

PORTERDALE ELEMENTARY SCHOOL 2023-2024

PROGRAM EVALUATION FOR THE 2023-2024 SCHOOL YEAR

Principal Name: Clydia Newell

School's Name: Porterdale Elementary

Annually evaluating the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).



Directions Evaluate your Title I SWP by using the data provided in your Comprehensive Needs Assessment (CNA) to determine if your goals for each area were met.

2022-2023 Program Evaluation of the Schoolwide Plan

Goals and Strategies

Math

SMART Goal: Increase student Achievement by 3% in MATH as measured by the IOWA year-end assessment data. IOWA Pretest and Posttest data will increase for grades K-5.

Smart Goal Met? Smart Goal Not Met?

	% High & % Average Combined
1 st 22-23 Fall	55
1 st 22-23 Spring	51
2 nd 22-23 Fall	44
2 nd 22-23 Spring	62
3 rd 22-23 Fall	59
3 rd 22-23 Spring	56
4 th 22-23 Fall	53
4 th 22-23 Spring	42
5 th 22-23 Fall	37
5 th 22-23 Spring	40

ELA/Reading

SMART Goal: K-5 Increase student achievement in READING by 3% as measured by the IOWA year-end assessment data. Pretest and posttest data for IOWA will show an increase for grades K-5 as compared by the IOWA assessment.

Smart Goal Met? Smart Goal Not Met?

	% High & % Average Combined
1 st 22-23 Fall	54
1 st 22-23 Spring	33
2 nd 22-23 Fall	35
2 nd 22-23 Spring	43
3 rd 22-23 Fall	49
3 rd 22-23 Spring	46
4 th 22-23 Fall	68
4 th 22-23 Spring	63
5 th 22-23 Fall	56
5 th 22-23 Spring	62

Science

SMART Goal: Increase the number of students by 3% who perform at or above grade level in Science as measured by the IOWA assessment.

Smart Goal Met? Smart Goal Not Met?

	% High & % Average Combined
5 th 22-23 Fall	47

PORTERDALE ELEMENTARY SCHOOL 2023-2024

5th 22-23 Spring	56
Social Studies	
SMART Goal: Seventy percent of students in grade K-5 will progress, meet, or exceed the overall Social Studies standards or achieve a minimum score of 70 as the final grade for the subject.	
Smart Goal Met? <input checked="" type="checkbox"/> Smart Goal Not Met? <input type="checkbox"/>	
1st Grade	98.2%
2nd Grade	100%
3rd Grade	95.8%
4th Grade	98.3%
5th Grade	78.5%

Support Areas	
Directions: Describe how parent and family engagement, technology, professional learning, and student behavior/attendance influenced student achievement.	
Parent and Family Engagement:	<p>Following the COVID-19 pandemic, parent involvement increased for the 2022-2023 school year. Research indicates that student achievement is increased when parents and families are involved. Teachers also sent home digital resources for parents to support their child’s learning. Porterdale Elementary hosted opportunities for parents and families to engage with the faculty and staff through the annual Title I Orientation, Family Math Night, Family Literacy Night, the annual Title I Stakeholder Input Meeting, fall parent-teacher conferences, and spring parent-teacher conferences. These meetings provided resources and strategies for parents and families to help increase their student’s academic achievement. Teachers, were also provided with four professional development sessions to build their capacity with parent and family engagement.</p>
Technology:	<p>Porterdale Elementary School has a student device for each student in the school. This allows students the maximum time to interact with technology to support instruction, as they do not have to share devices or take turns, which also positively contributes to students being able to actively engage in the learning process.</p>
Professional Learning:	<p>Upbeat Survey data indicates that teachers are provided with relevant professional learning at Porterdale Elementary School. Relevant professional learning produces supports more effective teaching.</p>
Student Behavior and Attendance:	<p>Student behavior is a strength at Porterdale Elementary School. Data indicates few behavior events. Incentives will be put into place for next school year to improve attendance. Students perform better when they are at school every day, and when they display appropriate behaviors.</p>

PORTERDALE ELEMENTARY SCHOOL 2023-2024

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE

School Name: Porterdale Elementary		District Name: Newton County Schools
Principal Name: Clydia Newell		School Year: 2023-2024
School Mailing Address: 45 Ram Dr. Covington, GA 30014		
Telephone: 770-784-2928		
District Title I Director/Coordinator Name: Andrea Kinney		
District Title I Director/Coordinator Mailing Address: 2109 Newton Dr. N.E., Covington, GA 30015		
Email Address: kinney.andrea@newton.k12.ga.us		
Telephone: 770-787-1330 ext. 1248		
ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)		
Comprehensive Support School <input checked="" type="checkbox"/>		Targeted Support School <input type="checkbox"/>
Title I Alert School <input type="checkbox"/>		
Revision Date: 5/30/2023	Revision Date:	Revision Date:

DISTRICT STRATEGIC GOALS

Strategic Goal Area I: Student achievement and success

- Performance Objective A: Increase student mastery of standards
- Performance Objective B: Increase opportunities for students to demonstrate success beyond test scores
- Performance Objective C: Increase graduation rate

• Strategic Goal Area II: High-quality workforce

- Performance Objective A: Recruit a high-quality workforce.
- Performance Objective B: Increase capacity of staff to deliver and support high-quality instruction.
- Performance Objective C: Retain high-quality personnel by cultivating and supporting staff.

• Strategic Goal Area III: Culture, Climate, & Communication

- Performance Objective A: Provide an equitable and inclusive learning environment.
- Performance Objective B: Provide opportunities for two-way communication with all stakeholders.
- Performance Objective C: Ensure strong community partnerships.

• Strategic Goal Area IV: Organizational and operational effectiveness

- Performance Objective A: Ensure a systemic culture of safety.
- Performance Objective B: Provide high-quality operational and instructional supports.
- Performance Objective C: Utilize professional learning communities to improve performance.
- Performance Objective D: Utilize performance management strategies aligned to the strategic plan.





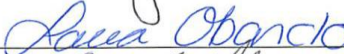

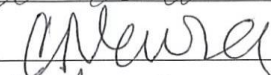



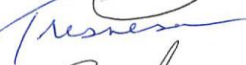

**Porterdale Elementary School
2023 Title I Summer Program Planning Meeting
Tuesday, May 30, 2023**

Agenda

- 1. Sign-in Sheet and Time Sheet**
- 2. Review the District Strategic Plan/CLIP**
- 3. Review and analyze data** – Include data charts and written analysis in section 1 of Title I Plan
 - a. Grade-Level Data (GKids, GMAS, IOWA)
 - b. Core Subject-Area Data (ELA/Reading, Math, Science, Social Studies)
 - c. Subgroup Data (Required)
 - d. Parent and Family Engagement Survey Data
 - e. Attendance Data
 - f. Behavioral Data
- 4. Complete the 2022-2023 Program Evaluation-** This is located at the beginning of your schoolwide plan.
- 5. Complete the 2022-2023 Logic Model Evaluation(s)**
- 6. Revise Title I Schoolwide Plan** for the upcoming school year by updating your 2022-2023 Title I Schoolwide plan. *You must use the plan located in the Title I Icon. It has the newly embedded information for FY24.*
- 7. Complete the Title I Budget Justification Spreadsheet** – Refer to email from Mrs. McCrorey with projected FY24 Budget
- 8. Complete FY24 Staff Justification**
- 9. Next Steps**

PORTERDALE ELEMENTARY SCHOOL 2023-2024

Planning Committee Members:

Porterdale Elementary School		
2023 Title I Summer Program Planning		
Sign-In Sheet		
Date: May 30, 2023		
Time of Meeting(s): 8:00 – 2:00		
Printed Name	Signature	Position/Title
Ciji Merritt		AP
Kelley Green		Teacher
Tammy Rogers	Tammy Rogers	Special Ed K-5
April Davis		Media
Cindy Turner		Teacher
Laura Obando		Teacher 2nd
Alexis Williams		3 rd Teacher
Clydia Newell		Principal
Kristen Cox	Kristen Cox	PK Teacher
Shalaihah Neill		MTSS
Sabrina Pruitt		4th Grade Teacher
Ki Tonya Morrow		IC
Treshesa Cosby		ISS
Brittany Parker		5 th Grade Teacher
Taya Caw	Taya Caw	Gifted

SWP/SIP Components

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Those persons involved were...

Response: We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Those people involved were staff from each grade level/departments who comprise the Porterdale Elementary School Leadership Team. The leadership team plays an integral role in determining the organizational aspects of the school. The leadership team also serves as the School Improvement Committee and members were responsible for designing and leading the needs assessment process that led to the development of the Title I School-wide Plan. Porterdale Elementary School's process of determining the comprehensive needs of the school has many facets and includes input from all stakeholders. In addition to the data review conducted by staff members, assessment data was reviewed with School Council participants who provided input at meetings during the year. Also, a parent input meeting was held in April 2023 for all interested parents and family members.

The leadership team utilized the annual school improvement planning process to review and synthesize formative and summative assessment results to determine school-wide strengths and areas of improvement. In examining achievement data from the 2022-2023 school year and previous years, we were able to identify areas of strengths and needs.

Our 2019 - 2020 CCRPI score is 52.6. No CCRPI data is available for 2022-2023 at this time. The most current school climate rating, which includes discipline data, stakeholder survey data results, safe and substance free learning environment, and attendance is 93.20. There is noticeable improvement in the overall academic performance of our English as a Second Language subgroup in reading and math. The data shows that additional instructional support is needed in reference to mastery of grade level content for our African American subgroups, students with disabilities, and economically disadvantaged subgroups.

We have used the following instruments to obtain this information . . .

Response:

GKIDS

Demographics/Free-Reduced Lunch

GMAS—

IOWA—data was impacted by student quarantines during the fall administration.

NSGR Levels

Behavior

Parent Engagement Survey Data

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GKIDS 2022-2023



School Summary Report GKIDS Academic Progressions Spring 2023



NYA Not Yet Assessed	NYD Not Yet Demonstrated	PC Precursor	BE Beginning	EM Emerging	DV Developing	DM Demonstrating	EX Exceeding
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"--" indicates performance level not applicable

English Language Arts

Learning Progressions	NYA	NYD	PC	BE	EM	DV	DM	EX
Phonemic Awareness	0%	8%	4%	4%	4%	10%	50%	20%
Phonics	0%	4%	--	8%	2%	12%	42%	32%
High-Frequency Words	0%	16%	--	2%	10%	16%	22%	34%
Comprehension	0%	2%	2%	4%	0%	16%	60%	16%
Conventions of Writing	0%	2%	16%	12%	8%	20%	30%	12%
Spelling	0%	6%	--	8%	14%	20%	38%	14%
Communication of Ideas	0%	2%	6%	16%	8%	22%	36%	10%

Mathematics

Learning Progressions	NYA	NYD	BE	EM	DV	DM	EX
Shapes	2%	2%	4%	8%	22%	40%	22%
Counting - Number	0%	0%	2%	6%	10%	64%	18%
Counting - Objects	0%	0%	0%	6%	4%	60%	30%
Compare	0%	4%	0%	2%	6%	62%	26%
Addition and Subtraction	2%	0%	0%	2%	54%	40%	2%

Date printed: 05/26/2023

Schoolwide performance on GKIDS shows: Strengths in Reading were phonemic awareness with 71% demonstrating or exceeding and Phonics with 80% demonstrating or exceeding. Our weakest area was Conventions of Writing with 47% demonstrating or exceeding. In Math, strengths were Counting (number) with 82% demonstrating or exceeding, counting (objects) with 89% demonstrating or

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exceeding and comparing numbers with 84% demonstrating or exceeding. The weakest area in Math was addition and subtraction with 55% demonstrating or exceeding.

2021-2022 Milestones Data

3 rd Grade	Beginning	Developing	Proficient	Distinguished
Math	41%	41%	17%	0%
ELA	50%	26%	21%	3%

4 th Grade	Beginning	Developing	Proficient	Distinguished
Math	54%	39%	7%	0%
ELA	59%	35%	6%	0%

5 th Grade	Beginning	Developing	Proficient	Distinguished
Math	79%	13%	8%	0%
ELA	47%	45%	8%	0%
Science	68%	19%	11%	2%

Summary: Porterdale Elementary has significantly low numbers of proficient or Distinguished learners (32% of Grades 3-5 performed at the Proficient and Distinguished Level in Math on the Georgia Milestones Assessment and 35% of Grades 3-5 students in ELA). The majority of students are performing at level 1 and level 2 on the assessment in all subject areas.

Most students at Porterdale Elementary performed at Level 1 or 2 on the Georgia Milestones Assessment in English/Language Arts Summary.

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The majority of students at Porterdale Elementary are performing at Level 1 or 2 on the Georgia Milestones Assessment in Mathematics.

Milestones Subgroup Summary

2021-22: Spring 2022 Grade 3 ELA

Site: Porterdale Elementary School

Department: All

Teacher: All

Grade: All

Roster Date: 2022

Grade(s): All

Gender(s): All

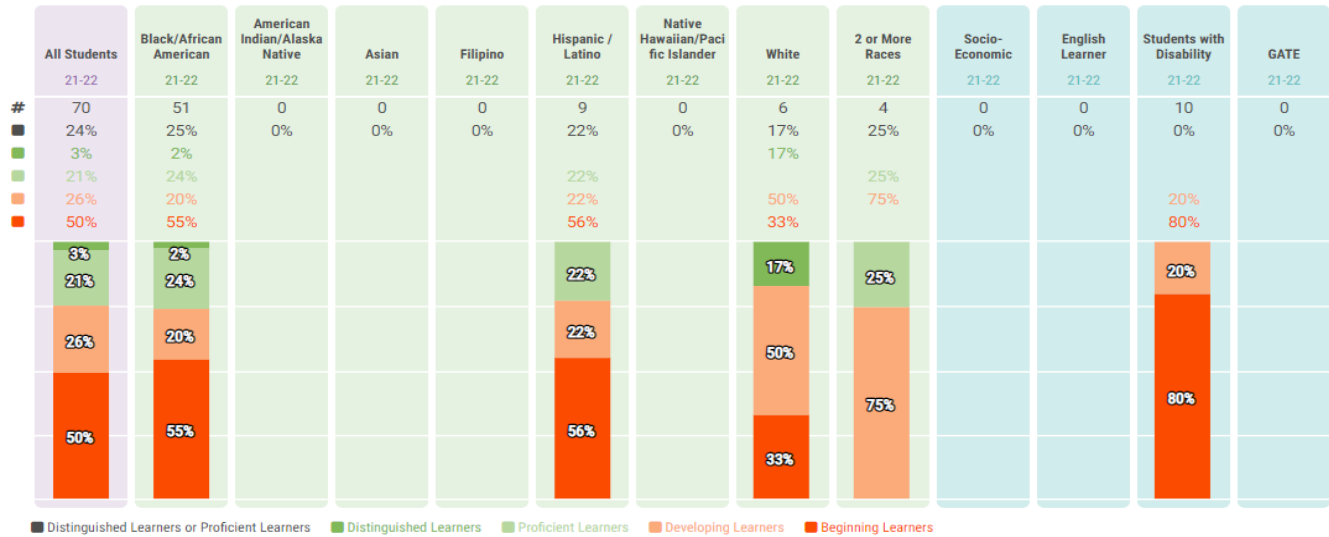
Reported Race(s): All Reported Races

Special Ed: Special & Non Special Ed

Socio-economic: SED & Not SED

English Proficiencies: All

Percent of Students at Each Performance Level



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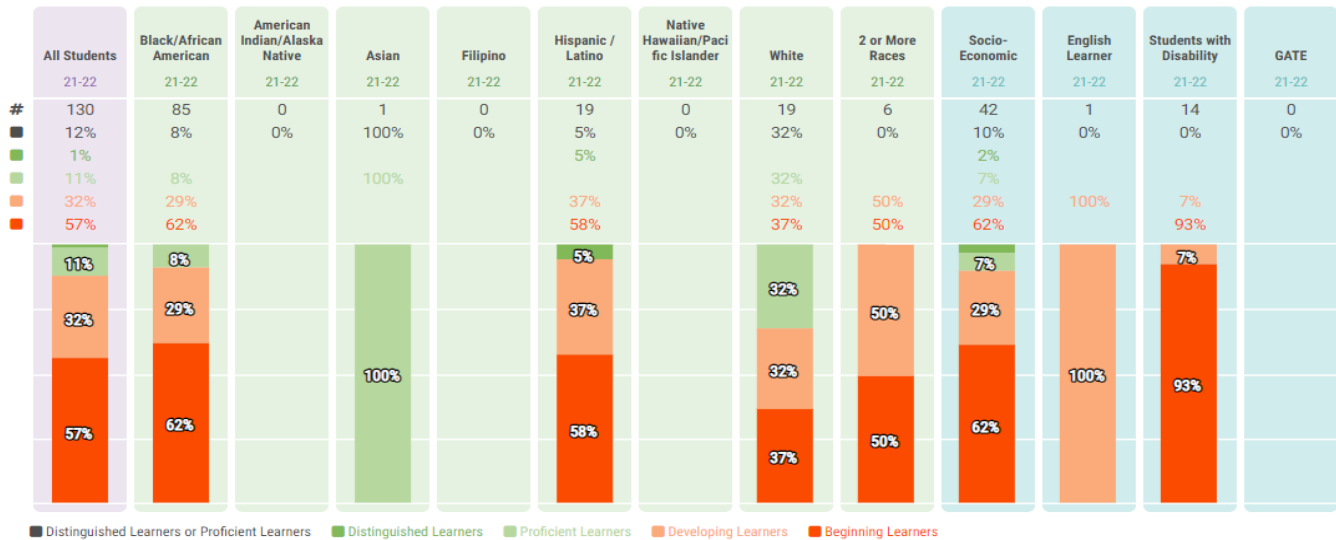
Milestones Subgroup Summary

2021-22: Spring 2022 Grade 4 ELA

Site: South Salem Elementary School
 Department: All
 Teacher: All
 Grade: All

Roster Date: 2022
 Grade(s): All
 Gender(s): All
 Reported Race(s): All Reported Races
 Special Ed: Special & Non Special Ed
 Socio-economic: SED & Not SED
 English Proficiencies: All

Percent of Students at Each Performance Level



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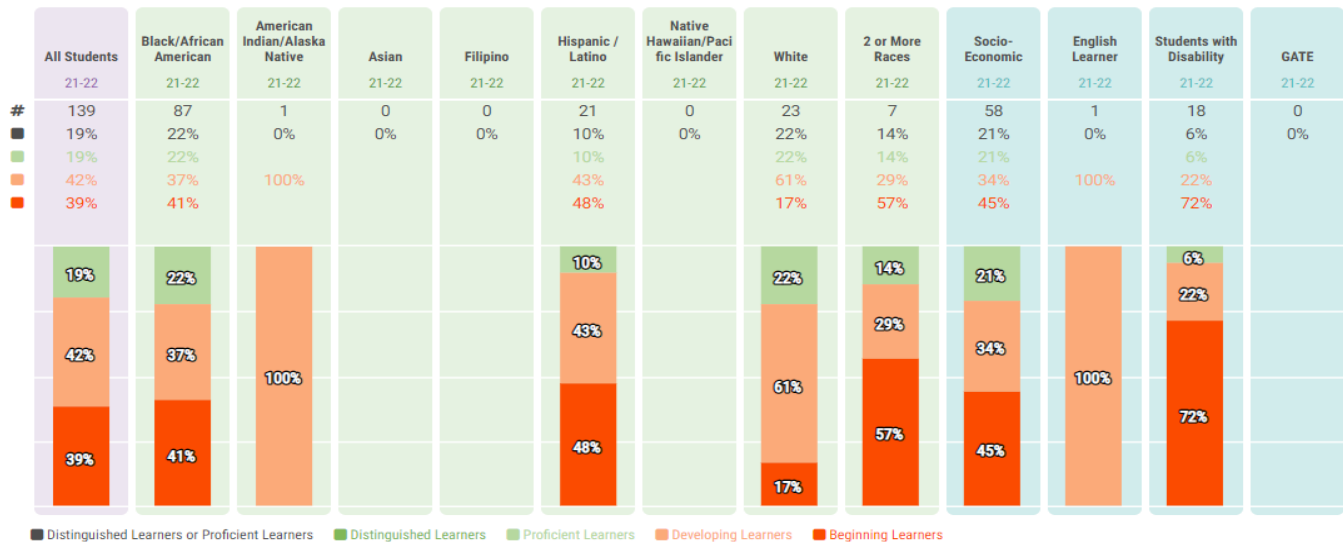
Milestones Subgroup Summary

2021-22: Spring 2022 Grade 5 ELA

Site: **South Salem Elementary School**
 Department: **All**
 Teacher: **All**
 Grade: **All**

Roster Date: **2022**
 Grade(s): **All**
 Gender(s): **All**
 Reported Race(s): **All Reported Races**
 Special Ed: **Special & Non Special Ed**
 Socio-economic: **SED & Not SED**
 English Proficiencies: **All**

Percent of Students at Each Performance Level



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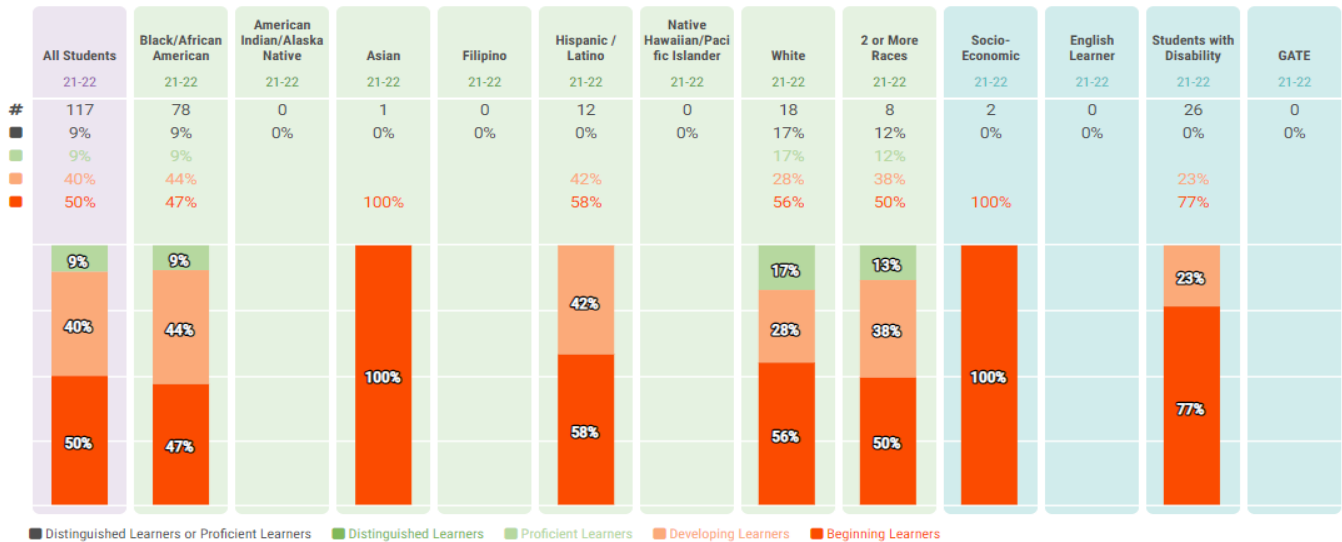
Milestones Subgroup Summary

2021-22: Spring 2022 Grade 3 Mathematics

Site: South Salem Elementary School
 Department: All
 Teacher: All
 Grade: All

Roster Date: 2022
 Grade(s): All
 Gender(s): All
 Reported Race(s): All Reported Races
 Special Ed: Special & Non Special Ed
 Socio-economic: SED & Not SED
 English Proficiencies: All

Percent of Students at Each Performance Level



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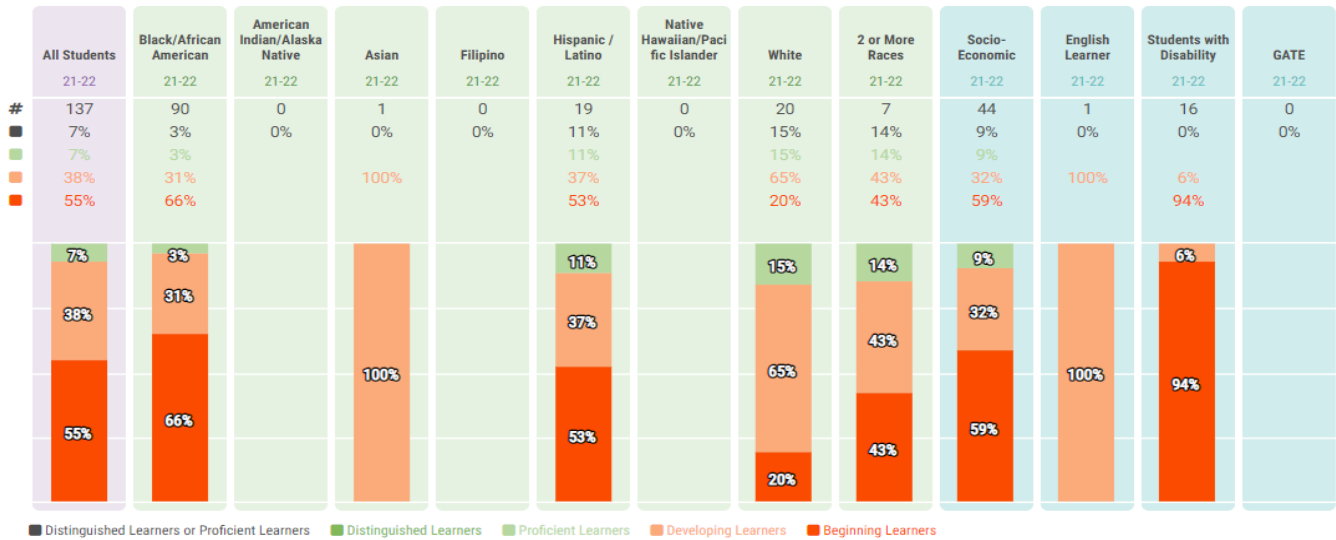
Milestones Subgroup Summary

2021-22: Spring 2022 Grade 4 Mathematics

Site: South Salem Elementary School
 Department: All
 Teacher: All
 Grade: All

Roster Date: 2022
 Grade(s): All
 Gender(s): All
 Reported Race(s): All Reported Races
 Special Ed: Special & Non Special Ed
 Socio-economic: SED & Not SED
 English Proficiencies: All

Percent of Students at Each Performance Level



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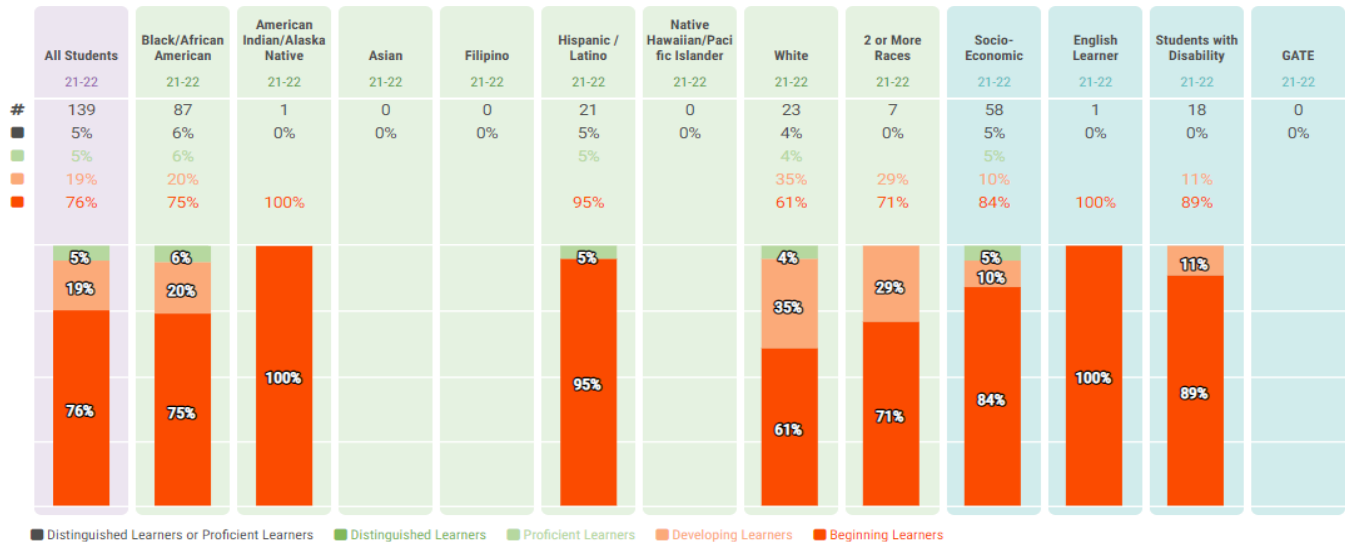
Milestones Subgroup Summary

2021-22: Spring 2022 Grade 5 Mathematics

Site: **South Salem Elementary School**
 Department: **All**
 Teacher: **All**
 Grade: **All**

Roster Date: **2022**
 Grade(s): **All**
 Gender(s): **All**
 Reported Race(s): **All Reported Races**
 Special Ed: **Special & Non Special Ed**
 Socio-economic: **SED & Not SED**
 English Proficiencies: **All**

Percent of Students at Each Performance Level



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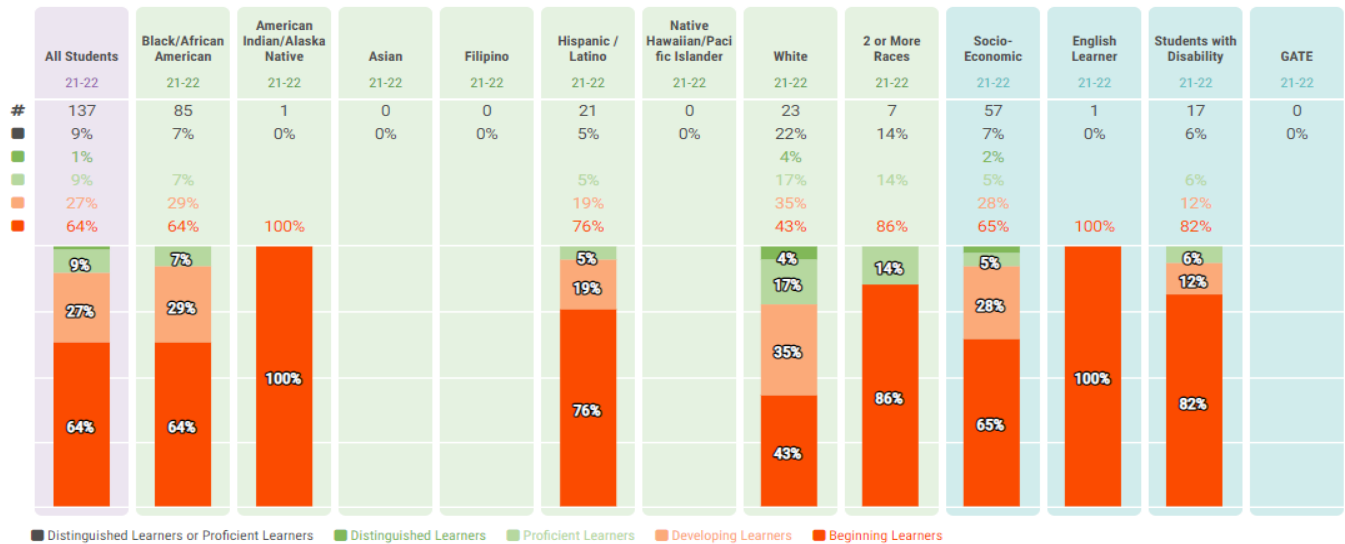
Milestones Subgroup Summary

2021-22: Spring 2022 Grade 5 Science

Site: South Salem Elementary School
 Department: All
 Teacher: All
 Grade: All

Roster Date: 2022
 Grade(s): All
 Gender(s): All
 Reported Race(s): All Reported Races
 Special Ed: Special & Non Special Ed
 Socio-economic: SED & Not SED
 English Proficiencies: All

Percent of Students at Each Performance Level



Summary: The majority of the students in all subgroups scored within the level 1 and 2 range in the areas of ELA, Math, and Science. All subgroups performed in levels 1, 2 & 3 on the Georgia Milestones Assessment for Science. Students performed below the district, RESA, and state.

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IOWA DATA 2022-2023 Kindergarten IOWA Subgroup Data

Subgroup Roster

Iowa Assessments™
Form: F
Test Date: 03/01/2023
Norms: Spring 2017

Grade: K
Building: Porterdale

Level: 5

System: Newton Co Sd
State: GA

Subgroup Name Number Tested	Reading
Gender: Female Number Tested = 19	NPR of Avg. SS 59
Gender: Male Number Tested = 30	NPR of Avg. SS 51
Gender: Unknown Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: American Indian or Alaska Native Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: Asian Number Tested = 1	NPR of Avg. SS 1
Race/Ethnicity: Black or African American Number Tested = 38	NPR of Avg. SS 60
Race/Ethnicity: Hispanic or Latino Number Tested = 3	NPR of Avg. SS 42
Race/Ethnicity: Native Hawaiian or Other Pacific Islander Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: White Number Tested = 4	NPR of Avg. SS 55
Race/Ethnicity: Two or More Races Number Tested = 3	NPR of Avg. SS 15
Race/Ethnicity: Other Number Tested = 0	NPR of Avg. SS

19 females were assessed on IOWA in Reading, and 30 males. The assessment yielded fairly similar NPRs, 59 and 51 respectively. 38 Black/African American students were assessed, 4 White students and 3 Hispanics. 3 students were two or more races. Results were slightly different, as Black/African American students received an NPR of 60, White students received an NPR of 55, Hispanics students received a NPR of 42 and Two or more races received an NPR of 15.

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Subgroup Roster

Iowa Assessments™
Form: F
Test Date: 03/01/2023
Norms: Spring 2017

Grade: K
Building: Porterdale

Level: 5

System: Newton Co Sd
State: GA

Subgroup Name Number Tested	Mathematics 
Gender: Female Number Tested = 19	NPR of Avg. SS 43
Gender: Male Number Tested = 30	NPR of Avg. SS 29
Gender: Unknown Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: American Indian or Alaska Native Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: Asian Number Tested = 1	NPR of Avg. SS 1
Race/Ethnicity: Black or African American Number Tested = 38	NPR of Avg. SS 37
Race/Ethnicity: Hispanic or Latino Number Tested = 3	NPR of Avg. SS 44
Race/Ethnicity: Native Hawaiian or Other Pacific Islander Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: White Number Tested = 4	NPR of Avg. SS 45
Race/Ethnicity: Two or More Races Number Tested = 3	NPR of Avg. SS 12
Race/Ethnicity: Other Number Tested = 0	NPR of Avg. SS

19 females were assessed on IOWA in Reading, and 30 males. The assessment yielded significantly different NPRs, 43 and 29 respectively.

37 Black/African American students were assessed, 4 White students and 3 Hispanics. 3 students were two or more races. Results were slightly different except for one group, as Black/African American students received an NPR of 37, White students received an NPR of 45, Hispanics students received a NPR of 44 and Two or more races received an NPR of 12.

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Kindergarten IOWA Data



CLASS SUMMARY Iowa Assessments™

Class: Grade K
Building: Porterdales
System: Newton Co SD
State: GA

Form-Level: F-5
Test Date: 03/2023
Norms: Spring 2017
Grade: K

	English Language Arts								Mathematics	CORE COMPOSITE
	Reading	Language	Vocabulary	READING TOTAL	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL		
Grade K Level: 5										
Iowa Assessments/CogAT										
Number of Students Included	40	41	41	40	40	41	41	40	41	40
National Percentile Rank of Average SS	55	25	52	60	39	53	35	42	37	38
National Percentile Rank of Average PSS	44	70	52	36	59	43	59	54	45	51
Difference (NPR-PNPR)	11	-45	0	24	-20	10	-24	-12	-8	-13
Iowa Assessments										
Number of Students Tested = 49										
Number of Students Included	48	49	49	48	48	49	49	48	49	48
National Percentile Rank of Average SS	54	23	52	59	38	52	34	40	34	36
Percent of Students in NPR Range 75-99	29	10	22	40	21	24	12	15	8	6
50-74	17	14	24	10	10	18	22	21	31	25
25-49	21	18	35	6	29	18	18	33	22	40
1-24	33	57	18	44	40	39	47	31	39	29

39% of our kindergarten students scored in the 50th percentile or higher in math. Our students show success in Geometry, Extended Reasoning, and Measurement. There's an opportunity for growth in number sense, operations, and algebraic patterns.

According to the Kindergarten Spring Reading IOWA data, our students have a strong conceptual understanding of word recognition and fluency. There's an opportunity for growth in the area of reading comprehension. The data also shows that more than 50% of our students need support with word usage.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.



School Summary Report GKIDS Academic Progressions Spring 2023



NYA Not Yet Assessed
 NYD Not Yet Demonstrated
 PC Precursor
 BE Beginning
 EM Emerging
 DV Developing
 DM Demonstrating
 EX Exceeding

"--" indicates performance level not applicable

English Language Arts

Learning Progressions	NYA	NYD	PC	BE	EM	DV	DM	EX
Phonemic Awareness	0%	8%	4%	4%	4%	10%	50%	20%
Phonics	0%	4%	--	8%	2%	12%	42%	32%
High-Frequency Words	0%	16%	--	2%	10%	16%	22%	34%
Comprehension	0%	2%	2%	4%	0%	16%	60%	16%
Conventions of Writing	0%	2%	16%	12%	8%	20%	30%	12%
Spelling	0%	6%	--	8%	14%	20%	38%	14%
Communication of Ideas	0%	2%	6%	16%	8%	22%	36%	10%

Mathematics

Learning Progressions	NYA	NYD	BE	EM	DV	DM	EX
Shapes	2%	2%	4%	8%	22%	40%	22%
Counting - Number	0%	0%	2%	6%	10%	64%	18%
Counting - Objects	0%	0%	0%	6%	4%	60%	30%
Compare	0%	4%	0%	2%	6%	62%	26%
Addition and Subtraction	2%	0%	0%	2%	54%	40%	2%

Date printed: 05/26/2023

According to the data Kindergarten Math scores were strong in Counting objects at 90% with weakness in addition/subtraction with only 46% meeting or exceeding. The students showed mastery of Phonemic Awareness at 70% and Comprehension at 76% meets or exceeds and weakness Conventions of Writing at 42% and Communication of Ideas 46% of the student meeting or exceeding.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

First Grade IOWA Subgroup Data

Subgroup Roster

Iowa Assessments™
Form: F
Test Date: 03/01/2023
Norms: Spring 2017

Grade: 1
Building: Porterdale

Level: 7

System: Newton Co Sd
State: GA

Subgroup Name Number Tested	Reading
Gender: Female Number Tested = 24	NPR of Avg. SS 33
Gender: Male Number Tested = 30	NPR of Avg. SS 24
Gender: Unknown Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: American Indian or Alaska Native Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: Asian Number Tested = 1	NPR of Avg. SS 35
Race/Ethnicity: Black or African American Number Tested = 37	NPR of Avg. SS 26
Race/Ethnicity: Hispanic or Latino Number Tested = 10	NPR of Avg. SS 32
Race/Ethnicity: Native Hawaiian or Other Pacific Islander Number Tested = 1	NPR of Avg. SS 23
Race/Ethnicity: White Number Tested = 5	NPR of Avg. SS 36
Race/Ethnicity: Two or More Races Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: Other Number Tested = 0	NPR of Avg. SS

24 females were assessed on IOWA in Reading, and 30 males. The assessment yielded similar NPRs with 33 for females and 24 for males.

37 Black/African American students were assessed, 5 White students and 10 Hispanics. 1 student was Native Hawaiian or Other Pacific Islander. Results were similar, as Black/African American students received an NPR of 35, White students received an NPR of 36, Hispanics students received a NPR of 32 and Native Hawaiian or Other Pacific Islanders received an NPR of 23.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

Subgroup Roster

Iowa Assessments™
Form: F
Test Date: 03/01/2023
Norms: Spring 2017

Grade: 1
Building: Porterdale

Level: 7

System: Newton Co Sd
State: GA

Subgroup Name	Mathematics
Number Tested	
Gender: Female Number Tested = 24	NPR of Avg. SS 31
Gender: Male Number Tested = 30	NPR of Avg. SS 18
Gender: Unknown Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: American Indian or Alaska Native Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: Asian Number Tested = 1	NPR of Avg. SS 6
Race/Ethnicity: Black or African American Number Tested = 37	NPR of Avg. SS 22
Race/Ethnicity: Hispanic or Latino Number Tested = 10	NPR of Avg. SS 30
Race/Ethnicity: Native Hawaiian or Other Pacific Islander Number Tested = 1	NPR of Avg. SS 1
Race/Ethnicity: White Number Tested = 5	NPR of Avg. SS 46
Race/Ethnicity: Two or More Races Number Tested = 0	NPR of Avg. SS

24 females and 30 males were assessed on IOWA in Mathematics. Females scored 31 NPR and males scored 18 NPR. Females exceeded males by 13 points. Black/African American scored 22 NPR, while White scored 46 NPR. Hispanic scored 30 NPR, and Native Hawaiian or Other Pacific Islander scored 1 NPR. Math is a weakness for the majority of our subgroups.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

First IOWA Data



CLASS SUMMARY Iowa Assessments™

Class: Grade 1
Building: Porterdale
System: Newton Co SD
State: GA

Form-Level: F-7
Test Date: 03/2023
Norms: Spring 2017
Grade: 1

	English Language Arts							Mathematics			CORE COMPOSITE	Social Studies	Science	COMPLETE	
	Reading	Language	Vocabulary	READING TOTAL	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Computation*					MATH TOTAL
Grade 1 Level: 7															
Iowa Assessments/CogAT															
Number of Students Included	30	30	30	30	30	20	30	20	30	30	30	30			
National Percentile Rank of Average SS	29	23	20	19	22	26	24	21	30	49	30	25			
National Percentile Rank of Average PSS	30	22	22	22	23	29	20	23	20	27	20	19			
Difference (NPR-PNPR)	-1	1	-2	-3	-1	-3	4	-2	10	22	10	6			
Iowa Assessments															
Number of Students Tested = 54															
Number of Students Included	52	54	53	52	52	36	54	35	54	53	54	52			
National Percentile Rank of Average SS	28	23	15	15	20	28	22	19	23	44	23	20			
Percent of Students in NPR Range 75-99	6	2	4	8	4	3	6		6	19	6	2			
50-74	12	13	11	10	12	19	20	17	17	30	17	15			
25-49	31	35	25	23	17	33	22	20	28	11	28	23			
1-24	52	50	60	60	67	44	52	63	50	40	50	60			

First Grade ELA yields weaknesses in Reading (28 NPR), Language (23 NPR) and Vocabulary (15 NPR) with 54 students assessed. There were not any areas identified as strengths in ELA. Math showed weaknesses in mathematics as a whole with 23 NPR but demonstrated more gains in computation with 44 NPR. 54 students were assessed in mathematics. This shows that there is a great need for teachers to use research based instructional strategies to enhance instruction and increase overall student performance. Teachers will need to plan for small groups to help remediate, refine, and accelerate student learning.

Second Grade IOWA Subgroup Data

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

Subgroup Roster

Iowa Assessments™
Form: F
Test Date: 03/01/2023
Norms: Spring 2017

Grade: 2
Building: Porterdale

Level: 8

System: Newton Co Sd
State: GA

Subgroup Name Number Tested	Reading
Gender: Female Number Tested = 23 NPR of Avg. SS	25
Gender: Male Number Tested = 25 NPR of Avg. SS	36
Gender: Unknown Number Tested = 0 NPR of Avg. SS	
Race/Ethnicity: American Indian or Alaska Native Number Tested = 0 NPR of Avg. SS	
Race/Ethnicity: Asian Number Tested = 0 NPR of Avg. SS	
Race/Ethnicity: Black or African American Number Tested = 33 NPR of Avg. SS	37
Race/Ethnicity: Hispanic or Latino Number Tested = 8 NPR of Avg. SS	11
Race/Ethnicity: Native Hawaiian or Other Pacific Islander Number Tested = 0 NPR of Avg. SS	
Race/Ethnicity: White Number Tested = 3 NPR of Avg. SS	17
Race/Ethnicity: Two or More Races Number Tested = 4 NPR of Avg. SS	34
Race/Ethnicity: Other Number Tested = 0 NPR of Avg. SS	

Forty-eight students in 2nd grade were given the IOWA assessment for ELA for the 2022-2023 school year. Second grade female students scored 25% NPR while the male students scored 36% NPR. Second grade Black/African American students scored 37%, Hispanic students scored 11%, White students scored 17% and Two or More Races scored 34%. Male and Black/African American subgroups performed the highest on the grade level in ELA.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

Subgroup Roster

Iowa Assessments™
Form: F
Test Date: 03/01/2023
Norms: Spring 2017

Grade: 2
Level: 8
Building: Porterdale

System: Newton Co Sd
State: GA

Subgroup Name	Number Tested	Mathematics
Gender: Female	Number Tested = 23	NPR of Avg. SS = 22
Gender: Male	Number Tested = 25	NPR of Avg. SS = 36
Gender: Unknown	Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: American Indian or Alaska Native	Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: Asian	Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: Black or African American	Number Tested = 33	NPR of Avg. SS = 31
Race/Ethnicity: Hispanic or Latino	Number Tested = 8	NPR of Avg. SS = 12
Race/Ethnicity: Native Hawaiian or Other Pacific Islander	Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: White	Number Tested = 3	NPR of Avg. SS = 50
Race/Ethnicity: Two or More Races	Number Tested = 4	NPR of Avg. SS = 48
Race/Ethnicity: Other	Number Tested = 0	NPR of Avg. SS
Programs: IEP	Number Tested = 0	NPR of Avg. SS

In Mathematics our second-grade boys scored 14% higher than our second-grade girls. Second grade Black/African American students scored 31%, Hispanic students scored 12%, White students scored 50% and Two or More Races scored 48%. The number of Black/ African American students tested were significantly higher than the other races with the Black/ African American students being 33 and the other groups being in the single digits.

Second Grade IOWA

CLASS SUMMARY Iowa Assessments™

Class: Grade 2
Building: Porterdale
System: Newton Co SD
State: GA

Form-Level: F-8
Test Date: 03/2023
Norms: Spring 2017
Grade: 2



	English Language Arts							Mathematics			CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE		
	Reading	Language	Vocabulary	READING TOTAL	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Computation					MATH TOTAL	
Grade 2 Level: 8																
Iowa Assessments/CogAT																
Number of Students Included	47	46	47	47	46	44	46	43	46	47	46	46				
National Percentile Rank of Average SS	31	24	24	26	24	22	19	22	29	67	29	26				
National Percentile Rank of Average PSS	39	31	31	35	32	40	33	34	32	40	32	32				
Difference (NPR-PNPR)	-8	-7	-7	-9	-8	-18	-14	-12	-3	27	-3	-6				
Iowa Assessments																
Number of Students Tested = 48																
Number of Students Included	48	47	48	48	47	45	47	44	47	48	47	47				
National Percentile Rank of Average SS	31	24	25	27	24	22	19	22	29	68	29	26				
Percent of Students in NPR Range 75-99	15	11	13	15	13	2	6	11	9	48	9	11				
50-74	17	13	19	13	15	11	2	5	21	13	21	15				
25-49	15	17	25	25	15	20	26	27	17	15	17	19				
1-24	54	60	44	48	57	67	66	57	53	25	53	55				

The second grade IOWA data shows that our strength was in math computation with an NPR of 68%. Math total was 29 NPR. All ELA areas were low, with a weakness in Language with an NPR of 24%. This shows that there is a great need for teachers to use research based instructional strategies to

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

enhance instruction and increase overall student performance. Teachers will need to plan for small groups to help remediate, refine, and accelerate student learning.

Third Grade IOWA Subgroup Data

Subgroup Roster

<i>Iowa Assessments™</i> Form: F Test Date: 03/01/2023 Norms: Spring 2017	Grade: 3 Building: Porterdale	Level: 9 State: GA
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Subgroup Name	Reading
Number Tested	
Gender: Female Number Tested = 29	NPR of Avg. SS 40
Gender: Male Number Tested = 28	NPR of Avg. SS 15
Gender: Unknown Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: American Indian or Alaska Native Number Tested = 1	NPR of Avg. SS 15
Race/Ethnicity: Asian Number Tested = 2	NPR of Avg. SS 52
Race/Ethnicity: Black or African American Number Tested = 36	NPR of Avg. SS 29
Race/Ethnicity: Hispanic or Latino Number Tested = 7	NPR of Avg. SS 13
Race/Ethnicity: Native Hawaiian or Other Pacific Islander Number Tested = 1	NPR of Avg. SS 2
Race/Ethnicity: White Number Tested = 8	NPR of Avg. SS 40
Race/Ethnicity: Two or More Races Number Tested = 2	NPR of Avg. SS 14
Race/Ethnicity: Other Number Tested = 0	NPR of Avg. SS

Fifty- seven students in 3rd grade were given the IOWA assessment for ELA for the 2022-2023 school year. Subgroup data for 3rd grade at Porterdale Elementary shows that females earned a 40 NPR and males earned 15 NPR in ELA. Black/African American students scored an NPR of 29, while white students scored an NPR of 40, two or more races scored an NPR of 14 and Hispanic students scored an NPR of 13.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

Subgroup Roster

Iowa Assessments™
Form: F
Test Date: 03/01/2023
Norms: Spring 2017

Grade: 3
Building: Porterdale

Level: 9

System: Newton Co Sd
State: GA

Subgroup Name	Number Tested	NPR of Avg. SS	Mathematics
Gender: Female	Number Tested = 29		36
Gender: Male	Number Tested = 28		24
Gender: Unknown	Number Tested = 0		
Race/Ethnicity: American Indian or Alaska Native	Number Tested = 1		8
Race/Ethnicity: Asian	Number Tested = 2		70
Race/Ethnicity: Black or African American	Number Tested = 36		29
Race/Ethnicity: Hispanic or Latino	Number Tested = 7		22
Race/Ethnicity: Native Hawaiian or Other Pacific Islander	Number Tested = 1		
Race/Ethnicity: White	Number Tested = 8		34
Race/Ethnicity: Two or More Races	Number Tested = 2		31
Race/Ethnicity: Other	Number Tested = 0		

Of the fifty- seven 3rd grade students tested, 29 were female students and 28 were males. The Mathematics NPR is 36% for our female students and 24% for our male students. Black/African American students scored an NPR of 29, while white students scored an NPR of 34, two or more races scored an NPR of 31 and Hispanic students scored an NPR of 22.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

Third Grade IOWA



CLASS SUMMARY Iowa Assessments™

Class: Grade 3
Building: Porterdale
System: Newton Co SD
State: GA

Form-Level: F-9
Test Date: 03/2023
Norms: Spring 2017
Grade: 3

	English Language Arts							Mathematics			CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE		
	Reading	Written Expression	Conventions of Writing	Vocabulary	READING TOTAL	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics					Computation	MATH TOTAL
Grade 3 Level: 9																
Iowa Assessments/CogAT																
Number of Students Included	32	33	34	34	32	31				34	34	34	31			
National Percentile Rank of Average SS	32	29	28	31	31	30				38	35	38	31			
National Percentile Rank of Average PSS	29	29	26	31	30	28				27	30	27	25			
Difference (NPR-PNPR)	3	0	2	0	1	2				11	5	11	6			
Iowa Assessments																
Number of Students Tested = 57																
Number of Students Included	54	54	57	57	54	52				56	56	56	51			
National Percentile Rank of Average SS	27	27	26	26	27	26				30	32	30	26			
Percent of Students in NPR Range 75-99	6	2	2	2	6	4				11	5	11	4			
50-74	20	26	5	28	22	21				21	23	21	24			
25-49	20	19	47	26	26	21				27	32	27	24			
1-24	54	54	47	44	46	54				41	39	41	49			

Fifty- seven students in 3rd grade were given the IOWA assessment. A strength for ELA, while it is still low, is reading at 32%. An area of weakness is conventions of writing at 26%. Strength for math is mathematics and the math total with both being at 38%. An area of weakness in mathematics is computation at 35%. This shows there is a great need for teachers to use research-based instructional strategies to enhance instruction and increase student performance. Teachers will need to plan for small groups to help remediate, refine, and accelerate student learning.

Fourth Grade IOWA Subgroup Data

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.


Subgroup Roster

Iowa Assessments™
Form: F
Test Date: 03/01/2023
Norms: Spring 2017

Grade: 4
Building: Porterdale

Level: 10

System: Newton Co Sd
State: GA

Subgroup Name Number Tested	Reading 
Gender: Female Number Tested = 36	NPR of Avg. SS 42
Gender: Male Number Tested = 33	NPR of Avg. SS 32
Gender: Unknown Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: American Indian or Alaska Native Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: Asian Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: Black or African American Number Tested = 50	NPR of Avg. SS 33
Race/Ethnicity: Hispanic or Latino Number Tested = 10	NPR of Avg. SS 35
Race/Ethnicity: Native Hawaiian or Other Pacific Islander Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: White Number Tested = 5	NPR of Avg. SS 48
Race/Ethnicity: Two or More Races Number Tested = 4	NPR of Avg. SS 82
Race/Ethnicity: Other Number Tested = 0	NPR of Avg. SS

Sixty-nine students in 4th grade were given the IOWA assessment in Reading for the 2022-2023 school year. Subgroup data for 4th grade at Porterdale Elementary shows that females outperformed males by 10 percentage points. Black/African American students scored 33 NPR, while white students scored 48 NPR. Students representing two or more races scored an NPR of 82 and Hispanic students scored an NPR of 35. Female students and students representing two or more races (which is a much smaller subgroup) outperformed the other subgroups in Reading.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

Subgroup Roster

Iowa Assessments™
 Form: F
 Test Date: 03/01/2023
 Norms: Spring 2017

Grade: 4
 Building: Porterdale

Level: 10

System: Newton Co Sd
 State: GA

Subgroup Name	Number Tested	NPR of Avg. SS	Mathematics
Gender: Female	36		22
Gender: Male	33		24
Gender: Unknown	0		
Race/Ethnicity: American Indian or Alaska Native	0		
Race/Ethnicity: Asian	0		
Race/Ethnicity: Black or African American	50		19
Race/Ethnicity: Hispanic or Latino	10		30
Race/Ethnicity: Native Hawaiian or Other Pacific Islander	0		
Race/Ethnicity: White	5		39
Race/Ethnicity: Two or More Races	4		33
Race/Ethnicity: Other	0		

Sixty- nine students in 4th grade were given the IOWA assessment in Math for the 2022-2023 school year. Subgroup data for 4th grade at Porterdale Elementary shows that the males slightly outperformed the females by 2 percentage points. Black/African American students scored 19 NPR, while white students scored 39 NPR. Hispanic/ Latino students scored 30 NPR and students of two or more races scored 33 NPR. Male students and white students outperformed the other subgroups in math.

Fourth Grade IOWA Data



CLASS SUMMARY Iowa Assessments™

Class: Grade 4
 Building: Porterdale
 System: Newton Co SD
 State: GA

Form-Level: F-10
 Test Date: 03/2023
 Norms: Spring 2017
 Grade: 4

	English Language Arts				Mathematics			CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE	
	Reading	Written Expression	Conventions of Writing	Vocabulary	READING TOTAL	ELA TOTAL	Mathematics					Computation*
Grade 4 Level: 10												
Iowa Assessments/CogAT												
Number of Students Included	21	21	21	21	21	21	21	21	21			
National Percentile Rank of Average SS	47	51	37	38	43	45	30	27	30			
National Percentile Rank of Average PSS	39	46	40	40	40	42	36	42	36			
Difference (NPR-PNPR)	8	5	-3	-2	3	3	-6	-15	-6			
Iowa Assessments												
Number of Students Tested = 69												
Number of Students Included	69	69	69	69	69	69	69	69	69			
National Percentile Rank of Average SS	37	43	34	30	34	37	23	19	23			
Percent of Students in NPR Range 75-99	19	9	4	12	13	14	1	3	1			
50-74	7	32	20	20	16	19	13	7	13			
25-49	32	33	33	29	30	30	30	26	30			
1-24	42	26	42	39	41	36	55	64	55			

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

For 2022-2023, sixty-nine students took the IOWA assessment. IOWA data shows that as a grade level, 4th grade scores are below the 50th percentile in math and ELA. This shows there is a great need for teachers to use research-based instructional strategies to enhance instruction and increase student performance. Teachers will need to plan for small groups to help remediate, refine, and accelerate student learning.

Fifth Grade IOWA Subgroup Data

Subgroup Roster

Iowa Assessments™
 Form: F
 Test Date: 03/01/2023
 Norms: Spring 2017

Grade: 5
 Building: Porterdale

Level: 11

System: Newton Co Sd
 State: GA

Subgroup Name	Number Tested	Mathematics
Gender: Female	Number Tested = 31	NPR of Avg. SS 21
Gender: Male	Number Tested = 24	NPR of Avg. SS 24
Gender: Unknown	Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: American Indian or Alaska Native	Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: Asian	Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: Black or African American	Number Tested = 35	NPR of Avg. SS 21
Race/Ethnicity: Hispanic or Latino	Number Tested = 7	NPR of Avg. SS 25
Race/Ethnicity: Native Hawaiian or Other Pacific Islander	Number Tested = 1	NPR of Avg. SS 13
Race/Ethnicity: White	Number Tested = 6	NPR of Avg. SS 35
Race/Ethnicity: Two or More Races	Number Tested = 6	NPR of Avg. SS 22
Race/Ethnicity: Other	Number Tested = 0	NPR of Avg. SS

Fifty-five students in 5th grade were given the IOWA assessment in Mathematics for the 2022-2023 school year. Subgroup data for 5th grade at Porterdale Elementary shows that females scored 21 NPR, while males scored 24 NPR. Black/African American students scored 21 NPR, while white students scored 35 NPR. Male students and white students outperformed the other subgroups in math.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.


Subgroup Roster

Iowa Assessments™
Form: F
Test Date: 03/01/2023
Norms: Spring 2017

Grade: 5
Class: Grade 5
Building: Porterdale

Level: 11

System: Newton Co Sd
State: GA

Subgroup Name	Reading 
Number Tested	
Gender: Female Number Tested = 31	NPR of Avg. SS 29
Gender: Male Number Tested = 24	NPR of Avg. SS 26
Gender: Unknown Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: American Indian or Alaska Native Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: Asian Number Tested = 0	NPR of Avg. SS
Race/Ethnicity: Black or African American Number Tested = 35	NPR of Avg. SS 26
Race/Ethnicity: Hispanic or Latino Number Tested = 7	NPR of Avg. SS 22
Race/Ethnicity: Native Hawaiian or Other Pacific Islander Number Tested = 1	NPR of Avg. SS 20
Race/Ethnicity: White Number Tested = 6	NPR of Avg. SS 28
Race/Ethnicity: Two or More Races Number Tested = 6	NPR of Avg. SS 44

Fifty- five students in 5th grade were given the IOWA assessment in ELA for the 2022-2023 school year. Subgroup data for 5th grade at Porterdale Elementary shows that females outperformed males by 3 percentage points. Black/African American students scored 26 NPR, while white students scored 28 NPR. Female students, white students and students with two or more races outperformed the other subgroups in ELA.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

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Fifth Grade IOWA Data



CLASS SUMMARY Iowa Assessments™

Class: Grade 5
Building: Porterdale
System: Newton Co SD
State: GA

Form-Level: F-11
Test Date: 03/2023
Norms: Spring 2017
Grade: 5

	English Language Arts				Mathematics			CORE COMPOSITE	Social Studies	Science	COMPOSITE	
	Reading	Written Expression	Conventions of Writing	Vocabulary	READING TOTAL	ELA TOTAL	Mathematics					Computation*
Grade 5 Level: 11												
Iowa Assessments/CogAT												
Number of Students Included	3	3	3	3	3	3	3	3	3			3
National Percentile Rank of Average SS	76	62	52	60	70	68	36	39	36	51		43
National Percentile Rank of Average PSS	54	61	59	54	54	60	54	54	54	55		57
Difference (NPR-PNPR)	22	1	-7	6	16	8	-18	-15	-18	-4		-14
Iowa Assessments												
Number of Students Tested = 55												
Number of Students Included	55	53	54	54	54	53	54	54	54	52		54
National Percentile Rank of Average SS	27	35	31	31	29	30	23	20	23	25		29
Percent of Students in NPR Range 75-99	5	4	4	4	4	6	2	6	2	2		2
50-74	15	15	13	26	20	13	15	13	15	10		26
25-49	29	55	43	43	33	43	26	19	26	33		28
1-24	51	26	41	28	43	38	57	63	57	56		44

Based on the Spring IOWA scores of 2023, 17% of our 5th graders scored in the average to above average percentile in math total and 12% of our students had a core composite in the average to above average in computation. This means 83% of our students scored far below average in the math total.

Based on the Spring IOWA scores of 2023, 24% of our 5th graders scored in the average to above average percentile in reading and 19% scored in the average to above average percentile in ELA. This means 76% of our students scored far below average in reading and 81% scored below to far below average in ELA.

Acadience Reading Data

Kindergarten

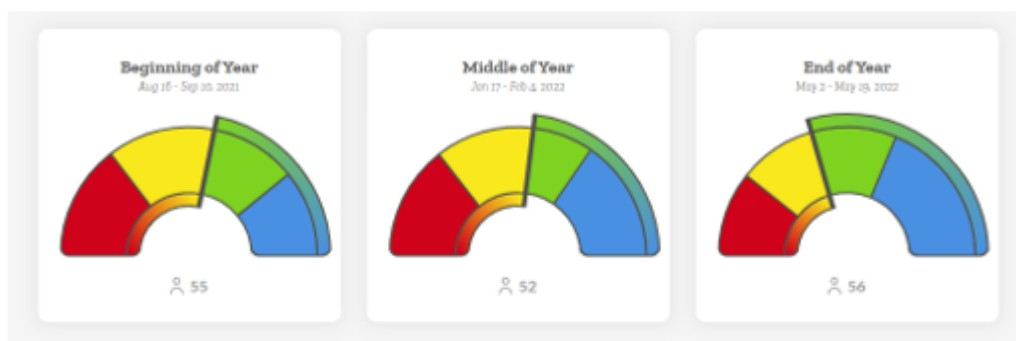
For Kindergarten, the Acadience Assessment measures Reading performance in the following domains: First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, and NWF Correct Letter Sounds.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

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Kindergarten



BOY				EOY			
Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
29%	27%	22%	22%	21%	20%	21%	38%

Acadience BOY data shows 29 students scored well below benchmark and 44 students scored at or above benchmark. EOY data shows 21 students well below benchmark and 59 students at or above benchmark. This data shows growth.

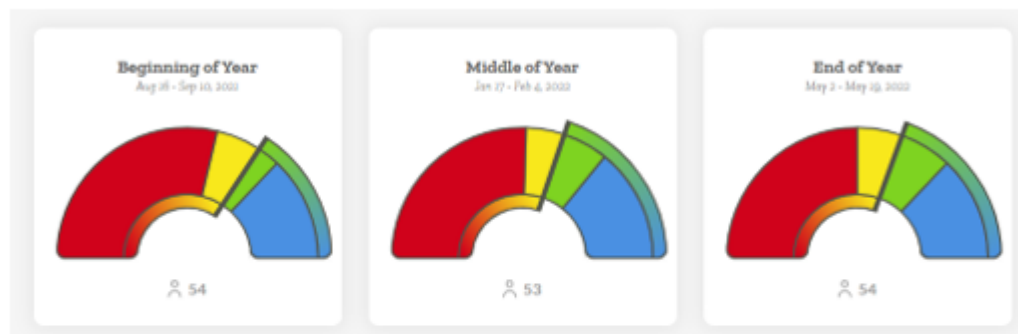
PORTERDALE ELEMENTARY SCHOOL 2023-2024

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First Grade

First Grade



BOY				EOY			
Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
57%	11%	6%	26%	50%	11%	13%	26%

For First Grade, the Acadience Assessment measures Reading performance in the following domains: First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, NWF Correct Letter Sounds, and NWF Whole Words read.

At the BOY 57% of 1st grade students were well below; at the EOY 50% of 1st grade students were well below showing a gain of 7%.

BOY and EOY below benchmark remained the same at 11%.

At the BOY 6% of 1st grade students were at benchmark; at the EOY 13% of 1st grade students were well below which encompassed the 7% from well below

BOY and EOY above benchmark remained the same at 26%. This indicates a need for targeted phonics and reading instruction in first grade.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

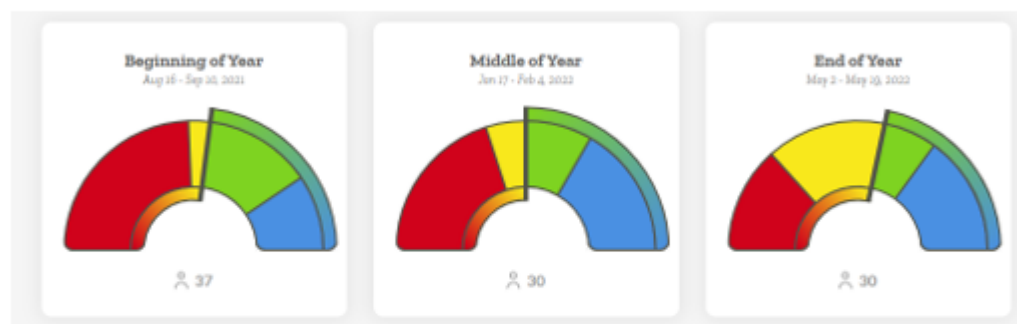
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Second Grade

For Second Grade, the Acadience Assessment measures Reading performance in the following domains: NWF Correct Letter Sounds, NWF Whole Words read, ORF Words Correct, ORF Accuracy, and Retell.

Second Grade



BOY				EOY			
Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
49%	5%	27%	19%	27%	30%	13%	30%

Second grade students demonstrated growth from the beginning of the year to the end of the year in the Well Below area moving from 49% to 27%. More students demonstrated difficulties in the area of Below Benchmark from the beginning of the year to the end of the year scores with 5% at the BOY and 30% EOY. The same trend continued with students scoring in the At Benchmark with 19% at the BOY and 13% at the EOY. Students did overall improve in Above Benchmark area with 19% at the BOY and 30% at the EOY.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

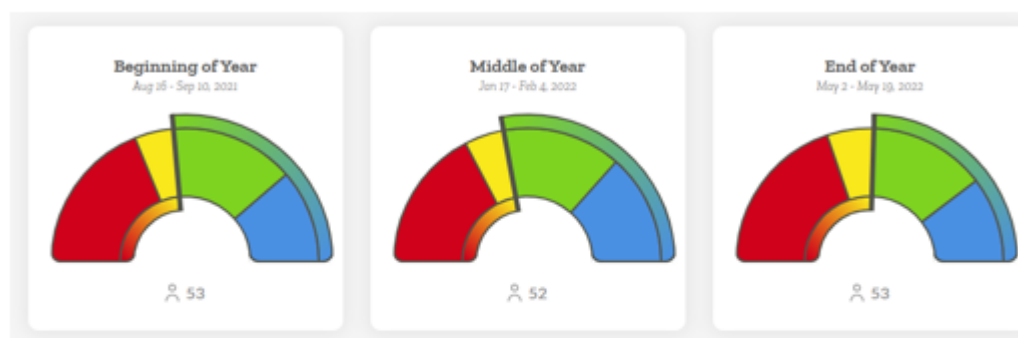
1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

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Third Grade

For Third Grade, the Acadience Assessment measures Reading performance in the following domains: ORF Words Correct, ORF Accuracy, and Retell.

Third Grade



BOY				EOY			
Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
38%	9%	30%	23%	40%	11%	28%	21%

EOY students in well below benchmark increased by 2%. EOY students below benchmark increased by 2%. EOY students in at benchmark decreased by 2%. EOY students in above benchmark decreased by 2%.

NSGRA

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

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	BOY				MOY				EOY			
	Below	On	Above	% On+ Above	Below	On	Above	% On + Above	Below	On	Above	% On+ Above
Kindergarten												
<u>Porterdale</u>	68%	26%	6%	32%	57%	22%	20%	42%	34%	38%	28%	66%
NCSS	75%	21%	4%	25%	52%	38%	10%	48%	35%	34%	30%	64%
First Grade												
<u>Porterdale</u>	62%	16%	22%	38%	58%	12%	31%	43%	53%	9%	39%	48%
NCSS	56%	26%	21%	47%	52%	27%	20%	47%	47%	19%	34%	53%
Second Grade												
<u>Porterdale</u>	69%	2%	29%	31%	55%	20%	25%	45%	43%	18%	39%	57%
NCSS	52%	21%	28%	49%	47%	22%	32%	54%	39%	22%	40%	62%
Third Grade												
<u>Porterdale</u>	20%	29%	51%	80%	39%	16%	45%	61%	31%	18%	51%	69%
NCSS	27%	32%	42%	74%	26%	36%	38%	74%	37%	23%	40%	63%
Fourth Grade												
<u>Porterdale</u>	29%	38%	33%	71%	25%	40%	35%	75%	51%	25%	24%	49%
NCSS	38%	27%	36%	63%	38%	34%	28%	62%	39%	23%	38%	61%
Fifth Grade												
<u>Porterdale</u>	53%	25%	23%	48%	42%	29%	29%	58%	36%	27%	37%	64%
NCSS	46%	19%	35%	54%	44%	30%	26%	56%	47%	19%	34%	53%

Kindergarten: Kindergarten showed growth this year. BOY- 32% was on or above, MOY 42% were on or above, and EOY 66% were on or above. The EOY was ABOVE district average.

1st grade: First grade showed growth in the number of students in the above level. Fewer students remained below the NSGRA reading level from BOY, MOY, to EOY at 62%, 58%, and 53% respectively. However, the NSGRA on level decreased throughout the year from 16% to 12% to 9%.

The NSGRA above level yielded an increase of 22% (BOY), 31% (MOY) to an impressive 39% (EOY).

The percentage of students on/above also increased 38% (BOY), 43% (MOY), and 48% (EOY).

2nd grade: Second grade students improved overall in Reading Skills. In comparing Beginning of Year, Middle of Year, and End of Year the percentage of students decreased in the Below Level area with EOY at 43% while the BOY was 69%. The On Level did not improve with EOY scores showing 18% was higher than the BOY 2%. Students' scores demonstrated they did improve overall in the area of Above Benchmark showing the EOY 39% while the BOY was 29%. Students scoring On and Above Benchmark Level scored EOY 57% and BOY was at 31%.

3rd grade: At the BOY, 20% of students scored below grade level, and 80% scored on or above grade level. At the EOY, third grade had 31% of students below grade level and 69% above grade level. However, the above grade level percentage is higher than that of the county, which is 63% for third grade.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

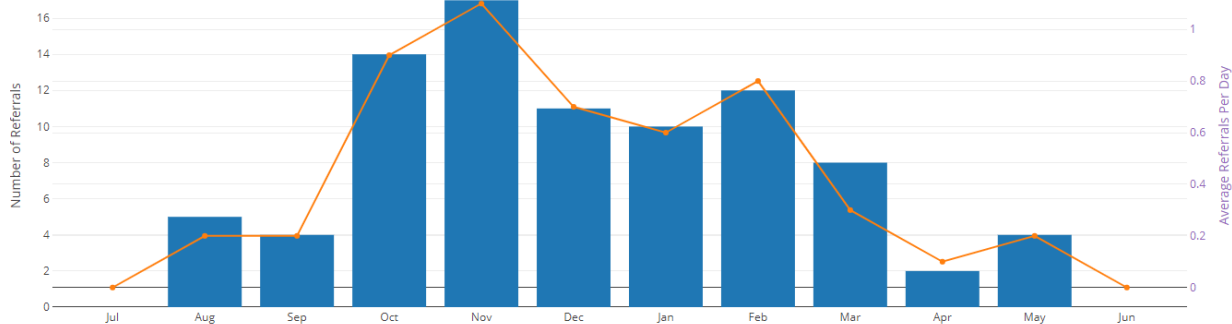
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4th grade: PDES 4th grade students showed an increase in on/above grade level students during the middle of the year. The weakness is that the percentage of students on/above decreased by the end of the year. During the BOY and MOY, the total percentage of students outperformed the district's percentage which is a strength.

5th grade: Grade 5 NSGRA data shows that students reading level increased from the BOY to the EOY. In 5th grade, students have outperformed NCSS 5th graders in percentages of students on and above grade level.

Behavior Data 2022-2023

Summary **Average Referrals** Referrals by Time Referrals by Weekday Referrals by Problem Behavior Referrals by Location Referrals by Grade Referrals by Reporter



Data	2018-2019	Per 100 Students	2021-2022 Currently	Per 100 Students	Percentage Change
Total Enrollment	557		449		
Total # of students with 0-1 State Reportable ODRs	536		428		
Total % of students with 0-1 State Reportable ODRs	96.23		95.3		
Total Incidents	88	15.80	77	17.15	8.55%
Total number of ISS Days	37	6.64	10	2.23	-66.47%
Total number of OSS Days	111	19.93	79	17.59	-11.71%

Behavior is a strength for students at Porterdale Elementary. One of the contributing factors due to the decrease in behavioral referrals is PBIS. Most behavior referrals occur on Tuesday morning.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

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Attendance Data

	# of Students	Percent
Perfect Attendance	<u>19</u>	4.22
Absent 5% or less of Enrolled Days	<u>136</u>	30.22
Absent more than 5%, less than 10% of Enrolled Days	<u>160</u>	35.56
Absent 10% or more, less than 20% of Enrolled Days	<u>104</u>	23.11
Absent 20% or more of Enrolled Days	<u>31</u>	6.89

Only 19 students had perfect attendance for the 2022-2023 School Year. 31 of our students were absent 20% or more of enrolled days. Incentives for attendance and an attendance tracking system will be implemented for the 2023-2024 school year.

FY23 Porterdale Milestones Sub-Group Performance ELA

3rd Grade English Language Arts Percentage of Students Scoring in Each Achievement Level						
Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	462	60%	27%	11%	2%	13%
Female	484	42%	39%	15%	3%	18%
Male	438	80%	13%	7%	0%	7%
Asian/Pacific Islander	463	33%	67%	0%	0%	0%
Black, Non-Hispanic	460	62%	26%	12%	0%	12%
Hispanic	468	63%	25%	0%	13%	13%
White, Non-Hispanic	461	57%	29%	14%	0%	14%
Multiracial	463	50%	0%	50%	0%	50%
4th Grade English Language Arts Percentage of Students Scoring in Each Achievement Level						

PORTERDALE ELEMENTARY SCHOOL 2023-2024

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Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	491	40%	35%	21%	4%	25%
Female	498	35%	38%	19%	8%	27%
Male	482	45%	32%	23%	0%	23%
Asian/Pacific Islander	-	-	-	-	-	-
Black, Non-Hispanic	484	47%	29%	22%	2%	24%
Hispanic	498	30%	40%	20%	10%	30%
White, Non-Hispanic	507	0%	100%	0%	0%	0%
Multiracial	549	0%	50%	25%	25%	50%

5th Grade English Language Arts Percentage of Students Scoring in Each Achievement Level

G r o u p	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	473	56%	33%	11%	0%	11%
Female	478	48%	39%	13%	0%	13%
Male	467	67%	25%	8%	0%	8%
Asian/Pacific Islander	454	100%	0%	0%	0%	0%
Black, Non-Hispanic	476	51%	37%	11%	0%	11%
Hispanic	464	75%	25%	0%	0%	0%
White, Non-Hispanic	455	60%	40%	0%	0%	0%
Multiracial	489	50%	17%	33%	0%	33%

Summary of Data: In ELA an average of 52% of students in Grades 3-5 performed at the beginning learner level. Females outperformed males at the 3rd, 4th and 5th grade levels. An average of 16% of all students grades 3-5 scored at the proficient and distinguished levels. 4th grade has the highest mean score. 5th Grade had 0% students at the distinguished level.

Math

3rd Grade Mathematics Percentage of Students Scoring in Each Achievement Level

PORTERDALE ELEMENTARY SCHOOL 2023-2024

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Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	491	37%	48%	14%	2%	16%
Female	497	30%	48%	18%	3%	21%
Male	483	43%	47%	10%	0%	10%
Asian/Pacific Islander	498	33%	67%	0%	0%	0%
Black, Non-Hispanic	488	40%	45%	14%	0%	14%
Hispanic	493	25%	50%	25%	0%	25%
White, Non-Hispanic	497	29%	57%	0%	14%	14%
Multiracial	492	50%	0%	50%	0%	50%

4th Grade Mathematics

Percentage of Students Scoring in Each Achievement Level

Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	477	51%	37%	12%	0%	12%
Female	475	57%	30%	14%	0%	14%
Male	479	45%	45%	10%	0%	10%
Asian/Pacific Islander	-	-	-	-	-	-
Black, Non-Hispanic	469	59%	35%	6%	0%	6%
Hispanic	489	50%	20%	30%	0%	30%
White, Non-Hispanic	515	0%	67%	33%	0%	33%
Multiracial	513	0%	75%	25%	0%	25%

5th Grade Mathematics

Percentage of Students Scoring in Each Achievement Level

Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	466	64%	31%	5%	0%	5%
Female	464	58%	42%	0%	0%	0%
Male	470	71%	17%	13%	0%	13%

PORTERDALE ELEMENTARY SCHOOL 2023-2024

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Asian/Pacific Islander	474	100%	0%	0%	0%	0%
Black, Non-Hispanic	464	66%	29%	6%	0%	6%
Hispanic	472	63%	25%	13%	0%	13%
White, Non-Hispanic	486	40%	60%	0%	0%	0%
Multiracial	454	67%	33%	0%	0%	0%

Summary of Data: In Math 3rd grade had the highest average mean score. An average of about 51% of grades 3-5 students scored at the beginning learner level. 4th Grade had the lowest mean. Females outperformed the males 35% to 33%. At the 5th Grade level, 0% females scores at the proficient of distinguished levels. 5% of 5th graders performed at the proficient/distinguished level.

Science

5th Grade Science

Percentage of Students Scoring in Each Achievement Level

Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	463	58%	29%	13%	0%	13%
Female	470	55%	26%	19%	0%	19%
Male	453	63%	33%	4%	0%	4%
Asian/Pacific Islander	444	100%	0%	0%	0%	0%
Black, Non-Hispanic	465	57%	34%	9%	0%	9%
Hispanic	465	63%	13%	25%	0%	25%
White, Non-Hispanic	452	60%	20%	20%	0%	20%
Multiracial	459	50%	33%	17%	0%	17%

Summary of Data: In Science, the average mean was 463. 58% of 5th graders performed at the beginning learner level. There was 0% of students at the distinguished level. Females outperformed males at the proficient level by 15%.

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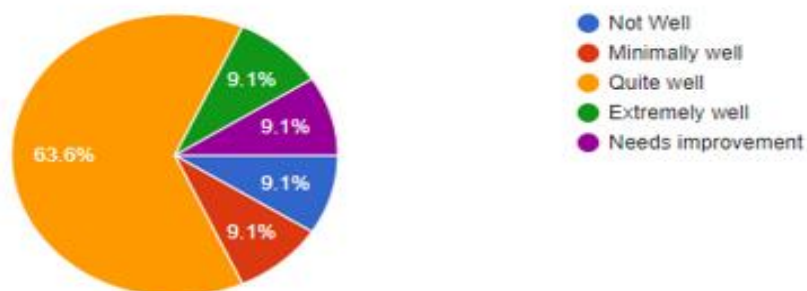
Parent and Family Engagement Survey 2022-2023

Communication

1. How well do you feel the school creates a welcoming environment for parents?



11 responses



For question 1, 80% of parents who responded feel that the school creates a welcoming environment for parents.

For question 3, 91% of families who responded feel that our school provides information that is easy to understand quite well and extremely well.

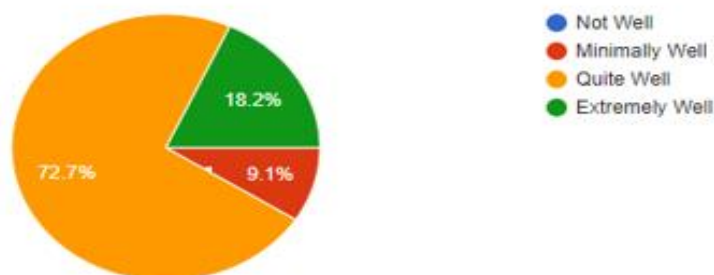
PORTERDALE ELEMENTARY SCHOOL 2023-2024

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3. How well does your child's school provide information that is easy to understand? [Copy](#)

11 responses

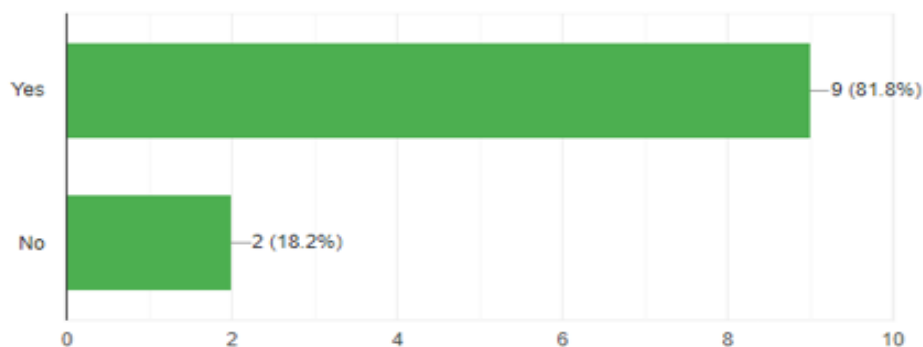


For Question 4, 82% of our parents who responded reported having attended at least one of our Parent and Family Engagement Meetings.

Parent Involvement Workshops

4. Did you attend any of the Parent and Family Engagement Meetings this school year? [Copy](#)

11 responses



For Question 5, most families who responded expressed interest in Math Strategies, Reading Strategies, college/career readiness, and building student self-esteem.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

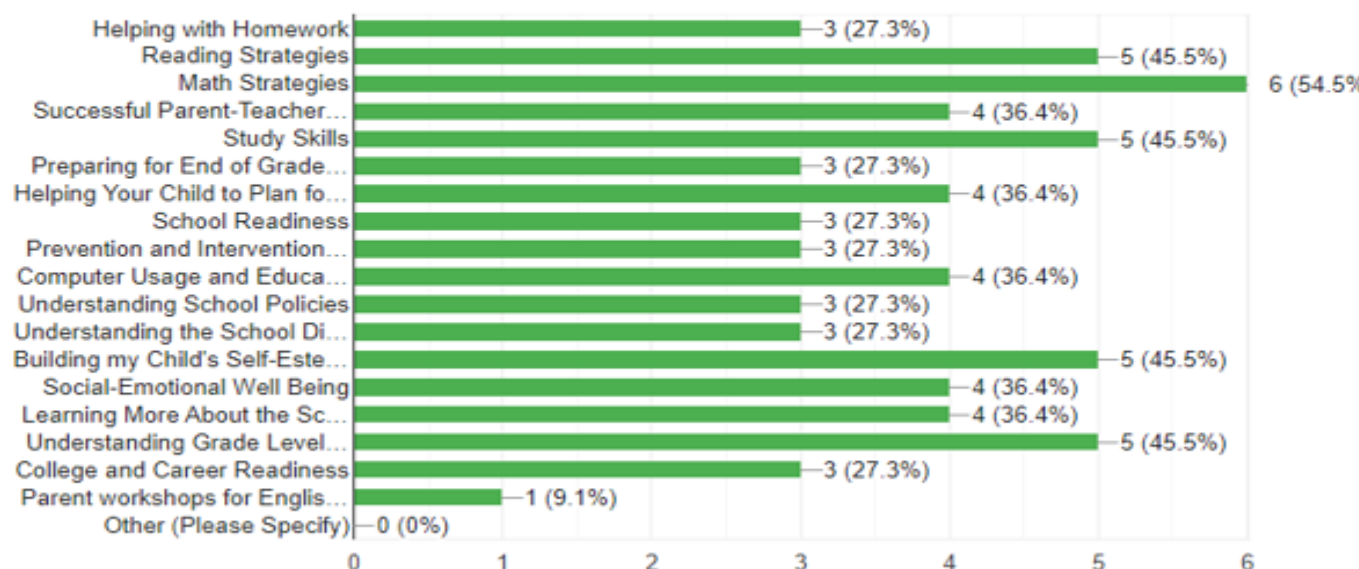
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5. If yes, please indicate the types of workshops in which you would be interested.



Check all that apply.

11 responses



For question 6, most families prefer evening meetings.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

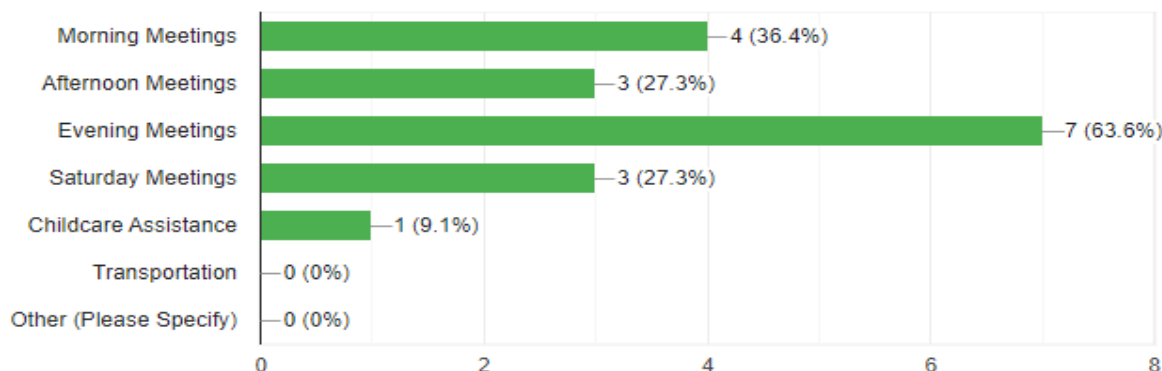
1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

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6. We would like to offer flexible meeting times. Which of the following would enable you to participate in parent engagement meetings/workshops, parent conferences, and school activities? (Check all that apply.)



11 responses



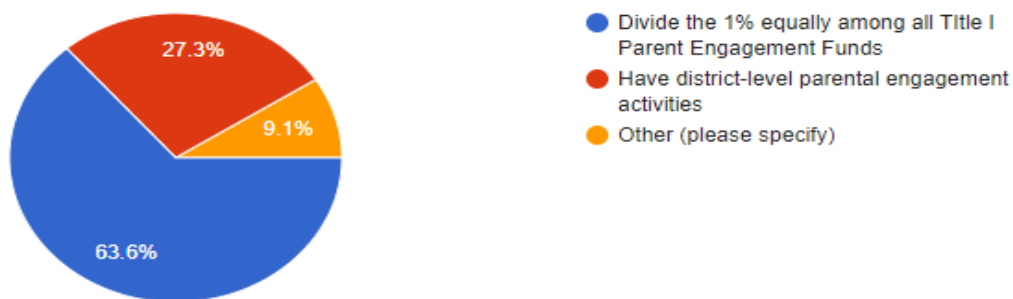
For Question 7, most families feel that NCSS should divide the 1% Title I Parent Involvement funds equally among all Title I schools.

Title I Parent Involvement Funds

7. How do you think Newton County School System should use the 1% required title I Parent Involvement Funds?



11 responses



For Question 8, most parents want teachers to know how to build parent partnerships.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

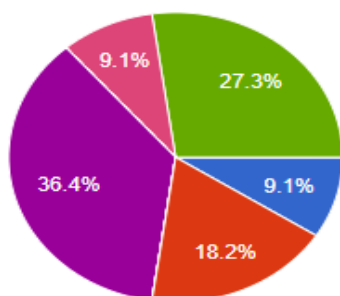
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Building Staff Capacity

8. What would you like teachers to know when working with parents in the efforts to raise student achievement?



11 responses



- How to create a welcoming environment
- How to communicate with parents
- How to reach out to parents
- How to value parents' input
- How to build parent partnerships
- How to remove barriers between home and school
- How to host productive and informativ...
- How to develop and connect family en...
- Other (Please Specify)

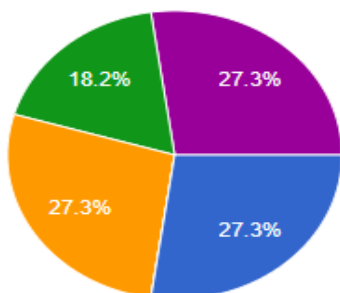
For Question 9, most families agreed that the school asked them for feedback on the school's parent and family engagement policy.

School's Plan to Engage Families

9. School's Plan to Engage Families



11 responses



- My school asked me for feedback on the school's parent and family engagem...
- The school makes the school parent and family engagement policy available to...
- The school updates, at least annually, the parent and family engagement poli...
- If requested by parents, the school addresses opportunities for regular m...
- The school explains what a School-Parent Compact is and how parents, t...

For question 10, 64% of families feel like the goals in the school-parent compact capture areas in which their child needs help to improve.

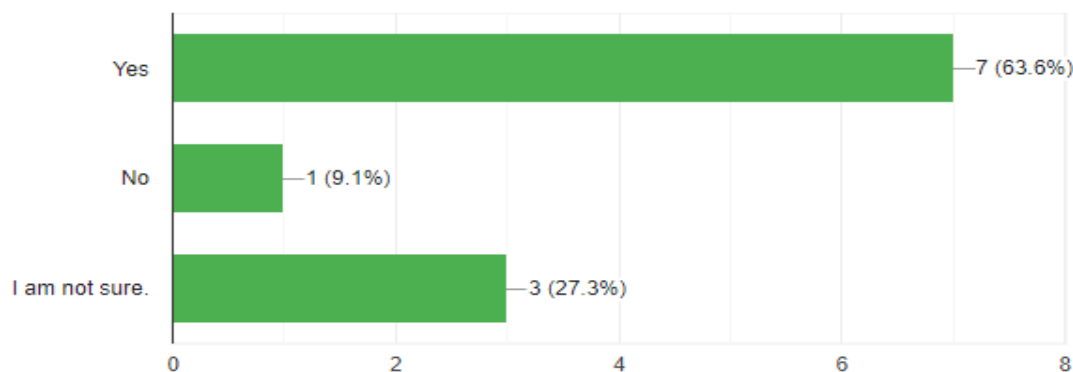
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10. Do the goals in the school-parent compact capture areas in which your child may need help to improve?



11 responses



11. What are some focus areas or skills in which your child may need help to improve?

11 responses

- Reading and accepting information
- A better Parent/Teacher line of communication!
- Idioma
- Reading and math
- Reading
- Na

PORTERDALE ELEMENTARY SCHOOL 2023-2024

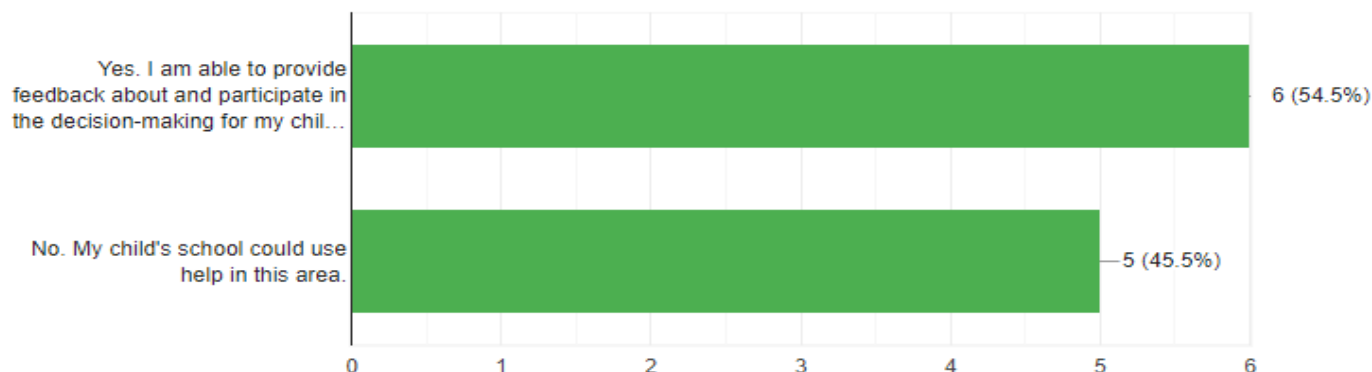
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12. Do you have the opportunity to provide feedback about and participate in decision-making about your child's education?



11 responses



Summary:

Most parents who responded felt empowered to provide feedback and participate in decision making for their child. Some responses for families' greatest needs include learning disabilities, trust in children, help with English, and reading/math groups.

Root Causes

Why are students not performing well in **Math?**

ROOT CAUSE	HOW TO ADDRESS CONCERNS
Students struggle with applying strategies that they have learned to word problems and real-world situations.	Teachers will use manipulatives in daily instruction. Once students are successful, they will move on to abstract representation. Math Tutoring will be offered to eligible students in Spring 2024.
Students have not mastered computation skills and fact fluency.	Teachers will participate in District and school-wide professional learning related to math instruction. The teacher will use Number Talks, flash card drills, Gloss, I KAN, Open-middle and numberless word problems to address this.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

	Math Tutoring will be offered to eligible students in Spring 2024.
Students require differentiated instruction to understand mathematical concepts.	Differentiated math centers and small groups will be implemented daily based on data from classroom instruction.
Students do not fully understand math vocabulary or terminology.	Utilize non-linguistic representations for math vocabulary.
Students need exposure to more rigorous math problems and essential standards.	Implement the framework tasks weekly and include more open-ended questions. Daily classroom assignments should reflect items students will see on the test.
SMART Goal: Increase student Achievement by 3% in MATH as measured by the Fast Bridge and Milestones year-end assessment data. Fast Bridge Pretest and Posttest data will increase for grades K-5.	

Why are students not performing well in ELA/Reading?	
ROOT CAUSE	HOW TO ADDRESS CONCERNS
Students need exposure to more rigorous work and essential standards.	Implement leveled- reading passages with written responses. Daily classroom assignments should reflect items students will see on the test. Implement more open-ended questions.
Students are not given opportunities to write daily.	Implementation of daily writing journals with instruction and teacher modeling. Teachers will teach the writing process using Write Reflections Curriculum . Teachers will talk with the students and provide feedback. Integrate writing rubrics in instruction. G2 Board Pens will be used to model writing instruction.
Deficits in students’ ability to make connections and/or inferences in the reading.	Teachers will make connections with students’ personal experiences so students will understand how text relates to their lives. The content will be put in context for students by the teachers. Teachers will use the “second question” concept to ask follow-up (deeper DOK) questions of students who will be expected to justify or evaluate their responses.
Students lack phonics and fluency skills	Teachers will utilize nonfiction texts decodable texts in reading instruction. Utilize small group instruction based on phonics and fluency data.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

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SMART Goal:

Increase student Achievement by 3% in English Language Arts as measured by the Fast Bridge and GMAS assessment data. IOWA Pretest and Posttest data will increase for grades K-5.

Why are students not performing well in **Science?**

ROOT CAUSE	HOW TO ADDRESS CONCERNS
Students lack background knowledge for scientific topics.	Teachers will incorporate direct vocabulary instruction strategies during science lessons. Teachers will incorporate informational text sources and related reading skills during instruction in reading and science classes to support science topics.
Deficits in students' ability to make connections and/or inferences when they read.	Teachers will make connections with students' personal experiences so students will understand how text relates to their lives. Teachers will put the content in context for students. Teachers will use the "second question" concept to ask follow-up (deeper DOK) questions of students who will be expected to justify or evaluate their responses.
Students need exposure to more rigorous work and essential standards.	Implement leveled- reading passages with written responses. Daily classroom assignments should reflect items students will see on the test. Implement more open-ended questions, the scientific process and hands-on experiments.
Students have difficulty comprehending informational text.	Science teachers will include periodicals and other sources of informational text within their classroom libraries and the scholastic bookroom. Teachers and students will engage in read-aloud relevant to science content and model how to comprehend/understand informational text. This includes paired reading and guided reading text for science. Students will utilize interactive notebooks to support mastery of content.
SMART Goal: Seventy percent of students in grade K-5 will progress, meet, or exceed the overall Science standards or achieve a minimum score of 70 as the final grade for the subject and 3% increase on the GMAS assessment.	

Why are students not performing well in **Social Studies?**

ROOT CAUSE	HOW TO ADDRESS CONCERNS
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PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

<p>Students lack the adequate vocabulary to understand passages as they read.</p> <p>Challenges with vocabulary prevent students from completely understanding written and spoken (listening skills) directions.</p>	<p>Teachers will incorporate read-aloud experiences school wide using informational texts with content vocabulary.</p> <p>Teachers will incorporate direct vocabulary instruction strategies during social studies lessons.</p> <p>Teachers will incorporate informational text sources and related reading skills during instruction in reading and social studies classes to support social studies topics.</p> <p>Teachers and students will engage in reading a-louds relevant to science content and model how to comprehend/understand informational text.</p>
<p>Deficits in students’ ability to make connections and/or inferences when they read.</p>	<p>Teachers will make connections with students’ personal experiences so students will understand how text relates to their lives.</p> <p>Teachers will use the “second question” concept to ask follow-up (deeper DOK) questions of students who will be expected to justify or evaluate their responses.</p>
<p>Students need exposure to more rigorous work and essential standards.</p>	<p>Implement leveled- reading passages with written responses. Daily classroom assignments should reflect items students will see on the test. Implement more open-ended questions.</p>
<p>Students have difficulty comprehending informational text</p>	<p>Social Studies teachers will include periodicals and other sources of informational text within their classroom libraries. Students will utilize interactive notebooks to support mastery of content.</p>

SMART Goal: Seventy percent of students in grade K-5 will progress, meet, or exceed the overall Social Studies standards or achieve a minimum score of 70 as the final grade for the subject.

Why are students not performing well in **Behavior?**

ROOT CAUSE

A small number of students demonstrate conduct which is unsuccessfully addressed

HOW TO ADDRESS CONCERNS

Teachers will continue to use PBIS Tier 2 Check-In Check Out with fidelity as a positive behavior intervention.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

through classroom management and school-wide discipline efforts.

Teachers will continue to use the school-wide discipline initiative with fidelity as the PBIS Tier 1 framework.

SMART Goal: Decrease the number of ODRs and OSS school-wide by 3%, as measured by end-of-year Infinite Campus data

PORTERDALE ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

a). Provide opportunities for all children, including all subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards;

b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

MATH GOAL

Increase student Achievement in MATH by 3% as measured by the Fast Bridge year-end assessment. Kindergarten group average: 50% NPR or higher, 1st grade group average: 60% NPR or higher, 2nd grade group average: 40% NPR or higher. Grades 3-5: Increase student growth by 3% in and MATH as measured by the Georgia Milestones End-of-Grade assessment.

OVERARCHING MATH PROGRAM

Porterdale Elementary School’s math teachers use Math Exemplars, Math Tasks, and technology-based instructional strategies throughout their math instruction. A variety of manipulatives are also used during math instruction, based on GaDOE Frameworks.

Person(s) Responsible: Principal/Assistant Principal, Instructional Coaches, K-5 Teachers

Evaluation Methods: Fast Bridge, GMAS, Admin Obs., Lesson Plans, Usage reports

Timeline for Implementation: August 2023 – May 2024

Describe the evidence-based action steps to be taken to achieve the goals.

Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
K-5: Help students understand why procedures for computations with fractions make sense. (Tier 3 Promising)	Interactive Notebooks: Students will keep an interactive notebook for math to help them record, organize, and process newly learned information and concepts. Logic Model Required: <input type="checkbox"/>	Title I, Part A	Notebooks Paper Crayons Glue Colored Pencils Copy paper Ink
Timed Activities: Regularly include timed activities as one way to build fluency in mathematics. (Tier 1 Strong)	Students will use web-based computer programs or apps on laptops to access fact fluency programs. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	Web-based computer programs

PORTERDALE ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

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b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Representations: Use a well-chosen set of concrete and semi-concrete representations to support students’ learning of mathematical concepts and procedures. (Tier I Strong)	Manipulatives will be used to support math instruction. Through use of the manipulatives students will have physical objects that they can use to illustrate and discover mathematical concepts. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	Manipulatives kits and supplies Printer ink Copy paper Teacher created materials Supplies for Poster Maker
Systemic Instruction: Prepare problems and use them in whole-class instruction. (Tier I Strong)	Activating strategies are teaching strategies that prepare students for learning. Students are prepared for learning by activating an overview of the upcoming learning experience, their prior knowledge, and the necessary vocabulary. We will use BrainPOP as one way to activate the learning process. BrainPOP is a group of educational websites with short, animated movies and other materials are designed to engage students and assist teachers; they are aligned to state education standards Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	BrainPOP G2 Board Pens Computers Chromebooks Printer ink Copy paper
Systemic Instruction: Prepare problems and use them in whole-class instruction. (Tier I Strong)	Porterdale Elementary will provide a tutoring program in Math for 6 Saturdays in March and April to support math instruction. Logic Model Required: <input checked="" type="checkbox"/>	Title I Part A	Paper, Ink, Pencils, books

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

Economically Disadvantage

Foster And Homeless

PORTERDALE ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

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b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

We will provide additional support to students based on individual student needs via Tier 2 instruction.	We will work with the Foster Care and Homeless Liaison to support the goals of improving educational outcomes for homeless and foster care students.
English Learners	Migrant
ELs will be served by ESOL-endorsed teachers. Supplemental resources and materials will be purchased using Title III-LEP funds.	We will work with the District’s Migrant Liaison to support the goals of improving educational outcomes for any migratory students who will enroll at Porterdale Elementary in the future.
Race/Ethnicity/Minority	Students With Disabilities
We will provide additional support to students based on individual student needs via Tier 2 instruction.	Targeted interventions for SWD students will be used. IEPs will be implemented with fidelity to provide support on the individual basis in the least restrictive environment.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

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b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

ELA/READING GOAL

Increase student achievement by 3% in READING as measured by FastBridge.

OVERARCHING ELA/READING PROGRAM

Porterdale Elementary School’s reading and ELA teachers use Scholastic for their reading instruction. They incorporate Traits Writing, class and individual book collections, manipulatives, paired texts, and the district’s Phonics Kits, in addition to appropriate software and technology applications.

Person(s) Responsible: Principal, Instructional Coaches, Media Specialist, K-5 Teachers

Evaluation Methods: Fast Bridge, GMAS, Usage report, Admin Observations, Lesson Plans

Timeline for Implementation: 2023-2024 School Year

Describe the evidence-based action steps to be taken to achieve the goals.

Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
K-3rd: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Tier 4 Has Rationale)	Activating strategies are teaching strategies that prepare students for learning. Students are prepared for learning by activating an overview of the upcoming learning experience, their prior knowledge, and the necessary vocabulary. We will use BrainPOP as one way to activate the learning process. BrainPOP is a group of educational websites with short, animated movies and other materials designed to engage students and assist teachers; they are aligned to state education standards. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	BrainPOP subscription Pens for G2 Boards
Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Tier 1 Strong)	Teachers will incorporate direct vocabulary instruction strategies using a program designed for this purpose. Logic Model Required: <input type="checkbox"/>	Local School Funds	6 Step Vocabulary Instruction Professional Development

PORTERDALE ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

a). Provide opportunities for all children, including all subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards;

b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Provide intensive small-group reading interventions. (Tier 3 Promising)	All students will participate in a school wide, data-driven Reading Intervention Period for 30 minutes each day. Logic Model Required: <input type="checkbox"/>	Title I, Part A	Paper Pencils Folders Leveled Readers Classroom books Chromebooks Teacher created materials Copy paper Ink Reading manipulatives
K-3rd: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Tier 4 Has Rationale)	Interactive Notebooks: Students will keep an interactive notebook for reading to help them record, organize, and process newly learned information and concepts. Logic Model Required: <input type="checkbox"/>	Title I, Part A	Notebooks Paper Crayons Glue Colored Pencils Copy paper Ink
Provide extensive and varied vocabulary instruction. (Tier 3 Promising)	Internet-based computer apps will be used to supplement instruction in the classroom by providing standard-based activities, assessments, and other tools to assist students in meeting the state academic standards. Logic Model Required: <input checked="" type="checkbox"/>	ESSER Funds	Computers Chromebooks Charging carts Chargers headphones
Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing. (Tier 2 Moderate)	Reading Word Walls and Spelling resources will be used to improve reading and spelling skills Logic Model Required: <input type="checkbox"/>	Title I, Part A	Notebooks Paper, ink Cardstock, flash cards,
Teach students to become fluent with handwriting, spelling, sentence	Write/Reflections is a systematic, research-based writing curriculum that contains supports to implement writing	Title I, Part A	Books, software, instructional materials (paper,

PORTERDALE ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

a). Provide opportunities for all children, including all subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards;

b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

construction, typing, and word processing. (Tier 2 Moderate)	instruction including a scope & sequence, step-by-step lesson plans, classroom PowerPoints, lessons, assessments, and rubrics. Logic Model Required: <input checked="" type="checkbox"/>		pencils, graphic organizers, erasers, expo makers, whiteboards)
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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantage	Foster And Homeless
We will provide additional support to students based on individual student needs via Tier 2 instruction.	We will work with the Foster Care and Homeless Liaison to support the goals of improving educational outcomes for homeless and foster care students.
English Learners	Migrant
ELs will be served by ESOL-endorsed teachers. Supplemental resources and materials will be purchased using Title III-LEP funds.	We will work with the District’s Migrant Liaison to support the goals of improving educational outcomes for any migratory students who will enroll in the future.
Race/Ethnicity/Minority	Students With Disabilities
We will provide additional support to students based on individual student needs via Tier 2 instruction.	Targeted interventions for SWD students will be used. IEPs will be implemented with fidelity to provide support on the individual basis in the least restrictive environment.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

a). Provide opportunities for all children, including all subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards;

b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

SCIENCE GOAL

Increase the number of students performing at the Proficient and Distinguished Learner levels (combined) by 3% in science, as measured by the 2023-2024 Georgia Milestones EOG Science assessment. Seventy percent of students in grade K-5 will progress, meet, or exceed the overall Science standards or achieve a minimum score of 70 as the final grade for the subject.

OVERARCHING SCIENCE PROGRAM

Porterdale Elementary School’s science teachers use McGraw-Hill science series as their primary source of text to support state standards. They also use a variety of informational text sources as well as instructional technology components throughout their lessons.

Person(s) Responsible: Principal, Instructional Coaches, Media Specialist, K-5 Teachers

Evaluation Methods: Lesson Plans, GMAS, Report Card data

Timeline for Implementation: 2023-2024 School Year

Describe the evidence-based action steps to be taken to achieve the goals.

Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
K-3: Teach students how to use reading comprehension strategies. (Tier 3 Promising)	Science teachers will include periodicals and other sources of informational text within their classroom libraries. Logic Model Required: <input type="checkbox"/>	Local School Funds	Science readers/periodicals Pens for G2 Boards
Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Tier 1 Strong)	Teachers will incorporate direct vocabulary instruction strategies using a program designed for this purpose. Logic Model Required: <input type="checkbox"/>	Local School Funds	Professional Development for 6 Step Vocabulary Process
Provide engaging learning experiences. (Tier 4 Has Rationale)	Teachers will incorporate hands-on science activities into instruction. Logic Model Required: <input type="checkbox"/>	Title I, Part A	Science materials/manipulatives

PORTERDALE ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

a). Provide opportunities for all children, including all subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards;

b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

K-3: Guide students through focused, high-quality discussion on the meaning of text. (Tier 4 Has Rationale)	Interactive Notebooks: Students will keep an interactive notebook for science to help them record, organize, and process newly learned information and concepts. Logic Model Required: <input type="checkbox"/>	Title I, Part A	Notebooks Paper Crayons Glue Colored Pencils Copy paper Ink
Combine graphics with verbal descriptions. (Tier 3 Promising)	Activating strategies are teaching strategies that prepare students for learning. Students are prepared for learning by activating an overview of the upcoming learning experience, their prior knowledge, and the necessary vocabulary. We will use BrainPOP as one way to activate the learning process. BrainPOP is a group of educational websites with short, animated movies and other materials designed to engage students and assist teachers; they are aligned to state education standards. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	BrainPOP subscription Pens for G2 Boards Headphones

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

Economically Disadvantage	Foster And Homeless
We will provide additional support to students based on individual student needs via Tier 2 instruction.	We will work with the Foster Care and Homeless Liaison to support the goals of improving educational outcomes for homeless and foster care students.
English Learners	Migrant
ELs will be served by ESOL-endorsed teachers. Supplemental resources and materials will be purchased using Title III-LEP funds.	We will work with the District’s Migrant Liaison to support the goals of improving educational outcomes for any migratory students who will enroll
Race/Ethnicity/Minority	Students With Disabilities

PORTERDALE ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

a). Provide opportunities for all children, including all subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards;

b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

We will provide additional support to students based on individual student needs via Tier 2 instruction.	Targeted interventions for SWD students will be used. IEPs will be implemented with fidelity to provide support on the individual basis in the least restrictive environment.
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PORTERDALE ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

a). Provide opportunities for all children, including all subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards;

b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

SOCIAL STUDIES GOAL

Seventy percent of students in grade K-5 will progress, meet, or exceed the overall Social Studies standards or achieve a minimum score of 70 as the final grade for the subject.

OVERARCHING MATH PROGRAM

Social Studies teachers use Georgia Experience social studies series and Studies Weekly periodicals as their primary sources of text to support state standards. They also use a variety of informational text sources as well as instructional technology components throughout their lessons.

Person(s) Responsible:	Principal, Instructional Coaches, K-5 Teachers
Evaluation Method	Lesson Plans, Admin Observations, BrainPOP usage, Logic Model, Report Card data
Timeline for Implementation	2023-2024 School Year

Describe the evidence-based action steps to be taken to achieve the goals.

Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
Combine graphics with verbal descriptions. (Tier 3 Promising)	Activating strategies are teaching strategies that prepare students for learning. Students are prepared for learning by activating an overview of the upcoming learning experience, their prior knowledge, and the necessary vocabulary. We will use BrainPOP as one way to activate the learning process. BrainPOP is a group of educational websites with short, animated movies and other materials designed to engage students and assist teachers; they are aligned to state education standards. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	BrainPOP subscription
Grades 4-5: Routinely use a set of comprehension-building practices to help students make sense of the text (Tier 1 Strong)	Social Studies teachers will include periodicals and other sources of informational text within their classroom libraries. Logic Model Required: <input type="checkbox"/>	General Funds	Social Studies readers

PORTERDALE ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

a). Provide opportunities for all children, including all subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards;

b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Tier 1 Strong)	Teachers will incorporate direct vocabulary instruction strategies using a program designed for this purpose. Logic Model Required: <input type="checkbox"/>	Local School Funds	Paper Pencils Professional development for 6 Step Vocabulary
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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantage	Foster And Homeless
We will provide additional support to students based on individual student needs via Tier 2 instruction.	We will work with the Foster Care and Homeless Liaison to support the goals of improving educational outcomes for homeless and foster care students.
English Learners	Migrant
ELs will be served by ESOL-endorsed teachers. Supplemental resources and materials will be purchased using Title III-LEP funds.	We will work with the District’s Migrant Liaison to support the goals of improving educational outcomes for any migratory students who will enroll at Fairview in the future.
Race/Ethnicity/Minority	Students With Disabilities
We will provide additional support to students based on individual student needs via Tier 2 instruction.	Targeted interventions for SWD students will be used. IEPs will be implemented with fidelity to provide support on the individual basis in the least restrictive environment.

PARENT AND FAMILY ENGAGEMENT PROGRAM

Person(s) Responsible:	Principal Assistant Principal, Title 1 Parent & Family Engagement Contact Person, Instructional Coach, Teachers
Evaluation Methods:	Feedback from parent evaluations, Logic Model
Timeline for Implementation:	2023-2024 School Year

Describe the evidence-based action steps to be taken to achieve the goals.

	Funding Source	Resources Needed
A parent and family resource center will be maintained with literature and resources related to parental support of student learning.	Title I, Part A	Books

PORTERDALE ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

a). Provide opportunities for all children, including all subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards;

b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Logic Model Required: <input checked="" type="checkbox"/>		Games for mathematics and reading
Host curriculum/instructional parent and family engagement events will be held in which teachers provide reading and math strategies and resources to participants. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	Math materials/resources Reading materials/resources
Teachers will receive ongoing support and training to build partnerships with parents to increase student achievement. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	Professional development from Title 1 Parent Contact
Remind will be used to further support the schools' efforts in activating and sustaining two-way communication between students, families, and educators. Teachers will use this tool to reach out to parents and improve communication with families and students to build partnerships to support academic success. Logic Model Required: <input type="checkbox"/>	ESSER Funds	Remind Subscription
We will provide continuous communication to parents and families in the quest of achieving academic success for all students to ensure that learning continues beyond the school day. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	Copy paper Ink Printer Scanner Remind School Messenger

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

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

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

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

a). Provide opportunities for all children, including all subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards;

b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

- Inviting all parents in multiple ways to our annual parent orientation meeting, at a convenient time, to inform parents about the school’s Title I program, the nature of the Title I program, the parents’ requirements and the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.
- Providing materials and training to help parents work with their children to improve achievement, such as literacy training and using technology, the harms of copyright piracy as appropriate, to foster parental involvement.
- Providing training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents. This includes how to reach out to, communicate, and work with parts as equal partners, implement and coordinate parent programs and build ties between parents and the school by hosting two professional development trainings a year, sharing tips to all school staff, and gathering input on parents on suggested topics of these trainings and tips.
- Providing full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- Providing opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by hosting two schoolwide days of parent conferences.
- Jointly developing with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by conducting an annual parent input meeting and by providing feedback forms on our school’s website, in our front office or parent resource room.
- Coordinating and integrating parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducting other activities,

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

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such as parent resource centers, that encourage and support parents to fully participating in the education of their children we will, to the extent feasible and appropriate.

- Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, childcare, or home visits.
- Providing such other reasonable support for parental involvement activities, as parents may request.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

a). Provide opportunities for all children, including all subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards;

b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

OTHER INSTRUCTIONAL METHODS

Use effective instructional methods that increase the quality and amount of learning time.

- increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
- increase the amount and quality of learning time, such as class-size reduction teachers, supplemental teachers, paraprofessionals, etc.

Person(s) Responsible: Admin, Instructional Coaches, All Teachers

Evaluation Methods: Lesson Plans, Admin Observations, GMAS, IOWA, Report Card Grades, Logic Model

Timeline for Implementation: 2023-2024 School Year

Describe the evidence-based action steps to be taken to achieve the goals.

Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
Provide supports that foster a data-driven culture within the school. (Tier 4 Has Rationale)	Instructional Coaches- School-wide Job embedded Professional Development allows for cohesiveness among the entire staff. The Title I Instructional Coach will work with the faculty to promote learning that impacts student achievement Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	Instructional Coach professional development
Adapt instruction to individual and small group needs. (Tier 3 Promising)	EIP Teachers target struggling students in the lower grades to provide interventions and support in math, ELA and reading instruction. Logic Model Required: <input type="checkbox"/>	General Funds	Paper Pencils Notebooks
Adapt instruction to individual and small group needs. (Tier 3 Promising)	Paraprofessionals will work with classroom teachers to provide academic and behavior support. Logic Model Required: <input type="checkbox"/>	General Funds	Professional development for paraprofessionals

PORTERDALE ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

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b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

PROFESSIONAL LEARNING

Person(s) Responsible:	Principal, Instructional Coaches, K-5 Teachers
Evaluation Methods:	Lesson Plans, Admin Observations, GMAS, IOWA
Timeline for Implementation:	2023-2024 School Year

Describe the evidence-based action steps to be taken to achieve the goals.

Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
Provide supports that foster a data-driven culture within the school. (Tier 4 Has Rationale)	Teachers will participate in professional learning related to direct vocabulary instruction strategies. Logic Model Required: <input type="checkbox"/>	General Funds	6 Step Vocabulary Professional Development
Provide supports that foster a data-driven culture within the school. (Tier 4 Has Rationale)	Instructional Coaches- School-wide Job embedded Professional Development allows for cohesiveness among the entire staff. The Title I Instructional Coach will work with the faculty to promote learning that impacts student achievement Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	Instructional Coach professional development
Provide supports that foster a data-driven culture within the school. (Tier 4 Has Rationale)	Teachers will participate in professional learning related to using higher level DOK questions and “second question” strategies. Logic Model Required: <input type="checkbox"/>	General Funds	DOK and 2 nd Question Professional Development
Provide supports that foster a data-driven culture within the school. (Tier 4 Has Rationale)	Math teachers will participate in District and school wide professional learning related to math instruction. Logic Model Required: <input type="checkbox"/>	General Funds	Professional development- Math
Provide supports that foster a data-driven culture within	Teachers will receive support and training to deeply understand the content and expected outcomes related to the	General Funds	Science and Social Studies

PORTERDALE ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

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a). Provide opportunities for all children, including all subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards;

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the school. (Tier 4 Has Rationale)	Science and Social Studies content standards. Logic Model Required: <input type="checkbox"/>		Unpacking Standards District provided professional development
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TECHNOLOGY EQUIPMENT TO SUPPORT THE CORE CURRICULUM

Person(s) Responsible:	Principal, Instructional Coaches, SLT, District Technology Specialist, Media Specialist, K-5 Teachers
Evaluation Methods:	Usage Reports, Informal/Formal assessments, Report Card Grades, Logic Model
Timeline for Implementation:	2023-2024 School Year

Describe the evidence-based action steps to be taken to achieve the goals.

Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
Teachers will incorporate rigorous and engaging apps, software, and other digital resources through iPads and laptops to increase students’ use of instructional technology. Teachers will incorporate rigorous and engaging apps, software, and other digital resources	Title 1, Part A	Apps Math Facts Pro

PORTERDALE ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

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b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

STUDENT BEHAVIOR/ATTENDANCE

Person(s) Responsible:	Principal, PBIS Committee, Instructional Coaches, K-5 Teachers
Evaluation Methods:	Office Referrals
Timeline for Implementation:	2023-2024 School Year

Describe the evidence-based action steps to be taken to achieve the goals.

Intervention/Strategy/Practice (If Title I Funded, a Logic Model is required.)	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
Identify the specifics of the problem behavior and the conditions that prompt and reinforce it. (Tier 3 Promising)	Teachers will continue to use PBIS Tier 2 Check-In Check Out with fidelity as a positive behavior intervention.	General Funds	PBIS Check In/Check Out Sheets
Modify the classroom learning environment to decrease problem behavior. (Tier 3 Promising)	Teachers will continue to use the school-wide discipline initiative with fidelity as the PBIS Tier 1 framework.	General Funds	PBIS Access PBIS Orientation

PORTERDALE ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

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b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

BUILDING FAMILY FRIENDLY SCHOOLS

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

Front Office Staff: Porterdale Elementary School’s front office staff is committed to returning emails and phone messages promptly, to conducting themselves professionally in all interactions with guests, to maintaining a pleasant front office area (both visually and socially) and to obtaining assistance from an administrator when needed.

Administrators: Porterdale Elementary School’s administrators are committed to returning emails and phone messages promptly, to conducting themselves professionally in all interactions with guests, staff, and students, to maintaining a positive school climate, and to support staff members and students’ families through special events and meetings as requested.

Classroom Teachers: Porterdale Elementary School’s classroom teachers are committed to returning emails and phone messages promptly, to conducting themselves professionally in all interactions with guests, staff, and students, to maintaining a positive school climate, and to actively participate with students’ families during special events and meetings as requested.

Counselors: Porterdale Elementary School’s counselor is committed to returning emails and phone messages promptly, to demonstrate professional conduct in all interactions with guests, staff, and students, to maintaining a positive school climate, to work collaboratively with district and school staff members, and to actively participate with students’ families during special events and meetings as requested.

Other Faculty/Staff: Other faculty and staff members at Porterdale Elementary School are committed to returning emails and phone messages promptly, to demonstrate professional conduct in all interactions with guests, staff, and students, to maintaining a positive school climate, to work collaboratively with district and school staff members, and to actively participate with students’ families during special events and meetings as requested.

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

c). address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include -

i). counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas;

PORTERDALE ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

a). Provide opportunities for all children, including all subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards;

b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Porterdale Elementary School’s counselor will work collaboratively with our resident mental health clinician and district and staff members to promote the success of every student and the social, mental, and emotional well-being of every student.

ii). preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

Porterdale Elementary School’s counselor, College & Career Ready Teacher Leader, instructional coaches, teachers, and administrators will work collaboratively with other district and staff members to implement special events such as Career Day, college days, Graduation March, Career Clusters instruction, and other related efforts which support these initiatives.

iii). implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

Porterdale Elementary School’s PBIS Tier 1 and Tier 2 teams will work collaboratively with school and district staff members to maintain a positive school climate and to continue reducing student discipline-related issues. Porterdaled Elementary School’s special education teachers, EIP teachers, instructional coaches, administrators, and counselors will work collaboratively with school and district staff members to promote success for all students.

iv). professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

- We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.

Root Cause	Professional Learning to Address Root Cause
<p>Students lack the adequate vocabulary to understand passages as they read.</p> <p>Challenges with vocabulary prevent students from completely understanding written and spoken (listening skills) directions.</p>	<p>Teachers will participate in professional learning related to direct vocabulary instruction strategies.</p>

PORTERDALE ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

a). Provide opportunities for all children, including all subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards;

b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Deficits in background knowledge result in students’ inability to make connections and/or inferences in the reading.	Teachers will participate in professional learning related to using higher level DOK questions and “second question” strategies.
Students have not internalized math concepts. Students have not mastered computation skills and fact fluency. Students struggle when presented with real-world applications	Math teachers will participate in District and school wide professional learning related to math instruction.
Students are not consistently taught to a rigorous level of understanding, often receiving surface-level instruction in Science and Social Studies.	Science and Social Studies teachers will receive support to deeply understand the content and expected outcomes related to the content standards.

- 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: (1) Teachers and support staff meet during professional learning communities at the grade levels to review results of student assessment results as the data becomes available; (2) teachers and support staff brainstorm root causes of poor performance and select strategies to address the most probable causes; (3) administrators meet with grade level teams each nine weeks to discuss student performance data and review strategies selected to address individual students’ and groups of students’ weaknesses; (4) administrators and the Leadership Team discuss results of data findings and determine how instructional programs need to be improved; (5) teachers meet weekly (Professional Learning Communities) with the instructional coaches to analyze data and identify student needs, and participate in professional development to increase effective teaching strategies; and (5) continuous review of data by administrators and the Leadership Team results in updates to the school’s improvement plan.
- We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems and to recruit and retain effective teachers, particularly in high need subjects. We use our county-allotted professional learning funds to support

PORTERDALE ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

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a). Provide opportunities for all children, including all subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards;

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professional learning needs which may arise during the school year, such as a specific class at Griffin RESA, and to provide substitutes for teachers to be released to attend. We will use Title I money to employ 2 full-time instructional coaches. We provide common planning time for teachers and allocate time for three weekly PLCs in each grade-level. We have allocated sufficient money to provide appropriate professional development and resources needed to address the root causes of our academic problems.

v). strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Response:

Faculty and staff at Porterdale seek to have each child’s first experience at the school be one that is memorable with a positive impact. Transition activities are, therefore, planned to ensure that parents of children transitioning into the school from preschool settings have adequate information prior to enrollment. Private preschool programs, Head Start programs, and other day care programs are given the opportunity to bring their children on tours of the school and to visit PK and Kindergarten classrooms. Children already enrolled in Porterdale Elementary School’s Pre-Kindergarten classes get to spend time in the kindergarten program prior to the end of the school year. Parents are invited to attend an Open House to meet their child’s teacher and receive basic information on grade level expectations. A Pre-Kindergarten Orientation is also held within the first month of school to give parents an opportunity to visit with the teacher after the school year has started.

PORTERDALE ELEMENTARY SCHOOL 2023-2024

3. Schoolwide Plan Development– Section 1114(2)(B) (i-iv)

- a). Is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section;

Response: Porterdale’s Leadership Team is comprised of representatives from every grade level and department. Initially, the Leadership Team met in summer sessions before the 2011-2012 school year to develop its School-wide Title I Plan after an analysis of available data. The Title I plan has been and will continue to be reviewed and updated yearly and will include parent involvement in the update process.

- b). Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

Response: Porterdale Elementary School had a Title I School-wide Plan in effect during the 2020-2021 school year. All parents were invited to participate in the revision of the SWP. Parents were invited using flyers, school messenger, phone calls and emails to attend the annual Parent Revision Meeting. Parents were also notified and encouraged to complete a school improvement survey. Faculty and staff were asked to provide input for the revision of the SWP. There was not an end of the year Parent Revision Meeting.

- c). Remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

Response: We will monitor our Title I Plan regularly by reviewing data and making adjustments to prioritize our needs with input from all stakeholders. The Title I Plan will be posted on our school’s website to give all stakeholders the opportunity to review and give input. Copies of the Title I plan will be made available at the request of any stakeholder. All stakeholders will be invited to our annual Title I input meeting where they may give feedback on the Title I Plan.

- d). Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform

Response: Porterdale’s School-Wide Title I Plan is posted to the district SharePoint site and to the school’s OneDrive for review by faculty and staff. The plan is discussed at the School Council Meetings and is available for review in the school office and on the school’s website. The plan will be updated annually and made available through the process described here.

- e). Is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable

We coordinate and integrate available resources and programs to include Title I, Part A, 21st Century Program, Title III, Title IV, Title IX, food and nutrition programs, and other local and state programs to create comprehensive supports aimed to promote school improvement while increasing student achievement.

4. ESSA Requirements to Include in the Schoolwide Plan- Sections 1112(b)(10) 1116 (b)(1)

- a). Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such a policy should be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Response:

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

Linked to Learning Meetings

- We will provide assistance to parents regarding understanding the state standards, state and local assessments, provide materials and training to help parents work with their children to improve their achievement (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement using primary and secondary methods.

Annual Title I Parent Orientation

- Invite all parents in multiple ways to our annual parent orientation meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

Accessibility

- We will share information related to school and parent programs, meetings, and other activities to the parents of participating children (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) in a format and, to the extent practicable, in a language the parents can understand.

Annual Parent Input Meeting

- Jointly developing with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by conducting an annual parent input meeting and by providing feedback forms on our school's website, in our front office or parent resource room.

Coordinating Programs

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

Flexible Meeting Times

- We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, childcare, or home visits.

Other Reasonable Support

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

- b). If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—

PORTERDALE ELEMENTARY SCHOOL 2023-2024

- i. through coordination with institutions of higher education, employers, and other local partners; and

Response: Porterdale is not a middle or high school.

- ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

Response: Porterdale is not a middle or high school.

5. Evaluation of the Schoolwide Plan—34 CFR § 200.26

- a). Address the regular monitoring and implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement.
- b). Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.
- c). Describe how the Schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program.

Response: We plan to evaluate our plan yearly using data from the State’s assessments, other student performance data, including perception data to determine if the schoolwide program has been effective in addressing the areas of need. We will use the Title I Program Evaluation and Logic Model evaluations to determine if the identified strategies/interventions/activities were effective in addressing the major problem areas and root causes as identified in our Comprehensive Needs Assessment. We will revise our plan during the Annual Summer Planning meeting and as new data becomes available revealing a need to implement new strategies and interventions to ensure continuous improvement.

We are using evidence-based or other effective strategies to improve student achievement through the use of logic models.

See Appendix for Software Logic Model

See Appendix for Instructional Coach Logic Model

See Appendix for Professional Learning

See Appendix for Building Parent Capacity Logic Model

See Appendix for Building Staff Capacity Logic Model

See Appendix for Tutoring Program Logic Model

PORTERDALE ELEMENTARY SCHOOL 2023-2024

SOFTWARE: BrainPOP

MODEL	RESPONSES
Goal:	Increase Reading and Math in grades K-5 by 3% as measured by FastBridge data by the end of the 2023-2024 SY.
Describe Intervention/Strategy/Practice that this software will be used as a resource:	BrainPOP
Current Research Available that demonstrated rationale that suggests it may work:	
<p>A Study of the Effectiveness of BrainPOP – Executive Summary https://educators.brainpop.com/printable/study-effectiveness-brainpop-executive-summary/</p> <p>The Effectiveness of Brain Pop https://educators.brainpop.com/printable/study-effectiveness-brainpop-full-report/</p> <p>RTI and Brain Pop https://educators.brainpop.com/funding/research-resources/rti-and-brainpop/</p> <p>Fluency Games and BrainPOP https://educators.brainpop.com/printable/fluency-games-brainpop/</p>	
Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> Rational Rating Exist: <input checked="" type="checkbox"/>
Intervention Population:	K-5
Person Responsible:	Administration, Teachers, Instructional Paras, Other Support Staff
Implementation Plan of Action:	
<p>Response:</p> <ul style="list-style-type: none"> Teachers will use BrainPOP videos and quizzes weekly to activate student learning and develop vocabulary. Gather baseline data from the BrainPOP software program usage report. Gather data at mid-year and the end of the year to determine how much the school used the software program. 	
How will success be measured? What is the school’s theory of change for this intervention?	Success will be measured from reviewing the BrainPOP usage reports. The school theorizes that usage will increase student achievement.
What are the outcomes or milestones that will evaluate success?	The end of the year outcome will be measured by the BrainPOP software usage reports to show that at least a 50% increase of usage at the end of the school year.
Progress Monitoring Dates:	Beginning of Year: October 2023 Mid-Year: January 2024 End of the Year: May 2024
Evidence-Based Evaluation	Due May 2024

PORTERDALE ELEMENTARY SCHOOL 2023-2024

Instructional Supplies	
MODEL	RESPONSES
Goal:	Increase Reading and Math in grades K-5 by 3% as measured by FastBridge 2023-2024 SY.
Intervention/Strategy/Practice:	Incorporating technology and informational and Literary books into teaching and learning practices
Current Research Available that demonstrated rationale that suggests it may work:	
Technology use in instruction and teacher perceptions of school support for technology use in Iowa high schools https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4599 Improving Adolescent Literacy: Effective Classroom and Intervention Practices Improving Adolescent Literacy: Effective Classroom and Intervention Practices https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf https://www.edutopia.org/article/how-get-benefits-interactive-notebooks-digital-formats	
Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
Intervention Population:	<input checked="" type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12
Person Responsible:	Classroom Teacher, Paraprofessional, Administration
Implementation Plan of Action:	
<ol style="list-style-type: none"> 1. Collect baseline data using formal and informal assessments. 2. Establish benchmarks for the year. 3. Incorporate the use of technology, books (informational and literary), and interactive notebooks into teaching and learning practices through various instructional practices to include: <ol style="list-style-type: none"> a. Whole Class Instruction- Whole class instruction brings teachers, techniques, students, and a shared learning goal together via direct, explicit instruction b. Small Group Instruction- Small group instruction usually follows whole group instruction to reinforce or reteach specific skills and concepts and provides a reduced student-teacher ratio. c. Flexible Grouping ensures that students are receiving instruction tailored to their individual needs. The groups change according to the results of informal/formal assessments. This model of instruction emphasizes intervention rather than remediation d. Extended Learning – Extended learning refers to any educational program or strategy intended to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gaps. 4. Progress monitor to analyze student learning and to assess effectiveness of the learning tools. 5. Adjust teaching and learning practices. 6. Progress monitor to analyze student learning and to assess effectiveness of the learning tools after adjustments 7. Complete a final assessment of student learning. 8. Communicate progress with parents, administrators, and other related staff. 	

PORTERDALE ELEMENTARY SCHOOL 2023-2024

How will success be measured? What is the school's theory of change for this intervention?	Success will be measured using formal and informal assessments. The team theorizes that providing hands-on tools supporting all learning modalities will help increase student achievement.
What are the outcomes or milestones that will evaluate success?	Success will be evaluated based on the meeting of the intervention/strategy goal.
Progress Monitoring Dates:	Beginning of Year: October 2023 Mid-Year: January 2024 End of Year: May 2024
Evidence-Based Evaluation	Due May 2024

PORTERDALE ELEMENTARY SCHOOL 2023-2024

PROFESSIONAL LEARNING

MODEL	RESPONSES
Goal:	Increase student achievement by 3% as measured by the 2023-2024 FastBridge assessment data.
Intervention/Strategy/Practice:	Professional Learning
Current Research Available that demonstrated rationale that suggests it may work:	
<p>Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Five Phases of Professional Development :North Central Regional Educational Laboratory http://www.readingrockets.org/article/five-phases-professional-development</p>	
Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
Intervention Population:	Administration and certified teachers
Person Responsible:	Instructional Coaches, Administration
Implementation Plan of Action:	
<ul style="list-style-type: none"> • Gather information through walkthroughs, observations, classroom data, and surveys to determine professional learning needs • Determine which staff will benefit from the professional learning session • Identify objectives and measurable evidence for building teacher capacity and student achievement. • Specify additional learning opportunities and follow-up sessions to support implementation, plan for differentiated opportunities when necessary • Identify and allocate resources to properly support professional learning • Determine how professional learning will be evaluated 	
How will success be measured? What is the school's theory of change for this intervention?	Success will be measured via student performance on report card grades. School theorizes that this program will increase student achievement.
What are the outcomes or milestones that will evaluate success?	The end of the year outcomes will be measured by FastBridge. Success will be based upon meeting the goal of increasing student achievement by 3% as measured by FastBridge.
Progress Monitoring Dates:	Beginning of the Year: October 2023 Middle of the Year: January 2024 End of Year: May 2024
Evidence-Based Evaluation	Due May 2024

PORTERDALE ELEMENTARY SCHOOL 2023-2024

TITLE I INSTRUCTIONAL COACH

MODEL	RESPONSES
Goal:	Increase student achievement by 3% as measured by FastBridge 2023-2024 SY.
Intervention/Strategy/Practice:	The Instructional Coach
Current Research Available that demonstrated rationale that suggests it may work:	
Instructional Coaching By: Lucy Steiner, Julie Kowal http://www.readingrockets.org/article/instructional-coaching Three Steps to Great Coaching http://cabooset.s3.amazonaws.com/makes_sense_strategies/3-steps-to-great-coaching.pdf Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development. www.casel.org	
Intervention Population:	K-5 teachers and instructional paras
Person Responsible:	Instructional Coach, Administration
Implementation Plan of Action:	
<ul style="list-style-type: none"> • Gather baseline data from the fall IOWA. • Classroom teachers and instructional coaches will review the data and develop interventions/strategies to target weakness areas and determine professional development needed. • Instructional coach will provide ongoing professional development and model effective practices. • Instructional coach will meet with teachers to monitor student progress and monitor implementation of strategies in the classroom. • The principal will meet with the instructional coach and teachers monthly to discuss student achievement. • Gather data in the spring to evaluate this program. 	
How will success be measured? What is the school's theory of change for this intervention?	Success will be based upon meeting the goal of increasing student achievement by 3% as measured by FastBridge. School theorizes that this program will increase student achievement.
What are the outcomes or milestones that will evaluate success?	The end of the year outcomes will be measured by FastBridge
Progress Monitoring Dates:	Beginning of the Year: October 2023 Middle of the Year: January 2024 End of Year: May 2024
Evidence-Based Evaluation	Due May 2024

PORTERDALE ELEMENTARY SCHOOL 2023-2024

TITLE I TUTORING PROGRAM

MODEL	RESPONSES
Goal:	Increase student achievement by 3% by the end of the 2023 - 2024 school year as measured by the pre and post test data.
Intervention/Strategy/Practice:	The Tutoring Program will increase learning time to provide intense remediation that will help students meet the state's proficient and advanced academic achievement levels. The area of focus will be Math.
Current Research Available that demonstrated rationale that suggests it may work:	
Evidence That Tutoring Works. - US Government Publishing Office https://www.gpo.gov/fdsys/pkg/ERIC-ED464343/pdf/ERIC-ED464343.pdf	
Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
Intervention Population:	The lowest performing 3-5 grade students in math.
Person Responsible:	Teachers, Administrators
Implementation Plan of Action:	
<ul style="list-style-type: none"> • The lowest performing 3rd, 4th, and 5th graders will be identified based upon a rank ordered roster and provided tutoring services with the goal of improving student achievement. • Teachers will identify students with needs in math. Students in grades 3-5 will be placed in rank order fall math Iowa scores. Students with the lowest scores will be invited to participate in the program. • The program will run from 9:00 a.m. – 12:00 p.m. on Saturdays during March and April. It will not meet on early release days or during scheduled breaks. Transportation will not be provided. • Parents will be notified of their child's participation in the Tutoring Program by letter. If no response is received from the letter, follow-up phone calls will be placed notifying the parent. • Evidence-based instructional strategies will be used which will include targeted small group instruction, intense direct instruction in reading and math, data analysis to determine individual student needs, and direct instruction targeting problem solving skills. • Classes will not exceed a 12:1 ratio. • Students are expected to attend all sessions. Students who miss 2 sessions will be removed from the program and another student placed in the slot. If a teacher cannot attend, they will find a substitute to serve in their absence. • Students are expected to adhere to the NCSS code of conduct. Students may be removed from the program for behavior infractions. • Teachers will assess student mastery using rubrics and assessments. Data will be used to plan instruction. • The program evaluator will monitor weekly assessment and instruction with walk-throughs. The program evaluator will analyze the data from the pre- and post-test. 	
How will success be measured? What is the school's theory of change for this intervention?	Success will be based upon meeting the goal of increasing student achievement by 3% as measured by FastBridge. Porterdale Elementary school theorizes that the tutoring program will help to increase student achievement by implementing small group and evidence-based instructional strategies.
What are the outcomes or milestones that will evaluate success?	The pre- and post-test assessment will be used to measure the intervention outcome and the program's success.
Progress Monitoring Dates:	Beginning of the Year: N/A Middle of the Year: N/A End of Year: April 2024
Evidence-Based Evaluation	Due May 2024

PORTERDALE ELEMENTARY SCHOOL 2023-2024

TITLE I PARENT ENGAGEMENT PROGRAM			
MODEL		RESPONSES	
Goal:		To provide four or more opportunities to build staff capacity to work with parents as equal partners by the end of the 2023-2024 school year.	
Intervention/Strategy/Practice:		Building Staff Capacity	
Current Research Available that demonstrated rationale that suggests it may work:			
Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009069.pdf			
Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships https://www2.ed.gov/documents/family-community/partners-education.pdf			
Is there an ESSA Rating in place for this software? If so, what is it?		Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>	
Intervention Population:		<input checked="" type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12	
Person Responsible:		Principal, Instructional Coach, Title I Parent Contact, Classroom Teachers	
Implementation Plan of Action:			
Primary Method In-Person Faculty Meeting	1 st Nine Weeks	Due by August 31 of each school year	Powerful Partnerships: Staff Parent and Family Engagement Orientation
*Secondary Method Handouts, Tip Sheets, Videos	2 nd Nine Weeks	Due by the end of the 2 nd nine weeks (December 1, 2023)	Optional tools to address topics identified with the assistance of parents.
Primary Method In-Person Faculty Meeting	3 rd Nine Weeks	Due by January 31 of each school year	Powerful Partnerships: Building Powerful Partnerships: School Parent Compacts
*Secondary Method Handouts, Tip Sheets, Videos	4 th Nine Weeks	Due by the end of the 4 th nine weeks (April 29, 2024)	Optional tools to address topics identified with the assistance of parents.
How will success be measured? What is the school's theory of change for this intervention?		We will measure the success of by having each participating complete an evaluation form after the building staff capacity professional learning sessions. We will also collect feedback after each secondary method on how we can use the strategies shared to enhance our parent and family engagement program. We theorize that our faculty and staff will provide high-quality customer service, honor, and recognize families' funds of knowledge, connect family engagement to student learning, and create a welcoming and an inviting school culture	

PORTERDALE ELEMENTARY SCHOOL 2023-2024

What are the outcomes or milestones that will evaluate success?	Parents and the school will be able to work with each other as equal partners in the efforts to increase student achievement. The students' education becomes a shared responsibility.
Evidence-Based Evaluation	May 2024

PORTERDALE ELEMENTARY SCHOOL 2023-2024

TITLE I PARENT ENGAGEMENT PROGRAM	
MODEL	RESPONSES
Goal:	To have at least 33% of parents participate in primary building parent capacity activities as measured by parent meeting attendance by the end of the 2023-2024 school year.
Intervention/Strategy/Practice:	Building Parent Capacity
Current Research Available that demonstrated rationale that suggests it may work:	
Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009069.pdf Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships https://www2.ed.gov/documents/family-community/partners-education.pdf	
Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
Intervention Population:	<input checked="" type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12
Person Responsible:	Principal, Instructional Coach, Title I Parent Contact, Classroom Teachers
Implementation Plan of Action:	
<ol style="list-style-type: none"> 1. Convene an annual parent orientation that informs parents about the Title I Program, the parents’ requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact. 2. Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children’s education at home and at school by implementing purposely designed parent and family engagement opportunities that impact student achievement, providing interpreters for parents of EL students, and offering flexible meeting times. 3. Review grade-level content area data and determine the skills/focus areas to strengthen school-improvement goals. Use the parent and family engagement planning forms to develop workshops that shares strategies and activities linked to the skills/focus areas in the efforts to build the capacity of the parents to complete the strategies/activities with their child effectively. 4. Provide continuous communication to parents via / flyers / handouts / weekly folders/ brochures/emails / text messages / social media posts / website / parent portal or newsletter that shares links to video / tip sheets / that promotes effective school-parent partnerships in a format and language that parents can understand. 5. Provide full opportunity for the participation of parents with limited English, parents with disabilities, and parents of migratory children. 6. Host schoolwide parent-teacher conference days to share student progress at school, share academic and/or behavioral strategies and activities to propel students towards academic success. 	

PORTERDALE ELEMENTARY SCHOOL 2023-2024

7.	Inform and invite parents to our Parent Resource Room that provide parents and families with a variety of materials (books, tip sheets, manipulatives, strategy cards, etc.) and resources to help support specific academic needs.
8.	Convene an annual parent input meeting to gather feedback on the Title I Program, school and LEA parent and family engagement policies, the schoolwide plan, and the school-parent compact, building staff capacity, 1% parent budget, and the CLIP.
How will success be measured? What is the school's theory of change for this intervention?	<p>We will use the feedback gathered from parent meeting evaluations, stakeholder meetings, and the parent surveys to evaluate the effectiveness of our Parent and Family Engagement Program.</p> <p>We theorize that parents will become supporters, encouragers, monitors, advocates, decision makers, and collaborators in the efforts to increase student achievement.</p>
What are the outcomes or milestones that will evaluate success?	Higher grades and test scores, high school attendance, greater likelihood of graduating from high school, better chance of postsecondary enrollment, fewer discipline issues,
Evidence-Based Evaluation	(Due May 2024)

PORTERDALE ELEMENTARY SCHOOL 2023-2024

TITLE I PARENT ENGAGEMENT PROGRAM	
MODEL	RESPONSES
Goal:	To have at least 33% of parents that offer input on our Title I Parent and Family Engagement Program as measured by the 2023-2024 Parent and Family Engagement Survey
Intervention/Strategy/Practice:	Parent Survey
Current Research Available that demonstrated rationale that suggests it may work:	
Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships https://www2.ed.gov/documents/family-community/partners-education.pdf	
Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
Intervention Population:	<input type="checkbox"/> K-5 <input checked="" type="checkbox"/> 6-8 <input type="checkbox"/> 9-12
Person Responsible:	Principal, Instructional Coach, Title I Parent Contact, Classroom Teachers
Implementation Plan of Action:	
<ol style="list-style-type: none"> 1. Offer ongoing opportunities to build the capacity of parents and staff to work together as equal partners by focusing on the following areas: <ul style="list-style-type: none"> • Communication • Building Parent Capacity Parent Involvement Workshops/Conferences/Activities • Flexible Meeting Times • Title I Parent Involvement Funds • Building Staff Capacity 2. The Parent and Family Engagement Survey is designed to be a tool that produces family and staff capacity outcomes for Effective Family-School Partnerships that support student achievement and school improvement. 	
How will success be measured? What is the school’s theory of change for this intervention?	
<p>We will measure the success of these sessions by at least 33% of our parents and family complete survey and the end of the 2023-2024 school year.</p> <p>We theorize that parents and the school will be able to work with each other as equal partners in the efforts to increase student achievement. The students’ education becomes a shared responsibility.</p>	
What are the outcomes or milestones that will evaluate success?	

PORTERDALE ELEMENTARY SCHOOL 2023-2024

Family and Staff Capacity Outcomes

School and Program Staff Who Can:

- Honor and recognize families' funds of knowledge,
- Connect family engagement to student learning,
- Create a welcoming and inviting school culture.

Families who can negotiate multiple roles

- Supporters
- Encouragers
- Monitors
- Advocates
- Decision Makers
- Collaborators

2021-2022 Student Enrollment	397
2021-2022 # of Parents who took the survey	15
2022-2023 Student Enrollment	348
2022-2023 # of Parents who took the survey	11
2023-2024 Student Enrollment	
2023-2024 # of Parents who took the survey	