

IMAGINE WESLEY

Title 1

Schoolwide Plan



2011-2012

Written: March 9, 2011

Signature: _____ Date: _____

Principal

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Education Specialist

_____ Date: _____

Director, Office of Federal Grants and Program Compliance

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Wesley International Academy (WIA), located at 1049 Custer Avenue in Atlanta, Georgia, opened its doors for the first time on August, 2007 as a tuition-free charter school. The students, staff, parents and community waited anxiously for the opening of our charter school as it provided answers for many families' needs with its International Baccalaureate Program, Chinese language instruction, single gender classrooms, and high expectations for all students. The in-town neighborhoods and students served by WIA reflect diversity in ethnic and racial backgrounds, economic status, and family structure. Now in our fourth year of operation, we continue to follow our vision: "Building world class citizens for tomorrow that possess passion, imagination, and understanding", and embarking on the principles of the Six Measures of Excellence: Academic Achievement, Character Education, Economic Sustainability, Parental Involvement, Shared Values, and New School Development .

WIA is an inner-city public charter school that is slated to serve 610 students, Kindergarten through Eighth Grade. The demographics are as follows: 77% African American, 2% Asian, 7% Multiracial, and 11% White. The number of students in the free and reduced lunch category continues to increase and approximately 56% of students fell in this category during the 2010-2011 school year. The number of students eligible for free and reduced lunch allowed WIA to be a Title I Targeted Assistance School for the past two school years.

1. **COMPREHENSIVE NEEDS ASSESSMENT:**

We have developed our Title 1 School Wide Plan with the participation of individuals who will carry out the comprehensive program and/or have a vested interest in its success. Those persons involved were Dr. Mridula Hormes, Dr. Andrea Prewitt, Diana Sandefur, Anita Norton, Shirah Frazier, Valencia Justice, Juana Shepperd, Kathleen Paterson, Lisa Price, and Wes Sandefur. Their involvement includes parental input, gathering and disseminating data, investigating curriculum, analyzing educational strategies, budgeting, and the actual writing of the Plan.

A comprehensive needs assessment at the school level is conducted in an ongoing manner to address all academic areas and other factors that may affect achievement. We have used the following instruments, procedures, and processes to obtain data to be reviewed in order to address student achievement and establish our FY11 goals:

- CRCT Results
- SAT 10
- State Writing Assessments
- Reading Assessments

- GKIDS
- STAR Reading Assessments
- Teacher recommendations
- Students with disabilities
- Retained students
- Atlanta Public School Benchmark Test
- McGraw- Hill Acuity Testing
- Mid-term progress reports
- Report cards
- Attendance records

Student achievement is based on assessment data. Using this data, differentiation through various grouping provides engaging and challenging instruction to meet individual needs. The data is also used for strategic planning using the Georgia Performance Standards and IB's Curriculum Framework of Essential Elements as a foundation. The IB Programme's Units of Inquiry and Tran disciplinary Models are integrated into the Georgia Scope and Sequence to ensure that cross-curricular all standards are met. This data is examined to determine students' level of achievement: below standard, meeting standard, or exceeding standard.

Academic performance of the students who attended the school the previous year as well as the academic performance of the students who are entering the school will be considered to establish the FY11 goals. In cases where the students reside in a Neglected and Delinquent Residential facility, a representative from that Facility can serve as a proxy for the parent(s). Although the school and district do not presently have a migrant population in need of service, we have taken into account the needs of migrant children. If we receive migrant students, we will contact the district migrant liaison and follow the prescribed procedures.

We base our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic Content Standards and the State Student Academic Achievement Standards including;

- ✓ Economically disadvantaged students
- ✓ Students from major racial and ethnic groups
- ✓ Students with disabilities
- ✓ Students with limited English proficiency
- ✓ Students who have participated in Head Start or Even Start

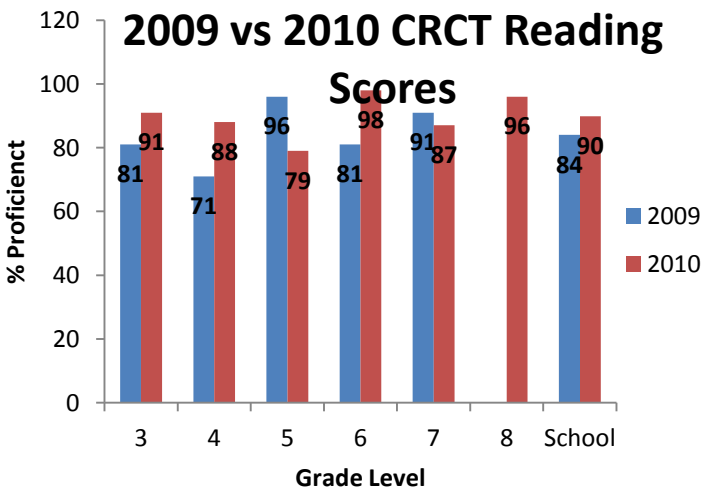
Student Performance Data Analysis

We reflect on an ongoing basis current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved.

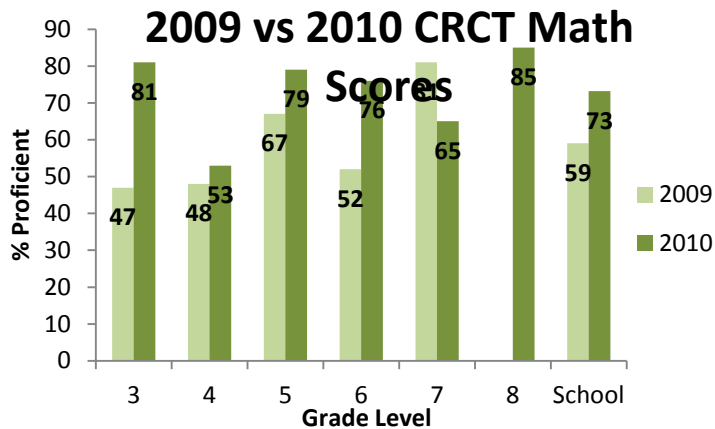
Criterion-Referenced Competency Test (CRCT)

The guidelines of the No Child Left Behind Act provide WIA faculty, staff, students and parents with greater accountability for student improvement. The 2010 Adequate Yearly Progress results demonstrated gains in test participation and academic achievement. The Spring/Summer 2010 Georgia CRCT Reading scores indicate an increase of 6% over the previous year in Reading. The Spring/Summer 2010 Georgia CRCT Math scores indicate a significant increase of 14% over the previous year. Classroom strategies and professional development will be put in place to help students meet or exceed standards in both Reading and Math for the 2011-2012 school years.

As the following Reading chart indicates below, WIA students in grades 3, 4, and 6 in 2010 exceeded the 2009 scores by 10%, 17%, and 17%, respectively. As a whole the school's 2010 Reading scores increased by 6%.



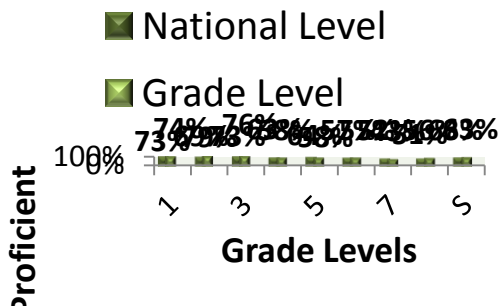
As notated in the Math chart below, WIA 2010 Math CRCT passing rate for students in grades 3-6 exceeded the previous year's Math passing rate by 34%, 5%, 12%, and 24%, respectively. Grade 7 Math scores significantly decreased by 16% and Reading scores decreased by 4% in 2010. In grade 4, WIA Math students scored 53% in 2010, a 5% increase from 2009. The most significant increase in scores occurred in grade 3. The school's Math scores (2010) increased by 14% as a whole. Data for the 2008-2009 school year included grades K-7 only, this is to account for the no show of data for grade 8.



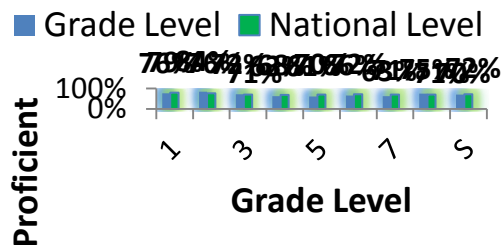
Stanford – 10 (SAT-10)

At WIA, the SAT-10 is administered in the fall and spring of each school year to measure annual learning gains. In addition, the test is used as a diagnostic tool to guide instructional planning. On the Reading portion of the test, the school fell 2% below the national levels on the normed test. The Math results were even with the National levels. A comparison of the scores from the previous year to last year shows a decline of several percentage points in all areas. In the school year of 2009 – 2010, 99% of our students made at least 1 year of growth in reading and 100% of our students made at least 1 year of growth in math.

SAT 10 Math - Comparison Scores - Spring



SAT 10 Reading Comparison Scores -Spring



Georgia Writing Assessment

Ninety-two percent of 8th graders scored in the “On Target or Exceeds Target” range of the Georgia Writing Assessment during the winter of 2010. Eighty-one percent of the Fifth Grade students scored in the “Meets/Exceeds” categories.

Feedback is provided to teachers and students after each assessment. In addition, the certified staff at WIA continues to analyze data and to identify areas of weaknesses and strengths in order to determine changes in forms of instruction to address the needs as they arise. The Individual Learning Plan addresses these items as it is a fluid document. These strategies help to meet the needs of our learners and will help to increase the scores for the 2011-2012 school year.

This data has been analyzed to reach the following conclusions regarding achievement or other related data:

a. The major strengths we found in our program were as follows:

- International Baccalaureate Programme;
- Mandarin Chinese instruction;
- Single Gender classrooms;
- A faculty which continues to be dedicated to using best practices to focus on student learning through performance based assessments;
- Teachers summarize lessons and increase differentiated instruction;
- Essential questions, posted standards, providing graphic organizers, and building rigor;
- All students in each subject area receive a common assessment and data is collected on an ongoing basis to monitor student progress and guide instruction;
- All curricula are closely aligned by Georgia Performance Standards and adhere to pacing guide;
- EIP and REP programs;
- A parent volunteer program that is required as part of WIA's charter;
- The WIA Standard Notebook serves to enhance student organization, provide a uniform standard for student preparation, and increase parent ability to participate in the learning process.
- Green Initiative;
- Individual Learning Plans;
- Reading CRCT scores have increased;
- Mathematics CRCT scores have increased;

b. The major needs we discovered are as follows:

PRIORITIES FOR STUDENT PERFORMANCE

- All students need to meet/exceed standards in Reading/Language Arts at or above grade level equivalency.
- All students need to meet/exceed standards in Mathematics at or above grade level equivalency.

- All students need to meet/exceed standards in the Writing Process at or above grade level equivalency.
- A Social Worker is needed to institute the importance of a safe, positive school environment, to reduce absences and tardiness, and meet the individual needs of students, families, and staff.
- WIA needs to provide support to students and their families to enhance academic performance.

PRIORITIES FOR SCHOOL PERFORMANCE

- Provide all employees with high quality professional learning opportunities to promote individual development and improved student performance.
- Provide all staff with professional development to become certified in the International Baccalaureate Programme.
- Provide more opportunities for parent involvement and education through Title 1.

c. The needs we will address are as follows:

- WIA students and teachers continue to work diligently toward achievement of Adequate Yearly Progress by "Meeting and Exceeding" each indicator in test participation, academic achievement, and student attendance. Furthermore, we aspire to achieve our Annual Measurable Objectives by having 80% of students in each subgroup "Meeting or Exceeding" standards on the CRCT Reading/Language Arts assessment and 75.7% of students in each subgroup "Meeting or Exceeding" standards on the CRCT in Mathematics.
- WIA did not make AYP for the 2009-2010 school year. 15.5% of students had over 10 unexcused absences. A challenging aspect of student achievement is student daily attendance. Solutions include individualized intervention measures by a social worker, counselors and special education lead, student meetings, parent contact and incentive programs to encourage students to attend school every day. The attendance clerk continues to carefully monitor attendance and tardiness in order to notify appropriate staff and families before problems in student performance arise.
- WIA is in need of a Social Worker to institute the importance of a safe, positive school environment to reduce absences and tardiness, and meet the individual needs of students, families, and staff.
- By continuing to enhance tutoring sessions before and after school, Saturday school, and Summer School, academic performance improves by providing additional instructional time to our students with the greatest needs.
- Reading and Math Coaches are needed to support the school goal of increasing the number of students meeting/exceeding standards in Reading/Language Arts/Math at or above grade level equivalency.

- A Writer's Workshop is needed to provide focus for each student to demonstrate proficiency in written expression by writing at or above grade level standards.
- Audio/visual supports and technology purchases, upgrades, and software is needed to be used cross-curricular to increase student performance by meeting the learning levels and styles of each individual. These programs will be used to enhance continued assessment of students' successes and deficiencies.
- Education opportunities provided through Parent's Nights such as Math instruction, Study Skills, Support for Inquiry Projects, You Are In School Too!, and Parenting Classes are needed to increase parent involvement.
- The Parent Resource Center is used to increase parental involvement and communication in order to meet the student's needs in their home and family life.
- Homework Helpers Hotline.
- Professional Development that addresses specific needs of our students and staff such as single-gender education, behavior management, data driven instruction, and differentiated instruction is needed.
- Offering breakfast in the mornings to increase academic performance of the students and reduce tardiness and absences.

d. The specific academic needs of those students that are to be addressed in this plan are as follows:

Specific academic needs are in the areas of Reading and Math. Based on the data gathered, our current 5th, 6th and 8th grade Reading scores indicate grade level attention needed in Reading comprehension and vocabulary. Our current data indicates that current 5th and 8th graders are in greatest need of Math attention in relation to problem solving as in word problems, general calculations, and mathematic vocabulary.

e. The ROOT CAUSES that we discovered for each of the needs are as follows:

- A high incidence of unexcused absences and tardiest.
- A lack of exposure to language and vocabulary rich environments.
- Deficiencies in higher level problem solving and mathematical vocabulary.
- A lack of automaticity in math facts and reading comprehension.

The measurable goals we have established to address these needs are:

- We aspire to achieve our Annual Measurable Objectives by having 80% of students in each subgroup "Meeting or Exceeding" standards on the CRCT Reading/Language Arts

assessment and 75.7% of students in each subgroup "Meeting or Exceeding" standards on the CRCT in Mathematics.

- We aspire to achieve an average SAT-10 increase of more than one year's learning gains per grade level.
- We aspire to have no more than ten unexcused absences per student annually by utilizing a social worker, attendance clerk, early intervention, and incentive programs.
- We aspire to have no more than ten unexcused tardiness per student per annum through parent education and involvement, utilizing a social worker, attendance clerk, early intervention, and incentive programs.
- We aspire to increase parental involvement by holding one information night per month for families with agendas, minutes, and sign-in sheets used to track attendance.
- We aspire to increase the use of the Parental Center through communication and increased services offered. Sign-in data, phone logs, and communicated documents will track use.

2. **SCHOOLWIDE REFORM STRATEGIES THAT ARE SCIENTIFICALLY RESEARCH BASED:**

(a) Provide opportunities for all children at WIA to meet or exceed Georgia's proficient and advanced levels of student performances with scientifically researched based strategies.

WIA provides an International Baccalaureate Programme with single-gender classrooms and Mandarin Chinese daily as a second language. By following the International Baccalaureate curriculum, an inquiry-based program of learning which supports students through hands-on experiments and research with a focus on educating the whole child and all of his/her intelligences and abilities, we provide opportunities for all children to meet or exceed Georgia's proficiency standards. The Individual Learning Plan allows for collaboration between teachers, parents, and students to set meaningful goals and expectations. WIA believes that every child must be given the opportunity to meet the levels for his/her grade. We address the needs of all children in the school. If a student is pulled-out from grade level instruction during core subject teaching, a highly qualified teacher will work through collaboration with the classroom teacher to assure that there are no gaps in core subject instruction. In addition to students who may be below grade level, opportunities such as our Advanced Reading Challenge, Book Clubs, Young Engineers Club, Stock Club, and Robotics Club will be provided for the academically advanced students at WIA.

Special attention is given to the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standards. Based on current data, targeted students with the greatest needs will receive services before school, after school, Saturday school, and summer school. Highly Qualified Teachers with the assistance of paraprofessionals provide additional instruction time and work

in collaboration with the classroom teachers to plan, guide and instruct the students eligible for Title 1 Services. Computer software is used cross-curricular to increase students' performance with emphasis on Math. We are able to meet the learning levels of each individual student and check progress regularly by utilizing these programs and their assessment tools. Technology is used to present materials auditory and visually to address the needs of the students that are strong learners in these areas. Additionally, resources are used to support teachers by supplementing our current multi-sensory intervention curriculum with most recent best practices strategies. A Math Literacy Library, a Low Level /High Interest Library, and workbooks provide support to the current curriculum. These instructional strategies will be used to connect the curriculum to each student's learning needs.

In order to address our incidences of absences and tardiness, our plan provides for an attendance clerk and a social worker who works with families in order to improve school attendance. Regular attendance is required to improve learning outcomes of our targeted students.

WIA operates from the foundation of our Six Measures of Excellence (Academic Achievement, Parent Choice, Economic Sustainability, Character Education, Shared Values, and New School Development) that empowers our teachers and staff and exposes them to strategies that will better prepare them to meet the needs of all students.

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

The strategies used at WIA are research/evidence based and additionally result in raising student achievement. The International Baccalaureate Programme and single gender classrooms are examples. There is no one strategy or program that addresses the needs of every student, therefore; WIA uses a multi-faceted approach to reach every student. Provisions are made for students who do not demonstrate proficiency on the CRCT. The expectations of student learning in content areas and grade levels are horizontally and vertically aligned through the use of curriculum and/or pacing guides. Differentiation is used to accommodate differences in interests and learning modalities. Inclusion is practiced to ensure that student with special needs receive grade-level and standards-based instruction while receiving necessary accommodations. All students, whose test scores or academic progress indicate a gap in learning are offered services to ensure academic success. Through collaboration with teachers, differentiated instruction assures that every child is reached. The use of technology, pairing students with peers, cooperative grouping, project-based learning, oral presentations, and hand-on projects are used throughout all grade levels.

Flexible grouping is used within the classroom to provide instruction for students who are having difficulty with particular concepts. Instructional strategies are used to connect the

curriculum to each student's learning needs. We work to address the needs of each individual student through Individual Learning Plans, differentiated instruction, analysis of student difficulties, and assigning extra work as needed for reinforcement of basic skills. We provide parents with progress reports, provide teacher conferences, and are available to support parents in their child's education.

In addition, teachers receive a variety of training in research-based strategies to assure the success of every student such as International Baccalaureate Training for Primary and Middle Grades, Acuity Training, training in data driven instruction, single-gender classrooms, and differentiation. The administration reviews all lesson plans to ensure that all elements are present with prompt feedback when necessary. Collaborative planning weekly ensures grade level consistency and allows for discussion of students' instructional needs based on diagnostic data. In addition, useful research based strategies and information are found on the Imagine School's web database and the International Baccalaureate blog. Programs to increase differentiated instruction, mentoring new teachers and Imagine Schools' four professional workdays all provide additional training to assist teachers in meeting the needs of each student to ensure academic success

Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices and strategies:

- Tran disciplinary Themes are primarily related to the Georgia Performance Standards and are additionally applied in connection with projects and tasks related to International Baccalaureate Units of Inquiry.
- Single Gender Classrooms
- Intelligence-based strategies including Independent Intelligent Profiles
- Student-teacher role reversal
- Essential Questions Posted
- Use technological resources to extend and reinforce skill development
- Read aloud to students daily, using a variety of fiction and nonfiction text
- Use higher level questions in assessing reading performance
- Differentiate activities and strategies for flexible reading and math groups
- Co-teaching, flexible/small group

- Small class numbers
- RTI (Response to Intervention) and Student Support Team
- Standards-based curricula
- Data driven assessment
- Collaboratively score students using common assessments
- Differentiated instruction using high level projects
- Inquiry based learning and thinking
- Vertical and Horizontal Teaming with Elementary and Middle School
- Collaborative Planning

Commitment to our Six Measures of Excellence is addressed through staff involvement in faculty meetings, leadership teams, and involvement in task forces. These Measures include sharing a vision, working and learning collaboratively, visiting and observing other classrooms, academic achievement, character education, financial responsibility, and shared decision making.

Grade-level lesson plans from all teachers are submitted on a weekly basis and are reviewed by administration. Feedback is given in a timely manner. Weekly team meetings are conducted at all grade levels and team minutes are submitted to confirm that all staff and student activities reflect the vision and purpose, and are working towards achieving the establish goals of the school. Ongoing progress is carefully monitored by the administration through classroom visits and teacher observations.

Additional Instructional Strategies and Supplemental Activities include:

- Teach small group guided reading lessons
- Writer’s workshop
- Interactive activities that foster learning about cultures around the world
- Advanced Reading Challenge
- Accelerated Reader/STAR
- Spelling Bee

- Character Education Pep Rallies
- Field Trips to the surrounding community
- Teacher directed home-based projects
- Character Education essay contest
- School wide Green Initiative
- Family Math Fair
- Science Fair
- Parent Classes
- Junior Achievement
- Read to Succeed
- Stock Club
- Lego Robotics
- Basketball and Cheerleading
- Butterfly Club

Through programs such as the Green and Healthy Initiative and the Butterfly Club, our students learn to be leaders in their school and community. Subjects such as responsibility, being a good role model, and building self esteem and self respect are discussed through discussions and activities.

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

The teachers receive effective training in differentiated instruction, International Baccalaureate, Atlanta Public Schools training sessions, classroom management, and curriculum training to increase the organization, quality, and time sensitivity of the Title 1 Program. For students who are having difficulty, academic opportunities for increased learning time are provided after-school, before-school, Saturday School, and Summer School. These options provide families with the most flexible schedule to meet their individual needs. In addition, WIA has an instructional plan whereby flexible grouping is used in the classroom for children who are having difficulty with a certain concept.

The Master Schedule is maintained to provide maximum learning time for students. Bell-to-bell instruction is implemented by teachers with as little interruptions as possible. There is a “no interruption” during instruction time policy in place at WIA. The schedule complements our International Baccalaureate Programme with a planning block of 70 minutes of continuous planning for each grade level.

(d) Address the needs of all children, particularly targeted population and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Educate America Act.

We are projecting, based on the school’s needs assessment, that we will need to target our 2nd, 5th, 6th, and 7th grades in the 2011 – 2012 school year. Opportunities are offered for each grade level to students in need of additional instruction, as identified by their test scores. Tutors and instructional coaches enhance curriculum. Teacher input is also considered in identifying and recommending students to the programs. WIA is in its second year as a targeted assistance Title I school. Students were identified for the targeted assistance program based on 2009 and 2010 CRCT scores, reading and math check lists, teacher recommendations and Stanford -10 scores. Using the criterion selection forms provided by Atlanta Public Schools, 1st grade students with a specific score of 9 or more and 5th, 6th, and 8th grade students with a score of 7 or greater, qualified as students with the greatest need. Hopefully, WIA will soon be fully funded under Title I and all students in need of additional assistance can be served. Achievement of these populations is assessed frequently by State benchmarks, McGraw-Hill Acuity, Testing, SAT-10, teacher-made assessments, STAR/AR assessments and daily teacher observation.

The current targeted population of students is monitored in terms of meeting students’ needs, and a consistent emphasis is put on our plans as approved under the Educate America Act. WIA follows Georgia Performance Standards to provide an equitable education to all of its students. Classroom teachers and administrative staff all work together to screen students in multiple settings by implementing the RTI method based on the Pyramid of Intervention. Monitoring and assessments are given continually. The Pyramid of Interventions is utilized in our school using the Tier Method to provide support to students and parents for specific instruction based on data analysis, documentation, and observations. Early Intervention Program, Remedial Education Program and Special Education are addressed through the four tiers which allow for a student support team to help achieve the goals of academic achievement to struggling students.

3. INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF.

As required by the Professional Standards Commission guidelines, 100% of Title I certified instructional staff are highly qualified. If a non HQ teacher is in a classroom, parents are informed in writing and a plan to get the “highly qualified” status is implemented immediately.

The following strategies are used to attract highly qualified teachers to WIA:

- Teachers are recruited to the school through national databases, referrals, and through various websites.
- When a teacher interviews with the administration at the school, he/she is given information concerning the positive aspects of teaching at the school. Included in these positive teaching attributes are team-teaching, a cohesive, positive atmosphere with the students’ best interests at heart, single-gender classrooms, the International Baccalaureate Programme, Mandarin Chinese, 70 minute block planning, support from administration, the Board, the PTA and volunteers.
- WIA is used for internship placements.
- Mentoring for new teachers with extra planning days during orientation is offered.

4. PROFESSIONAL DEVELOPMENT.

WIA provides high-quality and ongoing professional development to staff to enable all children in the school to meet performance standards. 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 which include the following:

- A high incidence of unexcused absences and tardiness.
- A lack of exposure to language and vocabulary rich environments.
- Deficiencies in higher level problem solving and mathematical vocabulary.
- A lack of automaticity in math facts and reading comprehension.

We have aligned professional development with the State’s academic content and student academic achievement standards by scheduling in-services such as differentiated instruction, guided reading, assessment training, Accelerated Reading Training, Student Support Team training, IB training, data driven instruction, and CPR and safety classes. In the past two years, professional development has included the following: International Baccalaureate training, Struggling Readers training, Single Gender Classroom training, Accelerated Reader training, Brain Works, Acuity Testing training, RTI training, CRCT prep, and EIP training. One hundred

percent of our instructional personnel attended. The need for these trainings is identified by assessment data and the needs of the student population. Teachers, staff, and administration are provided professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve upon, the achievement of individual students. Such training includes training in the Stanford-10, CRCT, ITBS, Acuity testing, and training in data driven instruction. Professional learning includes training that incorporates Math and Reading strategies and technology across the curriculum. Additional trainings will include effective ways to entice parents to be more involved in education, formative/summative assessments with data, and building positive relationships. Our Highly Qualified Teachers who work directly with our areas of highest needs will attend professional development seminars that provide information on differentiated instruction and student organization. These processes will be guided and directed by Title I personnel as needed.

The grade level teams meet weekly and are required to give the administration minutes from the meetings for review. The administration quickly answers questions, makes comments, and suggestions. The administration meets every two weeks with these grade level teams. Continuation of training involving the data team model ensures that data is analyzed for the purpose of adjusting instruction as needed. The teachers use our collaborative content level meeting to plan effective lessons with the assistance of our Regional Curricular Coordinator on a monthly basis. A staff meeting is held bi-weekly with time allotted for training, questions, and comments. A Leadership team meeting is held weekly and Task Force meetings are held twice per month.

The professional development for the upcoming year will be both on and off-site. Paraprofessionals will not be included in these opportunities. Paraprofessionals at WIA provide instruction under the direct supervision of the teacher in the classroom. In addition, instructional leadership personnel will attend training.

At WIA, the staff is committed to their on-going learning in education. Currently, 45% of our staff hold Bachelor degrees, 35% of the staff hold Master's Degrees and 5% hold post graduate degrees.

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example, 5% (SWP) of the Improvement of Instruction section of the Title I budget is allocated towards Professional Development.

5. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT.

We involve parents in the revising and reviewing of the School Wide Title 1 Plan, as well as planning, editing, and the final draft of the plan. In addition, the parents participate in data

analysis and goal setting. We offer parents various times to meet at the school to accommodate family schedules. Parent involvement opportunities and training are designed to assist parents in helping their children be successful. We want our parents to truly be a part of the educational team for their child. Parents are always welcomed and are encouraged to visit the school regularly. An annual Title I information session, and other scheduled meetings will be held throughout the school year. These meetings will cover the following information:

- Title I Program
- Parent Information Workshops & Parent Volunteering
- School Curriculum
- Student Assessments
- Transitioning from Elementary School to Middle School
- Transitioning from Middle School to High School
- Local and State Assessments
- Tutoring Programs

In addition, a Principal's letter encouraging parents and families to participate in the Program and visit the Parent Center has been sent home. The parents accept Title 1 Services in the Targeted Assisted Program by signature. A copy of the Title 1 Targeted Assistance Plan is available in the Parent Resource Center. Families are also required to volunteer at WIA for a total of 10 hours per school year.

Times of meetings and conferences to address parent needs will be varied to allow greatest opportunity for parent interaction. The teacher-parent conferences provide details to address WIA's support for each student, parental involvement, and additional assistance. The school uses the Individual Learning Plans to assist each student individually. E-mails and voicemails offer additional communication channels. Parents are included in SST meeting, the RTI process, and student support teams.

Our Parent Center is located in the student Services Hallway in Building B and parents are welcome to set an appointment with our Parent Liaison at a time convenient for both. Parents and students come to gather information about topics such as learning styles, homework, discipline and parenting. They also use the internet for research and support.

WIA, jointly with our parents, has developed a parent involvement policy that addresses our parental involvement needs and satisfies the requirement of the NCLB Act of 2001. The policy is meant to build a strong commitment between home and school. The goal is to achieve an effective partnership to provide a quality education for every student. This plan has been made available to the school staff, parents and the public. Copies of the plan have been placed in the Parent Center, sent home to parents by their children, disseminated at parent meetings,

and can be found on the school website. Attached is a copy of the WIA Parent Involvement Plan.

WIA builds parent involvement by providing a wide variety of volunteer and decision making opportunities. Parents are encouraged to become active participants in the school by volunteering in the classroom, attending workshops, conferences, and meetings, and by participating in PTA, School Council and fundraising activities. All stakeholders are strongly encouraged to attend all governing board meetings and all PTA meetings. These meetings keep parents informed and provide an opportunity for all to get involved and become a part of the decision making process. Suggestions and comments from parents are always welcomed. The Annual Title 1 Survey provides an avenue for parental feedback. Information from parent surveys has resulted in the development of our school's parent involvement action plan. These scheduled events along with other proven strategies should further the family/home communication for our school. The leadership and staff at IWIA ensures that the school is responsive to community expectations and stakeholder satisfaction in multiple ways including the formation of task forces, conducting surveys, PTA meetings, and open Board meetings. IWIA believes that by strengthening the link between parents and teachers, our students will have the ability to academically thrive.

All families receive a copy of the Student Handbook which contains WIA's Code of Conduct, School Family Compact, and policies and procedures that direct the everyday life of their child at school. All families, students, the principal, and teachers are expected to sign the Compact indicating their acceptance of all the policies and expectations therein.

6. **TRANSITION FROM EARLY CHILDHOOD PROGRAMS.**

In order to assist preschool children in the transition from early childhood programs (such as Head Start Even Start, Early Reading First, or a preschool program under Individuals with Disabilities Act) to the School Wide Program, preschools in the neighborhood are invited to bring their children to tour the school. Our kindergarten teachers provide the State certified preschools and daycare facilities with an outline of the kindergarten curriculum to prepare the new students. Kindergarten Readiness Screening is conducted to determine strengths and weaknesses of the students to best serve their academic and social needs.

Proximity to the Middle School allows teachers in the Middle Years Program to collaborate with teachers in 4th and 5th grades. This establishes expectations to ensure that the transition to MYP will be seamless and effective for students. To prepare for the transition of our students to high school, high school visits are scheduled, high school personnel and students visit our school, and the counselor assists with advisement.

Also included are transition plans for students who transition to WIA throughout the school year. To assist in these transitions, a comprehensive analysis of student cumulative files, STAR testing, and informal math screening help the teacher analyze the students' abilities for grouping and specialized instruction if needed.

7. MEASURES TO INCLUDE TEACHERS IN THE DECISION REGARDING ASSESSMENTS.

Teachers are involved in making decisions concerned with improving the performance of the students and the overall instructional program through the use of assessments. This includes determining the assessments given to students to determine the current level of student mastery. Students are given periodic assessments to determine their achievement level on the Georgia Performance Standards. The information from these assessments is used to drive instruction for each individual student through their Individual Learning Plan. Specific assessments such as Guided Reading Inventories, Acuity Testing, Six Week Unit of Inquiry Assessment (IB), Qualitative Reading Inventories, and curriculum based measurements are tools that teacher use to determine decisions related to instruction and the success of their students.

Research-based interventions are used to instruct, track, and monitor student progress and conduct ongoing evaluations of current levels of performance. Growth is measured in different ways utilizing the results of standardized tests as well as weekly probes. WIA administers the Stanford 10 in the fall and spring in addition to testing required by Atlanta Public Schools and the State of Georgia. Specific assessments and baseline testing such as Curriculum Based Measurements, timed multiplication facts quizzes, STAR testing, leveled readers, running records, and reading inventories are administered and provide a starting point for remediation. In order to chart growth, weekly probes are given in the areas of multiplication facts, basic math operations, reading passages and additional vocabulary. Each probe is analyzed for errors. A conference is then held with each student to re-teach skills. Teacher made tests and the 9 week CRCT Benchmark tests are used to assess and follow the students' success.

Common planning time includes 70 minutes per grade level which allows for vertical and horizontal planning for all teams. Teachers collaborate in their data teams once per week using information from formative assessments, pre and post tests, benchmarks and State tests. Teachers also engage in subject area meetings, team meetings, leadership team meetings, task force meetings and faculty meetings. Teachers review student performance in class and on assessments to establish a detailed picture of student understanding. Using this data, they determine areas of strengths and weaknesses. Then, they analyze trends in student performance and develop strategies that will best suit the various levels of student needs. Instructional planning provides for filling in any gaps in learning and at the same time ensures an appropriate pace with regard to new material. Common formative and summative

assessments as outlined in teachers’ plans measure the impact on student learning allowing for re-adjustment upon evaluation of results.

Constant evaluation of teacher-created instructional units, lesson planning using a common template, classroom observations, sharing of classroom learning walk data, and RTI Progress Monitoring allows teachers to make decisions regarding the effectiveness of assessments. This information affects the performance of each student, as well as the overall instructional program.

8. COORDINATION AND INTEGRATION OF FEDERAL (INCLUDING AARA), STATE, AND LOCAL SERVICES AND PROGRAMS.

(a) List of State and Local educational agency programs, and other federal programs that will be included.

WIA does coordinate and integrate Federal, State, and local services and programs. The following is our listing of Federal, State, and local services and programs with an explanation of how we are coordinating and integrating those services and programs.

Coordination & Integration of Federal (Including ARRA). State and Local Programs

<u>FUNDING SOURCE</u>	<u>PROGRAM</u>	<u>SCHOOL USE</u>
FEDERAL	TITLE 1	<ol style="list-style-type: none"> 1. Purchase materials/supplies 2. Staff development 3. Field trips 4. Parent communication 5. Home –school liaison 6. Parent Resource Center 7. Curriculum/ 8. Technology
STATE	School Nutrition Program Early Intervention Program (K-5) Remedial Education Program (6-8)	Free/reduced lunch EIP Models reduced the student/teacher ratio
LOCAL	Cobb Energy	\$5500 Field Trips

	Six Flags	Reading Incentives
	Imagine Schools	Advanced Reading Challenge - \$100 per student Director of Curriculum – alignment with State Standards, workshops on best practices
	Atlanta Public Schools	Infinite Campus – database that records attendance, behavior, and scores Title 1 Support
	PTA	Communication support, financial support, volunteers, scholarships
	Buckhead Uniforms	Scholarships
	Georgia State University	Urban Literacy Clinic
	GA Childcare and Parental Services	Funding for families in need of childcare.
	Girls on the Run	Community based self-esteem building physical education program.
	Green Initiative	Community based organic gardening and recycling program.
	Zoo Atlanta	Professional Development (K-5) Science
	Doc Chey’s and 6 Feet Under	Financial incentives and gift certificates
	Five Seasons Brewing Company	Partner in Parent IB Programme
	Home Depot, Lowe’s, Gardenhood Horticultural Society of Atlanta	Support Green Initiative

	Target	School Supplies
	Christian Organizations	School Supplies
	FCFS	Ads in Parent Magazines, Transportation expenses for parents.
	Woodruff Arts Center	Middle School Symphony
	Coca-Cola	Teacher recognition.
	CNN	Field Trips
	Emory University	Stepping for Health Program

WIA is fortunate to have the support of a number of community businesses and organizations. The school also enjoys a close partnership with the PTA which sponsors many student and teacher activities, provides an infra-structure for communications, and on occasion provides monetary assistance to support instructional programs. The PTA Volunteer Program along with our parent liaison provides valuable time and effort to support the school, the teachers and the students. Volunteers assist in the attendance office, front office, classrooms, media center, guidance, after school functions, and in other capacities. Our School Advisory Council meets once per month offering suggestions and input to the overall school program.

(b) Description of how resources from Title 1 and other sources will be used.

As evident in the table above, the resources will be used to meet the needs of the students in a variety of ways. Supplies, curriculum, technology, field trips, programming, incentives, and professional development are examples. Using these resources, it is our goal to meet each student and their families where they need assistance the most.

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

Even though WIA does not receive monies from these funds, it developed its plan in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

9. ACTIVITIES TO ENSURE THAT STUDENTS WHO EXPERIENCE DIFFICULTY MASTERING STANDARDS SHALL BE PROVIDED WITH EFFECTIVE, TIMELY ASSISTANCE, WHICH SHALL INCLUDE:

(a) Measures to ensure students' difficulties are identified in a timely manner.

The following are measures to ensure that student difficulties are identified on a timely basis:

- Our most recent CRCT, SAT-10, and G-Kids data are used to begin identification
- Tardiness and absences are monitored
- Meetings with instructional coaches to create effective teaching
- "Open Office Times" provided by a social worker to address students' emotional needs
- Student assessment through daily teacher observation during instruction delivery
- Reading A-Z, leveled readers, STAR testing, running records, and fluency monitoring
- Dolce Sight Words Pre-Tests and Post-Tests
- Grade level math drills (mathdrills.com)
- Teacher-made tests
- Benchmark testing
- Student Support Teams address the Pyramid of Interventions/ RTI strategies that should be implemented for pre-referred and referred students experiencing academic difficulty.
- Continual review of scope and sequence
- Monthly analysis of school data is used to identify student performance and grade level areas of deficiency in all content areas. Using this analysis, a plan to address academic needs is developed. Follow-up of strategies to remedy is done at the next meeting.

- “School walks” of administration to review the state of the classrooms on an on-going basis ensure that students are being served based on complexity of displayed work, student portfolios, and standards- based classroom layout.

By implementing these measures on a continual basis throughout the school year, instruction, follow-up activities, and homework is differentiated based upon student’s specific needs. Teacher observations allow for prompt feedback. Student errors are addressed and skills are re-taught when necessary. It is our goal to individualize instruction and adapt the learning situation for every student. Using research based interventions, we instruct, track, and monitor student progress while conducting ongoing evaluations of levels of performance.

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

Training is periodically given for teachers to identify difficulties and provide appropriate assistance where needed. Working with instructional coaches on a regular basis will give teachers the support they need to identify and work with students with learning difficulties. Professional development in analyzing data, data driven instruction, differentiation, EIP, testing, Learning Plans and International Baccalaureate are provided.

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

Our Individualized Student Learning Plans are introduced at the teacher-parent conferences. The purpose of this Plan is to detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community. The Plan consists of the following:

1. Getting to Know Your Child - Allows parents to communicate to the teacher information about the students likes, dislikes, strengths, weaknesses, and learning styles.
2. Strategies for Student Success – Checklist for classrooms and home that will be implemented to address instructional targets for each goal set.
3. Student Performance Profile – Teacher observations, classroom assessments, and standardized tests are used to communicate the student’s strengths and weaknesses in core academic areas.
4. Student Goals – The student sets goals to reach proficiency levels in core academic areas.

5. Student Learning Plan checklist – Timeline and list of tasks to set the Individual Learning Plan. Included are parent-teacher meetings, baseline assessment scheduling, progress and report card schedule, and an end of the year evaluation with students and parents.

The teacher-parent conferences provide details to address WIA's support for each student, parental involvement, and additional assistance. Educational strategies are selected to best meet the needs of each particular student. E-mails and voicemails offer additional communication channels. During teacher-parent conferences, parents are provided details that address WIA's support for each student, parental involvement, as well as assistance in other areas. Educational strategies are discussed which best meet the needs of each particular students. The parent/teacher conference times are flexible to accommodate family needs throughout the school year. The Individual Learning Plan will address and review the following requirements at the parent/teacher conference:

- 1) The Plan addresses the needs of each individual student by using the Student Performance Profile to analyze each student's strengths and weaknesses. Strategies and goals for proficiency are set by the teacher, the parent, and the student at the parent-teacher conference. Continual communication and monitoring allows for strategies and instruction to be adapted to the needs as the year progresses. Parents are informed regarding the CRCT, SAT-10, GKIDS, and State Writing Assessments including the date, time, place, and special accommodations of testing.
- 2) Parents are encouraged to help students be successful. In the Student Learning Plan, parents are requested to list strengths and weaknesses of their child along with a student profile of their child including strengths, weaknesses, likes, dislikes, and learning styles that are evident at home. In the Strategies for Success portion of the Learning Plan, teachers suggest strategies for home to assist the child in reaching goals in Reading, Math, and Writing. Parents are encouraged to volunteer in the classroom and visit the school often. A minimum of twenty minutes of daily reading time is suggested to increase skill, develop comprehension and reach goals set in Accelerated Reader. There are many activities both academic and social that are offered to increase family participation in the life of the school.
- 3) WIA has various programs in place to meet the requirement of providing additional instruction for our sub-groups and students with academic difficulties. Through our Title 1 Targeted Assisted Plan, WIA offers an extended day program before school and after school. In addition, students are tutored in Saturday School throughout the school year and offered summer school CRCT remediation. During the school day, we have EIP, REP, and small group tutoring offered in each grade level to students who are in need of additional instruction. We also offer Special Education and additional tutoring in

Reading and Math. Math nights are held to provide information and assistance to students and parents. Our computer lab is regularly utilized to boost achievement, increase technological skills, and differentiate instruction. Counseling services and speech therapy are offered to those in need. Public transportation vouchers are given to families in need.

(10) DESCRIPTION OF HOW INDIVIDUAL STUDENT ASSESSMENT RESULTS AND INTERPRETATION WILL BE PROVIDED TO THE PARENTS.

The previous year's CRCT results are discussed and interpreted with the parents at the parent/teacher conference using the Individualized Learning Plan. CRCT results are distributed to parents as quickly as possible after delivery to the school. Information regarding student progress is shared with parents on a regular basis throughout the year. This is done by means of progress reports, report cards, e-mail, phone calls and parent-teacher conferences. Teachers are encouraged to maintain open communications with the parents of all students. Parents are encouraged to visit the school and to observe their students' classrooms in action.

(11) PROVISIONS FOR COLLECTION AND DISAGGREGATION OF DATA ON THE ACHIEVEMENT AND ASSESSMENT RESULTS OF STUDENTS.

After the Georgia CRCT test results are returned from the Georgia State Department of Education, they are reported and disaggregated for all students and for each subgroup within a school. The data is then disseminated to individual parents. The information is posted on the data bulletin board and the school website. At this point, summer school ensues for those students needing additional instruction. Upon returning for pre-planning, teachers are given desegregated data to analyze for each child in their new classroom. Teachers are made aware of the State testing results for current and former students. The information is shared both vertically and horizontally amongst appropriate staff for current and former students. In an effort to track students throughout their stay at WIA, ID cards follow them throughout the school year from kindergarten to Grade 8. Deficiency, accomplishments, social issues, learning styles, and special abilities and needs are reported from year to year. The cards allow teachers to follow students they personally taught and to assist in classroom placement within the grade level.

Another level of collection and disaggregation of data is based on achievement and assessments of students in the classroom setting. Teachers collect data on student achievement on a regular basis through formative and summative assessments such as class work, homework, teacher-made quizzes and tests, Benchmark tests, and writing assessments. These results are disaggregated at the school level as part of the teacher collaboration process.

(12) PROVISIONS TO ENSURE THAT DISAGGREGATED ASSESSMENT RESULTS FOR EACH CATEGORY ARE VALID AND RELIABLE.

The Georgia CRCT is a statewide test and validity and reliability have been established at the State level. The assessment results are disaggregated at the State level based on the Student Information System. Infinite Campus, an Atlanta Public School (APS) database, is used to assure that the number of students marked as Economically Disadvantaged on the CRCT matches the number of students taking the test who are marked Economically Disadvantaged. Continual monitoring of reports is implemented to ensure proper coding. Research Planning and Accountability (RPA) is responsible for student information and documentation for the APS system as a whole. In addition, the staff and administration are trained in ethical procedures and testing protocols set by the State.

(13) PROVISIONS FOR PUBLIC REPORTING OF DISAGGREGATED DATA.

The disaggregated test data is reported to the public by the administration from data received from the State of Georgia and Atlanta Public Schools. The tests results are originally published in the Atlanta Journal Constitution and on the Georgia Department of Education website. In addition, our school website provides AYP information for public viewing. A bulletin board in our front lobby provides information concerning disaggregated data and interested parties will find additional information in the Parent Center.

(14) PLAN DEVELOPED DURING A ONE YEAR PERIOD, UNLESS LEA, AFTER CONSIDERING THE RECOMMENDATION OF ITS TECHNICAL ASSISTANCE PROVIDERS, DETERMINES THAT LESS TIME IS NEEDED TO DEVELOP AND IMPLEMENT THE SCHOOLWIDE PROGRAM.

WIA School Wide Plan was developed during the 2010-2011 School Year and the plan will be revised on an annual basis.

(15) PLAN DEVELOPED WITH THE INVOLVEMENT OF THE COMMUNITY TO BE SERVED AND INDIVIDUALS WHO WILL CARRY OUT THE PLAN INCLUDING TEACHERS, PRINCIPALS, OTHER SCHOOL STAFF, AND PUPIL SERVICE PERSONNEL, AND PARENTS (AT LEAST TWO).

We have developed our Title 1 School Wide Plan with the participation of individuals who will carry out the comprehensive program and/or have a vested interest in its success.

Name & Signature	Position/Role	Phone Number	Degree of Involvement
Mridula Hormes	Principal	678-904-9137 ext. 8269	100%
Diana Sandefur	PEC Teacher	678 -904-9137 ext. 206	100%
Shira Frazier	EIP Teacher	678-904-9137 ext. 8276	100%
Anita Norton	Media Specialist	678-904-9137 ext. 121	100%
Valencia Justice	Title 1 Liaison	678-904-9137 ext. 8336	100%
Juana Sheppard	Parent	4040-589-0841	50%
Kathleen Paterson	Parent	404-627-9316	100%
Dr. Andrea Prewitt	Dean of Students	404-627-9137	50%
Wes Sanderfur	External Advisor	770-231-4853	100%
Lisa Price	External Advisor	678-384-6781	10%

The minutes and sign-in sheets for revision meetings are maintained in the Title 1 notebook.

(16) PLAN AVAILABLE TO THE LEA, PARENTS, AND THE PUBLIC.

A copy of the plan will be given to the Atlanta Public School Office of Federal Grants and Program Compliance for their review. All parents will be informed that the school operates a School Wide Title I Program. In an attempt to assure that all parents are informed about the Title 1 Plan, a summary will be published in the Principal’s newsletter and available on the WIA school website. In addition, the parents will be informed that a full copy of the plan will be

available on the school website and in the Parent Resource Center. Upon Title 1 approval, information will be posted on the school marquee.

(17) PLAN TRANSLATED TO THE EXTENT FEASIBLE, INTO ANY LANGUAGE THAT A SIGNIFICANT PERCENTAGE OF THE PARENTS OF PARTICIPATING STUDENTS IN THE SCHOOL SPEAK AS THEIR PRIMARY LANGUAGE.

At the current time English is the language of a significant percentage of parents at WIA, but if in the future another language is the language of a significant percentage of the parents, the plan will be translated into that language.

(18) PLAN IS SUBJECT TO THE SCHOOL IMPROVEMENT PROVISION OF SECTION 1116.

Both School Improvement and School Wide Plans are based on assessments and strategies to help students meet State standards. The plan is subject to the school improvement provisions of 1116. All schools in the State of Georgia are subject to this school improvement provision. Additionally, the Title 1 School Wide Planning Team works collaboratively with the School Improvement Plan Design team to analyze assessments to determine the strategies, programs, and funding needed to help students meet State standards.

(19) EVALUATION OF LAST YEAR'S PLAN.

Based on the AYP results from last year, the students, staff, and administration diligently worked to increase academic performance in Reading and Math. Overall student achievement of targeted populations did increase as a result of our Targeted Assisted Title 1 Plan. 55% of 4th grade students increased their CRCT test scores in Reading and 64% increased in Math. 55% of 7th grade students increased in Reading and 76% in Math. As additional data was desegregated and analyzed, the Targeted Plan addressed specific data driven needs as they arose. With the help of the attendance clerk provided through the Plan, we have increased attendance and reduced tardiness. Our Plan allowed for more professional development which was directed by the needs of the students. While setting a goal to reach our students with the greatest needs, teachers used technology, manipulatives, books, and curriculum that forced new research-based instruction methods to be implemented. Last year a vibrant tutoring program was embraced by the school community allowing for additional instruction to students in the content area(s) of their greatest need. We continue to strive for greater communication and involvement of parents and families.

(20) Attachments.

1. School Planning Team
2. Parent Involvement Policy
3. Home-School Compact
4. Title 1 Budget