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WELCOME



Georgia Department of Education

Title I, Part C Education of Migratory Children

"Connecting the CLIP to an Effective Local Migrant Education Program Service Delivery Plan"

Israel Cortez
Margarita Munoz
Marisela Trejo

GCEL 2019
Savannah, GA

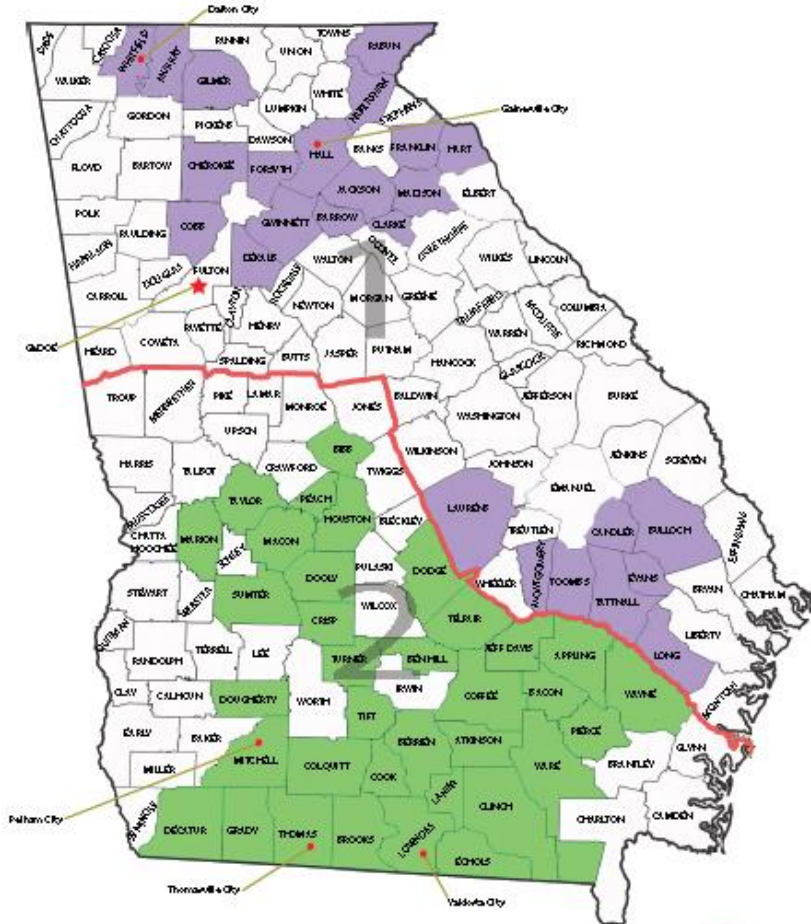


The purpose of the MEP in Georgia (and the United States) is to **ensure that migrant children fully benefit from the same free public education** provided to all children and that the unmet education-related needs resulting from their migrant lifestyle are **met.**

Georgia Migrant Education Program 2018-2019 Service Areas



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- Consortium districts are shaded white



- 1 GaDOE Region 1 MEP
Toll Free 1-800-621-5217
- 2 GaDOE Region 2 MEP
Toll Free 1-866-905-3182

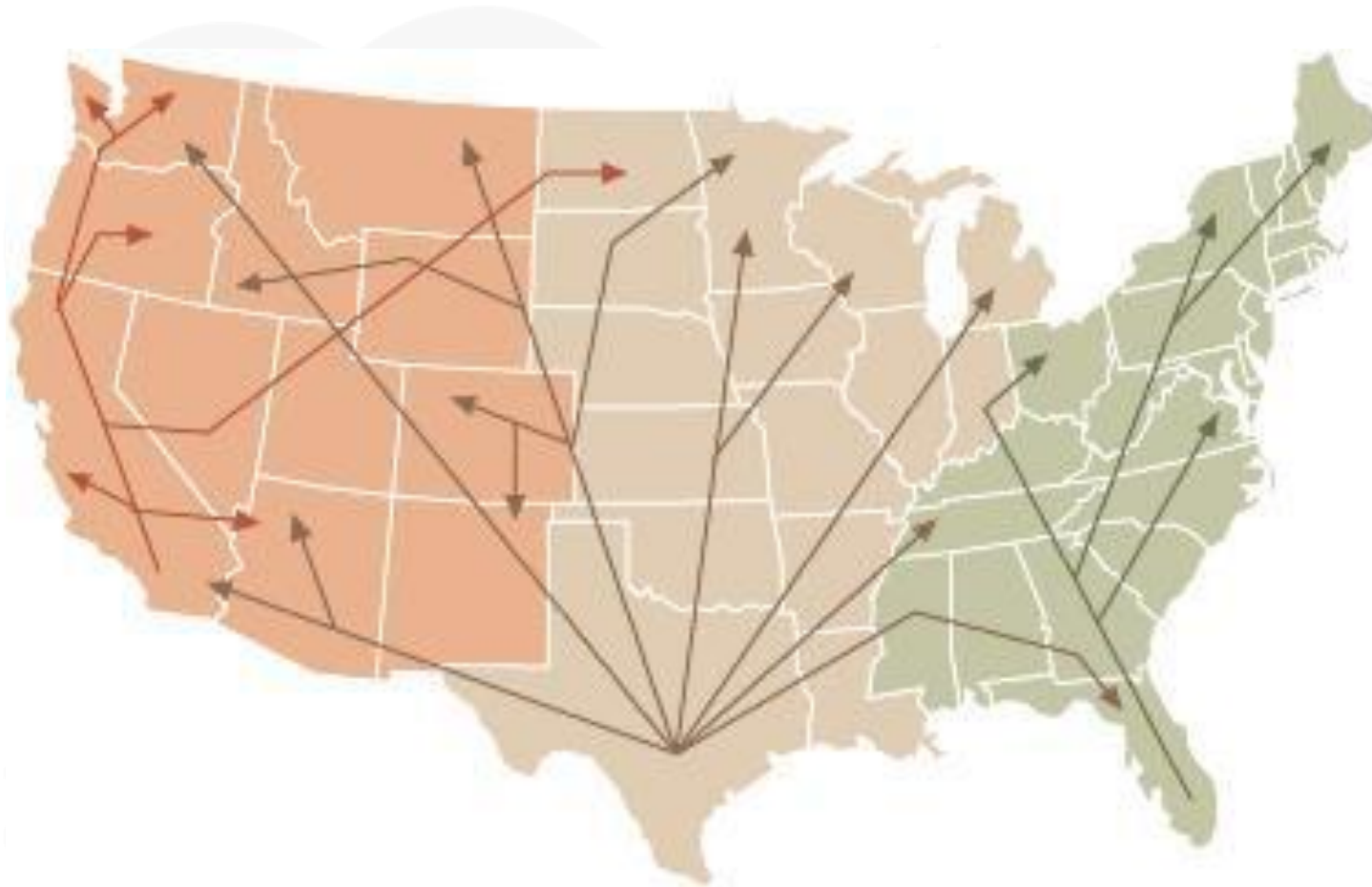


it of Education

Migration



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Georgia's Agricultural Industry

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Georgia Department of Education

Pecan Industry



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November is...
n a t i o n a l
georgia
pecan
month

Top 10 pecan fun facts

1. The name "pecan" is a Native American word that was used to describe nuts requiring a stone to crack.
2. The pecan capital of the world is Albany, Georgia, which boasts more than 600,000 pecan trees.
3. Pecan trees are native to North America. Over 80% of the world's pecan crop comes from the United States, harvesting on average between 250 million pounds and 300 million pounds each year.
4. Pecan trees only produce nuts every two years.
5. The pecan pie was created by French people who had settled in New Orleans.

...is heart healthy and contains

DOE
ucation

600
acres of olives

4
tons of olives per acre

34
gallons of oil per ton

Georgia Olive Farms will pick about 6 acres of olives this year, with four tons per acre and 34 gallons per ton, Jason said.

"We've seen the price of olive oil increase dramatically since we first started," he said. "When we first started, ours was just a true artisan-type novelty product because there was so little of it available."

The price for the Shaws' olive oil did not rise until this year, elevating by 5 percent, Jason said.

Turning a profit was a challenge for the family upon first starting their business, but they wouldn't turn back, Jason said.

"We had too much invested. This wasn't something where you can just get into it and say 'hey, we're not making enough money, let's quit.' We were committed to it and still are," he said.

The business stays in the family. The co-owners' children frequent the factory after school to work, though Kevin jokingly said there's more playing going on than actual working.

Jason said he hopes his children are interested in being involved in agricultural production.

"It goes back several generations in our family. ... I think chances are my kids will be involved somehow," he said.


The family gets along together in business, too, the Shaws said.

While Kevin said he has always been close with Sam and Jason, working together has made them closer.

"As people get older and get a lot busier, it's hard to find time for everybody to get together," he said.

Jason said working with one another is what binds them together and advances constant communication between them.

Sam said harvest time is possibly the only time they all come together due to responsibilities; but it's a time that he looks forward to each year.

Olive oil from Georgia Olive Farms can be purchased locally at Birdie's Market and Catering, Art and Soul, South Georgia Pecan, Carter and Sons Produce and Piggly Wiggly. 

 VIDEO ONLINE at
www.valdostadailytimes.com

Valdosta Scene | November 2018 17



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Georgia Olive Farms...not Italy

GA
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From California to Georgia



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The screenshot shows a web browser window with the following elements:

- Address Bar:** <https://www.wctv.tv/content/news/Worlds-largest-carrot-producer-putting-down-roots-in-South-Georgia-474512613.html>
- Navigation Bar:** Includes icons for Weather, Sports, Contests, Submit It, and Livestream, along with a search bar.
- Breadcrumbs:** Home / Agriculture / Article
- Article Title:** World's largest carrot producer putting down roots in South Georgia
- Video Player:** A video player with a play button and the text "World's largest carrot producer putting down roots in South Geor...". The video thumbnail shows a logo for "GROWERS READY TO HARVEST" and "Cut & Peeled".
- Advertisement:** A "GREEN CHEF" advertisement for "KETO" food, featuring a plate of colorful keto-friendly dishes and a "\$40 OFF" discount.
- Footer:** A URL from Google Ad Services: https://www.googleadservices.com/pagead/aclk?sa=L&ai=C2-mD_4r1W90-l8vwBaiEiKg8lmltrfIQ9trC0Ae0k88QASc6iPsYmM-uYfgo7QqOAHdGbWBA8gBCeACAKgDAaoEnglP0Fs0XT3tytVbGcqhktAp5F65BV3q1EwF-IXXNudivSLTYqrpuqc-u4QnEi...

From Making Computers to Growing Carrots!!!



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Generation Farms

https://generationfarms.com

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generation™
— FARMS —

HOME — OUR CROPS — ABOUT US — CONTACT US — OUR COMMITMENTS

GROWING THE RIGHT WAY

Generation Farms has one mission:
to help generations of families grow
stronger.

[Learn More About Us](#)



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No More Peaches in GA



PUBLICATIONS TOPIC AREAS PROGRAMS & SERVICES COUNTY OFFICES CALENDAR ABOUT



Extension / Topic Areas / Fruit, Vegetable & Ornamentals Production / Peaches

Peaches

Georgia has two commercial peach-growing regions. The central region is the largest with about 1.6 million peach trees and 75 percent of the state's production. The southern region produces about 30 million pounds of peaches annually.

Although Georgia is called the Peach State, it is not the country's leading producer of peaches. Still, Georgia produces over 130 million pounds of peaches each year and UGA Extension provides both farmers and home gardeners a variety of information to help have the best output with the least amount of labor possible.

We're Here To Help

Contact your local UGA Extension office to find out how our team of county agents can assist you.

SET COUNTY PREFERENCE



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Georgia's Got Blueberries

Peach State no more? Blueberries lead Georgia's fruit crops.

Peach State may actually be the Blueberry State. Georgia is famous as a major producer of the peach but the so-called Peach State actually makes more money from another fruit crop: the blueberry.

Watermelon Harvest....3rd in the USA



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Economy - Watermelons - Georg x +

https://georgiainfo.galileo.usg.edu/topics/economy/article/watermelons

As of October 2018, the Georgiainfo website is no longer being maintained and updated.

GEORGIAINFO
AN ONLINE GEORGIA ALMANAC


About Topics Features Educator Resources

Search

Return to Economy Introduction

Watermelons

For more on Watermelons in Georgia, see the [New Georgia Encyclopedia](#).



Georgia is the third largest watermelon-producing state in the nation. Approximately thirty-thousand acres of Georgia land is planted with watermelons each year, and each acre produces from 35,000-50,000 pounds of this delicious - and nutritious - fruit. Virtually all of Georgia's watermelons are grown in the southern half of the state, centered in Crisp County. Cordele, Georgia - county seat of Crisp County - is known as the Watermelon Capital of the World and hosts an annual [Watermelon Days Festival](#). Watermelons annually add up to \$57 million to Georgia's economy.

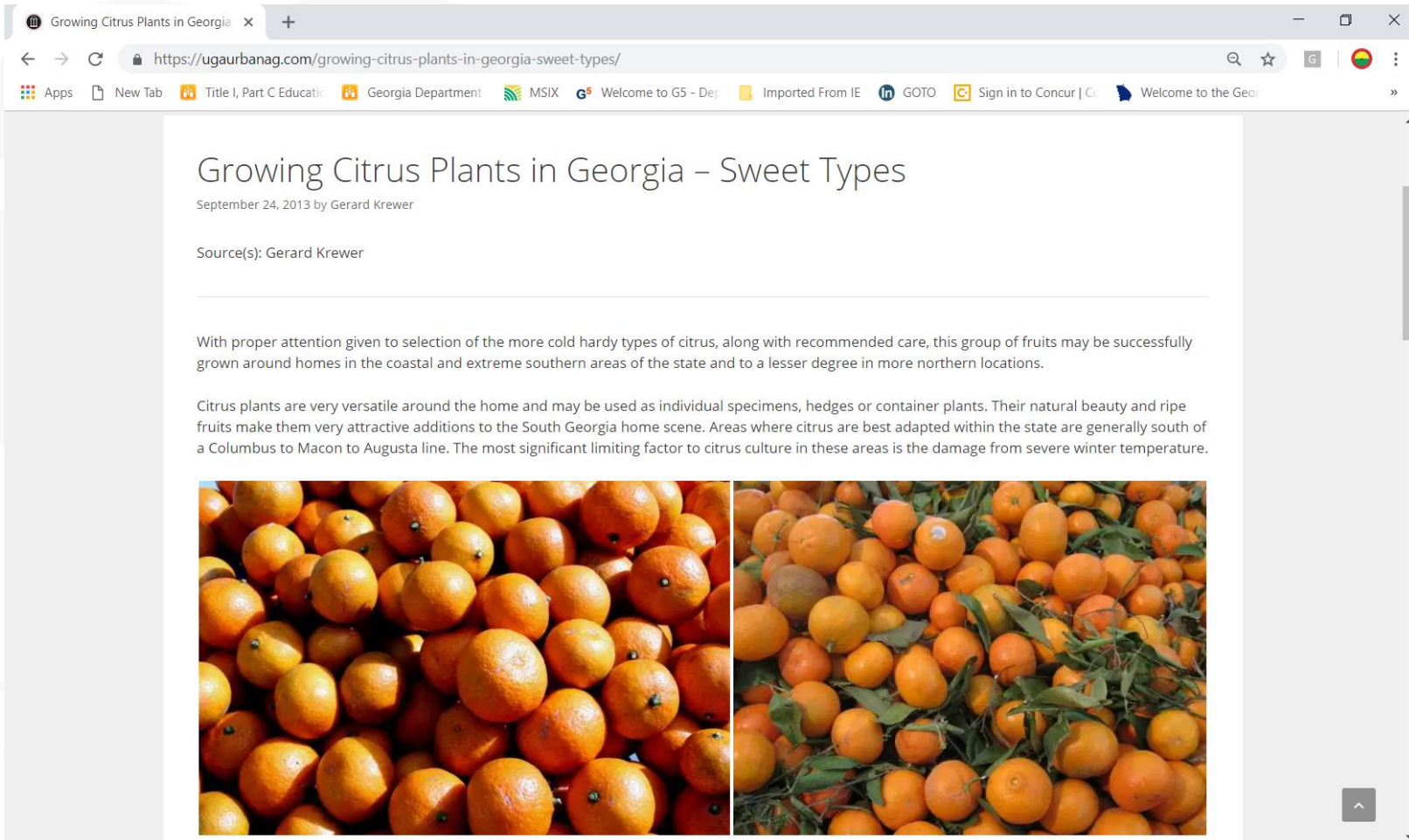
External Resources

[Georgia's Economy](#)

Watermelons - as the name implies - are mostly water - over 90%. With water being essential to human life, this makes watermelon an excellent source of hydration - and very popular for summertime snacks! Watermelons are low in calories, and are also good sources for Vitamins A and C. While most people think of the juicy red part of the watermelon first, all parts of a watermelon are edible. The seeds can be baked, and even the rinds can be made into pickles. Georgia watermelon growers have also been experimenting with growing seedless melons as well.

Watch this [video from America's Heartland](#) to see how one Georgia family produces watermelons and ships them to markets.

Georgia Grows Oranges, too...



Growing Citrus Plants in Georgia x +

https://ugaurbanag.com/growing-citrus-plants-in-georgia-sweet-types/

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Growing Citrus Plants in Georgia – Sweet Types

September 24, 2013 by Gerard Krewer

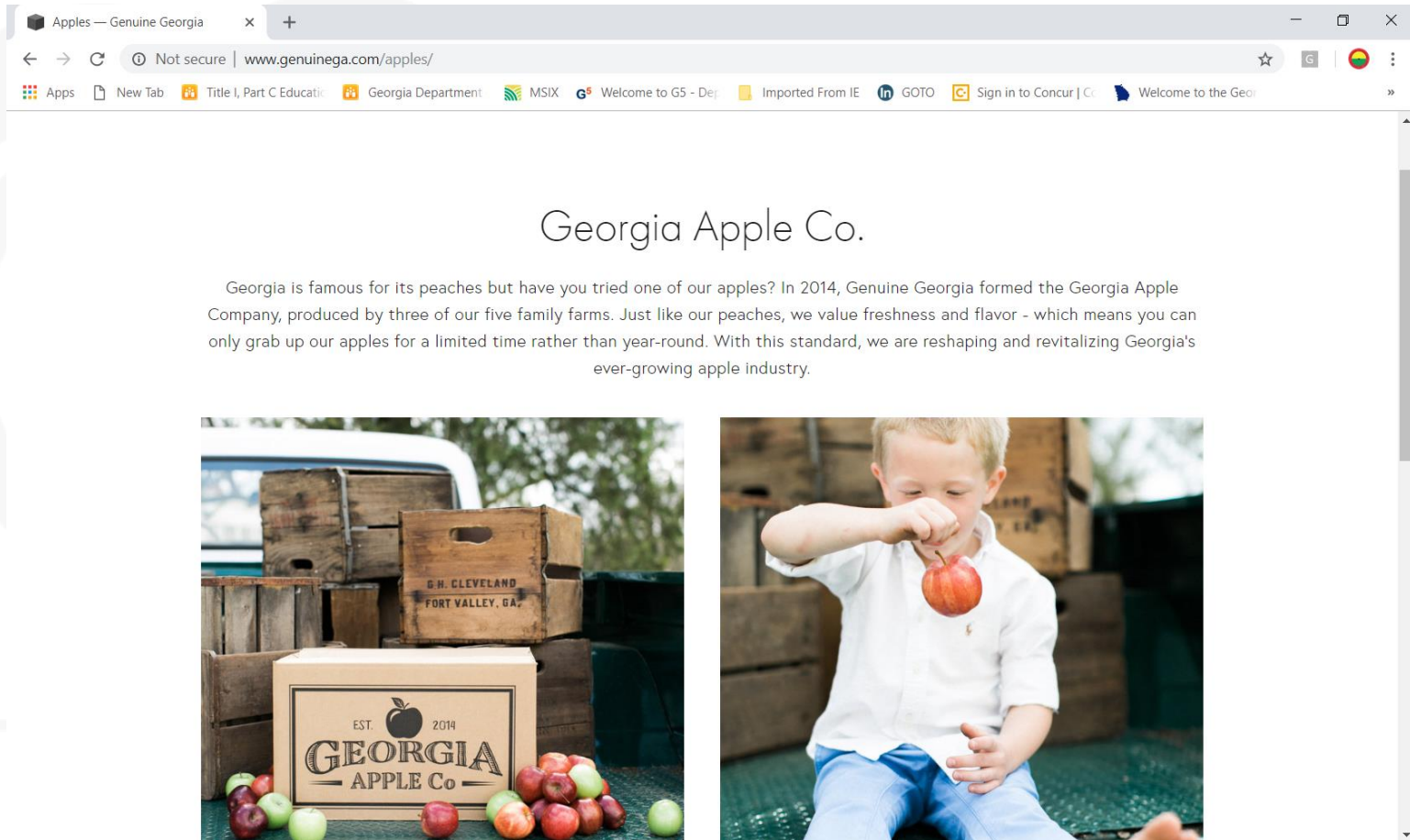
Source(s): Gerard Krewer

With proper attention given to selection of the more cold hardy types of citrus, along with recommended care, this group of fruits may be successfully grown around homes in the coastal and extreme southern areas of the state and to a lesser degree in more northern locations.

Citrus plants are very versatile around the home and may be used as individual specimens, hedges or container plants. Their natural beauty and ripe fruits make them very attractive additions to the South Georgia home scene. Areas where citrus are best adapted within the state are generally south of a Columbus to Macon to Augusta line. The most significant limiting factor to citrus culture in these areas is the damage from severe winter temperature.



North GA Apples....!!!



A screenshot of a web browser displaying the Georgia Apple Co. website. The browser's address bar shows the URL 'www.genuinega.com/apples/'. The page content includes the company name 'Georgia Apple Co.' and a paragraph describing the company's mission. Below the text are two photographs: one of wooden crates and a cardboard box labeled 'GEORGIA APPLE Co.' with several apples, and another of a young boy in a white shirt holding a red apple to his nose.

Apples — Genuine Georgia

Not secure | www.genuinega.com/apples/

Georgia Apple Co.

Georgia is famous for its peaches but have you tried one of our apples? In 2014, Genuine Georgia formed the Georgia Apple Company, produced by three of our five family farms. Just like our peaches, we value freshness and flavor - which means you can only grab up our apples for a limited time rather than year-round. With this standard, we are reshaping and revitalizing Georgia's ever-growing apple industry.

A photograph showing several wooden crates stacked on the back of a truck. In the foreground, a cardboard box is prominently displayed with the text 'EST. 2014 GEORGIA APPLE Co.' and an apple logo. Several red and green apples are scattered around the box.A photograph of a young boy with blonde hair, wearing a white short-sleeved shirt and blue jeans, sitting on a green surface. He is holding a red apple up to his nose, appearing to smell it.

Eat More Chicken!!!




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PowerPoint Presentation x +

Not secure | poultry.caes.uga.edu/content/dam/caes-website/departments/poultry-science/documents/2017_Georgia_Poultry_Facts.pdf

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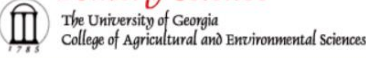


If Georgia were a country, it would be the 7th largest in Broiler Production!



United States	18,634
Brazil	13,440
China	11,100
India	4,500
Russia	3,750
Mexico	3,384
<u>GEORGIA</u>	<u>2,634</u>
Argentina	2,125
Turkey	1,925
Thailand	1,660

(1,000 Metric Tons Forecast for 2017)

Source: USDA/FAS



Fishing Industry...on the East Coast



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Local seafood industry boosts economy

By LINDSEY ADKISON ladkison@goldenislles.news Jun 26, 2017

WIN \$25 GIFT CERTIFICATES TO 10 LOCAL RESTAURANTS \$250 VALUE SPONSORED BY: FIVE STAR CREDIT UNION

the Pigskin Picks CONTEST SPONSORED BY: FIVE STAR CREDIT UNION WIN \$25 GIFT CERTIFICATES TO 10 LOCAL RESTAURANTS \$250 VALUE

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LATEST NEWS

- The Latest: NASA spacecraft nearing touchdown on Mars
- Firefighters: House explosion near Atlanta injures 2 men
- Global trade is at stake as Trump and Xi come face to face

4 Corners Gin...Biggest Cotton Gin East of the Mississippi



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Four Corners Gin Co Inc in Meigs x +

Not secure | www.buzzfile.com/business/Four-Corners-Gin-Co-Inc-229-683-3079

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Home My Favorites Lists List Builder Employers by Major Employ Veterans Locations Industries Blogs

Four Corners Gin Co Inc

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Business Contacts at Four Corners Gin Co Inc:

1 total Contacts, 1 with email

This information is available to paying subscribers. [Click](#) to learn about our subscription plans.

Discover High-Value Leads & Generate More Sales

- ✓ Find more high-value prospects than any other source
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Contact Information

Four Corners Gin Co Inc
169 Midway Church Rd
Meigs, GA 31765

Contact: Ralph G Evans
Title: President
Phone: (229) 683-3079
Website: www.rwgriffin.com

Four Corners Gin Co Inc is the only company located at 169 Midway Church Rd, Meigs, GA 31765

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Business Description

Four Corners Gin Co is located in Meigs, Georgia. This organization primarily operates in the Cotton Ginning business / industry within the Agricultural Services sector. This organization has been operating for approximately 23 years. Four Corners Gin Co is estimated to generate \$2.3 million in annual revenues, and employs approximately 30 people at this single location.

Sector: Agricultural Services
Category: Cotton Ginning
Industry: Cotton Ginning
SIC Code: 0724

Name: Four Corners Gin Co Inc
Year Founded: 1995
Engaged In:
 Manufacturing
 Importing
 Exporting

State of Inc: Georgia
Location Type: Single
Revenue: \$ 2,261,668
Employees Here: 30
Facility Size: N/A

* Revenue & Employees are estimates

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Why this ad? ▷

Title I Part C – is **part** of the Georgia's Systems of Continuous Improvement



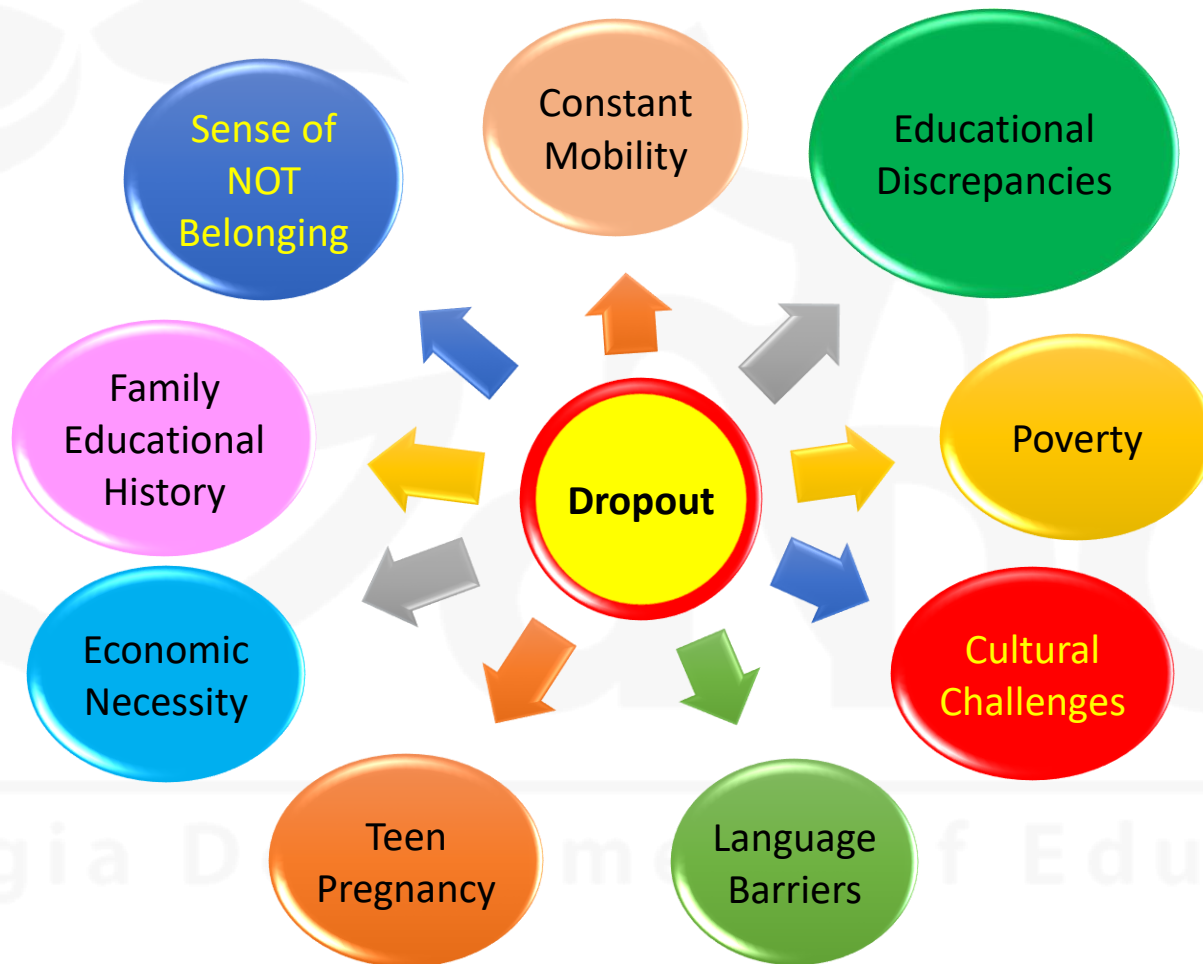
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Migrant Student: Multiple risk Factors for Becoming a Drop-Out



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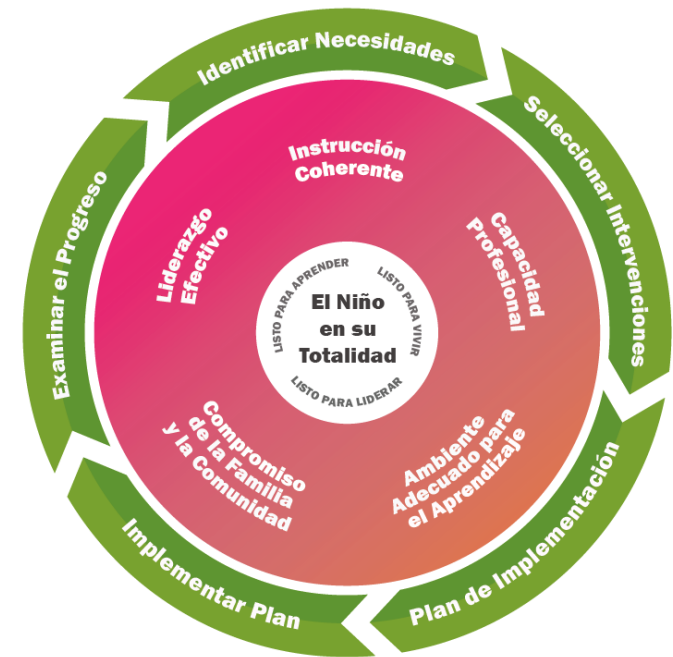
ESSA Requires that Parents **are** Part of the CNA Process



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Parents want to know and help YOU!

- Invite migrant parents to participate in all school activities, CNA committees, and planning groups.
- Communicate with parents in their first language.
- Communicate in multiple methods (letters, phone calls, home visits, etc.).



A-Consolidated Needs Assessment

A-1.Planning and Preparation

The first part of the CLIP plan, is where the District enters their CLIP team members.

If the user will click the print icon, they will a pdf version of that section. Included in the pdf, will be a brief guide on how to complete the section (see Figure 37)



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PLANNING AND PREPARATION

1. PLANNING AND PREPARATION

1.1.Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Required Team Members

Program	Position/Role	Name ("NA" may be used)
Multiple Program(s)	Superintendent/Assistant Superintendent	Superintendent's Name
Multiple Program(s)	Federal Programs Director	Federal Programs Director's Name
Multiple Program(s)	Curriculum Director	Curriculum Director's Name

Figure 37

1. Planning and Preparation

1.1 Identification of Team 

1.1.1 → 1.1.2 → 1.1.3 → 1.1.4 → 1.1.5

Required Team Members

Program	Position/Role	Name ("NA" may be used)
McKinney-Vento Homeless	Homeless Liaison *	<input type="text" value="Sarah MacDonarchy"/>
		<input type="text"/>

Include the actual participants names

A-3. Needs Identification and Root Cause

Clicking on the print button, below is what the pdf guide has to say.

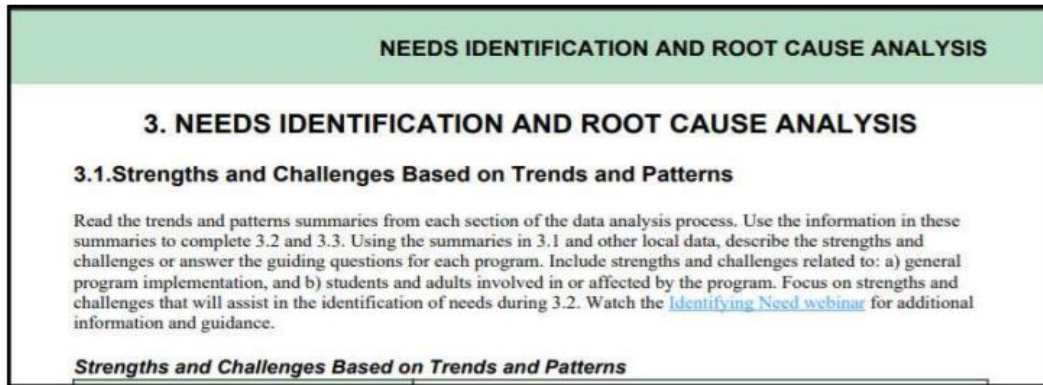
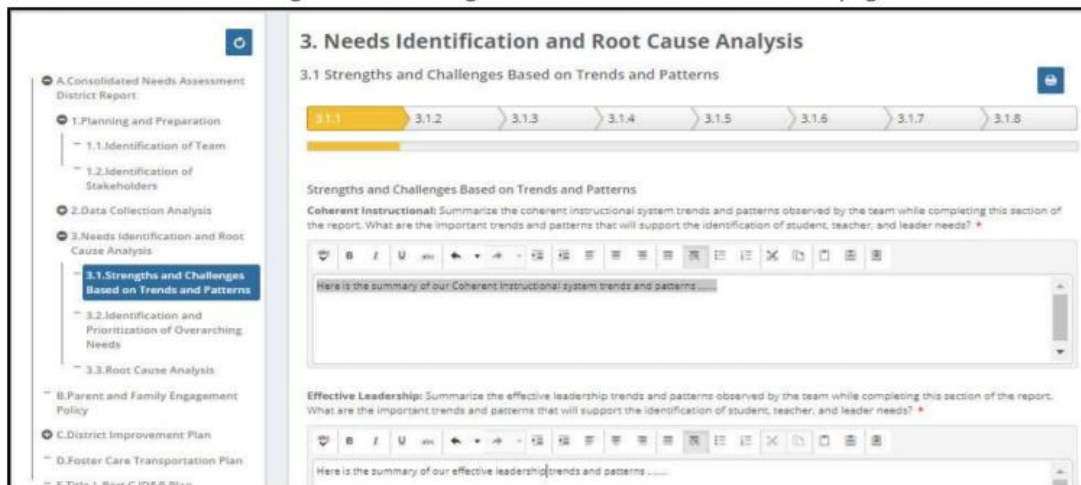


Figure 47

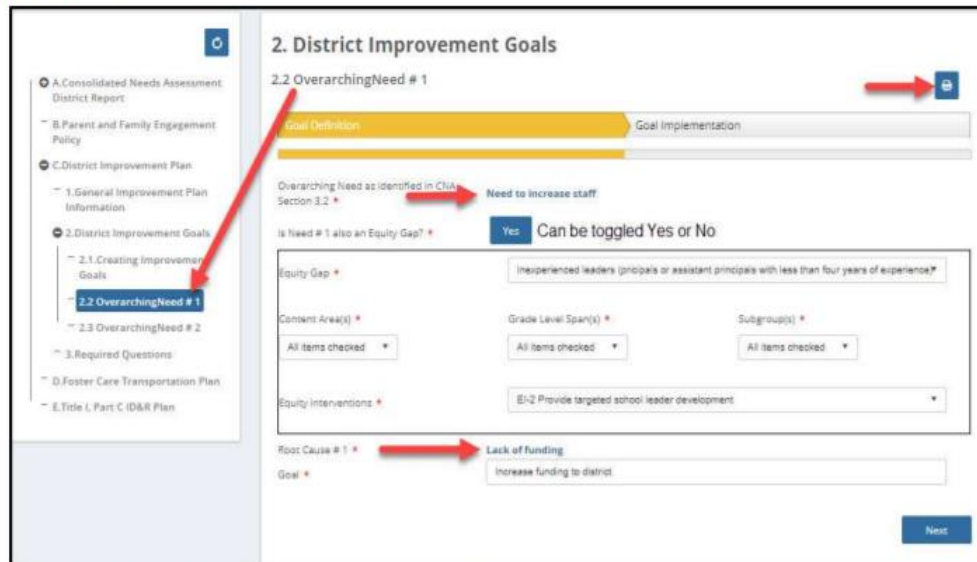
A-3.1 Strengths and Challenges Based on Trends and Patterns

Below is what the "A-3.1 Strengths and Challenges Based on Trends and Patterns" page A-3.1.1 looks like.



Is about the academic strengths and challenges

Goal Definition



2. District Improvement Goals

2.2 OverarchingNeed # 1

Goal Definition

Overarching Need as identified in CLIP Section 3.2 * **Need to increase staff**

Is Need # 1 also an Equity Gap? * **Yes** Can be toggled Yes or No

Equity Gap * **Inexperienced leaders (principals or assistant principals with less than four years of experience)***

Content Area(s) * **All items checked** Grade Level Span(s) * **All items checked** Subgroup(s) * **All items checked**

Equity Interventions * **EI-2 Provide targeted school leader development**

Root Cause # 1 * **Lack of funding**

Goal * **Increase funding to district**

Next

Figure 55

As you can see the “Overarching Needs” and the “Root Cause” that had been entered in Part A of the CLIP, has flowed down into the District Improvement Plan. Beginning with the first Overarching Need, the user can now work on creating the Goal Definition (see navigation bar in Figure 55) to meet the previously identified needs.

Equity Gap

With each Overarching Need, the user can identify that need as an “Equity Gap”. If so, the user can answer a few questions by selecting the correct answer from the dropdown box. If that need is not an “Equity Gap” then the user simply clicks “No” (this is a toggle button, so the user clicks on it to change it from Yes to No or back to Yes).

Once the user has answered all the appropriate questions, they click on “Next” and will be taken to the area to address the Action Steps.

Migrant students should be addressed in the DIP

C-3. Required Questions

In "C-3. Required Questions" the user must answer a series of narrative questions. All these questions are required for Federal reporting purposes. The answers come in the form of narrative responses (see Narrative/text boxes). The user can see a list of all the questions by clicking on the print button.

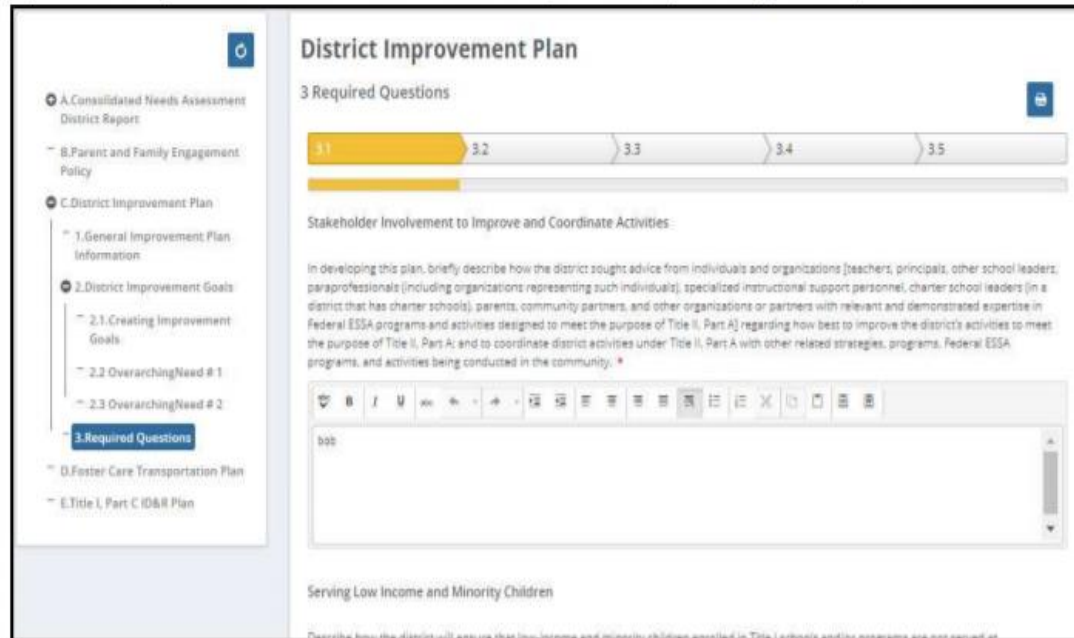


Figure 58

When the team has entered narrative responses for all the questions, they can click on the "Finish" button at the bottom of the page. After clicking on "Finish", the user will have a chance to Review the "Required Questions" section.

Required questions relates to none academic concerns

The State MEP CNA & SDP



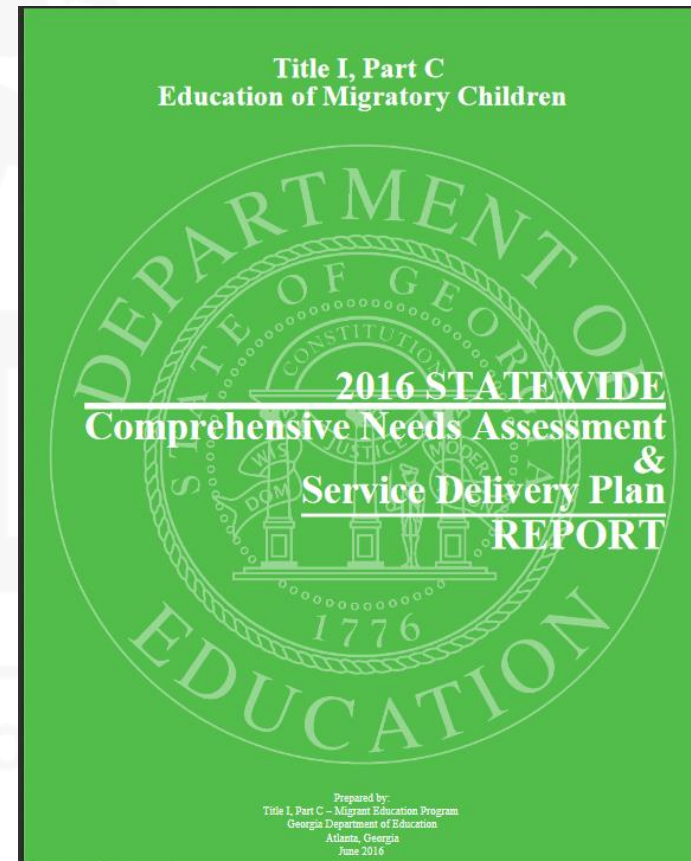
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The GaMEP will improve:

- MPO #1: School Readiness
- MPO #2: OSY and DO
- MPO #3: Reading
- MPO #4: Writing
- MPO #5: Mathematics

- Goal: Professional competencies
- Goal: Parental engagement

MEP SDP: contains specific information about each MPO.



MEP: Implementation Plans



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FY19 Implementation Plan (IP) Form

Georgia Department of Education

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About the Implementation Plan (IP) Form

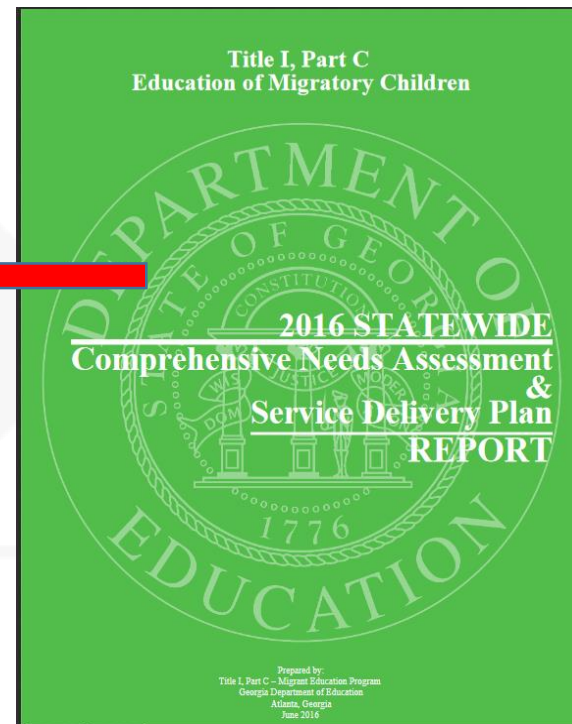
The IP form is designed to provide your district with a seamless solution for completing your Migrant Education Program project plans. This interface will allow you to easily complete and submit your implementation plan form in a user-friendly, easy-to-navigate interface. A new feature of this form is the "Save" button located at the bottom of each page which allows you to save data entered and complete your form within 30 days via a link by email. A single form must be completed per every project plan to be implemented in the district during the 2016-2017 school year. Click "Next" below to get started.

NOTICE: Any information submitted through this form will pass through FormStack servers. By clicking on the "Next" button below you agree that no student-level, confidential or sensitive data will be submitted through this form.

[Save and Resume Later](#)

Progress

Powered by [Formstack](#)



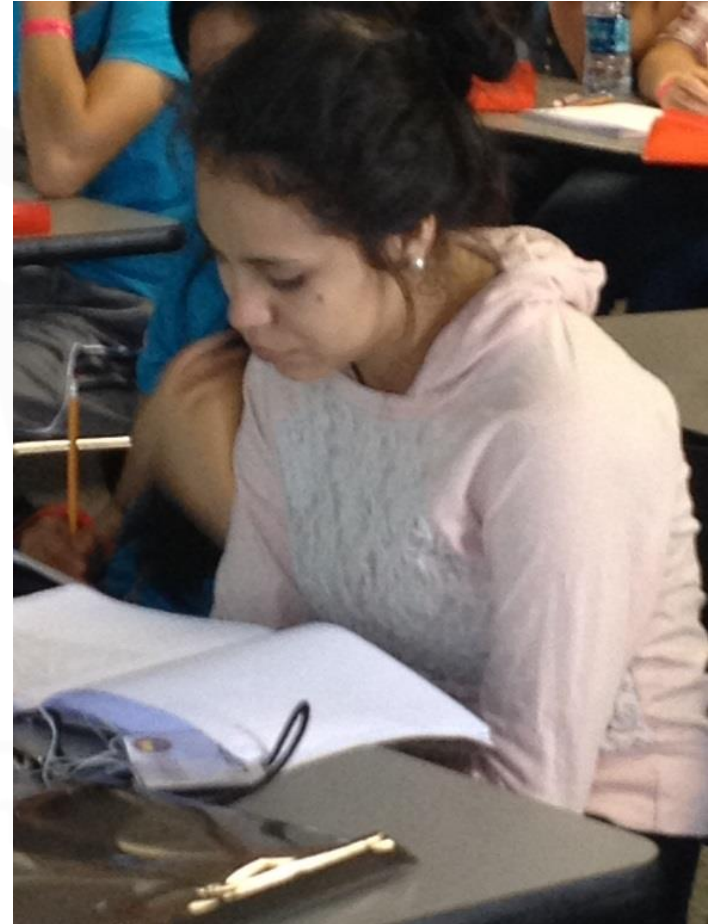
Implementation Plans (IP)



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- Who do you plan to serve?
- What are their needs/gaps?
- How do you plan to meet those **supplemental academic** needs?
 - Elementary grades, for an after-school math tutoring program for 15 PFS and 8 non-PFS students, etc.
- What are your **measurable** goals?
 - All students who are served under this (Reading, Writing, Math etc.) IP will increase their scores on a locally designed pre-post test by at least 5%.

Easy Pre and Post Assessment Ideas for IP Evaluations



Implementation Plan (IP) Evaluation



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Project Plan Projected Outcome:

Students will show 5% growth between the pre and post assessment.

Student name	Skill	Pre-test	# correct	Post-test	# correct	Growth
Laura	Recognize and say numbers 1-20 correctly	3/1/18	8	4/12/18	14	30%
Yusiel	Count objects up to 20 accurately	2/17/18	3	3/6/18	12	45%
Marie	Write numbers 1-10 correctly	1/11/18	0	3/4/18	8	80%
Fidel	Count objects up to 20 accurately	12/5/17	3	4/15/18	20	85%

How many students showed at least 5% growth? **Four!**

100% student growth associated with this IP

Individual Student Growth



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- Look for individual student growth over time
- Compare pre and post scores
- Aiming for 5% growth

How many participants had at least 5% growth?

All of them!

Participant	Unit/skill	Pre (%)	Post (%)	Growth
Luis		0/6 = 0%	3/6 = 50%	50%
Juan		2/6 = 33%	5/6 = 83%	50%
Miguel		1/6 = 16%	4/6 = 100%	84%
Maria		1/6 = 16%	4/6 = 66%	50%

Reading comprehension

(IP Elementary, Middle, High Reading)



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Use a printed passage

1. Have student read and answer questions alone.
2. Read with student and discuss. Model thinking aloud, make connections, teach strategies, etc.
3. Have student re-read and answer same questions again on a fresh questions page.
4. Mark one set of answers as pre- and the other as post-.

ReadWorks Pretest Maria Truitt - Comprehension Questions
Name: Maria Date: 11/1/17
1. At the beginning of the story, where is Maria about to go?
A. a sleepover
B. Camp Kanawa
 C. Aunt Jolie and Uncle Ed's
D. school 2/5

2. How do Maria's feelings about camp change in the story?
A. At first Maria is nervous, but then she is excited.
 B. At first Maria is excited, but then she is nervous.
C. At first Maria is excited, but then she is bored.
D. At first Maria is nervous, but then she is sad.

3. Maria is anxious and nervous about going to camp. What evidence from the story best supports this statement?
A. Maria decides to eat French toast for breakfast before going to camp.
B. Maria's parents give her advice about making friends at camp.
 C. Maria and her mom joke with her dad about being hip and cool.
D. The morning she leaves for camp, Maria wakes up with a stomach ache.

4. Read the following sentences: "Just be yourself. Just be yourself." Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass.
Based on this information, what conclusion can you make?
A. Maria is confident that she will make friends.
 B. Maria is not sure if she will like her cabin mates.
C. Maria is nervous about making friends.
D. Maria has already made some new friends.

5. What is this story mostly about?
 A. Maria goes to camp for the first time.
B. Maria really loves to eat French toast.
C. Maria discovers her love for dragoffies.
D. Maria jokes with her parents over breakfast.

ReadWorks Post-test Maria Truitt - Comprehension Questions
Name: Maria Date: 11/1/17
1. At the beginning of the story, where is Maria about to go?
A. a sleepover
B. Camp Kanawa
C. Aunt Jolie and Uncle Ed's
 D. school 4/5

2. How do Maria's feelings about camp change in the story?
A. At first Maria is nervous, but then she is excited.
 B. At first Maria is excited, but then she is nervous.
C. At first Maria is excited, but then she is bored.
D. At first Maria is nervous, but then she is sad.

3. Maria is anxious and nervous about going to camp. What evidence from the story best supports this statement?
A. Maria decides to eat French toast for breakfast before going to camp.
B. Maria's parents give her advice about making friends at camp.
C. Maria and her mom joke with her dad about being hip and cool.
 D. The morning she leaves for camp, Maria wakes up with a stomach ache.

4. Read the following sentences: "Just be yourself. Just be yourself." Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass.
Based on this information, what conclusion can you make?
 A. Maria is confident that she will make friends.
B. Maria is not sure if she will like her cabin mates.
C. Maria is nervous about making friends.
D. Maria has already made some new friends.

5. What is this story mostly about?
 A. Maria goes to camp for the first time.
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Math

(IPs Elementary, Middle, High Math)



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
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Name : Ueloma R Score : _____
Teacher : _____ Date : 4/12/18

pre-test

$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +0 \\ \hline \end{array}$
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Practice

$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +0 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +5 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +1 \\ \hline \end{array}$

Post-test

$\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$
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MED Tutoring Math-Aids.Com
Arithmetic Worksheets

Suggestion 1

Have a pre-printed worksheet for the skill you plan to address with the student.

1. Ask the student to do the first 5 alone (Pre-test).
2. Use the middle of the worksheet to teach, tutor, practice with the student.
3. Ask the student to do the last 5 alone. (Post-test)

(Hint: label the parts of the paper *after* the session is over.)

Writing

- Use simple rubrics to compare two writing pieces after instruction has taken place over time.
- You may decide only to compare one area, not all. (e.g. capitalization or complete sentences if that's what you've been teaching, etc.)

Writing Rubric

Name _____

	Needs Improvement	Fair	Good	Excellent
Punctuation <i>Student uses accurate punctuation.</i>	1	2	3	4
Capitalization <i>Student uses capital letters to begin sentences and for names.</i>	1	2	3	4
Grammar <i>Student uses subject/verb agreement and writes complete sentences that make sense.</i>	1	2	3	4
Content/Ideas <i>Student writes on topic and adds details.</i>	1	2	3	4
Spelling <i>Student writes most sight words correctly and applies spelling rules.</i>	1	2	3	4

How Data Drives All of Our Efforts



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CLIP

GAMEP – CNA (MPOs)

Stated Objective (IPs)

IP Observations & Fidelity of Implementation

Outcome (IP Evaluations)

Performance Indicator

(Quantitative & Qualitative Data Reported by LEAs for MEP Annual Evaluation)

Questions



Contact Information



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Title I, Part C – Education of Migratory Children

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Georgia Department of Education