

IMAGINE WESLEY

Title I Targeted Assistance Plan



2010-2011

Revised: January 20, 2011

Signature: _____ Date: _____
Principal

_____ Date: _____
Education Specialist

_____ Date: _____
Interim Director, External Programs

Table of Contents

DESCRIPTION OF INSTRUCTIONAL STRATEGIES AND PROGRAMS WHICH COORDINATE WITH AND SUPPORT THE REGULAR PROGRAM	2
DESCRIPTION OF METHOD STUDENTS WITH THE GREATEST NEED ARE SELECTED	3
DESCRIPTION OF PROVISIONS MADE TO SERVE ALL ELIGIBLE CHILDREN	4
DESCRIPTION OF STRATEGIES FOR PROFESSIONAL DEVELOPMENT AND PROVISIONS FOR INSTRUCTION BY HIGHLY QUALIFIED STAFF	5
DESCRIPTION OF STRATEGIES PLANNED TO INCREASE PARENT INVOLVEMENT BASED ON THE LEA PARENT INVOLVEMENT POLICY	5
PROCEDURES FOR THE COORDINATION OF TITLE I RESOURCES WITH LOCAL, STATE AND FEDERAL RESOURCES	5
PROCESS FOR REVIEWING PROGRESS MADE BY PARTICIPATING CHILDREN AND PROCESS FOR REVISING PROGRAM WHEN NEEDED	6
PROCEDURES FOR ANNUAL ASSESSMENT OF STUDENTS	7
ATTACHMENT 1: (SCHOOL PLANNING TEAM)	
ATTACHMENT 2: (PARENT INVOLVEMENT POLICY)	
ATTACHMENT 3: (SCHOOL-PARENT-STUDENT COMPACT)	
ATTACHMENT 4: (TITLE 1 SCHOOL BUDGET FY 2010)	
ATTACHMENT 5: (SCHEDULES)	

Title I Targeted Assistance Plan Addendum

SCHOOL NAME: Imagine Wesley DATE: October 8, 2010

Components

1. Description of instructional strategies and programs which coordinate with and support the regular program.

a. Grades and subject areas to be served:

The grade levels that are served through the Targeted Assistance Program are 1st, 5th, 6th, and 8th in the subject areas of Reading and Math.

b. Instructional strategies to be used:

Targeted students with the greatest needs will receive additional instruction before school, after school, Saturday school, and summer school when core academic instruction is not scheduled. The model used is a small group tutoring addressing basic skills. Highly Qualified Teachers with the assistance of paraprofessionals will provide this additional instruction time and work in collaboration with the classroom teachers to plan, guide and instruct the students eligible for Title 1 Targeted Assistance Services. Computer software will be used cross curricularly to increase students' performance with emphasis on mathematics. We will be able to meet the learning levels of each individual student and check progress regularly by utilizing these programs. Technology will be used to present materials auditorially and visually to address the needs of the students that are strong learners in these areas. Additional teacher resources will be used to support teachers by providing most recent best practices and supplementing our current multi-sensory intervention curriculum. In addition, a Math Literacy Library, a Low Level High Interest Library, and workbooks will provide support to the current curriculum. These instructional strategies will be used to connect the curriculum to each student's learning needs. We will work to address the needs of each individual student through differentiated instruction, analysis of student difficulties, and assigning extra work as needed for reinforcement of basic skills. We will provide parents with tutoring progress reports, provide teacher conferences when needed, and will be available to support parents in their child's education. Title 1 funds will be used to serve only Targeted students.

In order to address our incidences of absences and tardies, our plan provides for an attendance clerk to work with families in order to improve school attendance. Regular attendance is required to improve learning outcomes of our targeted students.

c. Scheduling models to be used:

Qualifying students in grades 1st, 5th, 6th, and 8th grades, will receive additional supplemental instruction by Georgia Highly Qualified Teachers. This instruction will be provided before

school, after school, Saturday mornings, and summer school. The Before School Program will be conducted for one hour - five days per week. The After School Program will be conducted one and one-half hours - four days per week. Saturday School will be 3 hours each Saturday morning throughout the school year. Our Summer Program will run for three weeks for three hours per week day. Parents will choose the time and program that is most convenient for their family. In addition, one attendance clerk will work 29 hours per week throughout the school year to monitor absences and tardies.

d. Supplemental instructional activities:

Additional Instructional Strategies and Supplemental Activities will include:

- Study Island.
- Math Manipulatives for basic skills.
- Additional weekly vocabulary.
- Additional math skill drills.
- Differentiated weekly monitoring of home study work through assessment.
- Supportive Reading.
- Intelligence-based strategies.
- Independent Intelligent profiles for 1st grade students.
- Student-teacher role reversal.
- Peer-learning discussions.
- Optimistic learning/teaching strategies which increase student confidence.
- Cognitive assests (Input/Processing/Ouput) retention and transfer methods.
- Student-Teacher conferences.
- Accelerated Reader.
- STAR Testing.

Through collaboration with the teachers, differentiated instruction assures that every child is reached. The use of technology, pairing students with buddies, cooperative grouping, project-based learning, oral presentations, and hands-on projects are a few additional strategies and activities that teachers use to assure success and achievement.

2. Description of the method by which children with the greatest need are selected.

Qualifying students are either failing or at most risk of failing to meet the State’s academic achievement standards. Students are identified as candidates for this service by the following:

First, the Title I Multiple Selection Criteria Form for Reading/Math is completed by the targeted grade level classroom teachers and scored accordingly under each sub-heading:

- Student Performance – Criteria 1- Teachers are required to record each students CRCT scores.

- Student Performance – Criteria 2 - Teachers are to choose from 1 or more of the following assessment criteria used to determine student eligibility: GKIDS, ITBS Reading/Math, or other Reading/ Math Assessments (teachers provide the name of other assessments used).
- Teacher Recommendation- Recommendations are based on average performance of homework, daily assignments, and test scores in Reading and Math. Students are given points by teachers based on a scale considering “Above Average”, “Average”, “Below Average” or “Significantly Below Average”.
- “Total Reading/Math” is the final score for each student (not exceeding 13).

Next, the Title 1 Targeted Assistance Ranking Rosters are completed for both Reading and Math based on the following multiple selection criteria:

- Students are ranked from highest to lowest according to total points received on the Title I Multiple Selection Criteria referred to above.
- Teachers’ and students’ names are recorded on the form along with class time, date, subject area, scheduling model, and number of students.

After the ranking forms are completed, the Title I TA Reading/ Math Class Rosters are created listing only the students with the greatest needs.

- 1st Grade students receiving a total score of nine or higher are considered students with the “greatest need”. We have a total of approximately 29 students qualifying for Title 1 Targeted Assistance supplemental instructional in the Math and Reading subject areas.
- In grades 5th, 6th, and 8th, students receiving a total score of 7 or higher are considered students with the “greatest need”. These critical grade levels were chosen to target our largest weaknesses. We currently have a total of approximately 70 students qualifying for supplemental instructional support in the Math and Reading subject areas.

As indicated above, different measures, multiple selection criteria, and forms are used for grades K-2 and Grades 3-8. By using these measures to target the grade levels and students with the greatest needs, sufficient funds are available for these 99 targeted students. Before starting the selection process, we chose to limit our program to include the grade levels that, based on initial testing scores, had the highest percentage of below average students as well as the grade levels that are mandated to pass the CRCT. Selection was based on 3 points of measurement for each child including their overall performance in the general education setting. The ranking forms are completed and then the students with the greatest need are placed on the class roster. The class roster is completed after the ranking form. Students selected from the targeted grade levels are those students that have the greatest academic needs.

3. **Description of provisions made to serve all eligible children, including economically disadvantaged, disabled, migrant, LEP, and homeless children as well as those who have participated in Head Start or Even Start or who received services from a neglected or delinquent institute during the previous two years.**

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

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). We have taken into account the needs of migrant children. Presently the school does not have a migrant population in need of service. If we receive migrant students, we will contact the district migrant liaison and follow the prescribed procedures in order to provide the student(s) with necessary assistance to allow them the same services as other targeted students.

Title 1 funds will be used to serve only Targeted students.

4. **Description of provisions for instruction by highly qualified staff and a description of strategies used to provide professional development opportunities to teachers and other individuals as appropriate.**

100% of Title I certified instructional staff are highly qualified. Resources are dedicated to effectively carry out the professional development activities that address the root causes of academic problems. 5% of the Improvement of Instruction section of the Title I budget is allocated towards Professional Development. For example, our Highly Qualified Teachers will attend their choice of 2 out of 4 professional development seminars that provide information on differentiated instruction and student organization. Professional learning will include training that incorporates Math and Reading strategies across the curriculum. Additional opportunities will include training in International Baccalaureate, single gender instruction, and improvement for achievement based on data gathered from assessments such as AR and STAR reading. We have aligned professional development with the State's Academic Content and Student Academic Achievement Standards. These processes will be guided and directed by Title I personnel as needed. The calendar for these professional opportunities is as follows: October 21, 2010, November 10, 2010, November 15, 2010 and January 12, 2011.

5. Strategies planned to increase the level of parental involvement based on the APS Parental Involvement Policy. The school level parent involvement policy and parent compact should be attached to the targeted assistance plan.

We have involved parents in the revising and the reviewing of the Targeted Assistance Title 1 Plan. Parents have been notified at the first parent meeting at the beginning of the school term that IWIA is receiving Title I funds and operating a Targeted Assistance Program. In addition, a Principal's letter encouraging parents has been issued. The parents are given an opportunity to accept services by signature. A copy of the Targeted Assistance Plan is available in the parent resource area and on the school's website. Families are also required to volunteer at IWIA for a total of 10 hours each school year. Planned meetings to address parental needs will be varied to allow greatest opportunity for parent interaction. During teacher-parent conferences, parents are provided details that address IWIA's support for each student, parental involvement, as well as assistance in other areas. Educational strategies are selected to best meet the needs of each particular student. E-mails and voicemails offer additional communication channels. Parent/teacher conference times are scheduled with flexibility to accommodate family needs throughout the school year. Our Parent Center is located in the Media Center and parents are welcome to come anytime during the school day. Parents can come and gather information about topics such as learning styles, homework, discipline and parenting. They can also use the internet to do research.

Please see Attachment #2 – Parent Involvement Policy and Parent Compact.

6. Procedures to be used for coordination of Title I resources with other resources to enable children served to meet the State content standards and State student performance standards.

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

- Atlanta Public Schools
- Free and Reduced Lunch Program
- Early Intervention Program
- Remedial Education Program
- Imagine Schools Educational Management Corporation
- Georgia State University
- PTA
- Buckhead Uniforms
- Georgia Childcare and Parental Services (GA Caps)

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

Title I funds supplement our personnel allotments by giving us the ability to hire eleven tutors, three paraprofessionals, an attendance specialist, and a parent liaison. 5% of the Title I budget is set aside for Professional Development. Atlanta Public Schools supports our program by

providing Infinite Campus (a database that records attendance, behavior, and scores). In addition, the District offers support, information, and staff that assist in the administration process of the Targeted Assistance Plan. Imagine Schools provides support financially, academically, and through workshops and presentations that keep teachers abreast of best practices. In addition, they provide a Director of Curriculum who ensures that all programs are aligned with Georgia State Standards. The Early Intervention Program, serving students in grades K – 5, and the Remedial Education Program, serving students in grades 6 – 8, are used to identify and aid students that are below or are at risk of being below State Standards. Georgia State University offers the Urban Literacy Clinic which provides a free tutoring program for Reading. The PTA provides an infrastructure for communication and offers learning opportunities for families. They also provide scholarships for students with the greatest financial needs. Buckhead Uniforms provide discounts for families. The Georgia Childcare and Parental Services (GA Caps) provide funding for students and their families in need of childcare assistance by assisting with before school and after school program fees. Title 1 funds are used to serve only Targeted students.

7. Process for reviewing the progress made by participating children, on an ongoing basis and the process for evaluating and revising the program as needed to provide additional assistance to enable these children to meet the State content standards and State student performance standards.

Our most recent AYP results are used to begin setting goals. An attendance clerk monitors absences and tardies for the Targeted students only which directly correlate with our AYP data, our assessments, and student success. The younger students are assessed through daily teacher observation during instruction delivery. Students are assessed using Reading A-Z.com leveled readers, STAR, running records, fluency test, and benchmark testing. Their abilities to read grade level sight words are assessed using the Dolche Sight Words Pre-Test and Post-Test. Math is assessed using grade level math drills from the mathdrills.com website. Students are also assessed by teacher-made tests and Atlanta Public School’s CRCT Benchmark tests to determine students’ remedial needs. Additionally, brain-based instruction and assessment are used to determine student’s individual learning preferences and to cater instruction to each learning style. The older students are administered baseline tests such as Curriculum Based Measurements, timed multiplication quizzes, STAR, reading inventories, and benchmark testing to provide data information for remediation. In order to chart growth, probes are given in the areas of Math, Reading, and Vocabulary. Each assessment is graded and each student is conferred with about errors and re-taught the skills where necessary. It is our goal to individualize learning and adapt situations for every student. Using researched based interventions, we instruct, track, and monitor student progress while conducting ongoing evaluations of current levels of performance.

8. Procedures for annual assessment of students for meeting state and local expectations.

To prepare for assessments, all students are taught according to the State of Georgia Academic Georgia Performance Standards with the goal of mastery for every child. To determine the level

of accomplishment of established goals, the following multi-criteria data from assessments is used:

- CRCT Reading Results
- CRCT English Language Arts Results
- CRCT Math Results
- ITBS/SAT 10 Reading and Math scores
- STAR Reading Assessments
- Math Manipulative Assessments
- Teacher Recommendations
- GKids Scores for 1st Grade
- Six week Unit of Inquiry Assessment (IB)
- Previous progress reports/report cards
- Benchmarks provided by APS
- Promotion/Retention Data

Growth is measured utilizing the results of standardized tests as well as weekly assessments. Imagine Wesley International Academy administers the Stanford 10 both in the fall and spring in addition to the testing required by Atlanta Public Schools and the State of Georgia. When 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 sub-group within a school. The 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.

9. Attachments:

- School Planning Team
- Parent Involvement Policy
- Home School – Compact Title I
- Budget
- Schedules

Attachment #1

IWIA

School Planning Team

Rebecca Gray (Parent)
Joyce Nance (Parent)
Anita Norton
Mridula Hormes
Diana Sandefur
Shirah Frazier
Wes Sandefur (External Advisor)
Lisa Price (External Advisor)
Valencia Justice (Parent Liaison)

Attachment #5

Schedules

Monday through Friday:

Beginning November 15, 2010

- Before school: 6:30 am – 7:30 am

Monday through Thursday:

Beginning November 15, 2010

- After School: 3:30 pm – 5:00 pm

Saturdays: 9:00 am - Noon

Beginning November 23, 2010

Summer School:

June 6, 2011 – June 24, 2011

Monday through Friday: 9:00 - Noon