**Assistant Principal**  
**Assistant Principal**  
**ELL Teacher**  
**1<sup>st</sup> Grade Teacher**  
**K-Teacher**  
**2<sup>nd</sup> Grade Teacher**  
**3<sup>rd</sup> Grade Teacher**  
**4<sup>th</sup> Grade Title I Teacher**  
**5<sup>th</sup> Grade Teacher**  
**School Counselor**  
**Special Education Teacher**  
**Media Specialist**  
**Paraprofessional**

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## **1. Comprehensive Needs Assessment**

West Newton Elementary School, located in Newton County Georgia, is a Pre-K thru fifth grade school offering a variety of academic programs including special education, ELL, gifted education, the Early Intervention Program, a daily morning and afternoon tutorial program and a county initiated afterschool program for all students. Music, Art, P.E., Media and computer lab are integral parts of the instructional program. The school offers several clubs, such as: Art, Chorus, Geography, Science, Student Council and Step team.

West Newton serves a diverse population of over 760 students. Over 81 % of the students participate in the federal free and reduced lunch programs. In recent years, the student demographics have shifted from a majority white student population, to a majority non-white student population. Some changes in the student population are reflected in multi-year data sets on enrollment by student groups. This school is one of several elementary schools in the district serving a large population of Hispanic students.

West Newton's diverse population consists of African-American (66%), Caucasian (12%), and Hispanic (14%). Approximately 15% of the students are enrolled in the ESOL program. Less than 10% of our student population is served in the special education program. More than 20% of our students participate in the Early Interventions Program (EIP). The EIP program is for reading and math. Less than 10% of our student population receives gifted services.

West Newton Elementary School has established an ongoing school improvement team. This diverse team is represented by administrators, teachers, program specific specialists, parents and other members of the community who assist in creating and reviewing a plan for school-wide improvement. Team members are involved in the review and analysis of student performance data, assisting in identifying academic needs of student population groups, and assisting in the development of school-wide action plans to address student performance weaknesses. The school improvement team has made yearly modifications to relevant components of the plan through SACs updates and Newton County required school improvement plans. During the 2004-2005 school year, the district office initiated a new direction in school improvement planning which required the blending of all school improvement plans (i.e., SACs, Title I and Newton County School Improvement Plan).

In the spring of 2008, a minimum of 95% of the students at West Newton participated in the CRCT testing. The increase in Annual Measurable Objectives (AMOs), proved to be a challenge for the staff and students but they met the challenges head on and make Adequate Yearly Progress. Our students with disabilities, Hispanic, males and EIP students continue to show weaknesses in the area of reading and math. To address the areas of weakness we have provided the staff with professional development on

differentiated instruction and implemented a morning and afternoon daily tutorial that is taught by all staff including art, music, computer, and P.E. and media specialist.

The school has achieved Adequate Yearly Progress for the last seven years. However, the progress in student achievement has been mixed. In general, our reading scores show weaknesses in literary comprehension, functional and media literacy and reading for information. Our math scores have shown weaknesses in problem solving, number and operations, patterns, relationships and algebra. All major weaknesses identified through an analysis of the data are addressed in our school-wide goals located in our school improvement action plans. Staff is aware that some student groups are not meeting the challenge of rising to high standards. Nevertheless, the focus at West Newton Elementary is on high achievement for all student groups, without exception.

West Newton made AYP in the spring of 2009; all students met the AMO for making AYP in both Reading/English Language Arts and Math. Following is an analysis of student achievement data for school year 2008-2009: In AYP grade three (3), 63.3% of the all students sub group met or exceeded the Math Annual Measurable Objective (AMO) of 59.5%, in grade four (4), 61% of all students met or exceeded the Math Annual Measurable Objective. In grade five (5), 69% of the students met or exceeded the Math Annual Measurable Objective. In the area of Reading/English Language Arts in grade three (3), 86% of the students meet or exceeded the Annual Measurable Objective. In grade four (4), 81% of the students meet or exceeded the AMO, and in grade five (5), 86% of the students met or exceeded the AMO. According to the data from the Georgia Criterion Referenced Competency Tests (CRCTs) in the 2008-2009 school year, a majority of the students at West Newton are achieving. In the area of reading, 81-90% of our students (grades 1-5) scored at levels 2 and 3. 84-93% scored at levels 2 and 3 in English/Language Arts; and 61-75% scored at levels 2 and 3 in math. In reading, domain weaknesses were consistently found in the areas of literary comprehension, functional and media literacy, and reading for information. In English/Language Arts, identified domain weaknesses include research, writing process, grammar and sentence construction. Math weaknesses include: measurement, number and operations and geometry. Appendix A provides tables showing an overview of students' performance on each core subject by grade level. Enrollment numbers are shown in the table found in Appendix B.

## **Summary of GAPSS Assessment Survey**

A GAPSS survey was sent out to the entire West Newton staff during the 2008-2009 school year. The survey addressed the following areas: Assessment, Leadership and Curriculum. The West Newton Faculty determined that the following was taking place in the building:

- Teachers use assessment data to plan and adjust instruction for each student, subgroup of students, and the school as a whole.
- The principal and school administrators are visible to staff, students, and parents; to include participation in subject and grade level meetings.
- The principal and school administrators collaborate with staff members and other stakeholders to elicit input and provide opportunities for shared decision making and problem solving.
- A large majority of the staff serve in leadership roles at the school through grade level chair, team leader, and department chair or leadership team member.
- The curriculum is written and aligned to the GPS/QCC and are used to guide instruction.
- The principal and school administrators create an environment that supports the existence of high morale among teachers.

## **Summary of Stakeholder Surveys** **See Appendix C-K**

## **Targeted Areas of Improvement Based on Needs Assessment Results**

### **West Newton's areas for Improvement/Need**

- West Newton will continue to focus on developing Math and Reading skills with special emphasis on Hispanics, ELL, Students with Disabilities, Males and EIP students. Also we will continue to boost skills in ELA for all student groups.
- Continue to provide incentives for staff and students to increase attendance in all grade levels.
- 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 by enhancing Writer's Workshop.
- Continue to provide incentives to students to help decrease the number of discipline referrals on a weekly basis.

- Continue to provide staff with training on Differentiated Instruction so that we can work to meet the needs of all learners.

### **Mission Statement**

West Newton's Mission is to provide an exemplary education for all students to become productive participants in our community.

### **Vision Statement**

West Newton Elementary School will continue to be a high performing school where all are motivated to make a difference in the school community.

### **Beliefs**

- Self-control, decision making and problem solving skills are necessary for student success
- Active involvement and communication among parents, administration, and staff promote a positive educational experience for students
- Student accountability occurs when rules are posted, recited, discussed, and enforced
- Respect and acceptance of diversities among faculty, staff, students, parents, and community enhance the learning environment
- High expectations for student achievement are supported by the school, parents, and community
- All students must acquire the essential knowledge and skills needed to be successful at the next level of learning

## **2. Reform Strategies Used**

The following strategies are being implemented at West Newton to help us effectively meet the goals and learning needs of our students, based on our needs assessment data. The faculty and staff are committed to utilizing best practices, strategies and interventions that are research based. We have successfully made adequate yearly progress for seven consecutive years and feel that the strategies we have in place have and continue to update contributed to our school's academic success. The following strategies are being implemented:

- Small group reading and math instruction daily, guided by ongoing assessment using DIBELS, mClass Math, ISteep, ISucceed Math
- Curriculum based on Georgia Performance Standards.

- Regular education, Title I and EIP teachers meet the needs of underachieving learners through flexible, differentiated and small group as well as whole group instruction.
- Writers Workshop, one hour daily, consists of mini lesson, whole group and independent study writing. The Writer's Workshop lesson ends with the author's chair, where students share their ideas and discussed how to make the writing more appealing to the reader.
- Morning tutorial from 7:10-7:45am to address weaknesses in math.
- Afternoon tutorial from 1:35-2:10 to address weaknesses in reading and math. The afternoon tutorial includes all EIP, Title I and Specialists staff.
- Teachers analyze student data daily and create Differentiated Instruction lessons to address high achievers and struggling students.
- Quest, an enrichment program for gifted students, is designed to extend instruction in math, economics, geography, reading, vocabulary and knowledge of the global world. Students in grades 1-5 create projects using higher level thinking skills, based on error analysis, experimental inquiry, investigation, problem solving , etc.
- Grade level team meetings are held bi-monthly. Teachers have common planning times to allow for grade level planning.
- Interventions used are: Isucceed Math, Dr. Cupp Readers, Mountain Math/Language
- Technology for learning is required during daily instruction. ActivBoards have been purchased to enhance instruction. Additional software is used with all students grades K-5 daily to enhance reading and math instruction.
- Community volunteers, Partners-in-Education and, Junior Beta Club serve our at-risk population by offering educational support on a weekly basis.
- ELL (English Language Learners) students are served through the push-in model of instruction. ELL students are taught language in four areas: reading, writing, listening, and speaking.
- All teachers at West Newton utilize specific LFS strategies in every subject. The LFS framework provides the foundation for the curriculum and its delivery.
- Houghton – Mifflin Reading and Language Arts program is used in grades K-5. It addresses each of the five major components required to constitute a solid

reading program including: phonological awareness, phonetics, fluency, vocabulary, and text comprehension (National Reading Panel, 1998).

- Students with special needs may be served in cluster groups, inclusion classes, self-contained classes, teacher pull out, teacher push- in, or collaboration between teachers to support student success and monitor progress.
- West Newton has partnered with DeKalb Technical College to have Volunteer tutors and peer tutors offer their time in meeting the needs of at risk and struggling students in grades Pre-K-3.
- The Physical Education teacher has implemented a HealthMPowers \$ 15,000 three year grant. This grant promotes healthy living for our staff, students and community.
- The Speech department provides interdepartmental support by putting an emphasis on vocabulary. Each grade level works on vocabulary to help students with semantics of their new word set.
- Economically Disadvantaged students are having difficulty in the areas of reading and math. These students are provided with additional instructional support by Title I/EIP teachers. The students participate in morning math tutorial and afternoon reading and math tutorial in addition to tier 2 and tier 3 interventions in the area of reading and math. Learning Focus Strategies, reading and math interventions and technology are all used to meet the needs of our Economically Disadvantaged students. All aforementioned interventions are used to address our Economically Disadvantaged students.

### **3. Instruction by Highly Qualified Teachers**

West Newton Elementary has 62 certified staff members: three administrators, one full time counselor and one half time counselor, a school psychologist, a music teacher, an art teacher, a physical education teacher, a media specialist, a speech and language pathologist, three self contained special education teachers, 3 ELL teachers, two resource special education teachers, two Pre-K teachers, seven full time Early Intervention Program (EIP)/Title I teachers, a gifted teacher, one special needs Pre-K teachers, and 32 regular classroom teachers. West Newton has 20 paraprofessionals and they all meet the HIQ requirements.

Currently, West Newton has three (3) teachers that do not meet highly qualified status according to NCLB regulations. Each teacher has a remediation plan in place and is on track to becoming highly qualified by June 2010. Every year our new staff members are trained on the Georgia Teacher Evaluation and Observation Instrument. Newton County's walkthrough form is used as an informal observation tool to help teachers

identify their strengths and weaknesses. This walkthrough is extremely beneficial because it provides immediate feedback to staff members.

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, some teachers are seeking certification in critical areas and participate in the Georgia TAPP program. Finally, teachers participate in a variety of professional learning activities to assist in attainment of “Highly Qualified” status.

**How are HIQ teachers attracted to the school?**

- The district offers competitive salaries.
- Teachers are fully supported.
- Teachers are given grade placements where they will be most successful.
- First year teachers are assigned quality mentors.
- Out of classroom responsibilities for first year teachers are limited.
- Teachers are engaged in quality professional development opportunities.
- Teachers are provided with resources that will help them become successful in the classroom.
- Teachers are rewarded with staff incentives on a monthly basis.
- Teacher birthdays are acknowledged.

#### **4. Professional Learning for Highly Qualified Staff**

Professional Learning is determined at West Newton based on county initiatives and teacher performance on formal and informal evaluations. Professional learning takes place during grade level meetings, half day planning, and early release days and during Wednesday faculty meetings. West Newton is also receiving instructional coaching and professional development by the Newton County Federal Programs Instructional Math Coach. West Newton’s professional learning plan was developed to address the areas of concern among all stakeholders.

Staff members that exhibit great teaching ability and leadership qualities are allowed to lead professional learning at West Newton along with administrators and outside agencies when necessary. Elementary Leadership team meets monthly with county level directors to stay abreast of current information and events taking place in the county. Relevant information gleaned from these meetings is redelivered to all staff including teachers and paraprofessionals. Our grade levels meet monthly and are required to have an agenda and keep notes of their meetings. West Newton has teacher leaders leading the

following programs: The Best Program, Learning Focus Schools, Technology, Keys to Quality and Professional Learning. Professional learning is a consistent, on-going focus at West Newton as shown in the chart of multi-year offerings below:

<b>Professional Learning Activity</b>	<b>Year(s) Offered</b>	<b>Number of Participants</b>	<b>On-site (school) or Off-site (Central office, conference, or other)</b>
Learning Focused School Strategies	2001-09	School-wide	On-site/off-site
Georgia Performance Standards	2004-09	School-wide	On-site and State Level Training for Coaches and administration
Math Strategies for Instructional Improvement	2006-09	School-wide	On-site/Conferences/Griffin RESA
Co-Teaching	2007-09	School-wide	On-site
Conscious Discipline	2007-09	School-wide	On-site
Writer's Workshop	2007-09	School-wide	On-site
Standards Based Classrooms	2007-09	School-wide	On-site
Walkthroughs/FOCUS Walks	2007-09	School-wide	On-Site
EBIS/RTI Training	2007-09	School-wide	On-Site
E-Learn	2007-09	10	BOE
Implementing GA Frameworks	2009-10	School-wide	On-Site
LFS-KUDS/Student Learning Maps	2009-10	School-wide	On-Site
Infinite Campus Training	2009-10	School-wide	On-Site
Keys to Quality	2009-10	School-wide	On-Site
Mindset Training	2009-10	Sp Ed teachers/parapros	BOE
iSTEEP Training	2009-10	Gr K-5	On-Site
Math Training	2009-10	Gr K- 5	Griffin RESA
Writing Training	2009-10	Gr K-5	Griffin RESA

Administrators and paraprofessionals are given several opportunities to participate in professional learning opportunities. Paraprofessional are given the opportunity to participate in the role of the paraprofessional, CPR and all training provided at the school level. Administrators participate in all county wide professional development opportunities, for example, Learning Focus Schools training. Administrators are also encouraged to participate in professional development offered by Griffin RESA, for example, teacher recruitment; standards based classrooms, legal issues updates and differentiated instruction. Administrators are always seeking opportunities to learn and

grow so that they can have a positive impact on the instructional environment at West Newton.

## **5. Strategies to Increase Parental Involvement**

West Newton's staff works to involve parents in the decision making process. West Newton's faculty and staff know the importance of parental involvement and community involvement. The school has established a parent involvement policy. Several parent involvement activities have been put in place at West Newton to increase involvement. These activities are customized to assist parents in supporting students in increased academic achievement. Other activities such as Curriculum Nights, Math Make and Take It Night, CRCT Test Prep and Spring Fling also provide increased parental involvement.

West Newton's Title I program has a parent involvement component to help ensure the success of students (See Appendix D for copies of both an English and Spanish version of the parent involvement policy). Parents are given opportunities to attend monthly workshops on a variety of topics. Parents are notified of these workshops through newsletters, School Messenger phone calls, fliers, and via our website. West Newton also has a home-school compact (See Appendix C) which requires a signature from parents, educators, and students agreeing to share the responsibility for each student's education. By working together we can prepare students with the knowledge, skills, and attitudes needed to think independently, make responsible decisions, and to solve problems.

## **6. Description of Transition Assistance Activities for Students**

Currently, West Newton has three Pre-Kindergarten classes, two serve as regular classrooms and one serve as a special needs classroom. Our Pre-Kindergarten staff is included in all the professional development learning that takes place at the school. Pre-Kindergarten parents attend conference with the Pre-K staff to gain information on the transition services provided for the students. Community daycares and Head Start Programs are allowed to bring their Pre-Kindergarten students to West Newton to visit our Kindergarten classes. Kindergarten Roundup is a county initiative that takes place each spring. Kindergarten Round gives parents an opportunity to register their children for Kindergarten classes. Babies Can't Wait an organization designed to provide services to students that have developmental delays works alongside West Newton to make certain that students are provided with adequate and appropriate education services, for example speech.

Our fifth grade students are given an opportunity to visit middle schools with our county. The fifth grade visits give the students an opportunity to shadow the sixth grade students. Fifth grade students and parents have to participate in middle school orientation prior to school beginning for the new school year. West Newton participates in a teacher exchange program to help students transition to the next grade level, for example, a third teacher transitions to second grade during the month of May to begin introducing students to the third expectations and curriculum. Also, we have curriculum night in May

for all parents and at that time we introduce parents to the curriculum and discuss student requirements and expectations.

## **7. Measures to Include Teachers in the Decision Making Regarding Use of Academic Assessments**

West Newton Elementary 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. Results of these assessments are used by all teachers to 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 identification of differentiation strategies.

## **8. Coordination and Integration of Federal, State, and Local Programs**

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 West Newton Elementary School.

- Title I- Pays teacher salaries; purchases instructional materials
- 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 prekindergarten program.
- State ESOL program funds- are used to provide staff and resources to English Language Learners.
- Safe and Drug - Free Schools funds are used to supplement activities and materials associated with Red Ribbon Week.

#### **9. Description of Activities Used to Ensure that Students Not Mastering Proficient or Advanced Levels of Academic Achievement Standards are Provided Effective, Timely Assistance**

Students scoring 790 to 810 on the CRCT in reading, language arts, and/or math are provided priority participation in all extended learning activities including: Early Morning Academy, which begins in the fourth week of school, tutorial sessions provided by paraprofessionals, and assistance from volunteers. Results of nine-week benchmark assessments are used to identify students requiring additional instruction in areas of weaknesses. The Effective Behavioral and Instructional Support (EBIS) Leaders, who consist of school counselors and assistant principals and grade level team leaders, assist teachers in identifying specific strategies or interventions to use with struggling or at-risk students. All students are given opportunities to participate in CRCT test preparation activities in the core subjects. A variety of CRCT coach and on-line materials are made available in the computer lab and in each classroom. By monitoring students' performance on these practice activities, teachers are able to determine which students need immediate interventions and provide them with what they need.

Early release conferences are held in October and February to address all of the students' current needs. Eighty-five percent of all parents attended conferences in October of 2008 and seventy percent attended conferences in February of 2009. Phone calls are made to the remainder of the parents. 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. Because of the abilities of many of our parents, our school will host make and take, technology and math workshops on Saturdays throughout the year. In addition, parents are encouraged to visit and access selected materials from the district's Parent Resource Center. Parents are also provided with information on

community resources that may be of assistance to them and their families in addressing specific educational needs.

Our teachers and staff are provided periodic professional development on topics that address the identification and use of strategies that have been proven to boost the performance of children who are economically disadvantaged, or to assist specific groups of struggling learners.

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, ELL, EIP, etc. The foremost consideration of teachers and staff is that students receive the assistance they need as soon as it is established that they require more in-depth instruction to meet proficiency.

### **10. Description of How Individual Student Assessment Results will be Provided to Parents**

Assessment information will be made available to parents via Infinite Campus during the fall of each year. Assessment results are also sent home with students in the spring of each year. Parents have an opportunity to meet with teachers and administrators to express any concerns regarding assessments during scheduled and unscheduled meetings throughout the school year.

### **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 all staff members. Disaggregated data and subgroup reports are housed in the schools 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 are used for flexible grouping and programs.

### **12. Provisions to Ensure that Disaggregated Assessment Results for each Category are Valid and Reliable.**

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”. The school’s student performance data is made available through the DOE portal by pass code access. Results are downloaded and reviewed against Infinite Campus and other source data such as FTE, to ensure accuracy. Administrators and the Superintendent sign an assurance verifying accuracy.

### **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. A data room has been created by our Early Intervention Staff and Title I staff that displays every area of testing at West Newton. Meetings are held in the data room in order to review and discuss data on an ongoing basis.

### **14. Plan Developed During One Year Period**

West Newton’s leadership team and grade levels met to develop the Title I School-Wide Improvement Plan (SWP) over an entire school year when it was initially presented for approval. Subsequently, each year thereafter, the SWP have been reviewed annually by the leadership team.

### **15. Description of Individuals Involved in Plan Development**

Each year West Newton’s leadership team and grade levels 1-5 representatives all work together to update the components of the Title I SWP during the overall school improvement planning process. Recent test data is disaggregated and strengths and weaknesses are discussed. A plan is development to address our weaknesses and a discussion is held about our strengths and what we should continue to do as a school that is working. Our leadership team is made up of administrators and teachers. All staff is given the opportunity to share in the decision making that goes into updating SWP. The plan is reviewed our School Council and PTO members. The plan is reviewed with our School Council and PTO members. The plan is uploaded to the district’s SharePoint program for review by the NCSS Title I Director and central office staff.

### **16. Plan Available to LEA, Parents and Public**

School-wide Title 1 Plan is posted on SharePoint for review by all stakeholders. A copy of the plan is located in the front office and media center for review by all stakeholders.

### **17. Plan Translated in another Language to the Extent Feasible**

Approximately 14% of West Newton’s student population speaks another primary language at home (Spanish). A Spanish version of the SWP is available. Parents have been notified that they may request a copy of the plan directly from the principal.

## **18. Plan is Subject to the School Improvement Provisions of Section 1116**

The school wide plan for West Newton Elementary school is subject to the School Improvement Provisions of Section 1116 of NCLB Act of 2001. The Title I School-wide plan and the school improvement action plans are working documents which are reviewed periodically throughout the school year by the Leadership Team. During those reviews all classroom data, benchmarking data, and student performance data are analyzed. Interventions and strategies are also reviewed and updated. All budget items pertaining to the school-wide improvement focus are aligned with the proposed strategies and interventions.

## Appendix A

### Student Achievement Data:

#### Criterion-Reference Competency Test (CRCT) Scores

Percent of 1st graders who met or exceeded standards.

Subject	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Language Arts		73%	77%	82%	65%	84%	79%	N/A	75%
Reading		88%	85%	73%	77%	89%	87%	N/A	87%
Mathematics		75%	75%	63%	81%	88%	82%	N/A	76%
Science		NA	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies		NA	N/A	N/A	N/A	N/A	N/A	N/A	N/A

#### Criterion-Reference Competency Test (CRCT) Scores

Percent of 2<sup>nd</sup> graders who met or exceeded standards.

Subject	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Language Arts		83%	76%	69%	68%	81%	88%		76%
Reading		90%	91%	89%	85%	83%	90%		85%
Mathematics		74%	76%	63%	77%	85%	87%		77%
Science		NA	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies		NA	N/A	N/A	N/A	N/A	N/A	N/A	N/A

#### Criterion-Reference Competency Test (CRCT) Scores

Percent of 3<sup>rd</sup> graders who met or exceeded standards.

Subject	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Language Arts		85%	85%	79%	70%	84%	86%	N/A	78%
Reading		86%	80%	84%	72%	95%	88%	N/A	72%
Mathematics		69%	63%	82%	86%	90%	89%	N/A	83%
Science		77%	67%	55%	79%	87%	79%	N/A	74%

Social Studies		75%	84%	85%	87%	91%	84%	N/A	79%
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**Criterion-Reference Competency Test (CRCT) Scores**

Percent of 4<sup>th</sup> graders who met or exceeded standards.

Subject	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Language Arts		84%	83%	75%	80%	74%	86%	70%	72%
Reading		81%	82%	70%	84%	81%	72%	76%	76%
Mathematics		61%	62%	58%	74%	70%	73%	68%	67%
Science		64%	59%	48%	90%	79%	85%	N/A	76%
Social Studies		51%	86%	81%	89%	82%	88%	N/A	84%

**Criterion-Reference Competency Tests (CRCT) Scores**

Percent of 5<sup>th</sup> graders who met or exceeded standards.

Subject	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Language Arts		93%	88%	82%	76%	82%	78%	N/A	84%
Reading		86%	85%	84%	75%	87%	80%	N/A	91%
Mathematics		69%	63%	83%	88%	81%	82%	N/A	89%
Science		67%	52%	45%	85%	85%	87%	N/A	90%
Social Studies		64%	87%	82%	89%	85%	90%	N/A	84%

**Grade 5 Writing Assessment:** Percent of 5<sup>th</sup> graders in each category.

Categories of Scaled Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Stage 1: The Emerging Writer	0.0%	0.0 %	0.0%	0.0%	0%
Stage 2: The Developing Writer	0.0%	0.0%	1.1%	0.0%	4%
Stage 3: The Focusing Writer	3.6%	9.4%	4.4%	4.3%	15%
Stage 4: The Experimenting Writer	3.9%	55.6%	24.4%	40.4%	51%

Stage 5: The Engaging Writer	45.4%	29.2%	43.3%	47.9%	25%
Stage 6: The Extending Writer	11.4%	5.6 %	23.3%	7.5%	4%

**Grade 5 Writing Assessment**

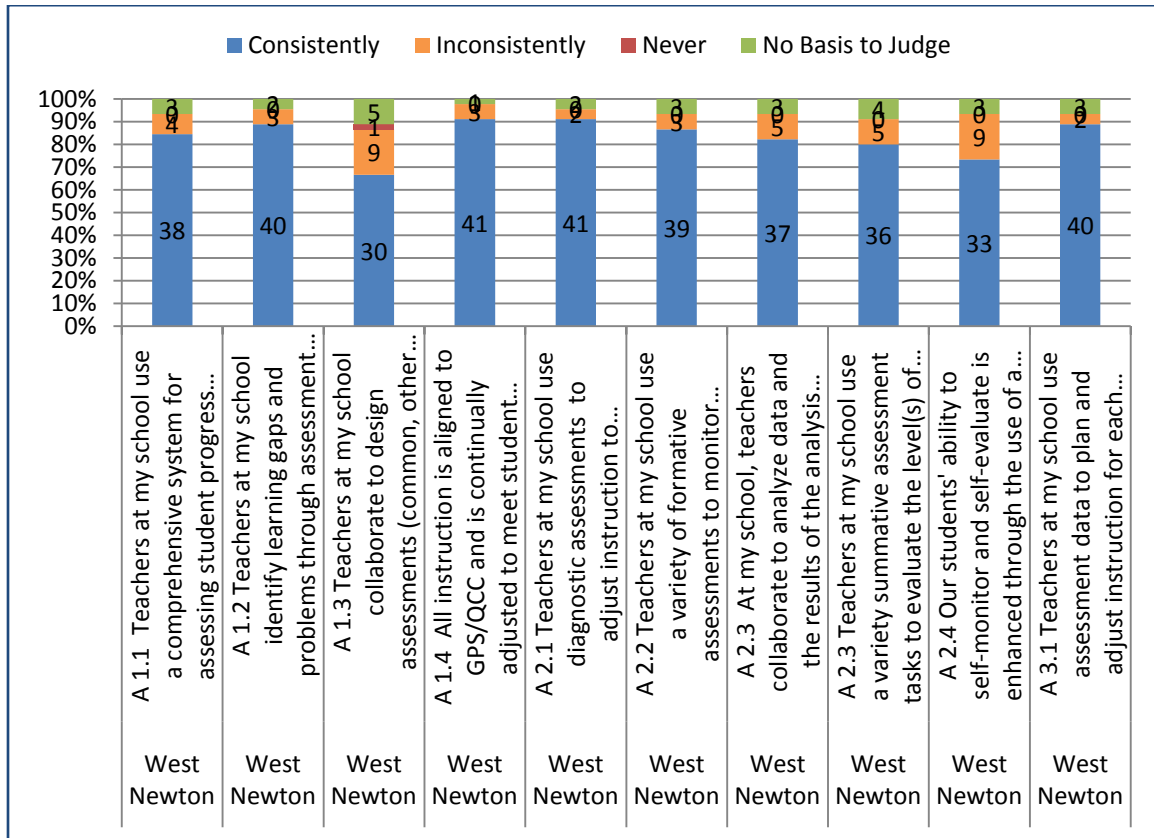
Spring 2007					Spring 2008				Spring 2009			
		Performance Level (%)										
	N Tested	DNM	M	Exc	N Tested	DNM	M	EXC	N Tested	DNM	M	EXC
All Storable Papers	119	36	59	5	146	16	80	3	144	31	63	6
Regular Program Students	99	24	70	6	120	8	88	4	133	28	66	6
All Special Education	20	95	5	0	26	58	42	0	11	73	27	0
Female	49	27	67	6	71	4	90	6	80	20	71	18
Male	70	43	53	4	75	28	71	1	64	45	53	2
Black	51	41	51	2	57	16	81	4	105	30	65	5
White	62	32	60	8	79	16	80	4	16	56	31	13
Unscramble Papers	2	n/a	n/a	n/a	2	n/a	n/a	n/a	7	n/a	n/a	n/a

**Appendix B**

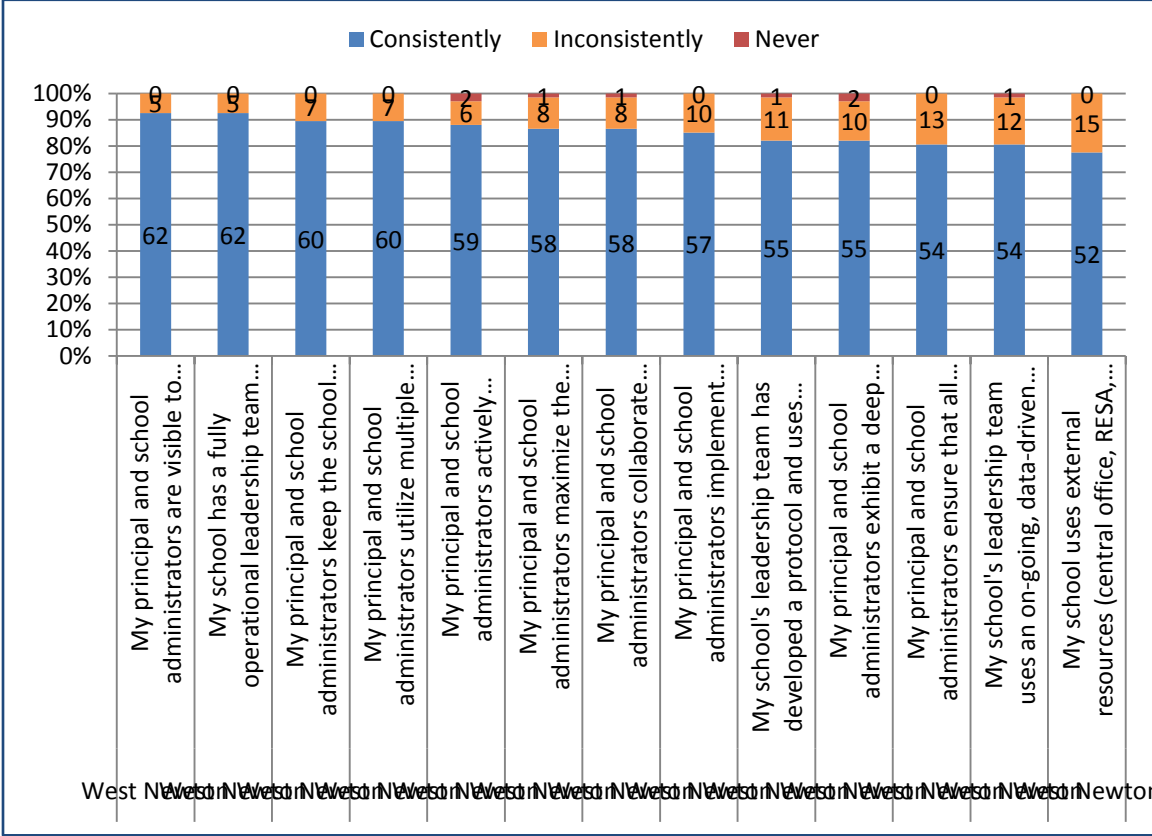
**Student Demographic Data**

Year	Total Enrollment	% Black	% White	% Hispanic	% Asian	% American Indian	% Multi-Racial	% Male	% Female
2009-2010	767	66%	12%	14%	.02%	.001%	.06%	50%	50%

## Appendix C School Keys Assessment

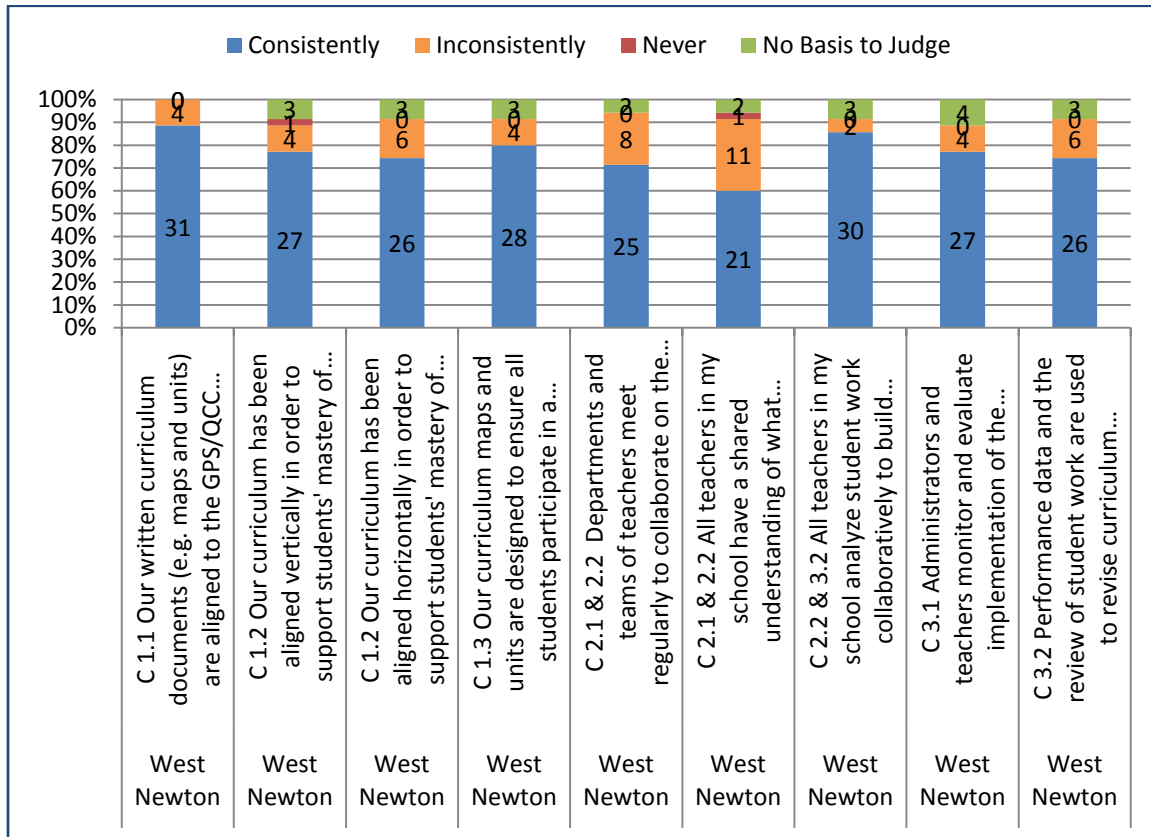


# Appendix D School Keys Leadership

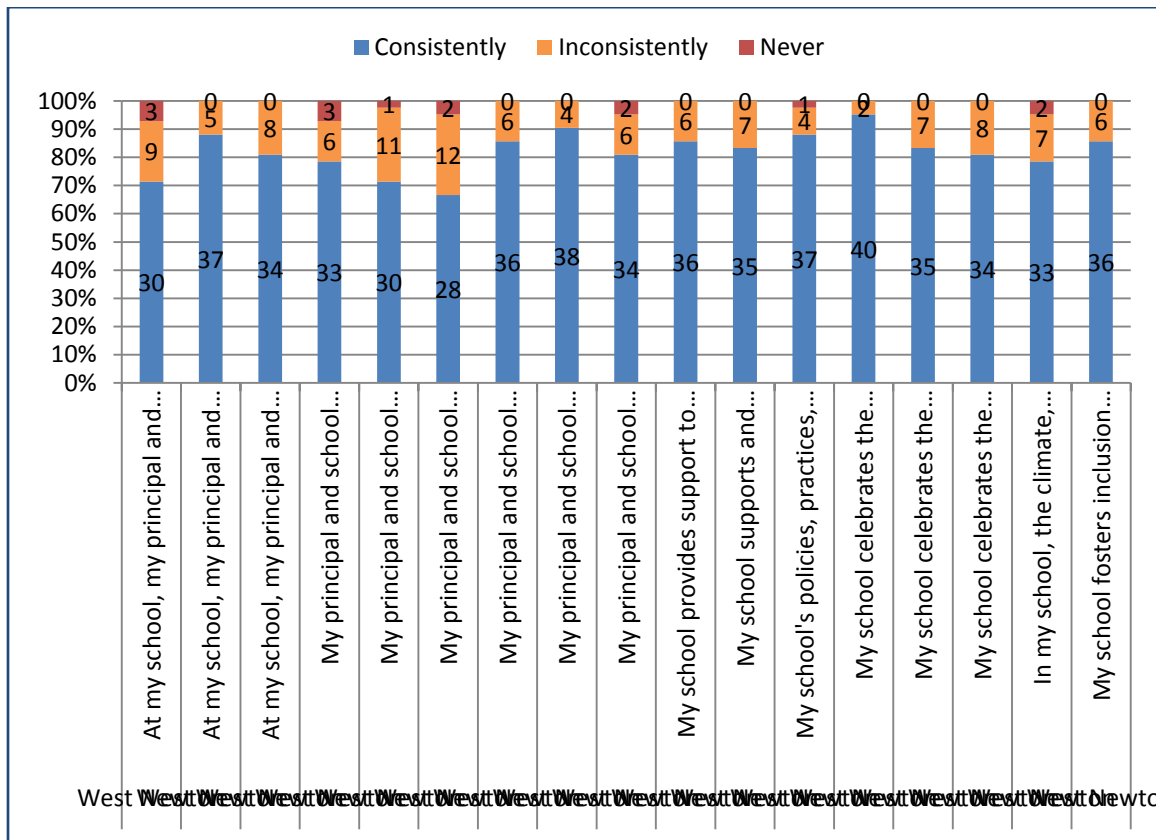




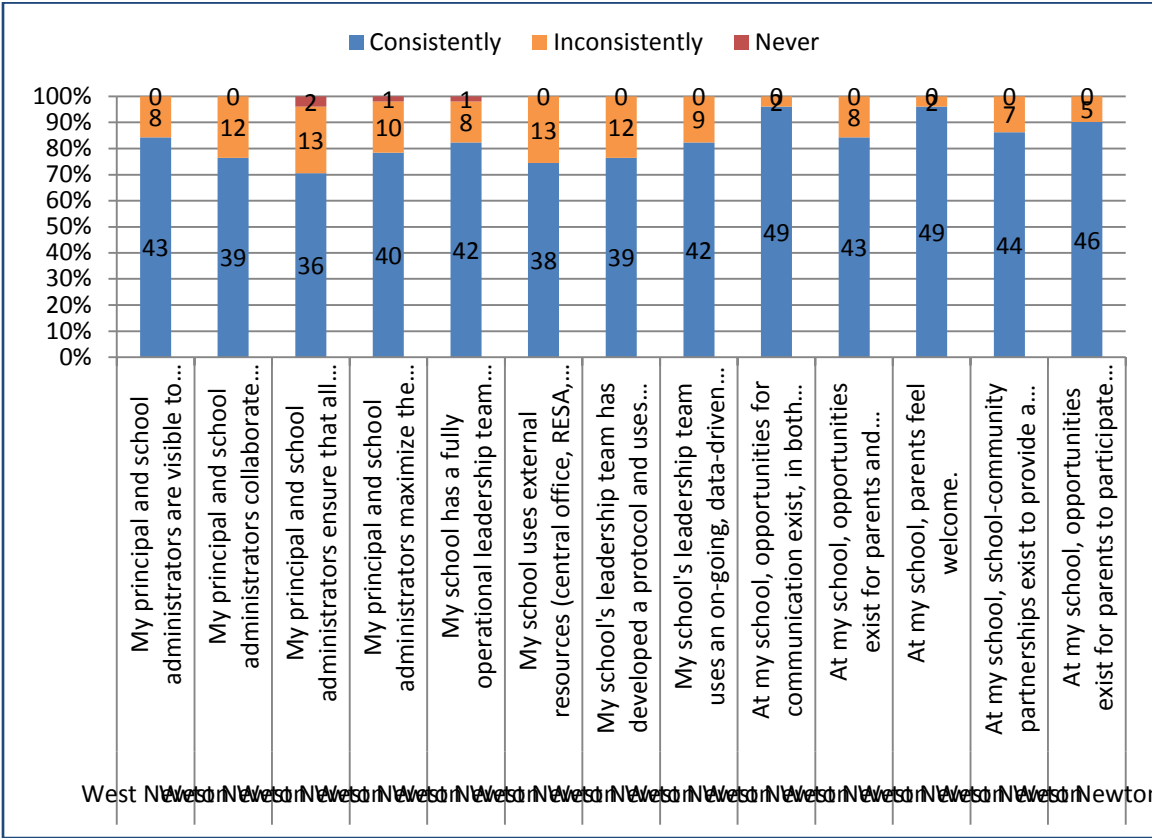
# Appendix F School Keys Curriculum



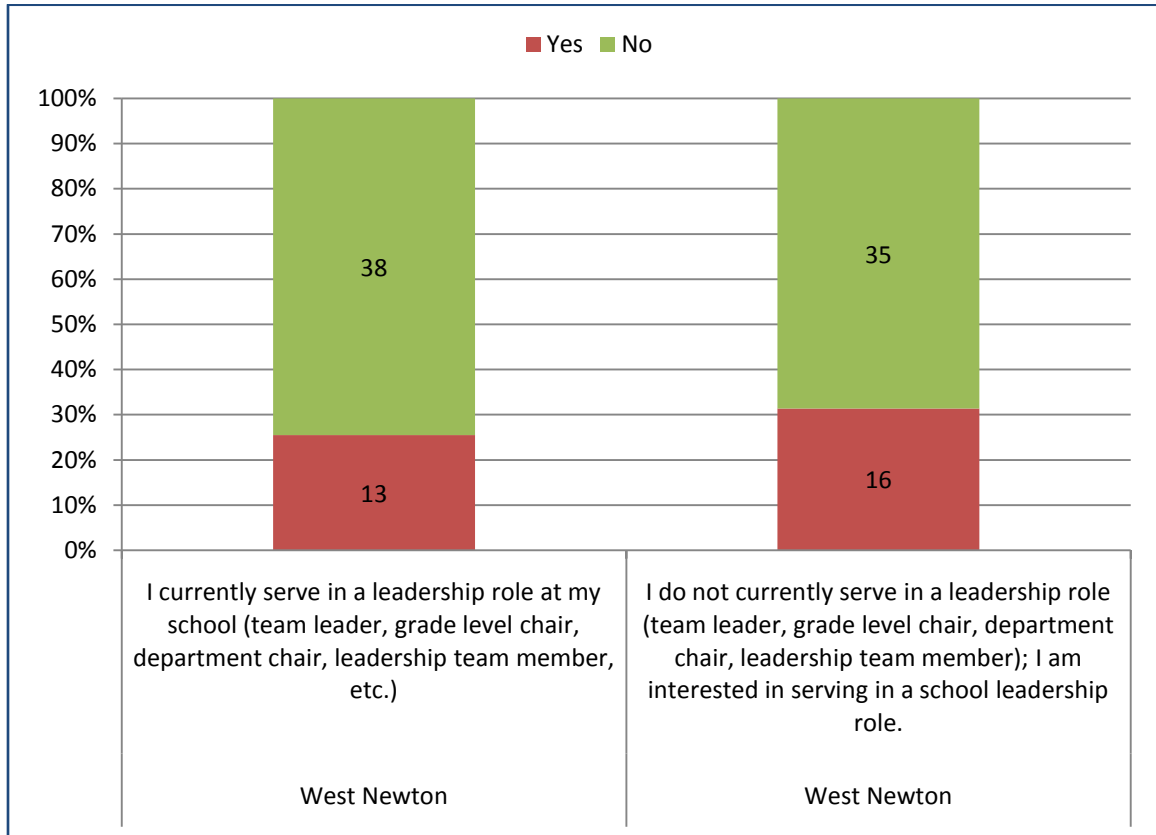
## Appendix G School Keys Chart



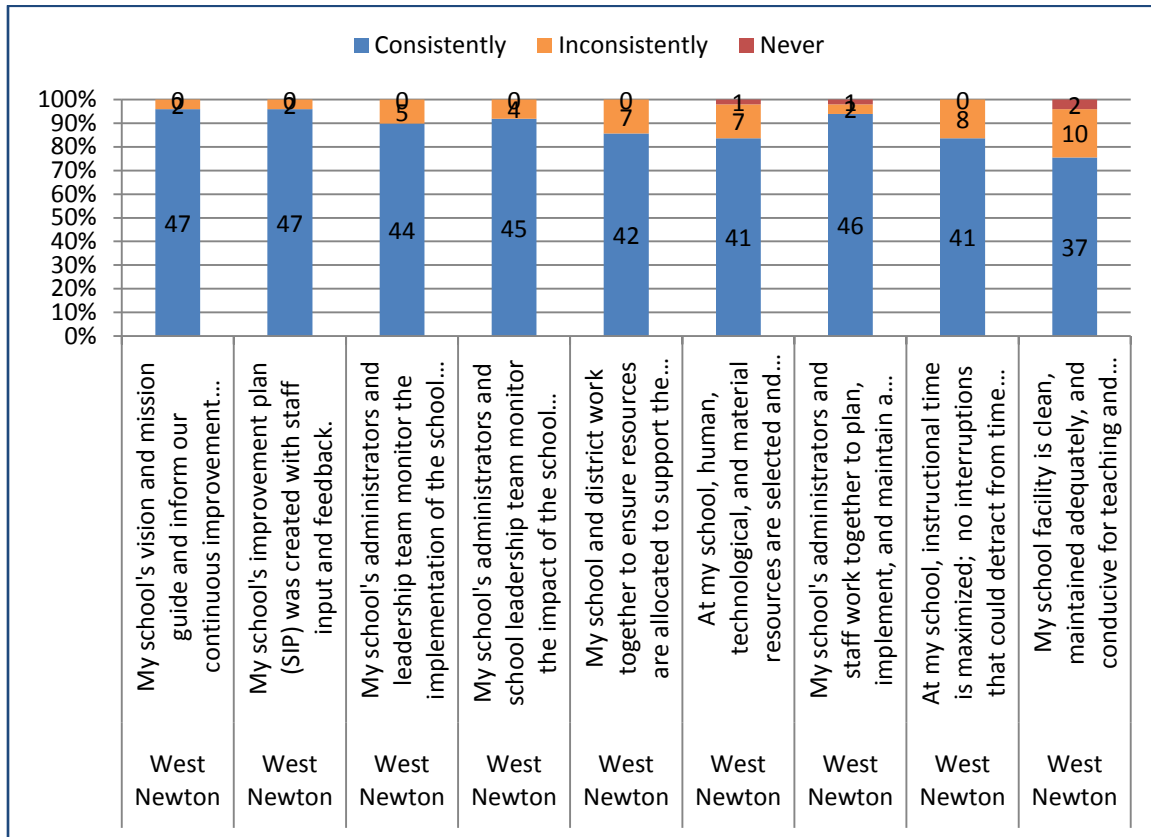
# Appendix H School Keys Student/Family Community



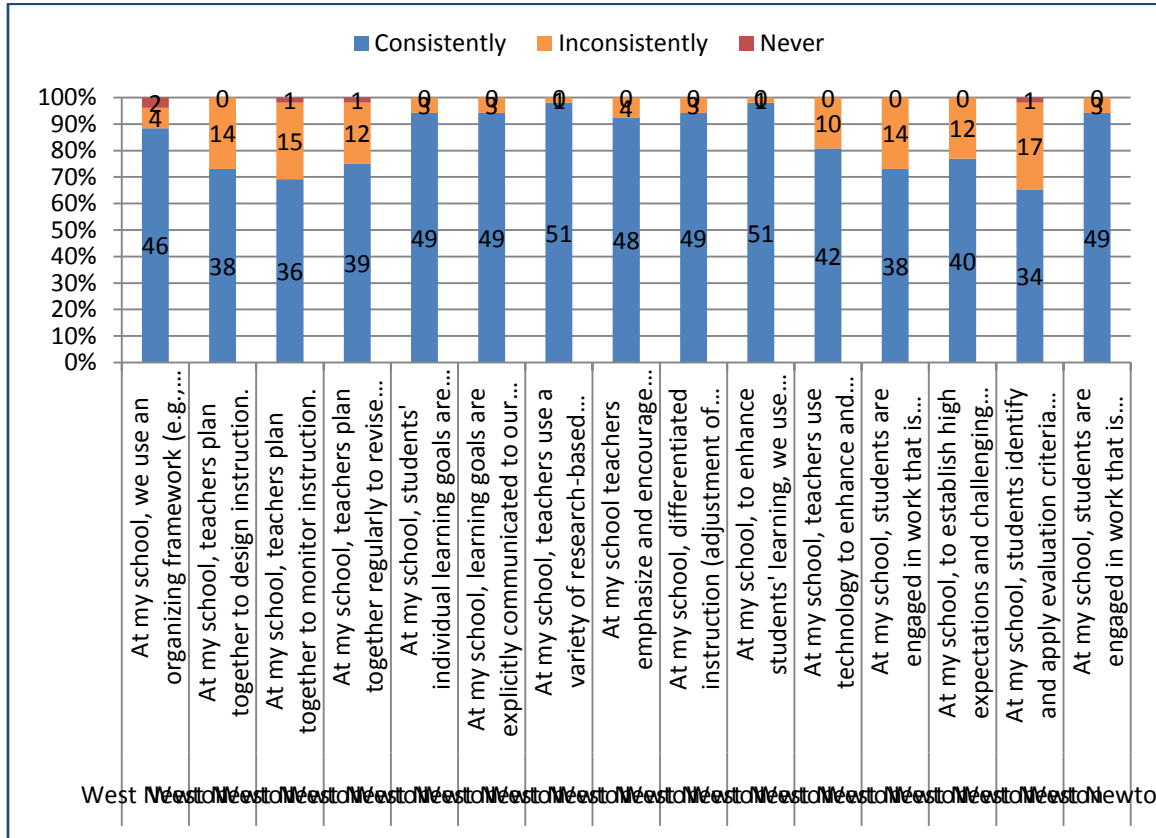
# Appendix I School Keys Student/Community



# Appendix J School Keys Planning and Organization



# Appendix K School Keys Quality Instruction



# Appendix L

## Home-School Compact West Newton Elementary School 2009-2010

**Mission Statement: To provide an exemplary education for all students to become productive members of our community.**

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

- Show respect for myself, my school, and other people
- Believe that I can and will learn
- Obey school rules
- Always do my best in my work and in my behavior
- Attend school regularly and on time

**STUDENT SIGNATURE:** \_\_\_\_\_

**DATE:**

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

- See that my child is punctual and attends school regularly and on time
- Communicate with my child's teacher on a regular basis
- Support the school and teachers in developing positive behaviors
- Provide a home environment that encourages my child to learn
- Attend parent/teacher conferences

**PARENT SIGNATURE:** \_\_\_\_\_

**DATE:**

**COMMENTS:**

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

- Believe that each child can learn
- Show respect for each student and his/her family
- Enforce school and classroom rules fairly
- Demonstrates professional behavior and a positive attitude
- Come to class prepared to teach
- Seek ways to involve parent(s) in the school program
- Attend school regularly and on time

**TEACHER SIGNATURE:** \_\_\_\_\_

**DATE:**

**COMMENTS:**

**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, student, and community
- Support the teachers in providing high quality instruction
- Provide a safe and orderly environment conducive to learning
- Encourage students, their families, and staff to keep this compact

**ADMINISTRATIVE SIGNATURE:** \_\_\_\_\_ **DATE:**

**COMMENTS:**

## Appendix M

### Title I Parent Involvement Policy West Newton Elementary School (2009-2010) (Updated August 2009)

To guarantee student success, a partnership between school and parents is vital. At **West Newton School** we recognize that parents are their child's primary teachers and their support is critical in our efforts to provide a quality education to the children at **West Newton School**.

At **West Newton School**, a written notice will be given to the parents of the students identified as needing program services. Numerous activities are scheduled throughout the school year to educate parents, encourage their involvement in their child's education, and to promote the development of a relationship between parents and teachers.

West Newton Elementary School faculty and staff take seriously its obligation to involve parents and the community in educating students. The school has established a **Parent Involvement Policy (See Attachment)**. The policy assures parents that their feedback will be sought on the school's performance and lists specific ways in which parents will be involved. Parent involvement activities are on-going at West Newton Elementary. To maximize the success of our students, the following programs have been planned to involve parents at **West Newton School**.

- Parents are requested to sign and adhere to the **Home-School Compact** distributed at the beginning of the school year at the Title I parent orientation. The expectations and responsibilities of all partners are referenced and reinforced throughout the school year during meetings and/or conversations with parents.
- Parent workshop series that is sponsored by the school in cooperation with the district-wide Title I Parent Involvement Coordinator.
- Title I meetings are scheduled for parents to receive monthly updates.
- Monthly and annual parent surveys are conducted and the results are used to address identified concerns.

- Communication occurs through: student agenda planners, the school newsletter (Wildcat News), grade level newsletters, teachers' correspondence, school marquis, and school website.
- A Title I Orientation is held at the beginning of the year to orient parents on Title I requirements and parent involvement.
- PTO and PTO Board meetings are held bi-monthly.
- An Open House is held at the beginning of the school year to orient parents to grade level expectations of their child.
- Parent-teacher conferences are scheduled throughout the school year.
- Student progress reports are disseminated periodically throughout the semester.

Mrs. Angela Robertson is the Parent Involvement Coordinator for West Newton. Please email her at [roberston.angela@newton.k12.ga.us](mailto:roberston.angela@newton.k12.ga.us) or call her at 770-385-6472 if you have any questions concerning our Parent Involvement Plan at West Newton.

## **Title I Parent Involvement Policy West Newton Elementary (2009-2010)**

### **POLISA de PARTICIPACION de PADRES de la ESCUELA PRIMARIA WEST NEWTON TITULO 1**

Para garantizar el éxito del estudiante, una asociación entre la escuela y padres es esencial. En la escuela primaria de **West Newton** nosotros reconocemos que los padres son los maestros primarios del niño y su apoyo es crítico en nuestros esfuerzos de proporcionar una educación de calidad a los niños en la escuela .

En **West Newton**, una nota escrita será dada a los padres de los estudiantes que necesiten los servicios de programa. Numerosas actividades son planificadas a través del año escolar para educar a padres, favorezca su participación en la educación de su niño, y para promover el desarrollo de una relación entre padres y maestros.

La facultad de la escuela primaria **West Newton** toma con importancia su obligación de involucrar a padres y a la comunidad en la educación de los estudiantes. La escuela ha establecido una Polisa de Participación de Padres. La polísa asegura a padres que su reacción y opinion será importante en el desempeño de la escuela y listara maneras

específicas en las que padres serán involucrados. Las actividades de la participación del padre serán en la escuela **West Newton** (vea el otro folleto). Para llevar al máximo el éxito de nuestros estudiantes, los programas siguientes han sido planeados involucrando a los padres en la escuela primaria **West Newton**:

- La serie de taller de Padre es patrocinada por la escuela en la cooperación con la participación del Coordinador del distrito.
- Reuniones de Título 1 son planificadas para que los padres reciban actualizaciones mensuales.
- Juntas de padres serán realizadas mensualmente y los resultados son utilizados para lo que le pueda concernir.
- Comunicación ocurre por: orden de planificadores/agenda del estudiante, el boletín de la escuela, los boletines del grado, los maestros' correspondencia, educación marquesina, y sitio web de escuela.
- La orientación del programa Título 1 es dada al principio del año para orientar a padres sobre los requisitos y su participación.
- Las reuniones de PTO y del Consejo de PTO son bimestral.
- Las reuniones abiertas son al principio del año escolar para orientar a padres sobre las expectativas de las calificaciones de su niño.
- Días de conferencia entre padres y maestros son planificados dos veces durante el año escolar. Sin embargo, los padres y los maestros pueden arreglar otros tiempos de conferencia si es deseado.
- Informes sobre el progreso de Estudiante son difundidos periódicamente a través del semestre.