



**Title I Schoolwide Program Plan
2016-2017**

Submitted on August 26, 2016

(The School Improvement Plan is embedded in this plan)

NAME OF SCHOOL/PRINCIPAL:

Jasper Elementary School/Dr. David Wilds

NAME OF DISTRICT/SUPERINTENDENT:

Pickens County Schools System/ Dr. Lula Mae Perry

Comprehensive Support School Targeted Support School Schoolwide Title 1 School Targeted Assistance Title 1 School Non-Title 1 School Opportunity School

Planning Committee Members

Name	Position/Role
David Wilds	Principal
Stephanie Hall	Assistant Principal
Lisa Hardman	Academic Coach
Crystal Carver	5 th Grade Teacher
Agayla Young	4 th Grade Teacher
Lacey Jones	3 rd Grade Teacher
Tonya Dobson	2 nd Grade Teacher
Matthew Gibson	1 st Grade Teacher
Jody Williams	Kindergarten Teacher
Stephanie Grisham	Special Education
Kelly Posey	Media Specialist
Shannon Morris-Innes	Parent

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>Emphasis on writing instruction that includes both process writing and constructed response writing across the curriculum.</p>	<p>Georgia Milestones Assessment results indicated that 67% of JES students performed at the remedial level of learning for writing and language.</p> <p>CCRPI indicated that 57% of JES students scored at developing level or above in English Language Arts on the Georgia Milestones Assessment.</p>	<p>The school leadership team comprised of administrators, academic coach, and a variety of teachers who met over a period of time to review data, complete needs assessment, draft and finalize a literacy plan that encompasses all content areas.</p> <p>All teachers participated in a needs assessment and provided input into different aspects of the plan through faculty and grade level meetings.</p> <p>The School Advisory Council comprised of parents, business partners, the principal, teachers, and academic coach met to review data and provide input/feedback into the plan.</p>	<p>Parents will receive individual student assessment reports, an invitation to attend school assessment meetings and writing celebrations as well as attend parent-teacher conferences as needed.</p>
<p>Emphasis on literacy instruction that includes foundational reading skills that includes phonics and phonemic awareness, vocabulary and fluency development, and reading comprehension.</p>	<p>Georgia Milestones Assessment results indicated that 56% of JES students performed at the remedial level of learning for reading and vocabulary.</p> <p>CCRPI indicated that 57% of JES students scored at developing level or</p>	<p>The school leadership team comprised of administrators, academic coach, and a variety of teachers who met over a period of time to review data, complete needs assessment, draft and finalize a</p>	<p>Parents will receive individual student assessment reports, an invitation to attend school assessment meetings, and parent-teacher conferences as needed.</p>

	<p>above in English Language Arts on the Georgia Milestones Assessment.</p> <p>Scholastic Reading Inventory indicates that 22% of JES students performed at a Below Basic and 20% scored at the Basic level in reading in grades 3-5 for Spring term, FY16, and the Fall, 2017 results concluded that 37% of JES students performed at a Below Basic and 29% scored at the Basic level in reading.</p> <p>DIBELS FY16 indicates that 21% of JES students performed at a Below Basic level in reading in grades K-3, and the Fall 2017 results concluded that 23% of JES students performed at a Below Basic level in reading.</p>	<p>literacy plan that encompasses all content areas.</p> <p>All teachers participated in a needs assessment and provided input into different aspects of the plan through faculty and grade level meetings.</p> <p>The School Advisory Council comprised of parents, business partners, the principal, teachers, and academic coach met to review data and provide input/feedback into the plan.</p>	
<p>Emphasis on science instruction including using research-based instructional and reading strategies to improve comprehension, critical thinking skills, applied learning strategies, vocabulary development, and implementing response to text techniques.</p>	<p>Georgia Milestones Assessment results indicated that 65% of JES students performed at the remedial level of learning for Science.</p> <p>CCRPI indicated that 43% of JES students scored at the remedial level in Science for FY15 Georgia Milestones Assessment and 21% for FY14 on CRCT.</p>	<p>The school leadership team comprised of administrators, academic coach, and a variety of teachers who met over a period of time to review data, complete needs assessment, draft and finalize a literacy plan that encompasses all content areas.</p> <p>All teachers participated in a needs assessment and provided input into different aspects of the plan through faculty and grade level meetings.</p> <p>The School Advisory Council comprised of parents, business</p>	<p>Parents will receive individual student assessment reports, an invitation to attend school assessment meetings, and parent-teacher conferences as needed.</p>

		partners, the principal, teachers, and academic coach met to review data and provide input/feedback into the plan.	
Emphasis on mathematics including automaticity of math facts, gaining number sense, problem solving using manipulatives, and multi-part constructed response.	<p>Georgia Milestones Assessment results indicated that 61% of JES students performed at the remedial level of learning for mathematics.</p> <p>CCRPI indicated that 54% of JES students scored at the remedial level in Mathematics for FY 15 Georgia Milestones Assessment and 19% for FY14 on CRCT.</p> <p>SMI data was faulty; therefore, we did not use the data in our comprehensive needs assessment.</p>	<p>The school leadership team comprised of administrators, academic coach, and a variety of teachers who met over a period of time to review data, complete needs assessment, draft and finalize a literacy plan that encompasses all content areas.</p> <p>All teachers participated in a needs assessment and provided input into different aspects of the plan through faculty and grade level meetings.</p> <p>The School Advisory Council comprised of parents, business partners, the principal, teachers, and academic coach met to review data and provide input/feedback into the plan.</p>	Parents will receive individual student assessment reports, an invitation to attend school assessment meetings, and parent-teacher conferences as needed.
Emphasis on social studies instruction including using research-based instructional and reading strategies to improve comprehension, critical thinking skills, applied learning strategies, vocabulary development, and implementing response to text techniques.	<p>Georgia Milestones Assessment results indicated that 64% of JES students performed at the remedial level of learning for Social Studies.</p> <p>CCRPI indicated that 42% of JES students scored at the remedial level in Social Studies for FY15 Georgia Milestones Assessment and 19% for FY14 on CRCT.</p>	The school leadership team comprised of administrators, academic coach, and a variety of teachers who met over a period of time to review data, complete needs assessment, draft and finalize a literacy plan that encompasses all content areas. .	Parents will receive individual student assessment reports, an invitation to attend school assessment meetings, and parent-teacher conferences as needed.

		<p>All teachers participated in a needs assessment and provided input into different aspects of the plan through faculty and grade level meetings.</p> <p>The School Advisory Council comprised of parents, business partners, the principal, teachers, and academic coach met to review data and provide input/feedback into the plan.</p>	
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SMART GOAL #1 English Language Arts (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

The percentage of 3rd-5th grade students in FY 16 showed 56% in levels 1 and 2. Our FY17 goal will be to decrease levels 1 and 2 by 3% to 53% as noted in Milestones scores FY17. (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		

<p>Instructional Standards:</p> <p>3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p>4: Uses research-based instructional practices that positively impact student learning</p> <p>5: Differentiates instruction to meet specific learning needs of students</p> <p>6: Uses appropriate, current technology to enhance learning</p> <p>9: Provides timely, systematic, data-driven interventions</p>	<p>All teachers K-5th grade</p> <p>All K-5th grade student subgroups including:</p> <ul style="list-style-type: none"> • All demographics • SWD • EL • ED • Migrant • Homeless <p>All Teachers</p> <p>All Parents</p>	<ul style="list-style-type: none"> • Teachers, with the support of the academic coach, will incorporate Lucy Calkins writing units in a newly created writing block utilized to enhance student understanding of process writing. • Teachers, with the support of academic coach, will continue Differentiated Reading block that includes early literacy foundation in phonics for grades K-2 and multisyllabic decoding and vocabulary acquisition for grades 3-5. • Continue monthly vertical and weekly grade-level collaborative planning facilitated by the academic coach, administration, or grade level chair. • Academic coach and grade level chairs will continue assisting teachers in creating common lessons, performance tasks, assessments, and activities to support student achievement. • Academic coach will support teachers by modeling, co-teaching, observing and providing feedback. • Participate in IXL English Language Arts for skill improvement in grades 3-5. • Parents will be provided strategies to enhance fluency, vocabulary, and comprehension via Parent Workshops, Newsletters, and Parent Conferences. 	<p>Units of Study / writing samples</p> <p>Student Assessment Data from Differentiation Kits</p> <p>Professional Learning Agendas & Sign-In Sheets, Collaborative planning minutes</p> <p>Model Classrooms: Observation Check List/Notes</p> <p>Data reports that indicate student usage and proper growth.</p> <p>Agendas & Sign – in Sheets: Parent Workshops, Newsletters, and Documentation from Parent Conferences.</p>	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Knowledge and understanding of expectations for classroom instruction using differentiated reading kits Lucy Calkins writing units • Guidance and implementation of collaborative planning <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Knowledge and understanding of expectations for classroom instruction using differentiated reading kits, Lucy Calkins units, & grade-level GSE standards • Ability to collaborate with peers and academic coaches • Knowledge in how to use literature materials with their student to help build fluency, build vocabulary, and comprehension. <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Knowledge and understanding of grade-level reading and writing standards and teacher expectations for activities within Differentiated reading kits and Lucy Calkins units of study • Ability to apply knowledge to performance tasks and assessments <p>Parents demonstrate:</p> <p>Knowledge in how to use reading strategies with their children to help build fluency, build vocabulary and comprehension.</p>	<p>Weekly review of lesson plans by administrators and academic coach with feedback when necessary.</p> <p>Monthly review of data spreadsheets by administrators, academic coach, Data Team, and Teacher Teams</p> <p>Monthly classroom observations by administrators and academic coach</p> <p>Observations and feedback from RESA coaches.</p>	<p>Title I Funds: Academic Coach</p> <p>Title I funds: Substitutes for teachers who attend PL</p> <p>Striving Readers: Differentiated Reading Kits /Bookworms Kindergarten Listening Centers K-2 Differentiated Center Activities</p> <p>DIBELS Assessment System Scholastic Reading Inventory Lucy Calkins Writing Curriculum and Resources Substitutes for professional learning.</p> <p>Instructional Funds: IXL Language Arts BrainPop BrainPop Jr.</p> <p>Striving Readers Grant: Conferences (\$3600)</p> <p>RESA Consultants</p>
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SMART GOAL #2 Science (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

The percentage of 3rd-5th grade students in FY16 showed 66% in levels 1 and 2; however, in 5th grade the percentage of students in levels 1 and 2 was 54%. Our FY17 goal will be to decrease the percentage in levels 1 and 2 in 5th grade by 3% to 51% as noted in Milestones scores FY17 (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Instructional Standards:</p> <p>3:Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p>4: Uses research-based instructional practices that positively impact student learning</p> <p>5: Differentiates instruction to meet specific learning needs of students</p> <p>6: Uses appropriate, current technology to enhance learning</p> <p>9: Provides timely, systematic, data-driven interventions</p>	<p>All teachers K-5th grade</p> <p>All K-5th grade student subgroups including: <ul style="list-style-type: none"> ● SWD ● ED ● Migrant ● Homeless </p> <p>All Math Teachers</p> <p>All Parents</p>	<ul style="list-style-type: none"> ● Teachers, with the support of academic coach, will implement shared reading strategies in Science to enhance comprehension. Teachers will utilize Science lab for small group hands-on learning tasks from the Science Frameworks. ● Teachers will continue to implement Science Weekly magazine reading in the science classroom. ● Writing will be implemented as a response to science tasks and vocabulary. ● Academic coach and grade level chairs will continue assisting teachers in creating common lessons, assessments, and activities to support student achievement and alignment to the new GSE standards for Science. ● Continue monthly vertical and weekly grade-level collaborative planning facilitated by the academic coach, administration or grade level chair. ● Academic coach will support teachers by modeling, co-teaching, observing and providing feedback. ● Parents will be provided access to the new GSE standards to increase knowledge of science via Parent Workshops, Newsletters, and Parent Conferences. 	<p>Lesson plans, observations</p> <p>Student Assessment Data</p> <p>SSW Units of Study / writing samples</p> <p>Professional Learning Agendas & Sign-in Sheets, Minutes</p> <p>Collaborative planning minutes & Sign-In Sheets</p> <p>Agendas & Sign –in Sheets: Parent Workshops, Newsletters, and Documentation from Parent Conferences.</p> <p>Model Classrooms Model Classrooms: Observation CheckList /Notes</p>	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> ● Knowledge and understanding of classroom instruction using the GPSs, Science Frameworks, and implementing writing across the curriculum. <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> ● Knowledge and understanding of expectations of best practices for the Science classroom. Knowledge of the GPS, Science Frameworks, and response to text writing instruction.. ● Ability to collaborate with peers and academic coach. <p>Students Demonstrate:</p> <ul style="list-style-type: none"> ● Ability to work in small groups completing science tasks in the lab and completion of response to text writing techniques. <p>Parents demonstrate:</p> <ul style="list-style-type: none"> Knowledge of GPS standards as obtained via curriculum nights, newsletters, and websites. 	<p>Weekly review of lesson plans by administrators and academic coach with feedback.</p> <p>Monthly review of reading data by administrators, academic coach, PLTeam to ensure that students have proper support in science literacy.</p> <p>Monthly classroom observations by administrators and academic coach</p> <p>Observations and feedback from RESA coaches.</p>	<p>Title I funds: Academic Coach</p> <p>Title I funds: Substitutes for teachers who attend PL</p> <p>Instructional Funds: Science Weekly Magazine</p> <p>BrainPop</p> <p>BrainPop Jr.</p>

SMART GOAL #3 Math (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

The percentage of 3rd-5th grade students in FY 16 showed 61% in levels 1 and 2. Our FY17 goal will be to increase in levels 1 and 2 by 3% to 58% as noted in Milestones scores FY17. (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Instructional Standards:</p> <p>3:Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p>4: Uses research-based instructional practices that positively impact student learning</p> <p>5: Differentiates instruction to meet specific learning needs of students</p> <p>6: Uses appropriate, current technology to enhance learning</p> <p>9: Provides timely, systematic, data-driven interventions</p>	<p>All teachers K-5th grade</p> <p>All K-5th grade student subgroups including:</p> <ul style="list-style-type: none"> ● SWD ● ED ● ED ● Migrant ● Homeless <p>All Math Teachers</p> <p>All Parents</p>	<ul style="list-style-type: none"> ● Teachers, with the support of academic coach, will implement Number Talks K-5 and Math in the Fast Lane 3-5 to improve number sense. Teachers will utilize math kits for differentiated groups. ● Teachers, with the support of the academic coach, will utilize IKAN and Gloss diagnostic math assessments in K-2 for needs based learning groups. ● Continue to use IXL Math for skill improvement in all grades. (i-Ready) ● Academic coach and grade level chairs will continue assisting teachers in creating common lessons, assessments, and activities to support student achievement. ● Continue monthly vertical and weekly grade-level collaborative planning facilitated by the academic coach, administration or grade level chair. ● Academic coach will support teachers by modeling, co-teaching, observing and providing feedback ● Professional Learning in i-Ready and implement benchmarks. ● Parents will be provided strategies to increase number sense and automaticity of math facts in grades K-5 via Parent Workshops, Newsletters, and Parent Conferences. 	<p>Professional Learning Agendas & Sign-in Sheets, Minutes</p> <p>Student Assessment Data from IKAN / Gloss</p> <p>Collaborative planning minutes</p> <p>Model Classrooms: Observation Check List/Notes</p> <p>Agendas & Sign –in Sheets: Parent Workshops, Newsletters,Parent Resources and Documentation from Parent Conferences</p> <p>Data reports that indicate student usage and proper growth.</p>	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> ● Knowledge and understanding of expectations for classroom instruction using differentiated math instruction, Number Talks, and Math in the Fast Lane <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> ● Knowledge and understanding of expectations of best practices using Number Talks, Math in the Fast Lane, Differentiated Math Instruction, IKAN/Gloss, and GSE standards ● Ability to collaborate with peers and academic coaches <p>Students Demonstrate:</p> <ul style="list-style-type: none"> ● Increase rate of student scoring in i-Ready and IKAN/Gloss assessments. ● Participation in IXL Math building knowledge in math skills. <p>Parents demonstrate:</p> <p>Knowledge in how to use math materials with their children to help build math fact fluency and math skills.</p>	<p>Weekly review of lesson plans by administrators and academic coach with feedback.</p> <p>Monthly review of data by administrators,academic coach, PL Team, and Teacher Teams</p> <p>Monthly classroom observations by administrators and academic coach</p> <p>Observations and feedback from RESA coaches.</p>	<p>Title I Funds: Academic Coach</p> <p>Title I funds: Math in the Fast Lane Substitutes for teachers who attend PL</p> <p>Instructional Funds: IXL Math BrainPop BrainPop Jr. Math in the Fast Lane Supplies for Differentiated Math Kits RESA Consultants</p>

SMART GOAL #4 Social Studies (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

The percentage of 3rd-5th grade students in FY 16 showed 64% in levels 1 and 2; however, in 5th grade the percentage of students in levels 1 and 2 was 59%. Our FY17 goal will be to decrease the percentage in levels 1 and 2 in 5th grade by 3% to 56% as noted in Milestones scores FY17 (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Instructional Standards:</p> <p>3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p>4: Uses research-based instructional practices that positively impact student learning</p> <p>5: Differentiates instruction to meet specific learning needs of students</p> <p>6: Uses appropriate, current technology to enhance learning</p> <p>9: Provides timely, systematic, data-driven interventions</p>	<p>All teachers K-5th grade</p> <p>All K-5th grade student subgroups including:</p> <ul style="list-style-type: none"> ● SWD ● ED ● ED ● Migrant ● Homeless <p>All Math Teachers</p> <p>All Parents</p>	<ul style="list-style-type: none"> ● Teachers, with the support of academic coach, will implement shared reading strategies in Social Studies to enhance comprehension. Teachers will utilize Social Studies Frameworks from the Georgia Performance Standards. <ul style="list-style-type: none"> ● Teachers will continue to implement Social Studies Weekly magazine reading in the SS classroom. ● Writing will be implemented as a response to texts and vocabulary will be enriched utilizing shared reading texts based on SS content. ● Academic coach and grade level chairs will continue assisting teachers in creating common lessons, assessments, and activities to support student achievement. ● Continue monthly vertical and weekly grade-level collaborative planning facilitated by the academic coach, administration or grade level chair. ● Academic coach will support teachers by modeling, co-teaching, observing and providing feedback. ● Parents will be provided access to the new GSE standards to increase knowledge of science via Parent Workshops, Newsletters, and Parent Conferences. 	<p>Professional Learning Agendas & Sign-in Sheets, Minutes</p> <p>Student Assessment Data</p> <p>Units of Study / writing samples</p> <p>Collaborative planning minutes & Sign-In Sheets</p> <p>Model Classrooms</p> <p>Model Classrooms: Observation Check List/Notes</p>	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> ● Knowledge and understanding of expectations for classroom instruction and utilizing the GPS frameworks for content instruction and implementing writing across the curriculum. <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> ● Knowledge and understanding of expectations of best practices using shared reading strategies and response to text in writing. ● Ability to collaborate with peers and academic coach <p>Students Demonstrate:</p> <ul style="list-style-type: none"> ● Ability to work in small groups completing SS tasks and completion of response to text writing techniques. <p>Parents demonstrate:</p> <ul style="list-style-type: none"> Knowledge of GPS frameworks as obtained via curriculum nights, newsletters, and websites. 	<p>Weekly review of lesson plans by administrators and academic coach with feedback.</p> <p>Bi-monthly review of data spreadsheets by administrators, academic coach, Data Team, and Teacher Teams</p> <p>Monthly classroom observations by administrators and academic coach</p> <p>Observations and feedback from RESA coaches.</p>	<p>Title I funds: Academic Coach</p> <p>Title I funds: Substitutes for teachers who attend PL</p> <p>Instructional Funds: Science Weekly Magazine</p> <p>BrainPop</p> <p>BrainPop Jr.</p> <p>Striving Readers Grant: Shared Reading Titles 3-5 classrooms</p>

Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
<i>Implement Lucy Calkins Writing Curriculum K-5</i>	<i>July 2016 – April 2017</i>	<i>Striving Readers</i>	<i>Teachers, Academic Coach, Administrator</i>	<i>Administrators / Academic Coach</i>	<i>Writing Journals 3 Benchmarks / Pre/Post Essays</i>
<i>Fully Implement Bookworm lesson plans K-5 and Needs based Differentiation Groups: Phonics Kits, Fluency/Vocabulary or Comprehension</i>	<i>July 2016 – April 2017</i>	<i>Striving Readers AC Kelly Rogers / RESA Consultant</i>	<i>Teachers, Academic Coach</i>	<i>Administrators / Academic Coach</i>	<i>Differentiation Phonics Kits Assessments, DIBELS, SRI Data Results</i>
<i>Math in the Fast Lane 3-5</i>	<i>Aug 23rd 1st Semester 2016</i>	<i>\$2900 Total Cost Title I/Instructional Suzy Peppers Rollins / AC</i>	<i>Teachers, Academic Coach</i>	<i>Administrators / Academic Coach</i>	<i>i-Ready Data Results</i>
<i>IKAN /Gloss Assessments and lessons in K-2</i>	<i>Aug 22nd 1st Semester 2016</i>	<i>Bonnie Angel / RESA Consultant / AC</i>	<i>Teachers, Academic Coach</i>	<i>Administrators / Academic Coach</i>	<i>IKAN / Gloss Results</i>
<i>Number Talks K-5</i>	<i>1st Semester 2016</i>	<i>Bonnie Angel / RESA Consultant / AC</i>	<i>Teachers, Academic Coach</i>	<i>Administrators / Academic Coach</i>	<i>i-Ready Data Results</i>
<i>i-Ready</i>	<i>1st Semester 2016</i>	<i>Professional Learning from i-Ready Team</i>	<i>Teachers, Academic Coach, Administration</i>	<i>Academic Coach, Administration</i>	<i>i-Ready Data Reports</i>

Highly Qualified Staff

Georgia Department of Education

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(SWP 3, 5)

JES Data FY 2016
Benchmark Data

Dibels

SRI

SMI

Jasper Elementary 2015-2016												
		Well Below	Below	At or Above	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
Kindergarten	Benchmark 1	25%	14%	61%					83%	15%	2%	0%
	Benchmark 3	3%	4%	93%					8%	44%	38%	10%
	Growth from B1 to B3	22%	10%	32%					75%	29%	36%	10%
1st Grade	Benchmark 1	9%	7%	84%					39%	44%	15%	2%
	Benchmark 3	17%	13%	70%					16%	47%	36%	1%
	Changes from B1 to B3	8%	6%	14%					23%	3%	21%	1%
2nd Grade	Benchmark 1	27%	13%	60%					49%	38%	10%	3%
	Benchmark 3	30%	18%	53%					23%	49%	28%	0%
	Changes from B1 to B3	3%	5%	7%					26%	11%	18%	3%
3rd Grade	Benchmark 1	25%	13%	62%	44%	23%	26%	6%	45%	46%	8%	0%
	Benchmark 3	30%	14%	56%	19%	24%	37%	20%	46%	40%	13%	1%
	Changes from B1 to B3	5%	1%	6%	25%	1%	11%	14%	1%	6%	5%	1%
4th Grade	Benchmark 1				36%	37%	19%	8%	53%	32%	12%	3%
	Benchmark 3				25%	13%	42%	19%	25%	31%	42%	2%
	Changes from B1 to B3				11%	24%	23%	11%	28%	1%	30%	1%
5th Grade	Benchmark 1				32%	31%	31%	6%	52%	40%	7%	0%
	Benchmark 3				16%	38%	28%	17%	30%	43%	26%	1%
	Changes from B1 to B3				16%	7%	3%	11%	22%	3%	19%	1%

Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>