# Schoolwide/School Improvement Plan Template

**School Name:** Deerwood Academy  
**District Name:** Atlanta Public Schools

**Principal Name:** Camisha Perry  
**School Year:** 2014-2015

**School Mailing Address:** 3070 Fairburn Rd. SW  
Atlanta, GA 30331

**Telephone:** (404) 802-3300

**District Title One Director/Coordinator Name:** A. Fairries-Moore

**District Title One Director/Coordinator Mailing Address:** 130 Trinity Avenue Atlanta, Georgia 30303

**Email Address:** AFairries-Moore@atlanta.k12.ga.us

**Telephone:** 404-802-2727

## ESEA Waiver Accountability Status

(Check all boxes that apply and provide additional information if requested.)

<table>
<thead>
<tr>
<th>Priority School</th>
<th>Focus School</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Title I Alert School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Alert</td>
<td>List Subject(s)</td>
</tr>
<tr>
<td>Graduation Alert</td>
<td>List Subgroup(s)</td>
</tr>
</tbody>
</table>

| Sub-Group Alert | List Subgroup(s) |

**Principal’s Signature:**  
**Date:**

**Title I Director’s Signature:**  
**Date:**

**Superintendent’s Signature:**  
**Date:**

**Revision Date:**  
**Revision Date:**  
**Revision Date:**
Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.

- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) must be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.

- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.

- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.). Note: The planning team must involve parents in the planning process. See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.

- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf.
Title I Schoolwide/School Improvement Plan

Planning Committee Members:

<table>
<thead>
<tr>
<th>NAME</th>
<th>MEMBER’S SIGNATURE</th>
<th>POSITION/ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camisha Perry</td>
<td></td>
<td>Principal</td>
</tr>
<tr>
<td>Cedric Peeples</td>
<td></td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Dana Blair</td>
<td></td>
<td>K-2 Instructional Coach</td>
</tr>
<tr>
<td>Olivia Waller-Hall</td>
<td></td>
<td>Gr. 3-5 Instructional Coach</td>
</tr>
<tr>
<td>Dawn Wilson</td>
<td></td>
<td>Kindergarten Teacher</td>
</tr>
<tr>
<td>Sylvia Coleman</td>
<td></td>
<td>First Grade Teacher</td>
</tr>
<tr>
<td>Frank Ortega</td>
<td></td>
<td>Second Grade Teacher</td>
</tr>
<tr>
<td>Candace Torrence</td>
<td></td>
<td>Third Grade Teacher</td>
</tr>
<tr>
<td>Kristy McDowell</td>
<td></td>
<td>Fourth Grade Teacher</td>
</tr>
<tr>
<td>Lakeisha Strickland</td>
<td></td>
<td>Fifth Grade Teacher</td>
</tr>
<tr>
<td>Carrie Conley</td>
<td></td>
<td>Special Education Lead Teacher</td>
</tr>
<tr>
<td>Norman Whaley</td>
<td></td>
<td>Fine Arts Teacher</td>
</tr>
<tr>
<td>Erica Wynn</td>
<td></td>
<td>IB Coordinator</td>
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<tr>
<td>Jeff Diggs</td>
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<td>Science Teacher</td>
</tr>
<tr>
<td>Brian Ashley</td>
<td></td>
<td>Media Specialist</td>
</tr>
<tr>
<td>Toiyen Dowell</td>
<td></td>
<td>Parent</td>
</tr>
<tr>
<td>Tyronia Smith</td>
<td></td>
<td>Parent</td>
</tr>
<tr>
<td>Alva Rowland</td>
<td></td>
<td>Parent</td>
</tr>
<tr>
<td>Kerwin Superville</td>
<td></td>
<td>Parent</td>
</tr>
<tr>
<td>Bill Selmon</td>
<td></td>
<td>Business Partner</td>
</tr>
</tbody>
</table>
**SWP 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 administrators, instructional coaches, grade level chairpersons, parents and business partners. The ways they were involved include grade level chairpersons sharing information with their teams to involve the teachers. Feedback and input from the teachers also assisted in the development of the school-wide plan. Parents were given surveys to request input and an opportunity to share their ideas for improvement through three scheduled parent input meetings. The administrators and instructional coaches reviewed data and presented ideas for improvement to the school-based leadership team, including parents and business partners. |
| B. | We have used the aforementioned stakeholders, instruments, procedures, and processes to obtain the data and this was done by reviewing the 2013 & 2014 CRCT data, 5th grade Writing, CAA data in the areas of reading foundations and mathematics, attendance and suspension data to provide supporting information for the established FY’15 goals. |
| C. | We have taken into account the needs of migrant children. Presently we do 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. |
| D. | 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. Here is the supporting data. |

**Attendance Data:** Comparing the attendance rate for 2012-2013 and 2013-2014, Deerwood Academy remained consistent. In 2012-2013, Deerwood’s overall attendance rate was 96.1%. In 2013-2014, Deerwood’s overall attendance rate was 96.2%. While the attendance shows consistency, it did not meet the district goal of 97%. The data shows a high number of absenteeism in Kindergarten. Although Kindergarten is not a required grade to attend in the state of Georgia, attendance is still vital to student success. We will continue to work with the parents to stress the importance of their children attending school consistently with help from teachers, the parent liaison and the social worker to increase the attendance rate for 2014-2015 to meet the district goal.

* Required component of SWP as set forth in section 1114 of ESEA
1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

**Suspension Rate Data:** In 2012-2013, Deerwood’s suspension rate was .28. In 2013-2014, Deerwood’s suspension rate was .19 showing a .09 decrease in the number of suspensions. First grade and fourth grade had the most number of suspensions in 2013-2014. This year we will work closely with all grade levels, but specifically target second and fifth grades (based on last year’s data) to equip students and teachers with behavioral interventions. We plan to continue enforcing schoolwide rules and procedures while celebrating positive behavioral choices. A new schoolwide behavioral initiative will take place for the 2014-2015 school year to work toward decreasing the suspension rate even further.

**5th Grade Writing Test:** The data shows that Deerwood has consistently shown improvement in the area of writing over the course of three years. The average domain scores fall between 5.5 and 6.0 out of a possible 8.0 points. Deerwood’s goal for FY’15 is to find a systematic writing program as well as professional development for the teachers to teach students to write effectively across the curriculum.

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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.

K-2 Computer Adaptive Assessment (CAA) Data:
2013-2014 was the first year for K-2 to take the CAA tests three times in both reading foundations and mathematics. All grades demonstrated a consistent increase in scores from the fall to the spring in reading. In math, Kindergarten and first grade demonstrated a consistent increase in scores over the year. Second grade demonstrated a slight drop in math scores on the spring test. Overall the data indicates that mathematics continues to be an area of weakness in the primary grades. In reading, an area of weakness was in phonics. In the spring of 2014, we received a comprehensive systematic phonics program to supplement the materials we currently have. This phonics program will be implemented for the 2014-15 school year.
1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

* Required component of SWP as set forth in section 1114 of ESEA
1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

### Overall K-2 Summary of CAA scores

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kdg.</td>
<td>1st Grade</td>
</tr>
<tr>
<td>Percentage of students with no significant increase or decrease</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>Percentage with a significant increase</td>
<td>99%</td>
<td>90%</td>
</tr>
<tr>
<td>Percentage with a significant decrease</td>
<td>0%</td>
<td>5%</td>
</tr>
</tbody>
</table>

**CRCT Data:** A comparison of 2013 and 2014 CRCT data was conducted. The results are shown below.

*Required component of SWP as set forth in section 1114 of ESEA*
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

### Overall School Scores for 2014

<table>
<thead>
<tr>
<th>Subject</th>
<th>% of students meeting or exceeding</th>
<th>Overall School Gain/Loss from 2013 to 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91%</td>
<td>+9</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>84%</td>
<td>-2</td>
</tr>
<tr>
<td>Math</td>
<td>77%</td>
<td>+16</td>
</tr>
<tr>
<td>Science</td>
<td>73%</td>
<td>+13</td>
</tr>
<tr>
<td>Social Studies</td>
<td>77%</td>
<td>+12</td>
</tr>
</tbody>
</table>

* Required component of SWP as set forth in section 1114 of ESEA

Dr. John D. Barge, State School Superintendent
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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.

Overall Deerwood had a significant gain in 4 out of the 5 subject areas assessed. The CRCT comparison data shows an overall increase of 9% in reading, a 16% increase in math, a 13% increase in science and a 12% increase in social studies. There was a 2% decrease in math from 2013 to 2014. Our fourth grade population decreased in all subject areas while our third grade population demonstrated an increase in all subject areas.

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 and the State student academic achievement standard including

**2013 -2014 Economically Disadvantaged Students**

<table>
<thead>
<tr>
<th></th>
<th>Deerwood Academy</th>
<th>GADOE Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>82</td>
<td>90.1</td>
</tr>
<tr>
<td>Math</td>
<td>76</td>
<td>83.5</td>
</tr>
<tr>
<td>Reading</td>
<td>90</td>
<td>92.2</td>
</tr>
<tr>
<td>Science</td>
<td>70</td>
<td>75.5</td>
</tr>
<tr>
<td>Social Studies</td>
<td>76</td>
<td>74.1</td>
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</tbody>
</table>

**2013 -2014 Black Students**

<table>
<thead>
<tr>
<th></th>
<th>Deerwood Academy</th>
<th>GADOE Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>84</td>
<td>89.9</td>
</tr>
<tr>
<td>Math</td>
<td>77</td>
<td>81.9</td>
</tr>
<tr>
<td>Reading</td>
<td>91</td>
<td>91.5</td>
</tr>
<tr>
<td>Science</td>
<td>71</td>
<td>72.3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>72</td>
<td>72.1</td>
</tr>
</tbody>
</table>

**2013 -2014 Students with Disabilities**

<table>
<thead>
<tr>
<th></th>
<th>Deerwood Academy</th>
<th>GADOE Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>70</td>
<td>78</td>
</tr>
<tr>
<td>Math</td>
<td>55</td>
<td>72.9</td>
</tr>
<tr>
<td>Reading</td>
<td>72</td>
<td>81.6</td>
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<tr>
<td>Science</td>
<td>47</td>
<td>64.4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>67</td>
<td>62.2</td>
</tr>
</tbody>
</table>

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### 2013-2014 Students with Limited English Proficiency

<table>
<thead>
<tr>
<th></th>
<th>Deerwood Academy</th>
<th>GADOE Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>0</td>
<td>85.7</td>
</tr>
<tr>
<td>Math</td>
<td>0</td>
<td>81.2</td>
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<tr>
<td>Reading</td>
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<td>88.6</td>
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<tr>
<td>Science</td>
<td>0</td>
<td>71</td>
</tr>
<tr>
<td>Social Studies</td>
<td>0</td>
<td>69.5</td>
</tr>
</tbody>
</table>

F. The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program at Deerwood include development and implementation of in depth professional learning and professional learning communities focused on: standards–based teaching and learning, concept based instruction and differentiated instructional strategies. Additionally, our students are in the 90th percentile when it comes to writing and writing standards. We utilize SMART plans, incorporate flexible grouping and teaming, use technologically based reading and math resources, as well as researched based strategies to deliver instruction.

Major strengths include:

- The percentage of 5th grade students meeting or exceeding the standards increased in Social Studies, ELA, and Reading. The mean score and pass-rate for 5th grade writing increased and exceeded the district trend.
- The percent of students to meet or exceed the standards increased in all subjects for 4th grade students.
- The 3rd grade students out performed last year’s 3rd grade in all subjects.

- The major needs we discovered were . . .
- The needs we will address are . . .
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .
- The root cause(s) that we discovered for each of the needs are . . . (How did you get in this situation? What are some causes?)

G. The measurable goals/benchmarks we have established to address the needs are . . .
* Required component of SWP as set forth in section 1114 of ESEA
2. Schoolwide reform strategies that are scientifically-researched based.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

Response:

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard are (list strategies to be used)...

The following strategies are used with all students, specifically the students who are academically on grade level as well as above grade level. These strategies allow teachers to differentiate instruction to meet all students’ academic needs, whether it is to re-teach, reinforce or to enrich.

Concept-Focused and Principle Driven Instruction
Teachers will design and implement concept-based integrative thematic units focusing on social studies and science. All students will have the opportunity to explore and apply the key concepts during inquiry based units entitled; Who We Are, Where We Are in Place and Time, How We Express Ourselves and the World Around Us. They will come to understand the key principles on which the study is based as they read a variety of literature that addresses the topic. The use of concept-based integrative themes will enable the teachers to use a variety of reading resources/genres while integrating core subjects. Teachers will increase student understanding by teaching across the disciplines so that learning reflects life and students see the value of what they are being taught. Common Core Georgia Performance Standards will drive these thematic units of study. Science and social studies kits will be used to enhance the units of inquiry. In order to obtain the results, we need to build teacher capacity by providing professional development opportunities in the areas of differentiation, depth of knowledge, Bloom’s Taxonomy, balanced literacy and math, writing etc.

Balanced Literacy Approach
A balanced literacy approach will be utilized for teaching literacy. This approach addresses a range of reading and writing activities essential for literacy. It also guides teachers in integrating instructional processes and the content of mathematics, literature, science and social studies. A balanced literacy approach will monitor students’ progress through the teachers’ use of running records and leveled readers. These resources will be accessed through classroom libraries as well as through an online subscription to Learning A-Z. (See budget item # 1000-6120) K-2 teachers will increase student learning in the area of word work and phonics by supplementing the Treasures reading series with the program, Saxon Phonics (See budget item # 1000-6100). Teachers will need continued in-house professional development from district personnel as well as instructional coaches on creating a balanced literacy approach in the classroom. In order to do so, we need materials such as teacher reference books, construction paper, office supplies, markers etc. to create activities for students to interact with in independent work stations. Teachers will also need additional books, both fiction and nonfiction, in classroom

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libraries for students to access. We will provide teachers with additional opportunities to attend professional development through Metro RESA and district level trainings. The Instructional Leadership Team (ILT) consisting of the principal, assistant principal and instructional coaches will monitor professional development trainings as well as implementation of the strategies learned at the trainings to determine teacher effectiveness. A balanced literacy approach consists of the following elements.

A. Guided Reading
As a part of the literacy initiative at Deerwood, K-5 teachers will use guided reading groups to support each reader’s development of effective strategies for processing text at increasing levels of difficulty. Students are homogenously grouped by ability within their homeroom classes and receive 90 minutes of uninterrupted reading instruction. Instruction is provided through student-guided practice in the essential areas of comprehension, word recognition and vocabulary, and fluency. Teachers use various assessment tools such as running records, rubrics, checklists, and student tests to monitor student progress and provide feedback. Resources for guided reading groups will be accessed from Learning A-Z (See budget item # 1000-6120) as well as classroom libraries. Novels will be used in grades 3-5. Cooperative learning strategies are embedded in the reading instruction to ensure the success of all students. The goal is for students to become fluent readers who can problem solve strategically while reading independently and silently. As individual students’ needs and strengths change, their reading group assignment will change as well. In order to accommodate the growing literacy needs of our students, the instructional coaches will guide teachers in developing a leveled reader library in teachers’ classrooms as well as in a centralized location in the school for all to access additional materials for reading groups.

B. Literacy Learning Centers
Literacy Learning Centers may contain both differentiated and compulsory activities. Centers will be varied by complexity taking into account different student abilities and readiness. Students will participate in independent activities that provide additional practice with vocabulary, fluency, phonics, phonemic awareness, oral reading, comprehension and writing. At the end of each week, students should be able to account for their use of time and performance by referring to the indicators on the rubrics. The teachers will monitor student performance through reflection and informal assessment. Materials necessary for learning centers to be created and sustained include construction paper, glue, pencils, markers, crayons, grade level appropriate handwriting paper, file folders, and copy paper. (See budget item # 1000-6100)

C. Shared Reading and/or Partner Reading
As a result of weekly teacher generated pre and post assessments, children will receive additional practice and experience reading away from the teacher as they develop fluency and
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| 2(a). | Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance. |

comprehension skills. Students will be given specific reading tasks according to their varied reading levels and then have an opportunity to discuss what was read. Reading Partners will assist each other with phonetic awareness, print concepts, alphabet recognition, decoding word recognition through word walls, word attack skills, reading fluency and comprehension skills.

**D. Independent Reading Literacy Libraries**

All classrooms will maintain a minimum of eighty titles in the Literacy Library. In order to do so, teachers will need to expand their classroom libraries with both fiction and nonfiction texts. Students will be allowed to check out classroom books for home reading or select books for independent reading in class. The libraries are used as a strategy to encourage interest reading.

*(See budget item # 2210-6420)*

**E. Reading Aloud**

Teachers will read aloud to the students daily. This involves children in reading for enjoyment, models reading for a purpose, fluent reading, a sense of story, increases vocabulary and promotes oral language development. Texts selected for read alouds are above the students’ independent reading levels and include both fiction and nonfiction. Read alouds will enhance instruction in the areas of science and social studies. To enhance these content areas, more books will need to be supplied in classroom libraries that are geared toward science and social studies curriculum. Projectable books from *Learning A-Z (See budget item # 1000-6120)* will be used to enhance both read alouds and shared readings with students.

**F. Writing**

Teachers will teach students essential steps in writing including interactive writing (where the teacher and students share the pen and compose a message together), Writer’s Workshop (where the teacher guides the writing process through mini lessons and conferences with students) and independent writing (where students write their own pieces). Teachers will use the writing resources from *Write Steps Writing Program (See budget item # 1000-6120)* to ensure sequential mini lessons are taught to students. *Write Steps* lessons are written in the Madeline Hunter format to guide teachers through the content. Rubrics, writing samples, graphic organizers and brief video tutorials are included to assist teachers in teaching writing. This program will provide a consistent way to explicitly teach writing school-wide. Although Deerwood’s writing scores have increased over the past 3 years, a systematic way to teach writing will strengthen students’ writing to help meet state and district goals.

**Journals**

Journal writings will give students an opportunity to engage in opinion, expository, and narrative writing activities as well as writing across the curriculum. The focus is to move children from their current writing stage to a level of proficiency. Growth will be measured quarterly using the standards and rubrics set by the state of Georgia. Journals will also be used in science and social
2. Schoolwide reform strategies that are scientifically-researched based.

   2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

   * 2. Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance. Studies to increase mastery of skills through summarizing and note taking, while continuing to build writing skills. Notebooks/composition books, glue, pencils, crayons and other supplies will be necessary for students to have journals in all content areas. *(See budget item # 1000-6100)*

Based on the CAA reading and CRCT reading scores, students need more effective instruction in the area of comprehension, both literary and non-fiction. Reading comprehension continues to be an area to improve in all grade levels. The current district reading program is not sufficient enough to meet the rigor required of the Common Core State Standards. To supplement the reading resources we currently have, teachers will also use Ready Reading Common Core Instructional Kits *(See budget item # 1000-6420)*. These kits include student instruction books, trade books to coincide with specific comprehension skill based lessons provided by the teacher and multi-level online resources to help teachers introduce new concepts or re-teach a standard. These resources provide additional rigor to the standards to increase student vocabulary and reasoning skills required by the Common Core State Reading Standards.

**Balanced Math**

**A. Math Learning Centers**

All students, K-5 will participate weekly in mathematical learning centers designed for their ability levels. At these learning centers, students complete standards-based performance tasks, practice skills through games, increase fluency of math facts and participate in independent learning activities to show mastery of math standards. In addition, these centers will facilitate the development of mathematical concepts, investigation, computation, and problem solving. The instructional coach will model expectations for the math learning centers with teachers and support teachers in planning activities to meet the individual needs of students. The students will understand what is expected of them at the learning centers using task cards, guided software, and personal record sheets. Students will access individualized lessons on the computer using i-Ready. *(See budget item # 1000-6120)* Teachers can utilize brief instructional videos for students with quizzes through BrainPop and BrainPop Jr. *(See budget item # 1000-6120)* to enhance instruction and student engagement. Activities in which students may utilize a Promethean board will also be utilized during math learning centers to further engage student interest. Materials necessary for math learning centers to be created include i-Ready online subscription, construction paper, glue, pencils, markers, crayons, file folders, and copy paper. *(See budget item # 1000-6100)*

**B. Guided Math Instruction**

Instruction and selection of skills will be standards-based and monitored through pre and post-tests. Guided instruction and specific target groups are accommodated based on analysis of previous test data. Groupings will be flexible based on student performance tasks. The instructional coach will provide professional learning experiences and support for teachers as...
*2. Schoolwide reform strategies that are scientifically-researched based.

| 2(a). | Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance. |

They implement guided math practices in the classroom. The current district math program is not sufficient enough to meet the rigor required of the Common Core State Standards. To supplement the current math resources provided by the district each teacher will utilize resources from a **Ready Common Core Math Instructional Kit or Measure Up Math** *(See budget item # 1000-6420).* Each kit includes student instructional books. In these books, each lesson begins with an engaging group activity that draws upon prior knowledge, then moves to interactive pictorial representations of the same skill or concept, while encouraging students to show their thinking. Teachers will also use an online toolkit to introduce new concepts as well as re-teach difficult concepts. These resources provide additional rigor to the standards to increase conceptual understanding, focus and fluency required by the Common Core State Math Standards.

### C. Math Journals

Students will practice problem solving by showing their work in math journals. Students will work in pairs or small groups to work through math problems. Standards for mathematical practice as well as Common Core Math Standards are addressed in this activity. Students will use mathematical language and learn to justify their answers and question others respectfully. Evidence of mathematical language and progression will be apparent through journal entries. Supplies necessary for students to complete math journals to further their math understanding include notebooks/composition books, pencils, glue, copy paper (to make prompts for students to glue in their journals). *(See budget item # 1000-6100)*

### D. Number Talks

Students will participate in daily classroom conversations around computation problems that build upon key foundational ideas of mathematics such as composition and decomposition of numbers. Instructional coaches will model number talks in individual classrooms with students and support teachers as they implement them on a daily basis. Students will develop mathematical accuracy, efficiency and flexibility. These skills will be evident as students provide oral explanations and justifications for their reasoning when solving daily problems. Supplies necessary to complete daily number talks include chart paper and markers. *(See budget item # 1000-6100)*

### Science and Social Studies

Science and Social Studies instruction not only will occur in isolation, but also it will occur during the reading and math blocks as much as possible. Content rich non-fiction books and novels will be utilized during the reading block to extend science and social studies instruction. Teachers and students will access nonfiction books through **Learning A-Z** (specifically **Science A-Z**). Student friendly video books and mini-lessons can also be accessed on **BrainPop/BrainPop Jr.** *(See budget item # 1000-6120)* Science and Social Studies lessons and additional practice will also be utilized through the program, **Study Island** *(See budget item)*
2. Schoolwide reform strategies that are scientifically-researched based.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

#1000-6120. Students will be utilizing interactive journals to take notes and summarize content in science and social studies.

Tutorial

Tutorial at Deerwood Academy continues to impact student’s achievement through a variety of community resources and support. With the assistance of our after school program, students will be provided with tutorial assistance during after school hours.

Three days per week, our students will receive additional support from classroom teachers and other supporting staff and parents. The focus of our tutorial sessions is to increase skill proficiency and mastery of the Common Core State Standards. Formative assessment data will be used to identify our most at-risk students and target this group for tutorial services. With 100% of our total population receiving free lunch, parents are unable to transport their children three days a week for tutorials. Therefore, we will provide transportation for students. Two buses will be needed for each day of tutorials.  

(See budget item # 2700-5950)

Deerwood Academy Lesson Plans

Curriculum mapping collects information about each grade level’s curriculum using the school calendar as an organizer. Each map collects three kinds of information:

- Description of the processes and skills emphasized
- Description of the content area emphasized
- Nature of the student assessment used

Using our curriculum map, our thematic units are designed to ensure a curriculum that is based on performance objectives and other standards at the appropriate grade/course. Instructional coaches work collaboratively with teachers to organize each grade level’s curriculum. Teachers are able to identify opportunities for integration among disciplines and review assessment methods. The progressive teaching plan of our thematic units incorporates the core subjects inclusive of the fine arts.

Lesson Plan Format

All lesson plans will be written utilizing the APS provided seven step format. The seven steps are organized into three primary parts; an opening, a work period and a closing. With this new format, teachers will be provided with in-house training from instructional coaches or district level training and materials necessary to implement this fully. The seven step format consist of:

1. **Communication of Learning Intentions** - Teachers will communicate to students a clear understanding of what they will be expected to know and do by the end of the lesson.

2. **Communication of Success Criteria** - The teachers will communicate to students how
*2. Schoolwide reform strategies that are scientifically-researched based.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

they will be held responsible for demonstrating mastery of the content presented. Teachers will demonstrate what quality work looks like by providing examples of work that does not meet the standard, work that meets the standard, and work that exceeds the standard.

3. **Build Commitment and Engagement**- Teachers will communicate the importance and relevance of learning the content to students. The teachers will also gather information the students already know about the subject.

4. **Teacher Presentation Strategies**- Teachers will provide opportunities for students to gain knowledge or skills through input, modeling and checking for understanding.

5. **Guided Practice**- Teachers will provide students with opportunities to demonstrate his/her grasp of new learning by working through an activity or exercise under their direct supervision. During this time, teachers are facilitators moving around the room to informally assess the students’ abilities toward mastery of the skill.

6. **Closure**-The teacher will review key points of the lesson to promote reflection and clear up any misconceptions the students may have through the given lesson.

7. **Independent Practice**- Once the students have mastered the skill, the teacher provides reinforcing assignments/tasks such as homework or classroom activities to give students more practice of a skill.

**Collaborative Planning**

Each grade level shares common planning time 5 days a week for at least 45 minutes. During this time (once a week), the grade level team, consisting of classroom teachers, support staff, and instructional coaches discuss strategies for assisting those students at the lowest proficiency levels and identifies strategies and techniques for improvement. Teachers collectively develop lesson plans and center ideas. Teachers will be provided with extensive training and materials necessary to implement effective collaborative planning sessions.

All teachers and support staff work collaboratively to work with the lower performing students during after school intensive tutorials.

**Technology Integration Support**

Integration will include use of audio and visual technology available at Deerwood Academy.

- Both computer labs and i-Pads that will be purchased will be used to reinforce skills in all content areas using *Study Island, i-Ready, Georgia Online Assessment-GOAS, BrainPop/BrainPop Jr., and other web-based programs*. (See budget item # 1000-6120). Teachers will also access these resources with the Promethean Boards their classrooms.

- Data Analysis: Teachers will monitor student data on a monthly basis using a data tracker. Data will be displayed for all stakeholders to view.

- Atlanta Public Schools Student Longitudinal Data is being used to monitor student

* Required component of SWP as set forth in section 1114 of ESEA

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

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

Attendance Plan Based on School Target
An attendance plan was developed by our school staff in order to address the specific procedures and guidelines for reporting chronic absenteeism and tardiness. Staff members will receive a start of year orientation on their duties and responsibilities to report chronic attendance problems to the appropriate persons (i.e. Social Worker, Principal, etc.). Students living within the Deerwood Academy community, with more than 10 days absent, will receive regular communication in the form of daily telephone communication and/or monthly meetings with the community caseworker. Students living out of school zone, with more than 10 days absent, will result in administrative placement rescinded. Students who have chronic absenteeism will be referred to the Student Support Team (SST).

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

Response:
Following (or in our appendices) are examples of the scientifically-based research supporting our effective methods and instructional practices or strategies (cite research that supports selected strategies)…

Response: Following (or in our appendices) are examples of the SCIENTIFICATIONALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. (Cite Research to support selected strategies.)

In order to effectively raise student achievement scores, teachers will need training in the following areas.

1- Concept Focused Principle Driven Instruction: International Baccalaureate- research conducted by the IB Global Research Department in 2008 & 2011
   www.ibo.org/research

2- Balanced Literacy Approach-
   Pressley, Michael; Roehrig, Alycia; Bogner, Kristen; Raphael, Lisa M.; Dolezal, Sara; 
   Balanced Literacy Instruction; Focus on Exceptional Children, v34 n5 p1-14 Jan 2002

   Fountas and Pinnell have done extensive research on a balanced literacy approach (and its components) demonstrating the effectiveness on student achievement in reading and writing.

3- Technology Integration & Teacher Training:
   Chen, F,H; Looi, C. K; Chen, W. Integrating technology in the classroom: a visual

* Required component of SWP as set forth in section 1114 of ESEA
### Georgia Department of Education

**Title I Schoolwide/School Improvement Plan**

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4- **Lesson Plan Format**  
Stallings, Jane; Robbins, Pamela; Presbrey, Laurie; Scott, Jane. *Effects of Instruction Based on the Madeline Hunter Model on Students’ Achievement: Findings from a Follow Through Project*, The Elementary School Journal, v86 n5 p571-588 May 1986

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5- **Collaborative Planning**  

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6- **Cooperative Grouping/Peer Interactions**  

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7- **Summarizing and Journaling**  

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8- **Balanced Math Approach**  

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9- **Number Talks**  

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10- **Using Nonfiction in Reading Instruction (Science and Social Studies)**  

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11- **Writing Remediation/Tutorials**  

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<th>2(c). Use effective instructional methods that increase the quality and amount of learning time.</th>
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<td><strong>Response:</strong> We will increase the amount and quality of learning time by (before/after school, summer)</td>
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* Required component of SWP as set forth in section 1114 of ESEA

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

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<tr>
<td>1-</td>
<td>Students will receive additional intensive small group instruction from 7:30-8:00 a.m. to target deficiencies in reading and math based on classroom formative assessments. Three days will be devoted to math instruction. Two days will be devoted to reading instruction weekly. This instructional time is geared toward addressing misconceptions in learning in a timely manner before large learning deficits are created. Additional remedial instructional materials are needed to supplement this instruction. (See budget item # 1000-6100)</td>
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<td>2-</td>
<td>Students will be continuously assessed on skills taught in the classroom and will move fluidly between flexible groupings to meet each child’s academic needs. Small group instruction and independent work activities will be monitored and adjusted based on informal and formal assessments of skills. Specifically targeting students’ needs will increase the quality of learning time during the school day. Teachers will work closely with instructional coaches (See budget item # 2210-1910) to use data effectively to drive their instruction. Teachers will receive additional professional development in the area of interpreting and using data to become more effective increasing the quality of learning for their students.</td>
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<tr>
<td>3-</td>
<td>To increase the amount of learning time, after school tutorials will be held three days per week in order for our students to receive additional support from classroom teachers and other supporting staff and parents. The focus of our tutorial sessions is to increase skill proficiency and mastery of the Common Core Georgia Performance Standards. Transportation will be provided for students to participate in the extended tutorials. Two buses will be needed each day for transportation. (See budget item # 2700-5950).</td>
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Students will receive individualized instructional lessons using i-Ready online software in both reading and math that target students’ specific deficits. I-Ready lessons are directly correlated with Common Core State Standards. Students will be able to access their individual account from both home and school to increase the amount of time exposed to learning in an effort to further close the achievement gap between Deerwood’s black population and students with disabilities population. Teachers will monitor the students’ progress using i-Ready data. I-Ready also provides teachers with activities/lessons to use in small group instruction to address students’ specific needs. (See budget item # 1000-6120) |

2(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 the Elementary and Secondary Education Act of 1965 (ESEA).

Response: We plan to meet all of our students’ needs through utilizing and monitoring the use of classroom best practices. We will implement the strategies and programs mentioned above as well as

* Required component of SWP as set forth in section 1114 of ESEA
systematically monitor students’ progress through continual formal and informal assessment of skills. A monthly target tracker tool will be utilized to help teachers interpret and use classroom data.

Deerwood Academy’s Flexible Learning Program will focus primarily on improving reading comprehension and basic skills and number sense in our at-risk student population. The domains that will be addressed during this program will be Reading for Information, Reading for Literature, Number and Operations in Base Ten and Operations and Algebraic Thinking. Research shows that these domains are foundational and critical to all other reading and mathematical concepts and skills. Improving students understanding and application in these areas is crucial if we are to achieve the growth that is needed.

Therefore, students will participate in a rigorous 20 week program held at Deerwood Academy. Instructional coaches will be responsible for supporting the implementation of this program. The program will provide additional intensive instruction 3 days per week during the school day. Students will receive 80 hours of tutoring for the duration of the 20 week FLP program. The class sizes will be extremely small with a ratio of 4 students to every teacher.

The program will initiate with a diagnostic screening for each student. This diagnostic assessment will be used to group the students for instruction and tailor activities to meet students’ needs. Tutorial teachers will work in cooperation with the regular classroom teachers to create an individualized learning plan for each child. A portfolio binder will be maintained for each student so that the tutorial teacher and the classroom teacher can monitor student progress and growth in the program. After every 36 hours, students are retested, and the tutorial teacher and the classroom teacher will communicate to readjust the child’s learning plan as needed.

The special needs of our Students with Disabilities population will be addressed through providing opportunities for the tutorial teachers to plan with our Special Education Lead Teacher to ensure that students’ accommodations as outlined in their IEPs are adhered to with fidelity.

As a follow-up to the strategies implemented in the extended day program, teachers will work cooperatively with the service provider to provide application of the concepts learned in the program. Regular classroom teachers will reinforce the basic skills by engaging students in math problem-solving through a hands-on/minds-on approach. Students will construct mathematical knowledge by moving from the concrete (manipulatives, acting-out, etc.) to the abstract (drawing models, mental computation, etc.). Students will be engaged in real-world tasks using the ELA and math frameworks provided by the state department of education as a guide.

Transportation/participation issues for students will be minimized because the FLP program will be an extension of the school day with students remaining in the building to receive the services. Also, a school bus will be procured for transportation.

Deerwood has identified select teachers who will provide the afore-mentioned delivery model for

* Required component of SWP as set forth in section 1114 of ESEA
our students at a cost of $29.99 per hour for each child while building skills, habits and attitudes for success. We feel the teachers have a strong rapport with our students and can provide rigorous instruction to increase student achievement. Deerwood Academy is and the FLP program is in compliance with Title 1 laws and regulations.

Performance Measures
Teachers are expected to provide formative and summative assessments to measure student performance. Assessment measures that are consistent school-wide include: weekly, quarterly, monthly and mid-year school based assessments, district-wide benchmark assessments, quarterly CRCT Pulse checks, and standardized testing.

Monthly Target Tracker
The teaching staff at Deerwood Academy will complete a monthly target form that indicates those students who have not mastered the standards taught during the four week time frame. This information will be obtained through grade level common assessments. Instructional coaches will meet with teachers to determine the intervention strategies that they will use and ensure that the students have an opportunity to be re-taught and retested. Our students with disabilities are fully included in the general education classrooms. They are receiving the same curriculum as their peers and provided additional modifications to their work based on individual need (IEP’s). Also, a co-teaching model is being implemented in the classrooms to address the needs of this population. In addition to assisting students with disabilities, a co-teaching model allows all students to benefit from additional support and structure from their teachers as needed.

Pyramid of Intervention
The teachers at Deerwood Academy will utilize the pyramid of interventions to maximize all students’ learning. Students are Tier 1 will receive a standards-based curriculum. Students who demonstrate deficits in their learning, will be provided additional scaffolding and differentiation of activities while still receiving the same curriculum as his/her peers. For students who are not making adequate academic progress at this level of support, the teachers will implement Tier 2 intervention strategies. At this level, teachers will provide extra intensive instruction targeted at specific area(s) of concern the student has. Teachers will consult with the EIP staff, Special Education staff and the RTI liaisons for assistance in choosing research-based strategies to use with the students. Students’ progress will be monitored and tracked. A minimum of six weeks of data will be collected to show if the student is being successful with the strategies that have been implemented. The data will be reviewed and discussed with a response to intervention team where it will be determined if the child should move into Tier 3 of interventions. At Tier 3 a student’s case will move forward to the Student Support Team where the next plan of action will be determined to help the student. Interventions will continue to be implemented that target a student’s skill deficit for remediation. If the student is continuing to demonstrate little to no growth in the targeted academic area of concern, the team may decide to move the student’s case to the testing phase where more information is collected about the student. Based on the results of testing, the student may continue in Tier 3 or move forward to receive Special Education services in Tier 4.
2(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 finding for Georgia.

Response: Deerwood does not use Title 1 funds to pay for field trips.

*3. Instruction by highly qualified professional staff.

Response:

100% of the teaching staff at Deerwood Academy is Highly Qualified.

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

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 and describe how certification deficiencies are being addressed)…

In efforts to attract highly qualified teachers, Deerwood Academy does the following approaches. We are proactive with recruiting highly qualified staff by using the Atlanta Public Schools e-recruiting process, allowing teacher internships to be completed at the school site, and by encouraging current staff members to make recommendations of potential hires when they become aware of vacancies. Deerwood gathers resumes of qualified candidates based on the needs of the school. We ensure a fair and consistent interview process by using a panel of staff representatives in addition to members of the administrative team. The interview process is designed to ensure that interested applicants are informed about the initiatives and processes that are specific to Deerwood Academy. One of these specifics is that Deerwood Academy is an authorized IB World School. Candidates are informed about the IB program and best teaching practices utilized at our school. They are also asked interview questions that afford the interview panel the opportunity to determine whether or not the applicant has similar ideals regarding teaching and learning. Candidates are also given opportunities to ask questions about the school’s philosophy and the curriculum. Deerwood Academy is a neighborhood school. We also attempt to attract educators who live in this neighborhood to strengthen the home-school connection. To ensure success, we have organized a mentoring program where all new teachers to Deerwood Academy are partnered with a veteran teacher. In addition, monthly meetings are planned to discuss questions and concerns. We also provide professional development for all new programs implemented. There are opportunities for peer observations. Due to the enormous responsibility placed on teachers in a site-based governing school, new teachers are not required to hold key positions on task forces. Participation on task forces is voluntary for all new teachers. We have re-organized our governing model to share work responsibilities equally among staff. Teachers are encouraged to assist in the decision making process regarding procedures/policy, communications and instruction/assessments by participating on the IB Team.

* Required component of SWP as set forth in section 1114 of ESEA
*3(a). Strategies to attract highly qualified teachers to high-needs schools.

(International Baccalaureate Team), School Improvement Team (SIT), and The Instructional Leadership Team (Grade Chairs). All grade levels are represented on these teams. To ensure that we retain highly qualified staff, we will monitor our school culture through round table discussions and surveys conducted each semester. We will use the information to make changes as needed. With the fourth grade teacher as chairperson, a “Climate Control” committee organizes activities that will improve morale in the school. The leadership will also conduct monthly grade level discussion groups for questions and concerns.

To help ensure smaller classroom sizes, part of the Title 1 budget will be used to purchase a teacher. (See budget item # 1000-1100)

*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

Response:

A. 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. We plan to build teacher content knowledge and pedagogy as well as address the need for additional time and support outside of the regular school day (tutoring). Teachers will also need extensive professional development (in-house, district trainings and through MetroRESA) on strategies to work with students with disabilities to ensure their needs are being met in the least restrictive environment. Trainings on implementing Common Core through MetroRESA will also be attended by teachers and redelivered to their colleagues. Professional development opportunities provided by instructional coaches, district personnel and MetroRESA will offer strategies to teachers to benefit all students, including our students with disabilities population. (See budget item # 2210-1160).

B. We will align professional development with the State’s academic content and student academic achievement standards by scheduling in-services during the course of the school year where teachers will receive staff development including required training such as: Common Core Georgia Performance Standards, Guided Reading, Guided Math, i-Ready, Writing and Concept Based Unit training, in addition to trainings that are requested by teachers through surveys.

Deerwood Academy also provides required staff development courses such as new teacher orientation, quality teaching, and best practices that focus on students who are performing at the lowest and highest reading and math proficiency levels. For the 2014-2015 school year, our Instructional Technology Specialist (IT) will offer the opportunity for In-Tech class and in-services on how to infuse the use of technology throughout instruction. In-services will include strategies for using the internet resources as well as how to effectively utilize Promethean Boards. These trainings include: Study Island, GOAS On-Line, and i-Ready. (See budget item # 1000-6120) Additionally, Deerwood Academy will utilize the services of external support personnel to provide staff development for our teachers. These in-services will focus on best practices in teaching strategies.
*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

practices for a standards based classroom to ensure that all students’ needs are met. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems in the areas of math, social studies and science. As a result, off site training is encouraged during the 2014-2015 school year. Identified staff, inclusive of administrative team members will attend the following trainings/conferences:

- RESA Content Trainings
- GLRS Math Project

Currently, there are teachers working on advanced degrees (A. Brown, B. Ashley, and C. Thomas). Teachers/Staff are encouraged through the governance model to participate in book studies that are relevant to existing issues or ideas pertaining to Deerwood Academy. The Professional Learning Communities (PLCs) have ample opportunity to meet collaboratively to discuss research findings and possible solutions. All grade levels have been afforded the opportunity of weekly collaborative planning.

C. We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example (money, time, resources, instructional coaches, etc.)…

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. Instructional coaches who will deliver professional development and work closely with the teachers will be paid using Title 1 funds. Coaches will attend monthly professional development from Atlanta Public Schools which address instructional strategies for all students. The information learned by the instructional coaches will be re-delivered to the instructional staff at Deerwood. The skills taught will then become part of weekly focus walks to ensure implementation by teachers. Professional development will include increasing student engagement, how to implement a co-teaching model, how to address the needs of our students with disabilities, and scaffolding for students in need without compromising the curricular content to name a few.

D. We will 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 . . .

Deerwood Academy will utilize the services of external support personnel to provide staff development activities that address the root causes of academic problems in the areas of math, social studies and science through MetroRESA and district level trainings. We will utilize our Instructional Technology Specialist to assist the teachers in using assessment data related to the programs of i-Ready, GOAS, and Study Island. (See budget item # 1000-6120)
* Required component of SWP as set forth in section 1114 of ESEA
*5. Strategies to increase parental involvement.

In completing this section, you should review the parental involvement strategies already defined in your school’s parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.

Response:

A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy by . . .

Deerwood Academy will utilize the services of external support personnel to provide staff development activities that address the root causes of academic problems in the areas of math, social studies and science through MetroRESA and district level trainings. We will utilize our Instructional Technology Specialist to assist the teachers in using assessment data related to the programs of i-Ready, GOAS, and Study Island. *(See budget item # 1000-6120)*. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of school-wide programs and the school parental involvement policy by asking parents to participate on the Instructional Leadership Team, School Improvement Team, and the IB Team. Parents are informed of the critical processes and decisions that are made on these teams. Through participation, their buy in to many initiatives that increase student achievement become evident through the increased level of support. In order for Deerwood to engage more parents, we would like to employ a full-time parent liaison. The parent liaison will hold meetings with parents to communicate strategies to use at home to address deficient areas and to assist with implementing the rigor of the Common Core Standards. They will also survey the parents of their needs to improve parental engagement at school. *(See budget item # 2900-1990) We have developed a parent involvement policy included in our appendices that

- includes strategies to increase parental involvement, such as family literacy services, parent workshops, conducting surveys to poll parent interest & desires and sending monthly newsletters through constant contacts.
- Will continue to post monthly common assessment available for all stakeholders to view.
- Our comprehensive schoolwide program plan available to the LEA, parents, and the public via internet, mailings and in the main office of the school.
- compacts required – included with policy.

B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community, by . . .
• Making the plan available in the parent center and office for parents to review at any time
• Seeking input towards the needs of the school.
• Title 1 PTA Meetings and Title 1 Parent Informational Meetings
• Website
• Parent Volunteer Opportunities
• Open House/Sneak Peek
• Parent Workshops

C. We will conduct an annual meeting, at a convenient time, to inform parents about the school’s Title I program, the nature of the Title I program, the parents’ requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by sending calling posts to students’ home phone numbers, displaying meeting information on the school marquee, sending home flyers with students and utilizing our PTA members and parent liaison to contact families requesting their presence and input. Copies of the Title 1 plan, school-parent compact and parent involvement policy are sent home to parents requesting any feedback on these documents which is taken into account to revise these plans. The Deerwood Academy Local School Council is another avenue for parents to have voice and input on the operations and initiatives of the school.

D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by inviting and encouraging parents to attend meetings for the review of school improvement, Title I and parental involvement plans. Meetings will be offered at flexible times to meet the needs of all parents. The Therrell Cluster will conduct joint meetings to provide information to parents and community members about the Title I and Parental Involvement Plan.

E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practically possible, by

- Curriculum Nights planned by each grade level and the Instructional Coaches to inform parents of each grade level’s curriculum and expectations/student goals
- CRCT and Science Fair Information Nights
- Sending home progress reports at least every 4 ½ weeks to update parents of their child’s academic progress
- Teachers are available the 3rd week of every month during their planning times to meet

* Required component of SWP as set forth in section 1114 of ESEA
with parents and have informational meetings with parents

- Sponsored parent involvement activities (male empowerment breakfast, muffins with moms, bring your parents to school day etc.) to encourage parental involvement
- Mandatory parent volunteer time (for example: chaperoning field trips, volunteer in the classroom, time at home helping teachers prepare materials, volunteer services etc.)
- Parental volunteers will assist students on a quarterly basis in the classrooms with the implementation of our deficient areas – reading, mathematics, social studies and science

F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards by which the school and parents will build and develop a partnership to help children achieve the state’s high standards by making the current compact available for parents to provide input through PTA and Local School Council. The parent liaison and Title 1 contact will also reach out to parents to ask for input and revisions to the compact.

G. We will provide assistance to parents of participating children, as appropriate, in understanding the state’s academic content standards, the state’s student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child’s progress, and how to work with educators, by conducting informational meetings held by the classroom teachers and the instructional coaches at varying times of the year to inform parents of Common Core Standards, state assessments (CRCT) as well as district assessments (CAA).

H. We will provide materials and training to help parents to work with their child to improve their child’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by providing curriculum information nights (teachers and instructional coaches) with the help of the parent liaison. We will also showcase a grade level per month, focusing on highlighting the work being done at the grade level and how parents can help their child at home with reading, writing and math.

I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by accessing our Title 1 parent contact for resources and availability to meet with Deerwood staff for training on ways to build the home-school connection.

J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public

* Required component of SWP as set forth in section 1114 of ESEA

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preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by utilizing the Parent Center to conduct meetings, send out communications via email, assemble newsletters, etc. The parent center is equipped with computers, desk, office supplies, and storage for projects, parent magazines and informational flyers. Funds will be used to purchase postage for mailings (See budget item # 2900-5300) and various office supplies (including printer ink, copy paper, pens, folders etc.) (See budget item # 2900-6100). Computers and printers for parents to use in our parent center encourage more parents to visit the school who do not have the resources at home to help their child with their assignments. We reach out to surrounding preschool programs to invite parents to visit Deerwood for an informational meeting and school tour in the spring.

K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by using the School District’s access to interpreters as needed.

L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by offering supportive services to accommodate parents with needs. All parents despite language or physical challenges will be afforded an opportunity to participate and be involved in their child’s academic success and receive a warm and friendly atmosphere respectful of their respective needs. Accommodations necessary to welcome parents with any form of limitation will be made to ensure a positive and welcoming experience to encourage continuous participation and involvement. We will support the need for assistance in any way possible for every parent. An interpreter will be available upon request at meetings and workshops to ensure information is received and support is given to all parents regardless of barriers or considerations.

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

Response:
We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering middle school or high school and for students entering from private schools including students entering our school throughout the school year . . .

* Required component of SWP as set forth in section 1114 of ESEA
The fifth grade students are afforded an opportunity to take a field trip to the middle school to which they will matriculate. The field trip activities include an assembly that gives students an opportunity to meet the middle school Principal and staff, an overview of what to expect during their sixth grade experience, and a tour of the building.

Students who come to Deerwood from private schools and/or who enter throughout the school year are welcomed by the teachers and staff along with their families. Families are given a brief tour of the school and meet their child’s teacher. New students are paired with a veteran student to help them with classroom/school procedures and routines (such as cafeteria procedures, hallway and bathroom expectations etc.). This helps students feel more comfortable and part of the Deerwood family.

*Following are our plans for assisting preschool children in the transition from early childhood programs.* . .

We realize the importance of a smooth transition for our incoming kindergarten students therefore Deerwood Academy has developed a transitional plan. This plan includes holding a Kindergarten Round Up in the Spring. This program invites parents of incoming pre-K students to Deerwood. They learn about the Kindergarten program, standards that will be taught, how to prepare their students to begin Kindergarten, a school tour and a question and answer session. Parents are invited to return to the school at any time or to contact the K-2 Instructional Coach with questions or if they would like another guided tour of the building. They are also invited to observe a Kindergarten class for part of the day. These activities are advertised at surrounding day care centers and pre-schools and nearby apartments and subdivisions. Flyers are also sent home with students to share with their families in case there are younger siblings and/or relatives in the home.
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:
The ways that we include teachers in decisions regarding use of academic assessments are . . .

We have re-organized our governing model to share work responsibilities equally among staff. Teachers are encouraged to assist in the decision making process regarding procedures/policy, communications and instruction/assessments by participating on the Instructional Leadership Team (ILT) and the School Improvement Team (SIT). Both teams are considered to be leadership teams that work in different capacities. The work that each team does is critical to the functioning of Deerwood Academy. The Instructional Leadership Team is responsible for making decisions about the instructional program. Members of this team monitor teacher implementation of instructional practices outlined in the school achievement plan. They examine and give feedback on the work that is produced by students. They decide on assessment practices and appropriate ways to disseminate data to staff and parents. They analyze school wide data quarterly and determine intervention strategies. The team also observes in classrooms and provides teachers with feedback on what was observed. They monitor the quality of work products displayed in the hallways and throughout the building. They decide on changes/updates that must be made to the Balance Scorecard/School Achievement Plan annually based on achievement data (CRCT, District Benchmarks, Quarterly Assessments, 5th Gr Writing Test, and Mid-year assessment). This team utilizes faculty meetings as the forum to provide professional development to teachers and staff members. The Instructional Leadership Team is also included in making decisions regarding academic assessments. Teachers are also involved in assessment decisions during weekly grade level collaborative planning meetings.

The School Improvement Team makes decisions about the policy and procedures implemented at Deerwood Academy. They determine what procedures are working and if change is necessary. Policies such as safety, discipline, morning arrival and dismissal procedures, public relations/communication practices are decided by this team. The School Improvement Team is responsible for collectively writing the Code of Conduct and in which all students must adhere to in order for the school environment to remain safe and orderly. All grade levels are represented on both of the governing teams. Members of the other teams that report to these two major arms of governance are selected among their grade level peers. Members of the Administrative team sit on both governance arms.

Due to the enormous responsibility placed on teachers in a site-based governing school, new teachers are not required to hold key positions on task forces. Participation on task forces is voluntary for all new teachers.

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

8(a). Measures to ensure that student’s difficulties are identified on a timely basis.

Response:
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, and additional assistance. Those activities are (especially for those students who are struggling)…

Deerwood Academy implements a Pyramid of Intervention that includes the following practices or programs to ensure immediate intervention to address underperformance of students:

**Fine Tuning the Fundamentals (Remedial)**
Fine Tuning the Fundamentals means assessing a student’s knowledge, skills, and attitudes and providing alternative activities for the student who has not mastered curriculum content. This will be achieved by pre-testing basic concepts or using performance-based assessment methods. Students who perform below expectations will receive additional instruction through after school tutoring three times per week in grades K – 5th (for selected students), re-teaching (as needed), and weekly tutoring on Wednesday afternoons with the classroom teacher and through direct instruction through the Early Intervention Program (EIP) based on an Augmented Model (daily-one segment) or Reduced Class Model.

**Students with Disabilities (Special Education)**
Children who have been identified as having a disability will be served under the Special Education. An Individualized Educational Plan (IEP) is developed by the In-School Team (IST) to address the areas of weakness; establish classroom modifications and classroom and testing accommodations. The IEP will determine the Least Restrictive Environment (LRE) for each identified student. Consultative services are available for students who require the least amount of hours in Special Education. The Interrelated teacher will work collaboratively with the general education teacher to assure that the IEP is implemented. The inclusion model allows the child to remain in the general education classroom with the special education teacher working collaboratively in the classroom with the general education teacher. The Resource model allows the Special Education Teacher to work on specific IEP goals and Objectives in a separate room. The self-contained model is utilized for students who exhibit severe emotional and social behaviors. These students remain in the special education classroom with a special education teacher throughout the school day. Our goal is to provide services needed in the least restrictive environment with our students with disabilities spending 80% of their day in the general education classroom. Progress reports will be completed quarterly to establish mastery level of the goals and objectives on the IEP. An annual review is conducted to review the overall progress of the student, and make any suggestions or changes.

The following are examples of strategies used to improve academic performance may include, but not limited to:

- One on One teacher instruction
- Story Maps and Graphic organizers
- CORE strategies with phonics and decoding skills
- Repeat Reading
- Learning Centers (reading, math, social studies etc.)
- Cover-Copy-Compare

* Required component of SWP as set forth in section 1114 of ESEA
• Concept mapping for reading comprehension
All students will continue to be taught their grade level specific Common Core Georgia Performance Standards.

**Early Intervention Program (EIP)**
Early Intervention Program is designed to assist students who are at risk of not meeting standards. Students are identified shortly after enrollment into Deerwood Academy through a designated set of state guidelines and early assessments. The Early Intervention Program eligibility is based on standardized test scores from previous years or a checklist that determines deficiency in various core subjects. Using a Reduced Class Model, students are served daily from forty-five minutes to an hour based on academic deficits in reading/language arts and/or math. They are served for a full day if an Augmented Model is implemented.

**Re-teaching Activities**
These are objective-based tasks that are provided for students who are in need of extra reinforcement with mathematical skills and concepts. These tasks offer remedial opportunities that include the use of manipulatives, and hands-on experiences.

**Monthly Target Tracker**
The teaching staff at Deerwood Academy will complete a monthly target form that indicates those students who have not mastered the standards taught through the use of a common assessment. The teachers will develop a plan of action determining the intervention strategies they will use to ensure that the students have an opportunity to be re-taught and retested.

**Tutorial**
Tutorial at Deerwood Academy continues to impact student’s achievement through a variety of community resources and support. With the assistance of our after school program, students will be provided with tutorial assistance during after school hours.

Three days per week, **(See budget item # 1000-1991)** our students will receive additional support from classroom teachers and other supporting staff and parents. The first 30 minutes is reading and the second 30 minute block is mathematics focused where students participate in the re-teaching of skills such as computation and problem solving. The focus of our tutorial sessions is to increase skill proficiency and mastery of the Common Core Georgia Performance Standards.

**Performance Measures**
Teachers are expected to provide formative and summative assessments to measure student performance. Assessment measures that are consistent school-wide include: weekly, quarterly, monthly and mid-year school based assessments, district-wide benchmark assessments, quarterly CRCT Pulse checks, and standardized testing.

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

* Required component of SWP as set forth in section 1114 of ESEA
assistance for identified difficulties.

**Response:**
Annually, teachers are provided in-service on the Deerwood Academy Pyramid of Intervention, Response to Intervention, and the Student Support Team referral process. Throughout the course of the school year, in-service is provided to support teachers with how to differentiate instruction based on the varied learning styles. Teachers will also be provided training on the new teacher appraisal system (Teacher Keys-TKES) and Common Core Georgia Performance Standards implementation.

8(c). Parent-Teacher 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 provided with information about their child’s progress, the instruction and interventions used by the staff that delivers the instruction and the academic or behavioral goals for their child. During the teachers’ collaborative planning, every 3rd week of the month, parents can schedule conferences with their child’s teacher. Parents are required to meet quarterly at a minimum with their child’s teacher. Parents and teachers will work together to devise a plan of action to assist the students. Teachers are required to contact parents to inform them of students’ progress if failure occurs. Students identified as being “at risk” through universal screenings (pre-assessments, CAA, etc.) and/or results on state or district wide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it should be at least six to eight weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. Teachers work closely with parents and keep them informed of their child’s progress with interventions in place. During parent/teacher conferences, an individual intervention plan is developed along with the parents for the specific child. The intervention practices the teacher can do include: tutorials, small group instruction opportunities, extra work packets, and weekly or more frequent parent/teacher conferences for progress monitoring. The plan also includes steps the parent can take at home to help the student. These steps include providing a home environment that encourages their child to learn, support the school in developing positive behaviors, ensuring the student is punctual and attends school regularly, communicate with the teacher on a regular basis and stay aware of the content the child is learning.

*9. Coordination and integration of federal, state, and local services and programs.

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.

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

* Required component of SWP as set forth in section 1114 of ESEA
Response:
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, and additional assistance. Those activities are (especially for those students who are struggling)…

See Chart Below

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Program</th>
<th>School Use</th>
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<tbody>
<tr>
<td>Federal</td>
<td>Title 1</td>
<td>• Instructional Coaches</td>
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<td></td>
<td></td>
<td>• Classroom Teacher</td>
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<td></td>
<td></td>
<td>• Consumable Supplies</td>
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<td>• Teacher Tutors</td>
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<td></td>
<td>• Professional</td>
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<td></td>
<td></td>
<td>• Technology-promethean boards and online software</td>
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<tr>
<td></td>
<td></td>
<td>• Support Classroom Instruction</td>
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<tr>
<td></td>
<td></td>
<td>• Transportation/busing for after school tutorials</td>
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<td></td>
<td></td>
<td>• Phonics Program</td>
</tr>
<tr>
<td>State</td>
<td>Georgia Performance</td>
<td>• Instructional Materials and Supplies</td>
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<tr>
<td></td>
<td>Standards</td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td>Supplemental Strategies</td>
<td>• Materials and supplies (ink cartridges, copy paper, glue sticks and other classroom supplies)</td>
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</tbody>
</table>

**Instructional materials:** The instructional materials and resources support the curriculum that is being implemented in the classroom. Materials are used to address the needs of all learners (to re-teach, reinforce and extend learning). A phonics program will be used predominately in the primary grades in order to build a strong reading foundation. Consumable items from this phonics program will be ordered for use. *(See budget item # 1000-6100)* Teachers will also build and utilize a classroom leveled library of nonfiction and informational texts to further enhance the units of study. *(See budget item # 2100-6420)*

**Software/Technology:** Infusing technology in the classrooms is a daily expectation. Teachers use technology with the students in order to present material and engage students in learning. An additional iPad Cart will be purchased for content area classrooms. *(See budget item # 1000-6160)* Students also use the technology by designing projects and presenting information to their peers. Students also use web-based programs *(i-Ready, GOAS-Online, Study Island)* as diagnostic and instructional tools to target deficit areas. *(See budget item # 1000-6120)*

**Tutorial Services:** Tutorials are provided weekly to students who demonstrate an academic

* Required component of SWP as set forth in section 1114 of ESEA

Dr. John D. Barge, State School Superintendent
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need for remediation. After school tutorials will be held three days a week. Tutorials are held in a small group setting of no more than 5 students per teacher. Transportation will be provided to students. (See budget item # 2700-5950)
9(b). Description of how resources from Title I and other sources will be used.

**Response:**

Title I resources will be used in conjunction with those already available in the regular school program. Resources purchased with Title I funds will supplement materials already in the school or purchased using the General Funds Budget. These resources will be used to target specific skill areas in which students have demonstrated a need for remediation. These areas include: Reading, Math, Writing, Social Studies, Science, and Technology.

The Instructional coaches; salary will be paid using Title 1 funds. *(See budget item # 2210-1910)* Additionally, Deerwood Academy will conduct a tutorial on Wednesdays and Thursdays for identified students. Teachers will be paid $29.99 per hour to support this endeavor. *(See budget item # 1000-1991)* Purchases will be made to enhance our ability to increase the technology integration as indicated in the Technology Plan. With 100% of our total population receiving free or reduced lunch, parents are unable to transport their children three days a week for tutorials. Therefore, we will provide transportation for students three days a week. *(See budget item # 2700-5950)*

Additional items to be purchased with Title 1 funds:

- Materials and Supplies (P-card): 1000-6100
- Phonics program- Materials and Supplies (Lawson): 1000-6100
- Study Island, Learning A-Z, i-Ready online subscriptions: 1000-6120
- Materials and Supplies (P-card): 2210-6100
- Books for a classroom library: 2210-6420
- Full Time Parent Liaison: 2900-1990
- Postage for mailing school documents: 2900-5300
- Paper and Ink (P-card purchases): 2900-6100

9(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:**


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

**Response:**

Upon return of the standardized testing information for students, parents are notified of performance failure immediately if their child is in a grade level that has a promotion

* Required component of SWP as set forth in section 1114 of ESEA
requirement based on the CRCT test score. All other parents are notified within two weeks of the school receiving their standardized test scores. Copies of the interpretation guides are mailed out with the testing data and final report card annually. Parents are encouraged to confer with the Principal or Principal’s designee (counselor) if they have questions about their child’s individual scores. Parents are also invited to Wednesday Parent Conference days. At this time, they are presented with all of the students’ data—weekly assessments, Study Island assessments, i-Ready assessments, CAA, etc. Teachers inform parents about student strengths and deficiencies and strategies they can use at home.

<table>
<thead>
<tr>
<th>11.</th>
<th>Provisions for the collection and disaggregation of data on the achievement and assessment results of students.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response:</strong></td>
<td>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 standardized test results (CRCT, 5th Grade Writing Test) are analyzed by the administrative team initially immediately upon return to the school from the Georgia State Dept. of Education. The administrative team then shares the analysis with the Instructional Leadership team and then with the individual teacher. Teachers are given the results of the of their grade level data. They are expected to review and analyze the data for next steps for the following year. Teachers are also given the data of the upcoming students that they will receive. They are expected to disaggregate the data to determine differentiation practices and groupings to ensure an optimal educational experience. Teachers are expected to work collectively on the grade level to analyze the grade level data and determine the domains where improvement is needed. Teachers then drill down to their individual classrooms and design a plan of action that is included as part of their individual evaluation in their High Expectations Achievement Plan.</td>
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<tr>
<th>12.</th>
<th>Provisions to ensure that disaggregated assessment results for each category are valid and reliable.</th>
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</thead>
<tbody>
<tr>
<td><strong>Response:</strong></td>
<td>The assessment results are disaggregated at the State level based on the Student Information System. The students that are identified as Economically Disadvantaged are expected to be assessed on the annual CRCT. The CRCT is a state-wide assessment in which validity and reliability have been established at the state level. The students marked as economically disadvantaged are matched with the free and reduced lunch data provided in our student information system to ensure that the state’s information database is accurate. Deerwood Academy is given a breakdown of all students that are eligible for free or reduced lunch annually. These eligible students make up the listing for those that are considered economically disadvantaged. The formal eligibility report is uploaded by the Atlanta District Office. During the verification of data period, the Principal must ensure that the children flagged in the Department of Education’s data bank as economically disadvantaged, matches the listing of those deemed eligible by the district office. Upon verifying this information, the Principal then verifies the Department of Education’s report for final verification by the Superintendent.</td>
</tr>
</tbody>
</table>

* Required component of SWP as set forth in section 1114 of ESEA
13. **Provisions for public reporting of disaggregated data.**

*Response:*
The Georgia CRCT results are published in the Atlanta Journal Constitution annually. Additionally, Deerwood Academy has a parent/student handbook and annual Open House where the school’s state testing results are posted for public viewings. The Deerwood Academy Handbook (Public Informational Brochure) has the annual results posted as well. Additionally, the results of standardized data are posted in the main foyer of the school and other school’s website for public viewing.

14. **The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.**

*Response:*
The plan was initially developed when Deerwood opened in 2004. It is revised on an annual basis based on the school’s current assessment data and needs of our population. Revisions are also made based on input from parents, community partners, teachers and school staff when necessary.

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

Response:
The Deerwood Academy Title 1 School-Wide Plan will be available for review in the main office. Parents/Public who wish to review the plan will be required to sign in on the Plan Review Log and read the plan in a specified location within the school. Parents will also receive a copy of the plan during the first quarterly Principal’s Coffee and Conversation-Title 1. Overview Session and a brief summary of the instructional offerings will be outlined in the plan. An annual Title 1 meeting will be held in the fall to inform parents and the surrounding Deerwood community of the components of the Title 1 School-wide Program. Parents and community members will be given an opportunity for school planning participation sign-up. Copies of the plan will also be distributed during the November PTA meeting with school planning participation sign-up available. The Planning session will take place in mid-November to ensure participation of those interested. The planning team members are considered base members. Additional parents and business partners that participate in the planning will be added. Additionally, copies of the plan will be forwarded to the West Region Executive Director and to the Office of Federal Grants and Program Compliance.

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:
At the current time English is the language of the significant percentage of parents at Deerwood Academy, 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 provisions of section 1116 of ESEA as amended by Georgia’s ESES Flexibility Waiver.

Response:
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. The Title 1 School-Wide Planning Team works collaboratively to review Deerwood Academy instructional programming offerings on an annual basis. Collectively, the team analyzes and uses student achievement data to determine which initiatives should be continued and those that should be considered for change or deletion from offerings. Upon final review, updates are made to the plan to include programs that will help improve student achievement.

* Required component of SWP as set forth in section 1114 of ESEA