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"Making Education Work for All Georgians"

**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

<b>School Name:</b> Waldo Pafford Elementary	
<b>School Mailing Address:</b> 2550 W. 15 <sup>th</sup> Street Hinesville, GA 31313	
<b>LEA Name:</b> Liberty County School System	
<b>LEA Title One Director/Coordinator Name:</b> Carol Spurlin	
<b>LEA Title One Director/Coordinator Signature:</b>	<b>Date:</b>
<b>LEA Title One Director/Coordinator Mailing Address:</b> Liberty County Board of Education 200 Bradwell Street Hinesville, GA 31313	
<b>Email Address:</b> <a href="mailto:cspurlin@liberty.k12.ga.us">cspurlin@liberty.k12.ga.us</a>	
<b>Telephone:</b> 912-876-2161	<b>Fax:</b> 912-876-7374



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**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

**Table of Contents**

School and System Information	1
Table of Contents	2-3
School Improvement Planning Committee Members	4
Title I Schoolwide Program Plan Components 2011-2012	
1. Comprehensive Needs Assessment	5-8
2. Schoolwide Reform Strategies	8-11
3. Instruction by Highly Qualified Professional Staff	11-13
4. Professional Development for Staff	13-14
5. Strategies to Increase Parent Involvement	14-15
6. Preschool & Fifth Grade Transition	15-16
7. Measures to Include Teachers in Academic Assessment Decisions	16-17
8. Coordination and Integration of Federal, State, and Local Services and Programs	17-19
9. Activities to Ensure Students Receive Effective & Timely Assistance	19-22
10. Providing Parents with Student Assessment Results	22
11. Collection and Disaggregation of Achievement Data	22-23
12. Ensure Assessment Results are Valid and Reliable	23-24
13. Public Reporting of Disaggregated Data	24-26
14. Developed During One Year Period	26
15. Developed With Community Involvement	26-27
16. Available to LES, Parents, and Public	27
17. Translated Into Any Language	27
18. Subject to School Improvement Provisions of Section 1116	28



Dr. John D. Barge, State School Superintendent  
*"Making Education Work for All Georgians"*

**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

Addendum

School Improvement Plan	29-51
A. Mission	29
B. Action Plan for Academic Performance	30-37
C. Instruction by Highly Qualified Professional Staff	37-40
D. Professional Learning	40-41
E. Action Plan for Parental and Community Involvement	41-43
F. Parental Involvement Policy	43-45
G. School Compact	46-47
H. Title I Parent Survey	48-51



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"

**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

**Waldo Pafford School Improvement Planning Committee Members:**

<b>NAME</b>	<b>POSITION/ROLE</b>
Sonia Bacon	Principal
Marti Stephens	Assistant Principal
Nancy Snell	Curriculum Coordinator
Tia Kittles	Guidance Counselor
Brenda Addie	Kindergarten-Grade Level Leader
John Kirkland	First Grade- Grade Level Leader
Terri Yarbrough	Second Grade-Grade Level Leader
Elaine West	Third Grade-Grade Level Leader
Nicole Carter	Fourth Grade-Grade Level Leader
Shannon Erwin	Fifth Grade-Grade Level Leader
Tonja John	Special Areas-Grade Level Leader
Roxanne Lee	Media Specialist
Barnali Basu	Paraprofessional
Anna Migoski	Parent



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**Georgia Department of Education  
 Title I  
 Schoolwide/School Improvement Plan**

**Waldo Pafford Title I Schoolwide Program Plan Components:**

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

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were Sonia Bacon, Marti Stephens, Nancy Snell, Tia Kittles, Brenda Addie, John Kirkland, Terri Yarbrough, Elaine West, Nicole Carter, Shannon Erwin, Roxanne Lee, Tonja John, Barnali Basu, and Anna Migoski. The ways they were involved were through face-to-face discussions, data analysis, and emails. The leadership team met in the spring of 2011 to discuss areas of weakness. Grade Level Leaders, the curriculum coordinator, and the principal met and corresponded during the summer to discuss data, SAI results, and the school's overall focus. Meetings and discussions continued as updated data was received.

Although Waldo Pafford Elementary has made Adequate Yearly Progress for nine consecutive years, review of the data indicated areas in which students' scores decreased and/or areas in which students did not make expected gains when comparing 2010 scores to 2011 scores.

Grade	Reading	ELA	Math	Science	Social Studies
K	+5	+2.2	+8.2	N/A	N/A
1	+3	+1	-3	N/A	N/A
2	-2	-8	-1	N/A	N/A
3	+1.5	+2.7	-1.2	+5.2	+4.5
4	-0.3	-1.3	+5.5	+1.6	+3.4
5	-4.0	+1.4	+2.6	-6.2	-7.1

For the 2011-2012 school term, WPE will focus on increasing scores for all subgroups in the areas of reading, math, and science. We will also continue to improve 5<sup>th</sup> grade writing scores.



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"

**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

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

- CRCT data
- End of Year Benchmark data
- 2010-2011 School Improvement Plan
- Staff Assessment Inventory (SAI)
- Writing Scores

Waldo Pafford Elementary School has a new administration for the 2011-2012 school year. To further assess the needs of the school, the new administration met with the following entities, brainstormed and discussed how to address the identified needs:

- Superintendent - April 22, 2011
- Assistant Superintendent and Superintendent - May 2011
- Title I Director - May 9, 2011
- The exiting WPE administration - May 11, 2011
- WPE staff - May 11, 2011
- WPE parents - May 17, 2011
- Executive Director of SPED – May 18, 2011
- Instructional Technology Specialists – May 24, 2011
- WPE leadership team - June 2, 2011
- Central Office Curriculum Specialists

C. The needs of migrant children are taken into account when they are identified. Migrant children are identified at the time of registration through the use of the Occupational Survey. Then the system liaison makes contact with each migrant family to determine case-by-case needs. Migrant students are evaluated academically just as other students in the school system are to determine academic needs. A referral is made to student services to identify additional services, such as ELL or RtI that may be needed from that department. Specific activities to address the needs of migratory families are provided as follows: informing children and families of, or helping such children and families gain access to other education, health, nutrition, and social services.

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and



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"Making Education Work for All Georgians"

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

learning need to be improved. For example, all school level decisions are based on the continuous examination of data. Waldo Pafford Elementary School's Schoolwide Improvement Plan, which includes Title I components, focuses on the analysis of formative and summative data to improve student performance. The staff continues the implementation of the Georgia Performance Standards. This implementation is carried out by creating a climate conducive to learning, ensuring the curriculum is organized and all students are provided with the opportunity to learn at all levels. Various professional learning opportunities in differentiated instruction, technology integration, writing, reading, math, and science will be provided to the staff during this school year. Differentiated instruction, technology integration, and peer observation were areas identified by the Staff Assessment Inventory (SAI) which was completed by the staff last spring.

- E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including:
- Economically disadvantaged students – Mathematics 18.9% did not meet
  - Black students – Mathematics 19.5% did not meet
  - Students with disabilities – Reading/English Language Arts 42.6% did not meet and Mathematics 59.37% did not meet
- F. The data has helped us reach conclusions regarding achievement or other related data.
- The major strengths we found in our program were Reading Skills and Vocabulary Acquisition and Algebra.
  - The major needs we discovered were Information and Media Literacy, Research and the Writing Process, Measurement, Numbers and Operations, Earth Science, Geography, and Government/Civics.
  - The needs we will address are all the above items found to be areas of major needs.
  - The specific academic needs of those students that are to be addressed in the schoolwide program plan will be literacy and research, math basic facts, the writing process, and how to locate information.
  - The ROOTCAUSE/s that we discovered for each of the needs are: 1) not enough emphasis on teaching literacy skills to all grade levels, 2) no focus on making sure students learn basic math skills while in kindergarten through second grade, 3) need for more consistent implementation of GPS in classrooms, working toward a fully operational standards based classroom, 4) timely and effective evaluation of teachers to ensure the implementation of GPS and professional learning to improve standards based instruction.
- G. The measurable goals/benchmarks we have established to address the needs were:



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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

The percentage of students making Adequate Yearly Progress (meeting or exceeding standards in grades 3, 4, and 5) on the 2011 CRCT and expected increases:

- Reading - 92% meets/exceeds in 2011 to 94% in 2012, 96% in 2013, 98% in 2014, 100% in 2015, & 100% in 2016
- Language Arts - 95% meets/exceeds in 2011 to 96% in 2012, 98% in 2013, 100% in 2014, 100% in 2015, & 100% in 2016
- Mathematics - 84% meets/exceeds in 2011 to 89% in 2012, 94% in 2013, 99% in 2014, 100% in 2015, & 100% in 2016
- Science - 84% meets/exceeds in 2011 to 89% in 2012, 94% in 2013, 99% in 2014, 100% in 2015, & 100% in 2016
- Social Studies - 79% meets/exceeds in 2011 to 85% in 2012, 90% in 2013, 95% in 2014, 100% in 2015, & 100% in 2016

### **\*2. Schoolwide reform strategies that are scientifically researched based.**

- Utilization of standards based classroom strategies
- Frequent walkthroughs targeting best practice
- Consistent feedback to teachers
- Utilization of a Title I teacher
- Implementation of effective co-teaching strategies
- Collaborative planning for data review and instructional planning
- Peer observations

#### **2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.**

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from



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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

demonstrating proficiency related to the State's academic content and student academic achievement standard are as follows:

- Students with Individualized Education Plans (IEP) are supported through Co-teaching classes, resource classes, and/or inclusion classes. As required, these students are taught the Georgia Performance Standards and are progress monitored for mastery of IEP goals and objectives. Teachers of students with an IEP collaborate daily to share data for instructional decision making.
- Students that meet the criteria for Early Intervention placement are supported through a self-contained small group setting or through pull out for additional instruction in the area of qualification. Teachers of pull out students collaborate daily to share data for instructional decision making. The pull out teacher will progress monitor students.
- Students scoring less than 811 on math and/or reading benchmark tests or state tests will be identified for additional support from the Title I teacher.
- For all students teachers will differentiate instruction, provide students opportunities to learn using multiple styles of teaching, assess for learning to meet individual student needs.
- For all students technology will be used as a teaching and learning tool.
- All students will be consistently and frequently monitored for RtI placement and/or referral to other services and resources such as the guidance counselor, social worker, nurse, and teacher mentors.

### **2(b). Are based upon effective means of raising student achievement.**

The following are examples of the scientifically based research supporting our effective methods and instructional practices or strategies:

- Some of our training on accountability, assessment, data, instruction, leadership, school improvement, and/or standards will come from research done by The Leadership and Learning Center (Douglas Reeves). We will use some of the video collection - <http://www.leadandlearn.com/> - for professional learning as we try to bridge the gap from research to action.
- Our instruction of Reading strategies comes from the research from the National Panel of Reading (2000); we use the five dimensions of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- Our training in the Differentiated Classroom comes from Carol Ann Tomlinson (2003).
- Our training on the Standards-based Classroom is based on the work of Robert J. Marzano (2010).
- Research on Motivating Students comes from Alan Blankstein (Failure is NOT an Option, 2011).
- Research on Performance-based Instruction comes from Kay Burke (2005).



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"

**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

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

We will increase the amount and quality of learning time by providing:

- Standards Based Classroom Instruction
- After School Instruction
- Liberty Extended Academic Program-summer remediation
- Title I Math Teacher Support
- Differentiated Instruction
- Instruction based on formal and informal assessment
- Accelerated Reader
- Study Island
- Writing across the curriculum
- Georgia Frameworks
- IXL Math
- Technology

The quality of learning is increased through the interventions provided. Small group instruction allows more individualization for addressing specific skills development. Support instruction reinforces the initial learning from the classroom and bridges the gaps in understanding so students can master the content and skills.

**2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).**

The teachers at Waldo Pafford Elementary use a variety of assessments to determine the needs of all students. Assessments include but are not limited to the following:

- Daily/Weekly assessments
  - Teacher observation
  - Questioning



Dr. John D. Barge, State School Superintendent  
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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Visual response
- Checklist
- Discussion
- Remediation and retest
- Exit/Admit Slips
- Graphic Organizers
- Response Logs
- Classroom Performance Systems
- Edmodo
- Other Assessments
  - County Benchmark Assessments
  - Georgia Kindergarten Inventory Developing Skills
  - Pre-Post Tests
  - Online Assessment System
  - State Tests

The strategies/interventions listed in the schoolwide improvement plan address the needs of all children especially those targeted as being in need of improvement. Through formative and summative assessments the teachers will be able to determine if the needs have been met and are consistent with the improvement plan.

### **\*3. Instruction by highly qualified professional staff.**

The Liberty County School System Personnel department evaluates all potential employees to determine whether they are highly qualified according to the Georgia Professional Standards Commission. If a teacher is not highly qualified, a timely and feasible plan is developed for the teacher to obtain a highly qualified status. During this time, parents are notified in writing of the teacher's status. Currently, Waldo Pafford has one teacher on a three year highly qualified plan to meet requirements for a clear renewable certificate. The teacher is currently awaiting scores for the GACE (088 SPEC Ed Academic Content: Test II). Waldo Pafford currently has 45 certified employees of which 32 have advanced degrees. All paraprofessionals meet the state certification requirements. See pages 37-40.



Dr. John D. Barge, State School Superintendent  
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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

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

Waldo Pafford Elementary School and the Liberty County School District adhere to a well defined hiring process. In order to reach potential candidates at the local, state, and national level, openings for certified positions are posted on the Teach Georgia website. In addition, job vacancies are posted at all schools. This distribution allows staff to be notified of job openings in a prompt and effortless manner. Every year our principal participates in the job fair held each spring by our school system. Personnel from our school district attend job fairs at various colleges and universities, the regional education service agency, and other applicable venues to recruit highly qualified employees.

Applicants are encouraged to initiate the process of obtaining employment through the personnel office. When a job opening occurs at our school site our principal reviews the applications on file at the personnel office to find candidates that will best suit the needs of our school. Our principal and members of our school team interview candidates and make an initial hiring determination. The personnel office accumulates these recommendations for referral to the Superintendent. The Superintendent then takes the personnel recommendations to the Board of Education for final approval. New teacher orientation is provided by the central office staff.

Our school employees are encouraged to work as a team. New teachers are provided a buddy teacher and go through additional on site orientation. If a team member is treated fairly, armed with the necessary tools, and given the chance to perform, he/she will excel in his/her job duties and become a vital component of the team. This attitude is further enhanced by the overwhelming support offered from peers, as well as from the community as a whole. The school feels this corporate culture is the main factor that influences the retention of our staff.

Our school district enhances the retention of employees through financial support. The Liberty County School District offers a competitive local supplement. Local supplements in Liberty County range from 8.75% to 9.75% of the state base. These supplements considerably increase the amount of the paychecks of our employees.

Our school offers a variety of professional learning activities that positively impact the retention of our employees. Depending upon the individual needs of our employees, activities are made available at the school, system, and state levels. These activities provide enrichment opportunities for our employees, as well as an avenue to help facilitate the process of certificate



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"

**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

renewal.

**\*4. Professional development for staff to enable all children in the school to perform appropriately**

- A. After reviewing the results of the spring 2011 NSDC Standards Assessment Inventory (SAI) and our school's data from the spring 2011 CRCT, our leadership team, which includes administrators, teachers, other staff, and a parent representative, met to discuss our school's professional learning needs. Mathematics, science, and writing were identified as the academic areas where more professional learning during the 2012 school year is needed. Technology training has also been identified as a need. Response to Interventions (RtI) will continue to be a professional learning focus with emphasis on differentiated instructional strategies and assessing student achievement. Our goal is for teachers to be comfortable and confident as they use the data collected to evaluate their instruction, implement interventions if needed, and adjust their instruction to maximize student achievement. Teachers will use the data collected to adjust their teaching to address the varied learning needs of students in their classrooms.
- B. We have aligned professional development with the State's academic content and student academic achievement standards based on the needs identified through our needs assessment and data analysis. Specific professional development to support effective instruction is detailed in our schoolwide improvement plan (pages 40-41).
- C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. Some of these resources include: training materials, supplies and supplemental books, technology, stipends (while off contract), substitutes, time, and money. Funds from Title I and Title II are used for professional learning. Title VI-B special education funds are used to provide training for both special education and regular education teachers working with students with disabilities.
- D. 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; curriculum specialists from the central office provide professional learning activities on how to use pre and post assessments, benchmarks, and student portfolios to plan and implement instruction. After teachers analyze pre and post



Dr. John D. Barge, State School Superintendent  
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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

assessments, benchmarks, and student portfolios of special education students, the central office will provide Special education teachers with professional learning on implementing Individual Educational Plans for special education students. All staff will attend professional learning on planning and implementing lessons on the writing process, differentiated instruction, and standards based instruction.

### **\*5. Strategies to increase parental involvement.**

- A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan through the school council. Parents have been involved in the planning, review, and improvement of the schoolwide improvement plan through the school council, written surveys, and other parent meetings. Each year the SIP is presented to the school council and staff for review. After the reviews additions and/or deletions are made before submitting the plan to the BoE for review. Our Parent Involvement Action Plan is found on pages 41-43 of the addendum.
- B. We have developed a parent involvement policy included on pages 43-45 of the addendum. Parental Involvement plays a major role in educating students at Waldo Pafford Elementary School. The parents and staff work together as partners to ensure the best education for all students. Parents are encouraged to be actively involved with the school in educating their children. The following activities will help us accomplish this goal.
- We will host an Open House at the beginning of the school year. At this meeting, expectations and concerns for the new school year will be addressed and teachers will hold informative sessions in their classrooms to answer questions and review grade level expectations for students.
  - We will send home monthly newsletters from the principal, *I Care* materials, and calendars providing information concerning school activities.
  - We will plan and deliver parent and child learning activities throughout the year using *I Care* and curriculum materials in order to provide parents with resources to improve their child's educational experiences.
  - We will identify academically challenged students and provide their parents with additional resources to address their child's skill deficiencies.
  - We will hold grade level CRCT workshops in February to share curriculum and test taking strategies with parents.



Dr. John D. Barge, State School Superintendent  
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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

- We will hold four School Council Meetings (October, December, March, and May).
- We will encourage parents to volunteer, observe (open door policy), and participate in their child's class and school.
- We provide parent volunteer training.
- We will provide frequent reports to the parents about their child's progress (weekly and midterm – daily if needed).
- We will provide parent access to the Parent Portal in Power School which can be accessed at anytime from a computer.
- We send CRCT scores, GKIDS scores, GAA reports, ACCESS scores, and state writing assessment scores to parents as soon as we receive them. Our teachers, curriculum coordinator, counselor, and/or administrators are all available to help parents interpret data.
- We will schedule conferences with all parents during the 1<sup>st</sup> month of school and provide opportunities for frequent parent-teacher conferences to discuss and interpret individual student progress. Our staff will make concerted efforts to meet with parents upon their request. Meetings can be in person, by telephone, or through electronic mail.
- We will have parent-teacher conference opportunities once each nine weeks.
- Parents may review our comprehensive schoolwide program plan in our office or on our school website.
- Parents and students at the beginning of the year or as new students enroll in school are asked to review and sign our school compact (pages 46-47).
- Parents are asked to complete the Parent Involvement Survey (pages 48-51) twice each year. Information from parent surveys is used as we develop our school improvement plan.
- The army has provided a Military Family Involvement Facilitator at the district level. This individual works with parents to increase involvement of military families at each school.

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

During the month of May pre-school students in our county tour the schools they will attend the next year. The pre-school students come from the Liberty County Pre-K Center, private daycare centers in Hinesville, the Liberty County Headstart Program, and home schooled students. When the pre- k students tour our school they meet with our school administrator who



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

acts as their tour guide. The tour of our school includes visits to the media center, special area classrooms, kindergarten classrooms, and the lunchroom. Our administrator also lets them know about some of the rules and procedures they will be expected to follow. One evening during the month of May pre-k parents and their children are invited to visit our school to meet with our administrators and kindergarten teachers to learn more about the kindergarten curriculum and expectations. The meetings and tours provide pre-school students with first-hand experiences at the school they will attend next year.

Each year in May our fifth grade students are given the opportunity to visit and tour the middle school they will be attending next year. Buses transport the fifth grade students and teachers to the middle school and a middle school administrator meets with them and acts as their tour guide. One evening during the month of May fifth grade parents and their children are invited to visit their assigned middle school to meet with the middle school administrators and teachers to learn more about the school and sixth grade curriculum. These visits help make the transition from elementary school to middle school easier for fifth grade students.

### **\*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.**

Teachers play a major role in determining the assessment of their students. Teachers use the Georgia Professional Standards, curriculum maps, and formative assessments to determine what type of instructional activity should be taught to the students. They meet in professional learning communities to discuss different types of assessments and plan their instruction. Various types of data will be collected from multiple sources. The process of assessing and adjusting instruction as needed continues throughout the school year to insure mastery of essential knowledge and skills by all students.

Student data from the CRCT and other state assessments is disaggregated to identify patterns for specific groups of students, grade levels, or content areas. Grade levels not tested on CRCT will use cumulative benchmark assessments to gather student data for evaluation. This year (FY11) we are using the Georgia Online Assessment Program and assessTrax to give our students benchmark assessments throughout the year. Teachers work together in learning communities to review this assessment data in order to adjust their instruction to maximize student achievement. Teachers send home weekly progress reports, midterm grades, and nine weeks grades. The nine weeks grades are reviewed by an administrator. The principal meets



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

with each grade level twice a year (or more often if needed) to review data, discuss different ways to assess students, and to identify academically challenged students in order to provide additional resources to address these students' skill deficiencies.

The principal and teachers read *Making Classroom Assessment Work* by Anne Davies. From this book we learned how to use our assessment to improve instruction. We teach, assess, redeliver, and assess again. Assessment and Response to Interventions (RtI) drive instruction at our school site. The teachers determine the assessment instruments used at each grade level with the support and collaboration of the principal.

### **\*8. Coordination and integration of Federal, State, and local services and programs.**

Federal, State, and Local Services and Programs are all coordinated and integrated to assist us as we serve at risk students. Additional support staff has been hired and various programs, such as English Language Learners (ELL), Early Intervention Program (EIP), Student Support Team (SST), After School and Summer School programs have been implemented to help our at-risk students. These services and programs have furnished the funds needed to purchase additional instructional materials and professional learning opportunities designed to improve student instruction.

State and local funds are provided to fund an ELL teacher for the English Language Learners. Special education funding provides teachers and paraprofessionals to support students with exceptional learning needs. The special education staff members provide a variety of models and services to meet the needs of the special education population. Students who qualify for the Early Intervention Program are supported by the state funded teacher when using the self contained model. Local funds provide a Student Support Team coordinator to meet with the Response to Intervention team to coordinate meetings and monitor the progress of struggling students in RtI and SST. State funding provides a counselor who works with students who are struggling academically and emotionally. The media specialist is funded to work with students and teachers to increase student learning in regard to reading, research, technology, and project based learning.

#### **8(a). List of State and local educational agency programs and other federal programs that will be included.**

- Title I – supports the instruction of reading and mathematics



Dr. John D. Barge, State School Superintendent  
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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Title II – Professional Learning
- EIP – Early Intervention Program
- Counselor – supports struggling learners with academics, social, and emotional issues
- Media Specialist – supports students and teachers to increase student learning, reading levels, and the use of media for project based learning
- ELL/ESOL – English Language Learners
- GATE – Gifted and Talented
- Special Education – supports students with exceptional learning needs
- STAR – Student Transition and Recovery to help students learn self discipline
- YMCA – Pryme Tyme – before and after school daycare
- Gateway Mental Health Services
- Military Parent Transition Coordinator – A parent liaison will work with parents, teachers, and students to make transitions smooth for the home and school.
- School social worker – supports families who are struggling or need assistance
- Department of Family and Children Services (DFACS) – supports families
- Student Support Team (SST) Coordinator – supports students and assists teachers
- Technology Department – funds training

### **8(b). Description of how resources from Title I and other sources will be used.**

Our Title I funds pay for the Curriculum Coordinator, a math/science teacher, as well as math and reading supplies for teachers. Title 1 funding provides funds for supplies for our Parent Involvement Program and Resource Room. Title I funds have helped us purchase technology and software that assists students in the learning process. The Technology Department provides funding for technology specialists to support teachers and students using the technology. Title II funds are used to support professional learning for all staff members. The Central Office assists in making this possible.

Our Title I funds, School Nutrition Program funds, and local funds are coordinated to allow us to offer both After School and Summer School programs for students who need assistance with skills required to meet expectations on the CRCT.



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

The Early Intervention Program (EIP) provides assistance to students who need additional support (smaller student/teacher ratio, additional segments of instruction) in reading and/or mathematics. Funds are also used to support our English Language Learners (ELL) program. (After our ELL students are identified they attend classes at Taylors Creek Elementary.) Additionally, we have a program (GATE) for gifted and talented students here at the school. Eligibility for all these programs is determined by the use of state and county guidelines.

We provide a continuum of placement options to be available to meet the needs of students with disabilities. Special Education funding is provided for teachers and paraprofessionals to provide co-teaching, inclusion, resource, and self contained services to students who have exceptional learning needs. Special education staff is committed to collaborative practice in general education classrooms. The speech pathologist works with classroom teachers to provide speech and language services. The school psychologist (shared by schools) works closely with the SST coordinator to discuss next steps and progress monitoring procedures for those students who do not make progress.

The use of Response to Intervention (RtI) helps teachers diagnose and prescribe interventions for students who are struggling. Students who continue to struggle move into the Student Support Team (SST) tier of the Pyramid of Intervention. We also have Student Transition and Recovery (STAR) program, Special Education programs, and a technology program. Parents are able to use YMCA Pryme Tyme program at WPE for before and after school extended day care at the school site.

### **8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.**

The Military Parent Transition Coordinator works with parents, teachers, and students to make transitions smooth for military families at home and school. The coordinator will provide parent/teacher workshops and work with schools in any way possible when a problem arises with a military family. The Department of Family and Children Services works closely with the schools when families need assistance and when the school social worker has exhausted all efforts to help families.

### **\*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:**



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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

The collection of student data is an on-going process that continues daily at our school. Teachers do formative and summative assessments as they teach to evaluate their instruction and student comprehension. Each nine weeks benchmark assessments (assessTrax) in reading and math are given to 1-5 grade students. Teachers review the student data from these tests to identify areas where additional instruction is needed. Our goal is for our teachers to be comfortable and confident as they use the data collected to evaluate their instruction, implement interventions if needed, and adjust their instruction to maximize student achievement. Teachers will use the data collected to adjust their teaching to address the varied learning needs of students in their classrooms.

### **9(a). Measures to ensure that students' difficulties are identified on a timely basis.**

At the beginning of each school year we review our students GKIDS, Liberty County End-of-the-year Benchmark Test (LCBT), and CRCT scores from the previous year to identify any students that did not meet their grade level expectations. These students are placed in the Early Intervention Program (EIP). The Georgia Department of Education EIP rubrics may also be used to qualify students for the program. Parents are notified of the placement and parent-teacher conferences are held to detail what the school will do and what the parent can do to help the student. This program is designed to provide at-risk students with additional time for small group instruction in reading and/or mathematics.

During the year teachers are asked to identify students that they feel would benefit from additional instruction in reading and math. These students are offered an opportunity to participate in the After School Program. Parents must give permission for their child/children to participate in this program. The After-School Program is offered twice a week for an hour and a half each time. This program usually begins in the fall and ends in the spring just before the CRCT is given. However, this year the program will not begin until January. Snack and transportation are provided.

If a student continues to fail after the teacher has provided appropriate interventions, the teacher will begin the Response to Interventions process for the student. All of our teachers have received training on RTI and are considered members of our Response to Intervention team. The RTI team will meet to discuss the failing student's data and to make a plan of intervention. The team will meet again, after sufficient time to implement and monitor progress has passed, to decide if the intervention plan is helping, needs to continue, needs to change, or is no longer needed because the student is now successful. Response to Intervention is an on-going process that provides systemic, researched, and/or evidence-based instruction and



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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

interventions. RTI continues to be a professional learning focus with emphasis on assessing student achievement and differentiated instructional strategies.

The 2011 summer school program was available to Pre-K students moving up into Kindergarten and to any K-5 students that could benefit from additional instruction. Third grade students that failed reading and fifth grade students that failed reading and/or math on the spring 2011 CRCT could attend summer school for remediation before retaking the CRCT. Transportation, breakfast, and lunch were provided for students attending summer school.

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

Our staff also reviews student assessment data to identify areas where more professional learning is needed. Our professional learning has included the following areas: mathematics, writing, Response to Interventions (RTI), balanced assessments, developing and implementing differentiated instruction, Georgia Performance Standards, and motivation strategies for improving student achievement. This year our staff is developing individual professional learning plans that address areas of weakness. Our goal is to improve student achievement by improving ourselves through professional learning.

### **9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.**

- We share curriculum and grade level expectations with parents at the formal school open house meeting in the fall and with parents as new students enter throughout the school year.
- We schedule conferences with all parents during the 1<sup>st</sup> month of school and provide opportunities for frequent parent-teacher conferences to discuss and interpret individual student progress. Our staff will make concerted efforts to meet with parents upon their request. Meetings can be in person, by telephone, or through electronic mail.
- We disseminate information to parents through monthly newsletters from the principal, *I Care* materials, and weekly academic progress reports from the classroom teacher.
- We plan and deliver parent and child learning activities throughout the year using *I Care* materials and curriculum resources.
- We identify academically challenged students and provide their parents with additional resources to address their



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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

child's skill deficiencies.

- We provide opportunities for parent-teacher conferences at least once each nine weeks.
- We hold grade level workshops in February to share curriculum and test taking strategies with parents (GKIDS for kindergarten, end-of-year benchmark test for 1-2 grades, and CRCT for 3-5 grades).

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

Parents are kept informed of student progress throughout the year. CRCT scores, GKIDS scores, GAA reports, ACCESS scores, and state writing assessment scores are all reported to parents. Liberty County has a Parent Portal (as part of PowerSchool) available to parents in order for them to check student progress in real time. Parents receive formal Progress Reports at the midpoint of each 9-week period and at the end of each 9-week period, parents receive a report card. Classroom teachers send home weekly progress reports to let parents know how their child is performing. Schoolwide data is displayed on a bulletin board in lunchroom and on the school's website.

Interpretation of classroom assessments will be provided to the parents during parent/teacher conferences. Interpretation of benchmark tests and statewide tests will be provided at parent workshops in whole group training sessions. Our administrators, curriculum coordinator, counselor, and/or teachers are all available to help parents interpret data.

### **11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.**

Multiple programs are used to store and disaggregate data so that results can be effectively used to plan instruction. At Waldo Pafford spreadsheets are used to look for significant trends for specific areas and/or groups. The following programs are frequently used.

- The Longitudinal Data System
- TestTrax
- Testing Portal



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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Excel

Waldo Pafford also displays data in a designated training room. The data generates discussion and questions among staff that focuses on student achievement.

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

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

- ACCESS for ELLs in grades K-12 (an English language proficiency test)
- Criterion-Referenced Competency Tests (CRCT) (Reading, English/Language Arts, and Mathematics in grades 1-8 & Science and Social Studies in grades 3-8) Due to budgetary constraints, grades 1 and 2 will not be administered the CRCT during the 2010-2011 school year.
- Georgia Alternate Assessment in grades K-8 and 11 (GAA)
- Grades 3, 5, and 8 Writing Assessments
- Georgia Kindergarten Inventory of Developing Skills (GKIDS)
- National Assessment of Educational Progress (NAEP) (Reading, mathematics and science in grades 4, 8, and 12)  
This test would be given if the state selects our school to participate.

Assessment of kindergarten students goes on throughout the school year using the Georgia Kindergarten Inventory of Developing Skills (GKIDS). Last year students in grades 1-5 were required to take the Georgia Criterion-Referenced Competency Tests (CRCT) in reading, English/language arts, and math. Students in grades 3-5 also took the science and social studies sections of the CRCT. Due to budget restraints grades 1-2 will not take the CRCT at the end of this school year (2012). However, they will be required to take cumulative benchmark assessments in reading and math which will be developed by the Liberty County



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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

School System. The CRCT will be given April 16-20, 2012 to 3-5 grade students. Third-graders must pass the reading exam for promotion. Students in grade five must pass the reading and math tests for promotion.

Our school site test coordinator provides training for our teachers before every test administered at our school site. The pre-ID or student demographic information and school codes are checked for accuracy to ensure that test results are attributed to the correct student and school. Test results are reported at the student, system, school, state, and in some cases, class levels. CRCT results are needed immediately for promotion decisions in grade 3 for reading and in grade 5 for both reading and mathematics. For this reason, after verifying the CRCT results the Assessment Research and Development (ARD) Division releases the data on the department's secure portal, my GaDOE. The portal is available to our school system and provides security for protecting the confidential data inherent in assessment files. Our system test coordinator makes our school's electronic data available to us earlier than paper copies to assist in making decisions regarding summer school attendance for students in grades 3 and 5.

Electronic CRCT data and student-level assessment data are usually made available via roster format or data file format to our school before our students leave for the summer. As soon as the electronic assessment data is received a letter is sent via the student to the parent/guardian with the student's results. The letter explains the purpose of the CRCT, to measure how well students acquire the skills and knowledge described in the state curriculum, and the value of the information, to identify the academic strengths and weaknesses of each student in relationship to the state curriculum. The parents/guardians are encouraged to contact their child's teacher or the school's testing coordinator if help is needed with interpreting the scores. The hard copies of the individual student reports, rosters, school-level summary reports, and system-level summary reports usually arrive after students have left for the summer. The individual student reports are mailed to the parent/guardian.

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

Georgia releases the statewide data report to all parties, including school systems, the media, and the general public, on the same day. In addition to these venues of reporting assessment results, the state issues "report cards" with results in a parent-friendly format. The GaDOE web site, [www.gadoe.org](http://www.gadoe.org), links to the State Report Card each year and this website information is shared with parents. Aggregated and disaggregated results of all state tests can be found on this web site by test, school, system, and state. You will find our school, system, and state tests results from the spring 2011 administration of the state GKIDS and CRCT listed on our school's 2011 data chart.



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**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

**Waldo Pafford Elementary School**

**2011 Kindergarten GKIDS, Grades 1-2 End-of-Year Benchmark Test, and Grades 3-5 CRCT Scores**

		<u>Grade</u>	<u>% Meets/Exceeds Reading</u>	<u>% Meets/Exceeds Eng/LA</u>	<u>% Meets/Exceeds Math</u>	<u>% Meets/Exceeds Science</u>	<u>% Meets/Exceeds Social Studies</u>
<b>Waldo Pafford</b>	<b>Kindergarten Scores GKIDS</b>	<b>K</b>	<b>81</b>	<b>77</b>	<b>85</b>	Not Applicable	Not Applicable
Liberty County	Districtwide Scores	K	78	73	83	Not Applicable	Not Applicable
Statewide Results	Statewide Scores	K	83	81	86	Not Applicable	Not Applicable
<b>Waldo Pafford</b>	<b>1<sup>st</sup> Grade Scores End-of-Year Benchmark Test</b>	<b>1</b>	<b>97</b>	<b>91</b>	<b>91</b>	Not Applicable	Not Applicable
Liberty County	Districtwide Scores	1	Not Available	Not Available	Not Available	Not Applicable	Not Applicable
Statewide Results	Statewide Scores	1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>Waldo Pafford</b>	<b>2<sup>nd</sup> Grade Scores End-of-Year Benchmark Test</b>	<b>2</b>	<b>93</b>	<b>79</b>	<b>87</b>	Not Applicable	Not Applicable
Liberty County	Districtwide Scores	2	Not Available	Not Available	Not Available	Not Applicable	Not Applicable
Statewide Results	Statewide Scores	2	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>Waldo Pafford</b>	<b>3<sup>rd</sup> Grade Scores CRCT</b>	<b>3</b>	<b>94</b>	<b>97</b>	<b>89</b>	<b>91</b>	<b>94</b>
Liberty County	Districtwide Scores	3	91	90	79	80	86
Statewide Results	Statewide Scores	3	91	89	81	80	81
<b>Waldo Pafford</b>	<b>4<sup>th</sup> Grade Scores CRCT</b>	<b>4</b>	<b>90</b>	<b>90</b>	<b>78</b>	<b>83</b>	<b>79</b>
Liberty County	Districtwide Scores	4	89	89	78	81	77
Statewide Results	Statewide Scores	4	88	88	81	79	77
<b>Waldo Pafford</b>	<b>5<sup>th</sup> Grade Scores CRCT</b>	<b>5</b>	<b>92</b>	<b>97</b>	<b>84</b>	<b>79</b>	<b>65</b>
Liberty County	Districtwide Scores	5	92	94	87	80	75
Statewide Results	Statewide Scores	5	91	93	87	77	71



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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

This data chart with the collective achievement of all enrolled students by school, system, and state is sent home with report cards at the end of the first nine weeks. A copy of the data chart is placed on the front window of our school and on the school website. We also have a data bulletin board in our cafeteria. We try to disseminate our test scores to our parents and the public in a variety of ways.

These assessments yield valuable information on our students' academic strengths and weaknesses in relationship to the state curriculum. We are pleased with our students' 2011 tests results. Our teachers and administrators have reviewed the data to identify areas in need of improvement. We will use this information to establish priorities in planning our educational programs for this school year (2012). Our goal is for our teachers to be comfortable and confident as they use data to evaluate their instruction, implement interventions if needed, and adjust their instruction to improve student achievement.

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

At the beginning of each school year our testing coordinator provides the teachers and administrators with the disaggregated test data from the previous school year. Each grade level meets to discuss the results and to identify grade level strengths and weaknesses. Next the leadership team meets to discuss the data to identify any schoolwide issues that need to be addressed in our school improvement plan. The school leadership team includes the following: administrators, curriculum coordinator, counselor, media specialist, grade level leaders, a paraprofessional, and a parent. After much discussion work begins on updating the data in the school plan and making any changes that are needed to improve student achievement.

### **15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).**

Data is also obtained for the upcoming school improvement plan from end of year faculty and parent surveys. These survey results are reviewed by the school leadership team. The team makes determinations about changes that may need to be made



Dr. John D. Barge, State School Superintendent  
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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

in the day-to-day management of the school. The final plan is presented to and discussed with the school staff so they may provide recommendations for revisions. All staff sign indicating they have reviewed and accepted the plan.

At the first school council meeting the principal or curriculum coordinator presents a review of the data from the previous year. The staff recommendations for improvement are also discussed. When the school improvement plan is completely revised it is presented to the school council, the majority of which are parents, again for their review and approval. Each grade level and the leadership team will also be asked to review and approve the plan. When everyone at the school site has reviewed the plan and corrections have been made, a copy will be sent to the local education agency for their review. The completed school improvement plan will be linked to our school website where it will be available to the local education agency, parents, and the public.

### **16. Plan available to the LEA, parents, and the public.**

A copy of the entire School Improvement Plan is posted on the school's website and available to the LEA, parents, and public. The LEA receives a hard copy of the School Improvement Plan. District personnel work with the school improvement team/leadership team to validate the plan and its alignment to the district plan. They make suggestions for revisions as necessary. They also work with the school team to help provide professional learning opportunities as needed. The School Improvement Plan is reviewed by the School Council. The plan is always available at the school upon request.

### **17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.**

ELL students in our school district are transported to another school for services due to the small number of students involved. Translation to other languages is not necessary as all Waldo Pafford students and their families are English speakers. In the event that it did become necessary to translate the plan, we have a staff member who is fluent in Spanish. This staff member has assisted us in the past. For other languages we can seek assistance from the county ELL instructors or simply go to [translate.google.com](http://translate.google.com) or [TransAct.com](http://TransAct.com) for free online language translation of text.



Dr. John D. Barge, State School Superintendent  
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**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

**18. Plan is subject to the school improvement provisions of Section 1116.**

The Title I Schoolwide/School Improvement Plan adheres to the provisions of Section 1116. The plan adheres to the standards of AdvancEd and the Southern Association of Colleges and Schools (SACS) for school improvement which accredit the school through the district accreditation process. Our school improvement plan is also subject to the standards of the Georgia Accrediting Commission.



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**Georgia Department of Education  
Title I  
Schoolwide/School Improvement Plan**

**Addendum**

**Waldo Pafford School Improvement Plan**

**A. Mission**

It is the mission of Waldo Pafford Elementary School to provide our students with opportunities to demonstrate proficiency of the Georgia Performance Standards on grade level and to be able to apply them to our ever-changing world as life-long learners and productive citizens.

We envision a school where this mission will be accomplished through teamwork and by creating a safe, positive learning environment.

We believe....

- Staff members should collaborate regularly.
- A caring community of learners in which students want to be present every day and to actively participate in the educational process should be established.
- Various assessments should be consistently used and evaluated so instruction can be modified to meet the needs of students.
- Staff members should show a willingness to contribute and go above and beyond the minimum expectations.



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**Georgia Department of Education  
 Title I  
 Schoolwide/School Improvement Plan**

**B. Action Plan for Academic Performance**

**Annual, Measurable Student Achievement Goals**

**Student performance on the spring 2011 GKIDS, End-of-Year Benchmark, and CRCT:**

Performance Indicator	Performance Measure	Actual	Target				
			FY11	FY12	FY13	FY14	FY15
All Students							
GKIDS							
Kindergarten Students - Reading	% Meeting / Exceeding	81%	83%	85%	87%	90%	92%
Kindergarten Students - LA	% Meeting / Exceeding	77.2%	79%	81%	84%	86%	88%
Kindergarten Students - Math	% Meeting / Exceeding	85.2%	87%	89%	91%	93%	95%
Liberty Co. Cumulative Benchmark Test	Performance Measure	FY11	FY12	FY13	FY14	FY15	FY16
1st Grade Students - Reading	% Meeting / Exceeding	97%	98%	99%	100%	100%	100%
1st Grade Students - LA	% Meeting / Exceeding	91%	94%	97%	98%	99%	100%
1st Grade Students - Math	% Meeting / Exceeding	91%	94%	97%	98%	99%	100%



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**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

<b>Liberty Co. Cumulative Benchmark Test</b>	<b>Performance Measure</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>FY14</b>	<b>FY15</b>	<b>FY16</b>
<b>2nd Grade Students - Reading</b>	% Meeting / Exceeding	93%	96%	97%	98%	99%	100%
<b>2nd Grade Students - LA</b>	% Meeting / Exceeding	79%	85%	89%	93%	95%	97%
<b>2nd Grade Students - Math</b>	% Meeting / Exceeding	87%	90%	92%	94%	96%	98%
<b>CRCT</b>	<b>Performance Measure</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>FY14</b>	<b>FY15</b>	<b>FY16</b>
<b>3rd Grade Students - Reading</b>	% Meeting / Exceeding	58% / 36% 94%	95%	96%	97%	98%	100%
<b>3rd Grade Students - LA</b>	% Meeting / Exceeding	50% / 47% 97%	97%	98%	99%	100%	100%
<b>3rd Grade Students - Math</b>	% Meeting / Exceeding	49% / 40% 89%	92%	94%	96%	98%	100%
<b>3rd Grade Students - Science</b>	% Meeting / Exceeding	51% / 40% 91%	91%	92%	94%	96%	98%
<b>3rd Grade Students - SS</b>	% Meeting / Exceeding	68% / 26% 94%	95%	96%	97%	98%	100%
<b>CRCT</b>	<b>Performance Measure</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>FY14</b>	<b>FY15</b>	<b>FY16</b>
<b>4th Grade Students - Reading</b>	% Meeting / Exceeding	59% / 31% 90%	92%	94%	95%	96%	97%
<b>4th Grade Students - LA</b>	% Meeting / Exceeding	60% / 30% 90%	92%	94%	96%	98%	100%



Dr. John D. Barge, State School Superintendent  
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**Georgia Department of Education  
 Title I  
 Schoolwide/School Improvement Plan**

<b>4th Grade Students - Math</b>	% Meeting / Exceeding	51% / 27% 78%	80%	85%	90%	92%	94%
<b>4th Grade Students - Science</b>	% Meeting / Exceeding	55% / 28% 83%	85%	90%	92%	94%	96%
<b>4th Grade Students - SS</b>	% Meeting / Exceeding	48% / 31% 79%	80%	85%	90%	92%	94%
<b>CRCT</b>	<b>Performance Measure</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>FY14</b>	<b>FY15</b>	<b>FY16</b>
<b>5th Grade Students - Reading</b>	% Meeting / Exceeding	68% / 24% 92%	94%	99%	100%	100%	100%
<b>5th Grade Students - LA</b>	% Meeting / Exceeding	66% / 31% 97%	98%	99%	100%	100%	100%
<b>5th Grade Students - Math</b>	% Meeting / Exceeding	67% / 17% 84%	85%	90%	92%	94%	96%
<b>5th Grade Students - Science</b>	% Meeting / Exceeding	54% / 25% 79%	87%	90%	92%	94%	96%
<b>5th Grade Students - SS</b>	% Meeting / Exceeding	56% / 9% 65%	80%	85%	90%	92%	94%
<b>Writing</b>	<b>Performance Measure</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>FY14</b>	<b>FY15</b>	<b>FY16</b>
<b>Grade 5 Students</b>	% Meeting / Exceeding	78% / 4% 82%	85%	90%	95%	100%	100%



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**Georgia Department of Education  
 Title I  
 Schoolwide/School Improvement Plan**

**The percentage of students Adequate Yearly Progress (meeting or exceeding standards in grades 3, 4, and 5) on the 2011 CRCT and expected increases:**

- Reading - 92% meets/exceeds in 2011 to 94% in 2012, 96% in 2013, 98% in 2014, 100% in 2015, & 100% in 2016
- Language Arts - 95% meets/exceeds in 2011 to 96% in 2012, 98% in 2013, 100% in 2014, 100% in 2015, & 100% in 2016
- Mathematics - 84% meets/exceeds in 2011 to 89% in 2012, 94% in 2013, 99% in 2014, 100% in 2015, & 100% in 2016
- Science - 84% meets/exceeds in 2011 to 89% in 2012, 94% in 2013, 99% in 2014, 100% in 2015, & 100% in 2016
- Social Studies - 79% meets/exceeds in 2011 to 85% in 2012, 90% in 2013, 95% in 2014, 100% in 2015, & 100% in 2016

**Specific Academic Areas within Content (i.e. domains) and Subgroups (i.e. Special Education, LEP, etc.) to Address (based on analysis of AYP Report and School Student Performance Data over the last three years):**

Information and Media Literacy      Research and the Writing Process      Measurement      Numbers and Operations      Earth Science  
Geography      Government/Civics

Students with disabilities – Reading/English Language Arts & Mathematics      Black students – Mathematics  
Economically disadvantaged students – Mathematics      Students absent 15 days or more

**Factors Affecting Student Achievement to Address (based on analysis of What Works in Schools Survey Results and Standards Assessment Inventory):**

Differentiated Instruction      Technology Integration      Peer Observations

<b>Actions / Strategies / Interventions</b>	<b>Timeline</b>	<b>Professional Learning/ Resources/Est. Costs</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
1.) Teachers and the leadership team will limit classroom interruptions during the instructional day in order to maximize	August 2011 - on-going	No cost	Teachers, Curriculum Coordinator, Assistant Principal, & Principal	Review, analyze, interpret, and evaluate the results of the state mandated CRCT



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**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

<p>time on task for mastery of essential knowledge and skills by all students.</p>				<p>for grades 1-5 &amp; GKIDS for Kindergarten. Monitor report cards every nine weeks for at least 90% of students passing each grading period in grades K-5. Classroom observations and teacher evaluations</p>
<p>2.) All teachers will teach the Georgia Performance Standards for mastery of essential knowledge and skills by all students. They will analyze data, share work samples, and work collaboratively in professional learning communities to determine student areas of weakness and use interventions to strengthen these areas. (GDOE, NCLB, GK, &amp; SAI survey)</p>	<p>August 2011 - on-going</p>	<p>School based professional learning (SBPL) &amp; other professional learning opportunities (State, Local, FDRESA, GLRS, SDE, ASCD, etc.) designed to improve student instruction in the content areas and management as identified./ Differentiated Instruction, Assessment, GPS, RTI, TestTrax, &amp; Longitudinal Data System (LDS)/ Professional Learning Account, Title 1, or General Funds - Cost-unsure since this will be used as needed</p>	<p>Teachers, Curriculum Coordinator, Assistant Principal, &amp; Principal</p>	<p>Review the progress of all students using the evaluations listed above and documentation of completed professional learning, replicate training to professional learning communities, weekly lesson plans, students work, and informal classroom observations (GTOI Task 2).</p>
<p>3.) Teachers (grades K-5) will review assessment data from the GKIDS,</p>	<p>September 2011 -</p>	<p>None / Georgia Online Assessment Program /</p>	<p>Teachers, Curriculum Coordinator, &amp;</p>	<p>Skill Proficiency Class Report, weekly lesson</p>



Dr. John D. Barge, State School Superintendent  
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**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

<p>Georgia Online Assessment Program tests, AssessTrax (benchmark test developed by Liberty County), and TestTrax in order to adjust and design instruction needed to improve student achievement. (GDOE &amp; GK)</p>	<p>on-going</p>	<p>AssessTrax / TestTrax / No cost</p>	<p>Principal</p>	<p>plans, and informal classroom observations</p>
<p>4.) Teachers will use effective instructional practices to increase student motivation and learning engagement. (SAI)</p>	<p>August 2011 - on-going</p>	<p>No cost</p>	<p>Guidance Counselor, Teachers, &amp; Principal</p>	<p>Informal observations &amp; improvement in student academic performance</p>
<p>5.) Teachers will differentiate instruction with an emphasis on more effective ways to teach in order to meet individual student needs (regular education, special education, and economically disadvantaged students). (GDOE &amp; GK)</p>	<p>August 2011 - on-going</p>	<p>Provide training on and/or review of differentiating reading instruction through school based professional learning. Teachers will share effective strategies by collaborating on and across grade levels. (SBPL)/ Professional Learning Account</p>	<p>Teachers, Curriculum Coordinator &amp; Principal</p>	<p>Documentation of completed professional learning and classroom observations.</p>
<p>6.) Teachers will utilize daily review activities to target concepts (10 minutes/subject).</p>	<p>August 2011 - on-going</p>	<p>No cost</p>	<p>Teachers, Curriculum Coordinator &amp; Principal</p>	<p>Informal observations &amp; improvement in student academic performance</p>
<p>7.) Teachers and support personnel will provide EIP and at-risk students additional reading and math instruction</p>	<p>August 2011 - on-going</p>	<p>After school salaries: \$13,000 or more (Title 1)</p>	<p>Teachers, Curriculum Coordinator, &amp; Principal</p>	<p>Review the progress of EIP students using the evaluations listed above and</p>



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*"Making Education Work for All Georgians"*

**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

<p>using materials at the students' instructional levels during the school day and after school. (GK, NCLB, &amp; Title 1)</p>				<p>the state EIP rubric.</p>
<p>8.) Teachers will utilize and integrate modern technology (computers, Smart Boards, Classroom Performance Systems, etc.) in daily instructional activities to enhance instruction and increase student achievement. (GDOE &amp; GK)</p>	<p>August 2011 - on-going</p>	<p>School based professional learning (SBPL) &amp; other professional learning opportunities designed to improve student instruction Smart Board Training / Classroom Performance Systems / No cost anticipated</p>	<p>Tech Office, Teachers, Media Specialist, Curriculum Coordinator, Student Support Specialist, &amp; Principal</p>	<p>Documentation of completed professional learning and observation of effective implementation of technology in the classroom.</p>
<p>9.) Provide a partner teacher to beginning teachers and teachers new to the system to help them understand our standards-based curriculum expectations.</p>	<p>August 2011 - on-going</p>	<p>School Site New Teacher Program / No cost</p>	<p>Teachers, Media Specialist, Curriculum Coordinator, &amp; Principal</p>	<p>Classroom observation of effective implementation. Documentation from the principal's monthly new teacher meetings</p>
<p>10.) Based on on-going formal and informal evaluations, interventions and assistance to increase student achievement in all subgroups will be outlined for administrators, teachers, and staff. Administrators, teachers, and staff will implement best practices in their assigned content and management areas. Content areas at our school site include the following: reading, English/language</p>	<p>August 2011 - on-going</p>	<p>Professional learning opportunities (State, Local, FDRESA, GLRS, SDE, ASCD, etc.) designed to improve student instruction in content areas and management as identified. Professional Learning Account, Title 1, or General Funds / Cost-</p>	<p>Curriculum Coordinator, Assistant Principal, &amp; Principal</p>	<p>Documentation of completed professional learning, replicate training to professional learning communities, formal review of implementation, weekly lesson plans, and informal classroom observations (GTOI Task 2).</p>



Dr. John D. Barge, State School Superintendent  
*"Making Education Work for All Georgians"*

**Georgia Department of Education  
 Title I  
 Schoolwide/School Improvement Plan**

arts, mathematics, science, social studies, health, art, music, physical education, technology, media, special education, and counseling. (GDOE & GK)		unsure since this will be used as needed		
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**C. Instruction by Highly Qualified Professional Staff**

A review of Waldo Pafford Elementary teachers' certificates indicates that they are all certified and highly qualified with the exception of one teacher. The teacher is on a three year highly qualified plan to meet requirements to obtain a highly qualified status and a clear renewable certificate. Parents have been notified in writing of the teacher's status. The teacher is currently awaiting scores for the GACE (088 SPEC Ed Academic Content: Test II).

Waldo Pafford currently has 45 certified employees of which 32 have advanced degrees. All paraprofessionals meet the state certification requirements.

**Teacher Certification Information for Waldo Pafford Elementary School for FY12**

Teacher's Name Last, First	Certificate Level	Fields	Expiration
Addie, Brenda	T-5	Early Childhood Education	2015
Alston, Maruska	T-5	Early Childhood/Middle Grades	2016
Alvin, Shirita	T-4	Early Childhood Education	2015
Bailey, Deborah	T-6	Early Childhood Education / Special Education	2012
Bacon, Sonia	L-7	Middle Grades/Leadership	2012



Dr. John D. Barge, State School Superintendent  
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**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

Brown, Charisse	T-6	Early Childhood Education	2015
Brunson, Kia	T-6	Early Childhood /Leadership	2012
Carter, Nicole	T-5	Early Childhood Education	2013
Chandler, Cindy	T-5	Early Childhood Education	2013
Crowley, Debra	T-5	Early Childhood / Gifted / Leadership	2014
Donnell, Velma	T-6	Early Childhood/Middle Grades	2015
Duval, Sharon	T-5	Early Childhood/Middle Grades	2016
Erwin, Shannon	T-5	Early Childhood Education	2014
Fields, Machael	T-5	Early Childhood Education	2012
Gamble, Lori	T-5	Early Childhood Education	2015
Gillam, Naketa	T-5	Early Childhood Education	2015
Groover, Jeneth	T-5	Early Childhood Education	2015
Guzman Bryanne	T-4	Early Childhood Education	2016
Hankins, Candace	T-4	Early Childhood Education	2012
Haney, Grace	T-5	Early Childhood Education/Middle Grades	2013
Harvey, LaShunda	T-6	Early Childhood Education	2015
Hicks, Debra	T-4	Early Childhood Education	2013
Hough, Carol	T-5	Art	2014
Hunnewell, Sybil	T-5	Health & Physical Education/Leadership	2012
John, Tonja	T-6	Early Childhood / Middle Grades / Special Education	2014
Johnson, Lila Ann	T-4	Early Childhood Education	2016
Joyner, Carman	T-6	Early Childhood Education	2013
Kittles, Tia	S-5	School Counseling	2013
Kirkland, John	T-4	Early Childhood Education	2014
Lee, Kesha	T-5	Early Childhood Education	2014
Lee, Roxanne	S-5	Early Childhood / Middle Grades / Special Education / Media	2015
Morris, Dannye	T-5	Early Childhood / Middle Grades	2015



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**Georgia Department of Education  
 Title I  
 Schoolwide/School Improvement Plan**

Oldham, Sarah	T-4	Early Childhood Education	2013
Pearson, Julie	T-4	Early Childhood Education	2016
Proctor, Laverne	T-5	Early Childhood Education	2012
Rusher, Christa	T-4	Music Education	2014
Roberts, Ruby	T-4	Early Childhood Education	2015
Snell, Nancy	L-6	Early Childhood / Middle Grades / Gifted / Leadership	2015
Stephens, Martha	L-6	Early Childhood/Middle Grades/Leadership/Special Education	2015
Wrease, Sharon	T-7	Early Childhood Education	2013
Wallace, Linda	T-4	Early Childhood Education	2012
Warde, Sheri	T-4	Early Childhood Education	2015
Watkins, Linda	T-4	Special Education	2015
West, Elaine	T-6	Early Childhood Education	2016
Yarbrough, Terri	T-5	Early Childhood Education	2015

**Paraprofessional Certification Information for Waldo Pafford Elementary School for FY12**

A review of Waldo Pafford Elementary paraprofessionals' certificates indicates that they are all certified and highly qualified. They have met the NCLB requirements for highly qualified paraprofessionals by meeting one of the following requirements:

- completion of at least 2 years of study at an institution of higher education; or
- have an Associate's (or higher) degree; or
- have passed a Georgia PSC-approved paraprofessional assessment. If eligibility is established through assessment, the applicant must also hold a high school diploma or GED equivalent.



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**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

<b>Name Last, First</b>	<b>Certificate Type</b>	<b>Fields</b>	<b>Expiration</b>
Anderson, Evanne	Para	Paraprofessional Educator	2013
Basu, Barnali	Para	Paraprofessional Educator	2013
Calhoun, Tanesha	Para	Paraprofessional Educator	2013
Dameron, Arlene	Para	Paraprofessional Educator	2013
Glandon, Theresa	Para	Paraprofessional Educator	2013
Gould, Donna	Para	Paraprofessional Educator	2013
Irby, Vanessa	Para	Paraprofessional Educator	2013
Ivy, Georgia	Para	Paraprofessional Educator	2013
Price, Willie Ruth	Para	Paraprofessional Educator	2013
Roberts, Angel	Para	Paraprofessional Educator	2013
Rooks, Kathryn	Para	Paraprofessional Educator	2013
Smith, Connie	Para	Paraprofessional Educator	2013
Tillis, Danette	Para	Paraprofessional Educator	2013
Williams, Patricia	Para	Paraprofessional Educator	2013

## **D. Professional Learning**

After reviewing the results of the spring 2011 NSDC Standards Assessment Inventory (SAI) and our school's data from the spring 2011 CRCT, our leadership team met to discuss our school's professional learning needs. Mathematics and writing were identified as the academic areas where more professional learning during the 2012 school year is needed. Response to Interventions (RtI) will continue to be a professional learning focus with emphasis on assessing student achievement and differentiated instructional strategies. Other professional learning opportunities are listed in the schoolwide improvement plan. Our goal is for teachers to be comfortable and confident as they use the data collected to evaluate their instruction, implement interventions if needed, and adjust their instruction to maximize student achievement. Teachers will use the data collected to adjust their teaching to address the varied learning needs of students in their classrooms.



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**Georgia Department of Education  
Title I  
Schoolwide/School Improvement Plan**

**Liberty County School System  
Division of Professional Learning  
FY12 Course Description  
Rule: 160-3-3-.10**

**School:** Waldo Pafford Elementary School

**Principal/Director:** Sonia Bacon

**Course Title:** FY12 WPES: Individual Professional Development Plans

**Improvement Goal:** To improve student achievement in the GPS content areas and/or to improve classroom management each teacher will develop their own professional learning plan to address the areas where improvement is needed.

**Course Number:** FY12WPE235

**Contact Hours/PLU Credits:** 10 hours/1 PLU or 20 hours/2 PLU

**Dates:** July 2011 through May 2012

**Times:** Varies (Individual Plans)

**Trainers:** Sonia Bacon and Nancy Snell will oversee.

**Location:** Waldo Pafford Elementary

**Phone Number:** 912-877-4188

**Address:** 2550 West 15<sup>th</sup> Street, Hinesville, GA, 31313

## **E. Action Plan for Parental and Community Involvement**

### **Annual, Measurable Goals:**

Our goal is to provide support for parents and the community and to receive their support as we work together (parents, community, faculty, and staff) to meet the many diverse needs of our students in order to maintain adequate yearly progress for FY12, FY13, FY14, FY15 & FY16.



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**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

Actions / Strategies / Interventions Parent Involvement	Timeline	Professional Development/ Resources/Est. Costs	Person(s) Responsible	Means of Evaluation
1.) Share curriculum and grade level expectations with parents and the community at the formal school open house meeting in the fall and with parents as new students enter throughout the school year.	Fall 2012 - on-going	No cost	Teachers, Curriculum Coordinator, Guidance Counselor, Assistant Principal & Principal	Documentation of parental involvement and parental support of students, teachers, and administrators.
2.) Disseminate information to parents and the community through monthly newsletters from the principal, <i>I Care</i> materials and weekly progress reports from the classroom teacher.	Fall 2012 - on-going	No cost	Teachers & Principal	Documentation of parental involvement and parental support of students, teachers, and administrators.
3.) Plan and deliver parent and child learning activities throughout the year using <i>I Care</i> materials, curriculum and community resources.	Fall 2012 - on-going	Title 1 & General School funds: \$7,000	Teachers, Curriculum Coordinator, Assistant Principal, & Principal	Documentation of parental involvement.
4.) Identify academically challenged students and provide their parents with additional resources to address their child's skill deficiencies.	Fall 2012 - on-going	No Cost	Teachers, Curriculum Coordinator, Assistant Principal, & Principal	Documentation of parental involvement and parental support of students, teachers, and administrators.
5.) Have parent-teacher conferences once each nine weeks.	Fall 2012 -	No cost	Teachers, Curriculum Coordinator, Assistant	Documentation of parent attendance.



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**Georgia Department of Education  
 Title I  
 Schoolwide/School Improvement Plan**

6.) Hold grade level CRCT workshops in February to share curriculum and test taking strategies with parents.	on-going  Winter 2012 - on-going	No cost	Principal, & Principal  Teachers, Curriculum Coordinator, Assistant Principal, & Principal	Documentation of parent attendance.
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**F. Parent Involvement Policy**

**Waldo Pafford Elementary School  
 Parental Involvement Policy  
 2011-2012**

**Statement of Purpose:**

The involvement of parents and community members is critical to the success of education. Ongoing efforts will be made to solicit input from parents and community members and to seek their involvement. Members of the school, the community, and parents were involved in the development of the Parental Involvement Plan.

- I. The system and school will involve parents in the joint development of a written parent involvement policy that shall be incorporated into the school's improvement plan (section 6312 of the Elementary and Secondary Education Act). The system and school will involve parents in the process of school review and improvement (section 6316) through input received from school level improvement committees, school council meetings with parent memberships and through input received from other parent meetings or written surveys. The system and school will establish expectations for parent involvement through written information distributed to parents through school and classroom newsletters, parent contracts, the local media, as well as through the system and school websites.



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

The Parent Compact will be distributed to parents and students at the beginning of the school year or as new students are enrolled in the school. Versions in a language other than English will be provided as needed. In addition, all students receive a student Code of Conduct, which includes the code of behavior, procedures, and calendar of events. During the first week of school, teachers review this information with students. Parents are also asked to sign that they have read and understand the Code of Conduct and discussed its content with their children.

- II. Information about school policies and involvement opportunities are communicated through direct parent contact by the following staff:
  - A. Student Code of Conduct Committee
  - B. Teachers
  - C. Administrators
  - D. Counselor
  - E. School Council
  
- III. Annual and regular meetings of parents will be convened to discuss the schoolwide program, including parents' rights to be involved in the school plan.
  - A. All parents are invited to attend parent meetings and copies of the school plan are available upon request.
  - B. Parents and community members are asked to serve on committees such as the School Council and the School Improvement Committee.
  - C. Parent meetings are held during the school day and outside school hours. Monthly school calendars, school newsletters, weekly student progress reports, letters, and/or reminder memos from teachers and administrators notify parents of specific dates and times.
  
- IV. Parents will be provided information on school performance, student's individual assessments, and school curriculum.
  - A. Information on school performance is sent home with students annually. This data chart with the collective achievement of all enrolled students by school, system, and state is sent home with report cards at the end of the first nine weeks. A copy of the data chart is placed on the front window of our school and on the school website. Additional



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

copies are available in the office. We also have a data bulletin board in our cafeteria. We try to disseminate our test scores to our parents and the public in a variety of ways.

- B. The results of norm-referenced and standardized tests are sent home with students who have participated in these tests. As soon as the assessment data is received, a copy of the individual student report is sent via the student to the parent/guardian with the student's results. If the students have left for the summer, the individual student reports are mailed to the parent/guardian. The report explains the purpose of the test, to measure how well students acquire the skills and knowledge described in the state curriculum, and the value of the information, to identify the academic strengths and weaknesses of each student in relationship to the state curriculum. The parents/guardians are encouraged to contact their child's teacher or the school's testing coordinator if help is needed with interpreting the scores. The Parent Portal also provides parents with the results of classroom assignments and tests via the Internet.
- C. Information about school curriculum is conveyed to parents through parent/teacher meetings, letters to parents, the school's monthly calendar, and the school newsletter.

V. Parents and community members will be given timely responses to their concerns and suggestions.

- A. All concerns or suggestions submitted in writing or verbally are responded to in a timely manner.
- B. Information from parent surveys (pages 47-50) is reviewed and considered as our school improvement plans are developed.

VI. Parent/Student/School Compact

- A. The parent/student/school compact (pages 45-46) was developed by community representatives and stakeholders from the school.
- B. All stakeholders are asked to participate and to sign the compact to show their support.

VII. Building capacity for parent/community involvement

- A. Refer to the district's plan for parent and community involvement.
- B. Refer to the school's plan for parent and community involvement.



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**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

## **G. School Compact**

### **Waldo Pafford Elementary School** **2010-2011 Parent/Student/School Compact**

School Mission Statement: It is the mission of Waldo Pafford Elementary School to provide our students with opportunities to demonstrate proficiency of the Georgia Performance Standards on grade level and to be able to apply them to our ever-changing world as life-long learners and productive citizens.

As a teacher, I, \_\_\_\_\_, will

- believe that each student can learn;
- show respect for each child and his/her family;
- come to class prepared to teach;
- provide an environment conducive to learning;
- help each child grow to his/her fullest potential;
- provide meaningful and appropriate homework activities;
- enforce school and classroom rules fairly and consistently;
- maintain open lines of communication with each student and his/her parent;
- demonstrate professional behavior and a positive attitude.

As a student, I, \_\_\_\_\_, will

- attend school regularly and on time;
- promise to read daily at home and at school;
- always try to do my best in my work and in my behavior;
- work cooperatively with my classmates, teachers, and other school staff;
- show respect for myself, my school, and other people;
- obey the school and bus rules;
- take pride in my school and myself;
- come to school with my homework and my supplies;



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**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

-- believe that I can and will learn

As a parent/guardian, I, \_\_\_\_\_, will

- provide adequate food and rest so my child is ready to learn;
- see that my child attends school regularly and on time;
- provide my child with the basic supplies needed for school;
- encourage my child to read at home;
- provide a home environment that encourages my child to learn;
- work with my child to see that all homework assignments are completed;
- communicate regularly with my child's teachers;
- support the school in developing positive behaviors;
- talk with my child about his/her school activities every day;
- monitor my child's TV viewing and video game playing;
- show respect and support for my child, the teacher, and the school.

As an administrative team, we will

- provide a safe and orderly environment conducive to learning;
- provide an environment that allows for positive communication among the teacher, parent, and student;
- support teachers in providing high quality instruction;
- provide an open door policy for parents.
- encourage students, their families, and staff to keep this compact.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Assistant Principal

\_\_\_\_\_  
Curriculum Coordinator



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Georgia Department of Education  
Title I  
Schoolwide/School Improvement Plan

**H. Title I Parent Survey**

**Waldo Pafford Elementary School**  
**2011-2012 Title I PARENT SURVEY**

Student's grade level: \_\_\_\_\_

**The concerns and comments of parents are very important. Thank you for taking the time to complete this survey and return it to your child's teacher by Friday, October 21, 2011.**

Please circle the response that you believe to be most accurate:

1. I am kept well informed of the activities at the school. YES NO
2. I received clear information regarding my child's academic progress. YES NO
3. How often do you communicate with your child's teacher?  
 once a week     once a month     other: \_\_\_\_\_
4. What is/are the best way(s) to communicate with you and your family? (check all that apply)  
 letters, newsletters     phone calls     email  
 school website     home visit     meetings  
 other: \_\_\_\_\_



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**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

5. What limits your participation in your child's school activities, meetings, or conferences? (check all that apply)

- not enough information or notice       transportation
- inconvenient schedule/times       language
- childcare/babysitting       location
- other: \_\_\_\_\_

6. When would it be most convenient for you to attend meetings?

- Morning       Afternoon       Evening

Circle one: Monday Tuesday Wednesday Thursday Friday

- 7. Are you familiar with the Student/Teacher/Parent Compact?      YES      NO
- 8. Do you feel your child is safe at school?      YES      NO
- 9. Are you a member of the "School Council" for this school?      YES      NO
- 10. Is this your first year in this school?      YES      NO

11. The school is parent-friendly.

- STRONGLY AGREE       AGREE       DISAGREE       STRONGLY DISAGREE

12. Parents and volunteers have opportunities to become involved in activities that support the instructional program.

- STRONGLY AGREE       AGREE       DISAGREE       STRONGLY DISAGREE



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**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

13. Parents are provided training and encouraged to work with their children at home.

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

14. Teachers show caring and encouragement when working with students and pay attention to student interests, problems, and success, both in and out of the classroom.

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

15. Students are provided recognition for success in the classroom.

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

16. Students are provided recognition for success at a school wide awards program.

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

17. Physical facilities provide a secure, clean, and attractive setting where the emphasis is on academic achievement.

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

18. What type of training/programs would you like for the school to provide for parents?

\_\_\_\_\_ Parenting skills

\_\_\_\_\_ ESL classes

\_\_\_\_\_ Nutrition

\_\_\_\_\_ Health awareness/issues

\_\_\_\_\_ Computer classes

\_\_\_\_\_ Homework skills

\_\_\_\_\_ Mathematics skills

\_\_\_\_\_ Reading skills

\_\_\_\_\_ Test-taking skills



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**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

19. My child(ren) are in grades: K 1 2 3 4 5 6 7 8 (circle all that apply)

20. Do you plan to volunteer during the year at the school? YES NO

Please share any comments or suggestions here:

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