



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: Walker Elementary School			District Name: Long County		
Principal Name: Shawn Peek			School Year: 2015		
School Mailing Address:					
Telephone:					
District Title One Director/Coordinator Name:					
District Title One Director/Coordinator Mailing Address:					
Email Address:					
Telephone:					
ESEA WAIVER ACCOUNTABILITY STATUS					
(Check all boxes that apply and provide additional information if requested.)					
Priority School <input type="checkbox"/>			Focus School <input type="checkbox"/>		
Title I Alert School <input type="checkbox"/> .					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
Principal's Signature:				Date: 8/25/2014	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date: 8/19/2013		Revision Date: 12/10/2013		Revision Date: 2/10/2014	



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SWP/SIP Template Instructions

Notes:

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The asterisk (*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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Planning Committee Members:

NAME	POSITION/ROLE
Shawn Peek	Facilitator/Chair
Shawn Peek	School Administrators
Beverly Hill	Instructional Coordinator
Sabine Little	Instructional Coordinator
Janet Poole	Curriculum Director
Jamie Dawson	Special Education Contact
Mary Michael Logue	School Counselor
Shawn Peek Jamie Dawson	Walker Elementary School Administrators
Jose Fuentes	School Council Representative
John Kuhanek	School Council Representative



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SIP Components

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were . . . The ways they were involved were . . .

WES participates in a comprehensive needs assessment process that begins in January of the prior year. As the second semester begins in January, the school and its stakeholders receive a needs assessment spreadsheet. It is divided into the following categories: Highly Qualified Teachers; Highly Qualified Paraprofessionals; New Positions Needed; Instructional Needs; Professional Learning; Instructional Needs; Technology Needs; Other Needs and Facility Needs.

At this point, we focus on the financial resources needed for the upcoming year, using this needs assessment to help build the school's budget. The needs assessment is shared with all of their stakeholders and input from them. The School Improvement Team meets to prioritize the needs based on the school and system improvement plan. This information is used to prepare a budget that is presented in April to the Board of Education. Final approval of the budget is in the May board meeting.

After receiving test scores for the year (mid-May), the school begins the comprehensive academic needs assessment phase. As the system receives testing data, the testing coordinator shares that information with each school. As this information is received, the school begins to disaggregate data and making further analysis of the various subgroups. When all of the data has been disaggregated, the Administrative Team meets throughout the summer to review the data and make plans to meet the identified needs. This team then revisits the Walker Elementary School improvement plan and adds/revises as needed to meet the needs of the identified students. The School Improvement Plan is then sent to the superintendent and plans are formulated to meet the needs of the school. WES maintains a Data room where information is posted for teachers to view and access throughout the year.



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*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

B. We have used the following instruments, procedures, or processes to obtain this information . . . (Be sure to use brainstorming as a strategy for Needs Assessment.)

The School Improvement Team uses the following data to gather information to determine the needs of the school: CRCT, Georgia Writing Assessment, benchmark assessments, universal screeners, weekly check-up quizzes, attendance, and discipline.

Grade level/Content Level teams meet in professional learning communities weekly to review student achievement scores and to use our data to identify existing strengths and weaknesses at every grade level. Teachers brainstorm and share research based strategies to improve instruction. We use a baseline percentage to set the score achievement level for improvement in all subject areas as stated in the action plan. The disaggregation of this data identifies areas of strengths and weaknesses needed to drive instruction. The increase in desired scores in the “Meets” and “Exceeds” categories for the following years are set and common weaknesses are identified and improvement plans are developed. This information is the foundation for the school improvement plan. Ongoing skill assessments and re-teaching are utilized to improve mastery levels determined by the grade level teams.

C. We have taken into account the needs of migrant children by (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance . . .)

The needs of migrant students will be taken into account. Migrant students are identified through the use of the Occupational Survey at the time of registration. The system liaison makes contact with each migrant family to determine case-by-case needs. Migrant students are then evaluated academically just as other students in the school system to determine academic needs. All migrant students are eligible for and receive Title I services. Furthermore, a referral is made to determine whether additional services are needed, such as ELL or RTI. Specific activities to address the needs of migrant families are provided as follows: informing children and families of, or helping such children and families gain access to other education, health, nutrition, and social services.

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example . . .

We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. Teachers are provided with CRCT and CBA data for disaggregation. Based on the disaggregation of the 2013-2014 CRCT scores, we will target math with all students, placing an emphasis on improving all areas of math. Our plan is to work with teachers in professional learning communities to improve math scores through math model presentations. Each week the teachers will discuss math standards, instruction and assessment in professional learning communities. These discussions will also focus on the at-risk



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students identified as needing support in the area of math.

E. We have based 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 [the Common Core Georgia Performance Standards (CCGPS)].

- Economically disadvantaged students . . .
- Students from Major racial and ethnic groups . . .
- Students with disabilities . . .
- Students with limited English proficiency . . .

We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving the State Academic content standards and the State student academic achievement standard. These groups include our at-risk students in the area of math as identified through our data analysis of student performance scores. The data from the 2013-2014 CRCT has been compiled and distributed to the appropriate grade levels. The administrators and instructional coaches will lead the teachers in a data disaggregation analysis to determine areas of deficiencies and strengths of each sub-group. Lessons will then be planned for those students to both remediate and enrich. Additionally, other data such as benchmark and AIMSweb will be disaggregated to offer additional statistics to the teachers. This disaggregation will benefit not only the sub population who have tremendous needs, but will greatly benefit all students by identifying the needs of every student.

- F. The data has helped us reach conclusions regarding achievement or other related data.
- The major strengths we found in our program were Literary Comprehension. Also, an upward trend is being noticed in the area of Algebra.
 - The major needs we discovered were found in Informational Reading. Students need additional practice in scanning for information and reading charts (both in words and in graphic form), and in higher order thinking that will result in better research and writing. Scanning the material for answers needs to be better developed by teachers giving more guidance in how to obtain answers from material in both word and graphic representation. This, in turn, will flow into the areas of science and social studies. Integrating these two subjects with math and language arts, respectfully, will give the pupils opportunities to practice the skills that they are learning in across the curriculum, as opposed to doing so in isolation. Furthermore, this cohesiveness throughout the curriculum will provide students with more opportunities to develop and use analysis, evaluation, and synthesis of material.
 - The needs we will address are: Students need to read more informational material. Scanning the material for answers needs to be better developed by teachers giving



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more guidance in how to obtain answers from material in both word and graphic representation. This, in turn, will flow into the areas of science and social studies. Integrating these two subjects with math and language arts, respectfully, will give the pupils opportunities to practice the skills that they are learning in across the curriculum, as opposed to doing so in isolation. Furthermore, this cohesiveness throughout the curriculum will provide students with more opportunities to develop and use analysis, evaluation, and synthesis of material...

- The specific academic needs of our students that are to be addressed will be developed through daily instructional focus lessons and implemented through classroom lessons, as well as monitored closely using many formative assessments to ensure that the standards are being met for every student identified.
- The ROOTCAUSE/s that we discovered for each of the needs were The teachers indicated that a need exist for additional professional development and modeling. They have a strong desire for learning new and effective ways to teach the lessons to the students, as well as how to develop quality, standards-based assessments, that will prove to be successful.

G. The measurable goals/benchmarks we have established to address the needs are to demonstrate the following improvement gains:

- From 81% meeting and/or exceeding the standards in Math to 85%;
- From 91% meeting and/or exceeding the standards in Reading/ELA to 93%;
- From 81% meeting and/or exceeding the standards in Science to 85%; and
- From 76% meeting and/or exceeding the standards in Social Studies to 80%.



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***2. Schoolwide reform strategies that are scientifically researched based.**

(a) Provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

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

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

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

(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring.

Response: The teachers and administrators are constantly reviewing what a standards-based classroom looks like and where we are with implementation during site-based professional learning sessions. This is done on a consistent basis so that we can routinely review our practices to ensure that we are utilizing best practices. Another strategy is the development of professional learning communities. The teachers plan their lessons collaboratively, and members of the Leadership Team join the weekly grade-level meetings. Minutes are recorded on a Grade-level Meeting Form, and a copy is turned in to the Instructional Coaches as a method of monitoring and evaluation. Furthermore, the CCGPS, system's curriculum pacing guides, and Department of Education frameworks are used to guide the instructional planning, and all lesson plans are saved electronically on a standards-based lesson plan template.

All actions, strategies, intervention, and programs used in WES are founded on scientifically-based research. WES has chosen scientifically based models that have been proven to increase academic achievement and are consistent with the needs identified in our needs assessment. Strategies and programs were chosen specifically to meet the diverse populations and wide range of ability levels present at WES.

We will address the needs of all students who do not demonstrate proficiency related to the State's academic content standards. The methods used to identify students in need of additional assistance are through universal screenings, benchmark tests, classroom performances, etc. Teachers use the results from classroom assessments, benchmarks and universal screenings to decide which



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***2. Schoolwide reform strategies that are scientifically researched based.**

students require remediation and which students require enrichment. Students who are struggling to perform on grade-level receive additional support through the “Extended Learning Time” (ELT) lab using the scientifically based program ClassWorks and/or the Response to Intervention (RTI) process. The RTI Team meets on a regular basis to identify specific, individualized strategies for students who have not met expectations in an effort to improve their academic and/or behavioral performance, and the classroom teacher is responsible for implementing the strategies identified and charting the student’s progress as evidence. Furthermore, the coaches provide ongoing professional learning in the area of differentiation, as well as other identified areas of need.

***3. Instruction by highly qualified professional staff.**

Response:

Teachers are expected to utilize best practices and research-based strategies, such as the following: the teachers can teach the standards using a variety of teaching methods, the teacher serves as a facilitator of the classroom, differentiation is prevalent, technology is integrated into the lessons to maintain active student engagement, students are given multiple opportunities to demonstrate mastery of the standards, and teachers provide ongoing feedback, through commentary or conferencing. The specific strategies and teaching practices that are chosen on a daily basis are based on the results of data, as well as the students’ needs.

In order to ensure that WES hires a highly qualified professional staff, administration follows the guidelines provided by the Long County Board of Education. The administration interview highly qualified candidates’ selected based on vacancies. All new teachers attend the BOE new teacher orientation, are assigned a mentor, and are given the WES new teacher handbook.



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***3(a). Strategies to attract highly qualified teachers to high-needs schools.**

- A. *Response:* We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. (Use HiQ Report and school staff roster. Indicate how certification deficiencies are being addressed.)

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Kathy Simmons, Director of Personnel, serves as the contact and actively assists teachers in the steps necessary to meet the requirements for becoming highly qualified such as courses needed, number of credits required, and the procedures for taking and passing the GACE Basic Skills Assessment. One hundred percent of teachers on staff are currently highly qualified. Teachers who are not highly qualified are in the process of completing a state approved program.

***4. Professional development for staff to enable all children in the school**

Response:

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

Weekly collaborative planning is required and supported by the curriculum coordinator and administrators. Professional learning communities are encouraged to work as a team to focus on math pacing, instruction, and assessment. As part of our professional learning communities, teachers are required to focus on three main questions during grade level meetings. “What do we want our students to learn?” How will we assess the learning?” and “What will we do to help our struggling learners?” These three questions will help teachers remain focused on the needs of the students with disability subgroup.

- B. We have aligned professional development with the State’s academic content and student academic achievement standards . . .

We have aligned professional development with the State’s academic content and student academic achievement standards. Our staff participates in ongoing, research-based professional learning which is determined by the academic and social needs of our students and the needs of our staff to make them effective in their assignments at WES. Teachers have been trained in differentiated instruction, six elements of math, CCGPS Webinars, RTI, AIMS Web testing, Georgia LDS, Classworks and Math in the Fast Lane. Additional professional development is being sought by Instructional Coordinators that will provide support for the classroom teacher.



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***4. Professional development for staff to enable all children in the school**

- C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example . . . (money, time, resources, instructional coaches)

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example, we use Title I funds to support the curriculum coordinator who provides leadership in professional learning communities to focus on math. Funding is used to support standards-based assessment with the purchase of updated CCGPS Math Coach books, online subscriptions and math manipulatives to support instruction. Teachers have been trained in differentiated instruction, six elements of math, CCGPS Webinars, RTI, AIMS Web testing, Georgia LDS, ClassWorks and Math in the Fast Lane. Additional professional development is being sought by Instructional Coordinators that will provide support for the classroom teacher.

- D. We have included teachers in professional development activities regarding the use of academic assessments. . . to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways . . .

We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement level of individual students and the overall instructional program. The teachers meet in teams with the instructional coaches as needed. Together they work to create lessons that are engaging and interactive as the teachers push the students to meet the standards that were set prior to the beginning of the lesson. The teams utilize collaborative planning by analyzing data to identify students' strengths and weaknesses.

***5. Strategies to increase parental involvement.**

Response:

- A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by . . .

Involving parents in their children's education is a critical component of ensuring student success. In an effort to increase parent involvement, we have implemented the following activities and/or strategies:

- Include parents in the development and implementations of the school's Title I Plan during School Council Meetings.
- Invite parents to attend parent/teacher conferences and RTI meetings to review student performance and discuss ways to improvement student achievement.
- Encourage parents to utilize the Parental Involvement Coordinator as a contact person between the school and parents.



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- B. We have developed a parent involvement policy included in our appendices that
- includes strategies to increase parental involvement (such as family literacy services)
 - describes how the school will provide individual student academic assessment results, including a interpretation of those results
 - makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
 - compacts required – include with policy
 - Parent Involvement checklist included



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*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

Response:

A. Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year.

Transition from Smiley Elementary is a key focus of the WES. Third grade teachers meet with the fourth grade teachers where their students will be attending the following year. Transition activities include parent meetings to disseminate information about the new school, expectations, and answer questions about the new school. These are followed by school visits and walk-throughs of the WES campus. Special Education teachers receive information about students with disabilities to discuss and plan for the transition of each special needs student.

Fifth grade students are likewise transitioned to Long County Middle School. The counselors assist students and parents through pre-registration orientation sessions that are held in the Spring and prior to the beginning of the school year.

*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:

A. The ways that we include teachers in decisions regarding use of academic assessment are:

Professional learning communities, leadership team members, and administrators use data from academic assessments and staff surveys to make sound decisions concerning student achievement and school goals. Scheduled reviews are used to evaluate progress of meeting preset goals. Revisions are made as needed. Teachers also use data results to determine what skills they need to focus on in their classroom.

*8. Coordination and integration of Federal, State, and local services and programs.

Response:

A. This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.

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



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Response

Programs are coordinated and integrated using the following federal, state, and local services:

- RtI – RtI Team is composed of the classroom teacher, an administrator, and the counselor. Interventions are implemented in the classrooms.
- EIP – State funded Early Intervention Program is composed of small classrooms that focus on reading and/or math skills.
- After School Program (Wildcat Academy) – Afterschool program that provides tutoring in remedial math and reading.
- ESOL-for students with English as a Second Language.
- Student Transition and Recovery Program (STAR) is a disciplinary intervention for school day support and after school study/homework instruction and monitoring
- ELT-Extended Learning Time is provided for students who need additional support in the areas of reading and/or math.
- Migrant Program=Provides translation and education support

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

Response:

Human resources funded by Title I include teachers, paraprofessionals, and instructional coaches. Technological resources include PD360 to assist teachers with providing effective strategies to use in the classrooms. Professional learning activities and/or conferences will be utilized to help teachers grow and improve in identified areas of weakness.

8(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.

Response:

These programs are not applicable to elementary-aged students.



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*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

Response:

- A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are . . . (Especially for those students who are struggling.)

9(a). Measures to ensure that student weaknesses are identified on a timely basis.

Response:

The methods that students in need of additional assistance are identified through universal screenings, benchmark tests, classroom performances, etc. Teachers use the results from classroom assessments, benchmarks and universal screenings to decide which students require remediation and which students require enrichment. In addition, students' individual needs are discussed. Students who are struggling to perform on grade-level receive additional support through the "Extended Learning Time Lab" (ELT) and/or the Response to Intervention (RTI) process. Teachers typically identify students who are considered to be at risk based on student's classroom performance; however, administrators, counselors or parents can also make a referral. Different types of data are reviewed, including CRCT, AIMSweb, STAR reader, etc. The teachers are expected to implement specific, individualized strategies for the identified students for four weeks in an effort to improve academic and/or behavioral performance. If strategies are unsuccessful with students, a referral may be necessary for additional educational testing. Once an evaluation is complete, the RTI team will meet and take the necessary course of action for the student.

Another method is through the EIP (Early Intervention Program) for 4th and 5th grade students who do not pass the CRCT are automatically identified to receive these services. Parents are notified of these services provided for these students. EIP students are served in a self-contained class model, so that the teacher-pupil ratio is reduced. Students in grades 4th and 5th receive services for all subject areas.

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

Response:

Teachers who are identified as having difficulty are provided release time to observe specified teachers' classrooms. The teachers write a summary of the observation. Additionally, the instructional coaches model lessons for the teachers periodically. The instructional coaches observe teachers frequently using a pre-conference and post conference to identify strengths and weaknesses of teachers.

Teachers who are experiencing difficulty in any area (content or behavior management) may observe other master teachers for effective classroom strategies. In addition, they may register for suggested courses or workshops to enhance their professional learning.



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9c). 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.

Response:

Parents are strongly encouraged to attend regularly schedule parent-teacher conferences, as this allows time for teachers and parents to discuss student progress toward meeting his/her individual goals. Parents may request conferences at any time by calling the school or by sending the teacher a written request. Parents are kept abreast of their student's progress via the student communication folder, weekly signed papers, Parent Portal (which is a way that parents can monitor grades online), progress report cards, report cards, etc.

In addition, RTI meetings are scheduled by the teacher for all students who are consistently struggling to perform on grade-level so that they may receive additional support. Parents are invited to attend these meetings, as well as the interventionist and school psychologist.

10. Description of how individual student assessment results and interpretation will be provided to parents.

Response:

Assessment data is articulated throughout the school year using various means of communication. A system of communication is maintained that allows parents to be informed on student progress and test data results. This information is made available by means of weekly signed papers, telephone calls, student agendas, progress reports, classroom performance on report cards, and individual parent conferences requested by the parent or the teacher. In addition, student conferences are held throughout the year with the students. During these conferences; students meet with teachers to review academic progress, as well as establishes new goals to meet for the current year. The conference goals are recorded, along with a letter explaining what the results mean, is sent home with the students so that they can review this information with their parents. Parents who still have questions or would like for the teachers to explain it to them are asked to request a parent conference.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response:

The initial disaggregation of the data is received prior to the end of the year. Upon the opening of the school year, the administrative team will lead the teachers through the process of disaggregating the data of annual yearly state assessment to better assess specific needs of the school. This data is used in combination with the universal screener and benchmark results to determine strengths and weaknesses by teacher, grade-level, subject area, strand, as well as school-wide.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.



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Response:

The school has a testing plan in place to ensure that the results for each category are valid and reliable. This plan includes specific procedures and protocols that the teachers and administrators must follow. In addition, the tests are kept in a safe and secured location during times of non-testing, and they are returned to the district testing coordinator immediately after the testing process is complete. This process ensures that the results will be valid and reliable.

13. Provisions for public reporting of disaggregated data.

Response:

An annual Title I Meeting is held at the beginning of each school year. During this meeting, the school's CRCT data is shared with parents, teachers, and community members. In addition, a copy of the School Improvement Plan is posted on the school's website. Furthermore, the results for every school are posted on the Georgia Department of Education for public viewing.

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.

Response:

The School Improvement Plan is updated on a yearly basis in an effort to ensure that the data included in the report is the most recent data available at the time. This data is used to help make decisions regarding staffing and professional development, as well as set new goals for the upcoming school year.



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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, parents and students (if secondary).

Response:

All stakeholders, including administrators, teachers, other school staff, and parents who will carry out the plan played an active role in the development of the plan to obtain buy-in and ensure that they thoroughly understood it and agreed with its contents.

16. Plan available to the LEA, parents, and the public.

Response:

An electronic copy of the plan is included on the school's website, and a hard copy of it is available in the school's media center for parents, as well as the public, to view when desired.

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.

Response:

A Spanish version of the plan is included on the school's website since we have a high percentage of Spanish speaking students and parents. In addition, a translator is available to interpret or explain any parts of the plan if needed.

18. Plan is subject to the school improvement provisions of Section 1116.

Response:

This plan follows the guidelines presented in Section 1116. WES participates in all state academic assessments and uses these indicators to monitor school progress. Annual yearly progress is assessed each year and parents are kept informed of the school's academic achievements and student progress.