

**School-Wide Title I Plan For Linwood Elementary School
2008-2012 (updated 09-02-11)**

INTRODUCTION

Linwood Elementary School was formerly a Department of Defense Dependent School. When land around Robins Air Force Base was privatized, the school and 11 acres surrounding the school were acquired by the Houston County Board of Education. Linwood Elementary School officially became a Houston County public school on July 1, 2001.

The main structure of the school was built in 1963, with an additional wing built in 1965. An art, music, and physical education complex was constructed in 1995. When Linwood became a Houston County school, some renovation occurred. This included totally remodeling the kitchen, painting and carpeting the office complex and several classrooms, touch-up painting in halls and classrooms, and major work on the heating and air-conditioning system.

Linwood Elementary School currently serves approximately **465-500** students in grades pre-kindergarten through fifth grades. Additionally, Linwood is an ESOL cluster school with approximately 35-50 ESOL students served with an ESOL support teacher. Migrant education students are provided resources from a migrant education liaison. Linwood has one interrelated resource class and one special education pre-k class. FOCUS (gifted) students are served either at another county school site or Linwood each year depending on the number of available teachers and students identified at Linwood. One speech therapist is assigned to the school. One EIP reading teacher serves grades K-5, and one EIP math teacher serves grades K-5.

Linwood Elementary's student population consists of 35% African-American, 38% Caucasian, 14% Hispanic, and 13% other. The free/reduced lunch percentage is 61%. **Approximately 65%** of our families are associated with the United States military and reside in the privatized housing areas surrounding the school or on Robins Air Force Base. The remaining 32% are from low income housing areas.

The mission of Linwood Elementary School is to provide resources and services that support a quality learning community where students meet and exceed state standards.

Our vision is that our school will become an interdependent learning community that values relationships among all stakeholders; seeks and utilizes best practices; and encompasses ongoing professional development to ensure we hold a highly qualified, well-trained staff that fosters student achievement and the social well being of each student. We envision Linwood as a school that leads the way in excellence.

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1. COMPREHENSIVE NEEDS ASSESSMENT

(a) Linwood has developed a school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Linwood Elementary has three school improvement committees that meet monthly or bi-monthly throughout the school year. The school improvement committees are as follows: Better Seeking Team, PASS (Positively Affecting Student Success) Behavior Management and Parent Involvement Team, and TEAM (Together Everyone Achieves More) grade chairs. Each committee is comprised of grade level and instructional support teacher representatives and administrators. The school counselor and the media specialist are assigned to committees based on the needs of that committee. Parents serve on the PASS Team. School Council parent members also give input based on school data shared at school council meetings. The Title I Action Team solicits parent members to give input. Committee members analyze school improvement goals, Title I requirements, standardized testing data, formative assessment data, parent involvement, behavior management, teaching and learning professional learning goals, and operational processes for school safety. The current school-wide plan was updated in August 2011. Linwood believes in a comprehensive analysis approach that involves all teachers and not just one committee of teachers giving input about school goals; therefore, all certified staff members are involved in the comprehensive needs analysis as they serve on the school improvement committees. As committees meet throughout the school year, meeting notes are e-mailed to all staff members to keep staff abreast of discussion topics for each meeting. Meeting notes are also filed on the Linwood Sharepoint portal for recordkeeping purposes. School council minutes are posted on the school webpage to document school-wide/school improvement topics discussed and shared with parents.

(b) Linwood has used the following instruments, procedures, or processes to obtain this information:

Linwood school improvement committee meetings are held each month to analyze data throughout the school year. Linwood's PASS, TEAM, and BST school improvement committees met in full day school improvement planning meetings in May 2011. Linwood PASS committee met on May 12, 2011; Linwood TEAM committee met on May 16, 2011; and Linwood BST committee met on May 20, 2011. Data charts are created at the end of each school year. Substitutes are provided for all teachers in May to allow each team to meet for a full day and analyze all summative school data, resources available and needed, instructional processes, and professional learning. Team members brainstorm and collaborate on goals and strategies for the upcoming school year. The summative data was analyzed this past year to make decisions about strategies to be implemented for student support. Some of the data analyzed includes CRCT data for the year, reading and math benchmark data, Title I Parent Satisfaction Survey data, state writing scores, school discipline data, yearly attendance data, and HCLI reading data. Summative CRCT, writing and parent survey data is shared with all school council members and input is solicited on ways to improve parent support of the school's achievement goals.

Below is a description of instruments, procedures and processes used to obtain needs assessment information from June 2007-August 2011:

In June 2007 Linwood teachers participated in a school level retreat. During this retreat, teachers analyzed their individual and grade level CRCT data, writing test data, and other school wide assessment data. Teachers and administrators also reviewed the Linwood School Improvement Plan to track strategies implemented and revise the overall plan as needed. Faculty members reviewed all strategies listed for improving reading, language arts, and math. This information

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would be used to help develop the 2008-12 five year school wide Title I plan. Throughout the 2007-08 school year several meetings were conducted to gather input about the school improvement plan from various stakeholder groups. Each group met to review various data.

Linwood's Better Seeking Team, TEAM, and PASS Behavior and Parent Involvement committees each met in full day meetings scheduled in May 2008. Each committee analyzed school wide data and programs to determine Linwood's needs to help increase student achievement.

Linwood's Better Seeking Team met in May 2008. During this meeting, Linwood teachers and administrators analyzed the 2008 CRCT scores to determine student instructional needs. The CRCT results can be summarized as follows:

First grade CRCT scores increased in reading, language arts, and math.

Second grade CRCT scores increased in language arts and decreased in reading and math.

Third grade CRCT scores increased in reading and decreased in language arts and math.

Fourth grade CRCT scores increased in reading and language arts and decreased in math.

Fifth grade CRCT scores increased in reading and decreased in language arts and math.

Linwood teachers saw the need to increase training in teaching GPS math and language arts with more rigor. A balance of hands-on math with test practice math strategies would be used to increase the effectiveness of Linwood math instruction in grades 1-5. County benchmark math data revealed the need to intensify third grade math instruction when problems are presented as word problems. CRCT data revealed weaknesses in third grade geometry and measurement; fourth grade numbers and operations; and fifth grade geometry, measurement, and algebra. Professional development and planning in the area of math collaboration should occur in all grades for the 2008-10 school years. Substitute funding will be needed for bi-monthly collaborative planning during the school day. Math literature resources would be needed to create a math workshop in all grades 1-5 classrooms. The EIP math teacher has been trained on using the Singapore math model. The EIP math teacher will redeliver this training to Linwood math teachers.

Linwood Better Seeking Team met on August 25, 2008, to further analyze county and state comparison data. Linwood's reading/language arts annual measurable objectives were lower than 18 of the 23 elementary schools in Houston County. The language scores in grade three decreased from 94% to 87% and grade five decreased from 90% to 87%. Teachers requested that funds be spent to order additional language arts instructional resources. Teachers also decided to prioritize the teaching of more language arts skills during reading and writing workshops. Professional learning opportunities would be made available to assist teachers in integrating language arts instruction with reading, social studies, and science. The CLIF reading and writing workshops will continue to be implemented in all kindergarten through fifth grade classrooms. Classworks lessons and assessments should be used to help monitor language arts knowledge in all grades.

Linwood's TEAM (Together Everyone Achieves More) committee met in May 2008 to analyze school wide data and make recommendations for 2008-09. TEAM members felt that Linwood's LEAP Time (in-school tutorials and enrichment) should continue to be implemented in 2008-09 to address reading and math weekly assessment needs. Students who master assessments will

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attend enrichment sessions and those who struggle will attend tutorial assessments. In order to increase the effectiveness and student engagement in the Leap Time lessons, technology should be integrated in the third grade LEAP Time. In-focus projectors should be purchased for third grade classes to provide engagement in math instruction for Leap Time tutorials and enrichment. After-school tutoring and Saturday School tutoring should continue to provide support in reading and math for grades 3-5 ELL, EIP, and special education students. Other instructional resources and materials may need to be purchased to support Leap Time and tutoring. Due to the decreases in achievement in genres and domains in third grade writing, writing collaboration for teachers in grades 2-5 should continue. Second grade teachers need more support in order to teach second grade writing more effectively to prepare students for the third grade writing curriculum. Professional learning and coaching should continue for teacher support of writing instruction.

Linwood's PASS (Positively Affecting Students' Success) Behavior and Parent Involvement Committee met in May 2008 to analyze data and make recommendations based on Linwood's end of the year discipline and parent involvement data. PASS recommended that Linwood continue to implement and monitor the National Network Partnership for Schools plan in order to address the keys to involvement and meet the academic and behavioral goals included in the plan. In the 2007-08 school year, all aspects of the plan were implemented except the Family Math and Science Night. PASS members suggested that CRCT math and science data reveal a need to keep the Family Math and Science Night in the plan and follow through with having the event in 2008-09 school year to increase parent awareness of math and science instruction. Upon analyzing Linwood's discipline referrals, PASS noted a significant decrease in office referrals. PASS set a goal to decrease annual office referrals by 5% and surpassed that goal in 2007-08. PASS members suggested a continuation of the current school wide discipline plan with the use of the buddy room system and in-school suspension.

On July 8, 2008, Linwood School Council parents and teachers met to review the school wide needs to support student achievement at Linwood. School Council members felt that the Million Minutes Reading Program made a positive impact on reading achievement at Linwood and should be fully supported. In a review of CRCT data, members noted that the CRCT reading scores of grades 1, 3, 4, and 5 had been positively affected by reading workshop implementation and a school wide focus on independent reading through the Million Minutes Reading Program. Parents felt that school funds should be used to purchase books for the Fireside Literacy Night and student incentives and supplies for the program. They felt that some students need more motivation with tangible rewards. Linwood School Council members also suggested that PACT Time and CRCT Parent Nights should continue in order to educate parents on the Georgia Curriculum, school instructional programs, and CRCT content. School Council noted that Linwood had many families from different states and counties; therefore, they may not be familiar with the county and state instructional expectations.

In order to make recommendations for revisions of the Title I Comprehensive Needs Assessment, several meetings were conducted to review data from the 2008-09 school year. All 2008-09 data has been added to the Title I Comprehensive Needs Assessment. Based on the data review, PASS, BST and School Council made recommendations and revisions for 2009-10. The results of these reviews have been outlined as follows:

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Linwood's Better Seeking Team met in May 2009 and June 2009 at the Houston County Leadership Summit to analyze current data. The 2009 CRCT results can be summarized as follows:

First grade CRCT scores remained the same in reading, language arts, and math.
Second grade CRCT scores increased in reading and math and decreased in language arts.
Third grade CRCT scores increased in reading, language arts, and math.
Fourth grade CRCT scores increased in reading and math and decreased in language arts.
Fifth grade CRCT scores increased in language arts and remained the same in reading and math.

State 2008 and 2009 CRCT AMO data showed an increase in math achievement in all students and economically disadvantaged student sub-groups. The 2008 and 2009 AMO comparisons for students with disabilities showed a decrease in math achievement. ELL CRCT math AMO data showed great gains from Spring 2007 to Spring 2008. No data for ELLs was reported for 2009. Linwood Better Seeking Team members recommended that teachers continue math professional learning of hand-on math strategies, math instructional framework and Singapore math. Linwood teachers will also continue teacher math collaboration with more intensity during the FY10 school year in order to improve math achievement for all students.

On August 24, 2009, Linwood Better Seeking Team met to analyze 2009 reading/language arts data. Better Seeking Team members recommended that all teachers utilize writing conferences to support language arts skills during writing time. Linwood teachers will continue using strategies outlined for the 2007-08 school year aligned with the Linwood 08-09 School Improvement Plan. BST members also suggested that grade levels hold more tutorial and enrichment sessions for language arts during the 2009-10 school year. Writing scores for grades three and five improved overall due to teacher writing collaboration sessions held on every other week in the morning. BST members suggested that teachers continue to have writing collaboration sessions in 2009-10 to discuss best practices, analyze student writing samples, and ensure vertical alignment of curriculum and student expectations.

PASS members met on September 14, 2009, and recommended that Linwood staff continue to implement all strategies outlined in the Parent and Community Involvement and Behavior Management portions of the needs assessment. PASS members recommended having a stronger focus on getting more parents to attend parent events.

The Linwood Title I Plan was updated March 26, 2010. Several committees met to give input on revisions. The Linwood Better Seeking Team met on March 15, 2010, to review the plan and submit revisions. The Linwood PASS (Positively Affecting Student Success) Parent Involvement and Behavior Management Committee met on February 22, 2010, to review the plan and submit revisions. The Linwood School Council met on March 23, 2010, to review the plan and submit revisions.

All three Linwood school improvement committees met in May 2010 to update the Title I Comprehensive Needs Assessment based on end-of-the-year state, system, and school-level assessment data. The 2010 CRCT results can be summarized as follows:

First grade CRCT scores increased in reading, language arts, and math.
Second grade CRCT scores decreased in reading and math and increased in language arts.

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Third grade CRCT scores increased in reading, language arts, and math.
Fourth grade CRCT scores increased in reading, language arts, and math.
Fifth grade CRCT scores increased in reading, language arts, and math.

State 2009 and 2010 CRCT AMO (annual measurable objectives) data showed increases in reading for all students, black, white, and economically disadvantaged students. Scores for students with disabilities decreased in reading.

State 2009 and 2010 CRCT AMO (annual measurable objectives) data showed an increase in math achievement for all students and economically disadvantaged students. The 2009 and 2010 AMO comparisons for students with disabilities showed an increase in math achievement; however, Hispanic and black student sub-groups showed decreases.

All 2009-10 data has been added to the Title I Comprehensive Needs Assessment. Based on the data review, PASS, BST and School Council made recommendations and revisions for 2009-10. The results of these reviews have been outlined.

Linwood TEAM and Better Seeking Team committees met in May 2010 to review available assessment data and current school-wide interventions and support. Linwood's TEAM (Together Everyone Achieves More) committee met on May 17, 2010, and Linwood's Better Seeking Team committee met on May 19, 2010. Committee members recommended utilizing the Achievement Specialist to tutor ELL students in third grade who failed the CRCT in second grade. The Achievement Specialist will augment the support already provided to special education students at risk of meeting standards in grades three and five. More training in research-based strategies for reading and math will be provided for special education paraprofessionals to better equip them to meet the needs of special education students who have previously failed or those most at risk of failing the CRCT. TEAM and BST members suggested that all teachers in grade three through five be trained in QAR (Question Answer Response) strategies to increase CRCT results for the 2010-11 school year. QAR helps reinforce students' reading comprehension strategies. Linwood teachers will collaborate three times a month with a focus on discussing effective math strategies. Linwood teachers will continue using the 8-Step Process tutorials and enrichments to meet students' learning needs based on weekly assessments. Classworks, Kids College and Study Island educational software will be used in the classrooms and during computer lab time to reinforce math practice skills. There will be a stronger focus on using Bloom's levels three and higher and ensuring differentiation of product and process in classroom lessons.

PASS committee members met on May 14, 2010, to review discipline data, attendance, and parent involvement. Committee members recommended the following strategies and interventions to address behavior management and parent involvement.

- Improve effectiveness of the in-school suspension program by providing self-esteem counseling to students in ISS who are repeat offenders;
- Utilize Second Step Violence Prevention Curriculum more consistently to model and teach students appropriate ways to interact with peers and maintain self control;
- Continue to follow the National Network Partnership for Schools plan due to growth in attendance of parent involvement activities when compared to last year's data;
- Utilize more community resources to support families in need; and

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- Monitor students with chronic discipline problems and provide more proactive support through parent conferences, counseling, and technology programs targeting behavior problems.

Linwood's PASS, TEAM, and BST school improvement committees met in full day school improvement planning meetings in May 2011. Linwood PASS committee met on May 12, 2011; Linwood TEAM committee met on May 16, 2011; and Linwood BST committee met on May 20, 2011.

Linwood PASS committee members suggested a continuation of all strategies recommended above in May 2010. Modifications to these strategies include the following:

- Provide various types of counseling to ISS students who are repeat offenders. Counseling should be based on the student's needs;
- Recommend ISS repeat offenders to group counseling;
- Form counseling groups earlier in the year for students with similar social and behavioral needs;
- Continue to teach Second Step lessons in all K-5 classrooms;
- Implement more social non-academic activities to build positive parent partnerships and create a welcoming climate; and
- Continue to follow the NNPS model even though Linwood is no longer a member.

Linwood TEAM and Better Seeking Team committees met in May 2011 to review available assessment data and current school-wide interventions and support. Committee members recommended a continuation of strategies recommended in May 2010; however, Linwood will no longer have an Achievement Specialist to support state services for struggling learners. The Achievement Specialist position was funded by ARRA stimulus funds, and these funds are no longer available to schools in Houston County. Committee members recommended allocating additional Title I funds to begin after school tutoring earlier in the school year and to hire a part-time contract staff member to tutor students during Specials and/or to support students in small groups in the classrooms. Committee members also recommended that grades 1-5 should rotate Leap Time tutorials and enrichment in both reading/language arts and math. Data showed that grades that implemented one content area all year decreased in performance on the content that was not a focus for LEAP. These grades also showed a gap in performance between the content that was a focus and the content that was not a focus. Grades that rotated their Leap Time focus showed comparable performance in both contents.

(c) Linwood committee members continuously analyze data on subgroups such as ELL and migrant students to identify needs of these students. Linwood serves migrant and ELL students with a county assigned migrant liaison and school assigned ELL teacher. CRCT pass rates and failures are analyzed to determine the number of migrant students that may need ELL and EIP services. Committee members also project the number of ELL or migrant host classrooms that will be needed for the next school year in each grade. During the first day of pre-planning, a master schedule meeting is held with the ELL teacher, special education teacher, the EIP teachers, the principal and the assistant principal for instruction. The support teachers and administrators ensure that all students are assigned to a classroom in which they will receive services based on state guidelines. The support teachers and administrators also make sure that all instructional support teachers have an adequate number of segments per day to ensure that students are served in the lowest possible numbers per segment so that their instructional needs

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are met. The ELL teacher and the ELL host teachers communicate with the migrant education liaison to correctly identify students and schedule appropriate times for the migrant teacher to come in classrooms and serve migrant students.

(d) Linwood committee members have reflected on current achievement data that will help the school understand the subject and skills in which teaching and learning will need to be improved. Linwood Better Seeking Team members attended the Houston County Leadership Summit on June 1, 2011. One of the summit training topics included strategies for increasing rigor. The training consultant provided an informative session on the use of research-based Thinking Maps as student visual tools to improve cognitive thinking in content areas. Linwood Better Seeking Team members decided that Thinking Maps would be effective tools to improve instruction and learning at Linwood. Linwood administrators decided to begin the training for all Linwood teachers, paraprofessionals, the media specialist, the counselor, and administrators during the FY12 pre-planning site-based training. All teachers will be provided with training notebooks and learning resources for implementation. A professional consultant will be hired to train the staff during pre-planning, and county trainers will conduct follow-up training throughout the school year. Linwood Better Seeking Team members also felt that Thinking Maps would be great tools to support students for the rigorous upcoming expectations of Common Core Georgia Performance Standards. Thinking Maps can be used to increase rigor across all content areas; therefore, Thinking Maps will be useful tools to help provide continuous improvement in reading and math achievement. Struggling students will have another tool to help them achieve on the level of higher performing students.

(e) Committee members gave input to base the school-wide 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 content standards to include all subgroups. Linwood TEAM and Better Seeking Team committees met in May 2011 to review available academic assessment data and current school-wide interventions and support. Targets for students with disabilities have been increased to match state annual measurable goals. Addressing the needs of students with disabilities and ELL students will continue to be an academic focus since achievement gaps for these groups have been identified.

(f) School data has helped Linwood committee members reach conclusions regarding achievement or other related data:

The major strengths found in Linwood programs are math and reading overall CRCT AYP achievement data. CRCT scores for the all students group of FAY students have increased each year in both reading and math. Reading AYP overall scores have increased from 89% to 95% from 2008-2011. Math AYP overall scores have also increased from 89% to 95% from 2008-2011. Linwood fifth grade writing scores have increased each year. Linwood has scored at the top five highest percent of meets and exceeds in the county on the fifth grade writing test in the last three years. The instructional framework model used in all classrooms for reading, writing, and math allows teachers to target struggling learners through small group and differentiated instruction. The major needs identified are language arts strategies and support for ELL students in grades K-2. First and second grade CRCT language arts scores are lower in ELL host classrooms each year. Students are still acquiring language proficiency in these grades and tend to score lower in language arts. Teachers plan to work more intensely on grammar, phonics, and vocabulary skills through differentiated word study groups and literacy centers. Linwood data

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also shows major gaps, over 13 points difference, in reading/language arts performance and math performance between ELL students and all students who are FAY tested students.

Overall math data has increased due to the implementation of math fluency tutoring for targeted student and collaboration support provided by using the Achievement Specialist and Special Education tutoring support teachers provided by ARRA funds during the FY10 and FY11 school years. During the 2010-11 school year students attended morning math club tutoring to address fluency issues in addition, subtraction, multiplication, and division. The math gap between students with disabilities and the all students group decreased from a 16 point difference to a 7 point difference. Linwood teachers will continue to make math fluency practice and the special education inclusion model a focus in order to support SWD students in math. Linwood data also shows weaknesses in science and social studies instructional implementation. Student performance data has not shown consistent gains, especially in classrooms that serve EIP and ELL students. Earth science was identified as a domain weakness in grades 3-5 science, and geography was identified as a domain weakness in grades 3-5 social studies. Science and social studies will be taught everyday or every other day in all Linwood classes during the 2011-12 school year in order to help students better retain the content throughout the year.

Linwood will address ELL and SWD gaps. Students will be targeted in tutoring programs during the day and after school. The ELL teacher's schedule will be planned to maximize instructional time provided to serve ELL students by ensuring that there are six to seven instructional segments based on the number of students to be served school-wide.

The root causes discovered for each of the needs are high mobility, language barriers, lack of strong vocabulary and background knowledge, lack of attendance in tutoring for some students due to transportation barriers or parent support, lack of materials and resources in the home, and cultural differences and perceptions of the role of parents and the school. Linwood teachers will work to make home visits to lower-income students' homes a priority each year in order to help bridge the gap between home and school.

(g) The measurable percent of meets and exceeds AYP goals that have been established to address the needs are as follows:

All students (R/LA) – 93%, SpEd (R/LA) – 88%, Hisp (R/LA) – 100%, Ec Dis (R/LA) – 93%, all (M) – 92%, SpEd (M) – 84%, Hisp (M) – 93%, Ec Dis (M) – 87%

2. SCHOOLWIDE REFORM STRATEGIES

(a, b, c) The ways that Linwood will address the needs of all students in the school particularly the needs of students furthest away from demonstrating proficiency related to the state's academic content and student academic achievement data are as follows to include a description of the scientifically based research supporting the effective methods and practices and the use of effective instruction methods that increase the quality and amount of learning time:

Our school improvement goals are to improve student achievement in reading/ language arts/writing, and math.

Improving Student Achievement in Reading and Writing

To ensure that all children become successful readers and writers, our teachers use the *Houston County Literacy Inventory* to observe students' literacy growth. This inventory was developed by Houston County as a tool for assessing literacy development. The

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creation of the *Houston County Literacy Inventory* was based on research from Marie M. Clay, Pat Cunningham, and Leanna Trail. Linwood Elementary teachers will use the inventory as a tool to customize instruction and assessment for our students. The inventory is administered at the middle and end of kindergarten, and three times yearly during first, second, and third grades. Fourth and fifth grade teachers use the running records reading assessment with students reading below grade level in order to determine their reading growth throughout the year. Students should be performing at levels indicated by the end of each school year:

K	D
1	J
2	M
3	P
4	T
5	V

The results of the May 2011 *Houston County Literacy Inventory* are as follows:

88% of Linwood kindergarteners were reading at or above grade level

98% of Linwood first graders were reading at or above grade level

97% of Linwood second graders were reading at or above grade level

96% of Linwood third graders were reading at or above grade level

Overall data for fourth and fifth grades is not collected on the county level.

Linwood Elementary School believes in the following goals for teaching children to read, as defined by Sharon Taberski in *Comprehension for the Ground Up* and *It's All About Comprehension*. The following are examples of the scientifically based research supporting the school's effective methods and instructional practices or strategies.

Children should...

- Become strategic readers, using a full range of strategies for figuring out words and understanding text.
- Read a variety of genres and appreciate the different purposes for reading.
- Use writing as a tool to make sense of what they read and extend the quality of their reading.
- Appreciate the power that reading can have in their lives, motivating them to become life-long readers.

In order for our students to reach these reading goals, Linwood Elementary School has implemented a strong balanced literacy program, which is a research-based approach founded by Lucy Calkins and the Teacher's College for Reading and Writing Project. Our program allows students to be immersed in reading and writing activities for three hours each day in grades kindergarten through five. Our students will learn literacy skills during authentic reading and writing experiences that include read-alouds, shared reading, guided reading, independent reading, interactive and shared writing, writing workshop, and independent writing. Linwood Elementary will emphasize the five key components of early reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our teachers will continually screen, diagnose, and instruct students, which will lead to academic improvement in reading. Linwood teachers use the Lucy Calkins Teachers College for Reading and Writing workshop models to

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integrate all components into their daily instruction. The model includes a teacher-led mini-lesson; an application portion for independent reading and writing, guided reading and writing, strategy groups, and student-teacher conferences; and a closure or wrap up session at the end of the workshop. Students focus on using the teaching strategy that was modeled and discussed in the mini-lesson.

Linwood also began the Million Minutes Reading Program in the 2002-2003 school year. Students are encouraged to read daily and log their reading minutes. Teachers collect the reading logs from students and tally their reading minutes. The goal of the program is for all students to read a total of one million minutes collectively. An assembly is held in August of the school year to kick off the initiative. Two more assemblies are held after the kickoff in order to recognize the students who have logged the most minutes in their classroom. A Million Minutes Celebration is held in April if the students help the school reach the goal of a million minutes read and logged. This program is designed to encourage independent reading and family reading time. The Million Minutes Reading Program is founded on the research of Anderson, Wilson and Fielding in *Growth in Reading and How Children Spend Their Time Outside of School* published in the *Reading Research Quarterly* 23: 285–303. The research supports the fact that the amount of free reading done outside of school has consistently been found to relate to growth in vocabulary, reading comprehension, verbal fluency, and general information. Other reading research indicates that students who read independently become better readers, score higher on achievement tests in all subject areas, and have greater content knowledge than those who do not.

Students' academic achievement in reading will be measured through teacher-made assessments, the Houston County Literacy Inventory, norm referenced tests, and criterion referenced tests.

Other strategies for improving reading and writing achievement are as follows:

- Create seamless alignment of curriculum components between Special Education & regular education classes;
- Create a collaborative planning schedule for regular education host teachers with special education teachers, Reading EIP, Math EIP & ELL teachers each year;
- Create a master instructional schedule for Grades K – 5 to encompass EIP & ELL augmented services and Special Education resource room services each year;
- Assess students on a weekly/ bi-weekly basis to determine mastery of GPS curriculum;
- Implement the Lucy Calkins research-based CLIF reading and writing workshop models;
- Teach reading and writing standards with components of standards-based classrooms;
- Conduct teacher collaboration meetings to discuss research-based approaches to teach writing and analyze student writing samples; and
- Implement research-based Thinking Maps visual tools in instructional plans.

Improving Student Achievement in Math

During the 2010-11 school year, the teachers of Linwood Elementary met at several Better Seeking Team meetings and TEAM grade chairs meetings to analyze math assessments. To address these weaknesses, several strategies will be implemented according to the Linwood School Improvement Plan. Some of the research-based approaches and theories used include the Brazosport, Texas 8-Step Process model, Carol Ann Tomlinson's differentiated instruction,

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ongoing research of Thinking Maps, Inc., and Marilyn Burns’s research practices on math instruction. Linwood also ensures that an increase in quality learning time is used to support the needs of struggling learners. The strategies implemented are as follows:

- Provide students artifacts to monitor self-/class progress;
- Create a collaborative planning schedule for regular education host teachers with special education & Math EIP teachers;
- Train teachers how to use data to drive instruction;
- Train teachers in differentiated instructional techniques;
- Train teachers in integration of instructional technology;
- Train teachers in collaborative teaching;
- Train teachers in effective standards-based instruction;
- Utilize the instructional framework in math to meet the needs of all student learners;
- Assess students on a weekly or bi-weekly basis to determine mastery of GPS curriculum;
- Implement LEAP Time tutorials and enrichments in the 8-Step Process (Plan-Do-Check-Act);
- Provide necessary resources and manipulatives for effective Mathematics instruction;
- Teachers in grades 3-5 to participate in monthly math grade level and vertical math collaboration;
- All K-5 teachers to implement the instructional framework model to include centers in math;
- K-5 teachers to select a team member to attend county math units previews;
- K-5 teachers to implement Thinking Maps visual tools in instructional plans; and
- Provide additional tutoring and small group instruction to struggling learners during and after the school day as well as in Saturday School.

The charts below outline Linwood’s CRCT reading and language arts data, CRCT math data, and third and fifth grade state writing assessment data.

Linwood’s CRCT reading data for grades 1-5:

Grade	1	2	3	4	5
2008 Reading % Meets/Exceeds	92%	90%	89%	90%	89%
2009 Reading % Meets/Exceeds	92%	92%	95%	92%	89%
2010 Reading % Meets/Exceeds	96%	86%	97%	94%	100%
2011 Reading % Meets/Exceeds	N/A	N/A	97%	99%	89%

Linwood’s State of Georgia annual measurable objectives in reading/ language arts:

FY	All Students	Black	Hispanic	White	SWD	ELL	Economically Disadvantaged
2008 (after retests)	89%	85.2%	78.1%	94.7%	69.4%	73.1%	83.8%

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2009 (after retest)	92.5%	89%	100%	94.4%	79.4%	84.6%	91.2%
2010 (before retests)	95.6%	95.5%	87.5%	98%	80.6%	75%	94.2%
2010 (after retests)	96.2%	97.3%	87.5%	98%	80.6%	75%	94.7%
2011 (before retests)	95.3%	93.8%	86.8%	97.5%	88.0%	82.1%	92.9%

The Georgia Writing Test meets/ exceeds results for Linwood's third grade students of FY08 – FY11 were as follows:

Genre	Ideas	Organizations	Style	Conventions
	08/09/10/11	08/09/10/11	08/09/10/11	08/09/10/11
Informational	81/ 91/95/96	64/84/91/88	76/85/93/88	62/72/85/78
Persuasive	70/73/91/88	65/69/88/85	58/66/86/81	63/73/85/72
Narrative	66/79/95/85	79/84/91/88	69/75/89/79	60/75/84/69
Response to Literature	76/75/85/90	78/78/88/88	71/70/91/81	73/72/89/72

The chart indicates the percentage of third graders performing at meets/exceed in each writing genre and domain assessed.

The Georgia Writing Test results for Linwood's fifth grade students are as follows:

- In 2007-08 school year 88% of Linwood fifth graders performed at meets/exceeds on the Georgia Fifth Grade Writing Test.
- In 2008-09 school year 94% of Linwood fifth graders performed at meets/exceeds on the Georgia Fifth Grade Writing Test.
- In 2009-10 school year 95% of Linwood fifth graders performed at meets/exceeds on the Georgia Fifth Grade Writing Test.
- In 2010-11 school year 98% of Linwood fifth graders performed at meets/exceeds on the Georgia Fifth Grade Writing Test.

Linwood's CRCT math data for grades 1-5:

Grade	1	2	3	4	5
2008 Math % Meets/Exceeds	89%	85%	76%	83%	89%
2009 Math % Meets/Exceeds	89%	93%	88%	89%	88%
2010 Math % Meets/Exceeds	93%	92%	92%	91%	90%
2011 Math % Meets/ Exceeds	N/A	N/A	92%	99%	97%

Linwood's State of Georgia annual measurable objectives in math:

FY	All Students	Black	Hispanic	White	SWD	ELL	Economically Disadvantaged
2008 (after retests)	89.5%	88.6%	93.8%	87.2%	66.7%	92.3%	85.7%
2009 (after retests)	90.6%	89.8%	90%	93.3%	64.7%	N/A	88.2%
2010 (before retests)	91.1%	89.3%	81.2%	93.3%	72.2%	60%	88.5%
2010 (after retests)	91.8%	91.1%	81.2%	93.3%	77.8%	60%	89.4%
2011 (before retests)	95.9%	93.8%	84.2%	98.8%	96%	78.6%	94.3%

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Linwood teachers will also continue using other instructional and teaching strategies. Linwood teachers will...

- Continue the implementation of the Math Their Way program in kindergarten and first grades. This program provides opportunities for students to explore mathematical concepts in a hands-on manner. It also provides daily instruction in the use of the calendar;
- Continue to use teaching strategies as outlined in Every Day Counts, grades K-2;
- Continue the after-school tutorial program for grades 3-5;
- Use cooperative learning groups;
- Continue participation in STARBASE Robins for fifth grade: STARBASE Robins provides hands-on science, math, technology, and problem solving designed for at-risk students. The students attend the program one day per week for five weeks at the Century of Flight Hangar in the Museum of Aviation at Robins Air Force Base;
- Encourage teachers to participate in ongoing professional development training for math, including county math previews;
- Focus on benchmark mastery at each grade level; and
- Develop and implement intervention strategies for students struggling in math.

Students' academic achievement in math will be measured through teacher-made assessments, norm referenced tests, and criterion referenced tests.

After researching and analyzing the data, these three areas were identified to support the pursuit of our goal of improving student achievement in reading, language arts, writing and math: Parent and Community Involvement, Technology, and Behavior Management.

Parent and Community Involvement:

Linwood Elementary's goal is to give families more learning experiences so that our students will gain academic success. We want to work together with parents and community members to build a supportive learning environment for our students. Strategies to be used to reach this goal include the following:

1. Convening an initial annual meeting for parents to explain Title I;
2. Offering convenient meeting times for parents to share experiences, brainstorm ideas to involve more parents, and participate in decisions about the education of their children;
3. Involving parents in planning, reviewing, and improving our school program during our school council meetings;
4. Implementing a school-parent compact which describes how our school, our parents, and our students will share responsibility for ensuring student achievement. This compact will be sent home with all Linwood students, signed by all stakeholders, and kept in the student's permanent records;
5. Giving parents information about our program, the school curriculum, and any assessments used to measure student achievement;
6. Providing resources to parents to help them help their children on academics at home;
7. Providing staff development to help teachers, principals, and other staff members work effectively with parents;
8. Providing parent workshops on topics that parents identify as needs from our Title I Parent Surveys;

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9. Continuing the Military Child Initiative plan through the National Network Partnership for Schools to address the six keys to involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (Linwood is no longer a member of NNPS but will still follow the model);
10. Involving parents in the Linwood School Council;
11. Using the PASS committee to monitor parent participation and involvement; and
12. Conducting reading and math PACT (Parent and Child Together) Times throughout the year to allow parents the opportunity to interact with their child in the classroom setting during the school day.

Another goal of Linwood Elementary is to employ a skilled and knowledgeable parent involvement coordinator whose purpose is to act as a liaison between the school, community agencies, and families. This job entails a number of duties, and thus requires a dedicated and very knowledgeable person. The duties include, but are not limited to the following:

1. Helping families access services in the community;
2. Conducting home visits to identify family needs and assist with teacher conferences;
3. Keeping close communication with parents and teachers;
4. Assisting in planning high-interest family activities;
5. Contacting businesses and/or churches for volunteers and mentors;
6. Helping coordinate parent volunteers;
7. Working with teachers to develop a community resource book of programs, guest speakers, field trips, etc;
8. Planning family and community involvement events;
9. Conducting off site or neighborhood parent and community workshops;
10. Serving on the ATP/Linwood PASS committee to assist in implementing the seven keys to involvement;
11. Attending Linwood School Council meetings to ensure important Title I information is shared with school council members and other stakeholders;
12. Ensuring that communication flyers are sent home to parents in a timely manner;
13. Documenting parent participation for all parent events;
14. Keeping updated records of all Title I required documents in the Linwood Title I notebook;
and
15. Attending county parent involvement meetings to stay abreast of Title I requirements and guidelines.

We also have a room in our school that is designated as the Volunteer Room. In this room, parents and community volunteers meet together to share ideas and discuss the school's program. Parent resource materials are also housed in the Parent Volunteer Room.

Technology:

Linwood Elementary also focuses on how teachers and students can use technology to improve academic achievement. We also want to ensure that teachers are able to integrate technology into the curriculum to improve student achievement. The faculty and staff of Linwood realize that technology will enhance learning. Funding and time continue to be barriers to full-scale implementation of technology. Linwood staff still commits to integrating technology as much as possible. Much of our curriculum is technology-based; therefore, our county provides technology training to help teachers implement technology, manage the computer lab, and instruct students in all curriculum areas. Also, the API and/or media specialist trains teachers in

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the use of all technology and software available for student and teacher use. The instructor holds training sessions on the use of the software in the computer lab to promote Georgia Performance Standards in the classroom. The API and/or media specialist meets with teachers, by grade level teams, as needed to coordinate lesson planning. Instructionally appropriate software is purchased as needed for each grade level. Software programs already purchased by the school or the county include Classworks, Kid's College, Study Island, Harcourt math resources, CRCT online, Houghton Mifflin social studies resources, and Harcourt science explorations. Teachers use Exam View resources to create assessments and United Streaming to integrate technology into their lessons. Rosetta Stone software is used to help English Language Learners gain English language skills. Linwood has also begun to purchase Smartboards and projectors for regular education and special education classrooms.

The API and media specialist, in cooperation with teachers and the county assigned technology coordinators, select and order this software. The software should include instructional and assessment support for reading, language arts, math, science, and social studies.

Behavior Management:

Linwood Elementary believes that in order for students to achieve academic success, a school climate of mutual respect, high expectations, and school pride must exist. Our primary goal is to provide quality instruction within a positive learning environment. Therefore, a school behavior management plan has been implemented since Linwood Elementary opened in August 2001. The behavior management plan was revised in June 2007 so that there would be school wide consistency in classroom management plans. All classroom management plans consist of four levels of consequences. The school wide plan consists of time out in another classroom and in-school suspension when referred to the office. Our school behavior management plan is intended to promote self-confidence, fairness, responsibility, human value, and self-management. We believe each student has the final responsibility for his/her behavior and should be held accountable for the consequences of his/her behavior. Each student is expected to act appropriately at all times and in every area on the school campus. We will teach students they have choices with options and consequences, and they need to choose behaviors that are in the best interest of themselves and others. Our behavior management plan will provide safety and security for each child during the school day.

Two copies of our behavior management plan are sent home with each student. One copy will be stapled in each student's agenda. The other copy is for parents to keep at home in a prominent place. We encourage parents to continually review the plan with their children. Parental support in helping to implement this program will ensure a safe and healthy learning environment for all our students.

Linwood Elementary is committed to a high standard of excellence to ensure that our students receive the very best education. In order to accomplish this, it is essential for students, parents, and the school staff to work closely together in a relationship characterized by mutual respect. We have offered the following guidelines to help parents ensure their children's academic success:

1. Check your child's agenda each day for any correspondence sent home from the school. You may also use the agenda to communicate with the teacher.
2. See that your child attends school regularly and on time.

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3. Help your child become organized and responsible for classwork and homework. Have a specific place for papers and home/school communications.
4. Examine carefully the graded papers sent home on Wednesdays. Sign and return.
5. Provide a time and place each evening for quiet study and/or reading at home.
6. Stay informed about your child's progress. Be knowledgeable of his/her strengths and weaknesses both academically and socially. Set high, yet realistic, expectations for your child.
7. Spend time talking with your child. Ask about his/her day and special events at school.
8. Show support for your child and the school by attending conferences and school activities and by communicating regularly with your child's teacher.
9. Ensure that your child has an adequate amount of sleep each day.
10. Provide your child with a healthy, nutritious breakfast.
11. Support the school's efforts in maintaining a positive learning environment.
12. Give your child four A's each day: Acceptance, Affection, Approval, and Appreciation!

In order for Linwood Elementary to provide an atmosphere conducive to academic success and achievement, the following strategies will be used:

1. Teachers will be trained to implement behavior management strategies, enabling them to create environments in their classrooms which help students to grow both socially and academically. Many discipline problems occurring in the classroom can be prevented through effective planning. Management and planning lead to fewer discipline problems and increased student achievement.
2. Classroom management and discipline books will be available to assist teachers in refining their existing skills. Examples include the following:
 - *The First Days of School: How to Be an Effective Teacher* by Harry Wong
 - *Positive Discipline in the Classroom: Developing Mutual Respect, Cooperation, and Responsibility in Your Classroom* by Jane Nelson
 - *Cooperative Discipline* by Linda Albert
 - *The Self Control Classroom: Understanding and Managing the Disruptive Behavior of all Students, Including Those with ADHD* by James Levin and John M. Shanken-Kaye
 - *Classroom Management that Works* by Robert Marzano
3. Teachers will be provided with resources such as books and videos to teach character traits. Examples include the following:
 - *Educating for Character: How Our Schools Can Teach Respect and Responsibility* by Thomas Lickona
 - *Developing Character in Students* by Dr. Philip Vincent
4. PASS members will have monthly discussion groups to discuss behavior management strategies that are effective with different students. They will also participate in book studies on behavior management and will redeliver training to staff each year to support behavior management and discipline.
5. The counselor will provide on-going classroom guidance instruction to help assist with school wide discipline. Classroom guidance is a preventive program of lessons focused on arming students with skills needed to handle problems before they occur. Strategies in conflict resolution, positive self-concept, handling bullying and peer pressure are taught to all students using age-appropriate lessons. The counselor works with individuals and groups to supplement the discipline plan. Teachers wishing to try a counseling approach before an office referral is made can refer the student to the counselor. A brief explanation of the problem is written on an

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informal counselor's referral and sent to the counselor. The counselor will meet with the student and provide suggestions of positive ways to deal with problems. For habitual rule violators, small group support is offered. Groups meet once a week for approximately six weeks for intense behavior modification strategies. Students will be placed on individual behavior plans and earn rewards for appropriate behavior each week. The counselor will also meet with the School Counselor's Advisory Council to gain input about student behavioral needs.

6. Second Step, a violence prevention curriculum, has been implemented and is used in every classroom. The counselor is to receive training in this curriculum, and will then train new staff members each year.

7. Too Good for Violence, a violence prevention curriculum, will be taught to students during classroom guidance sessions. This lesson is designed to deter and discourage conflict and bullying behavior and to encourage positive social skills and peer interaction.

8. All staff will be trained on state bullying laws, and a school-wide protocol will be used to address bullying issues.

(d) Linwood teachers will continuously implement common formative assessments, review the results of the formative assessments, implement timely interventions to address student needs identified in the formative assessment data, review year end summative assessment data, and plan strategies to assess needs identified during the summative assessments review. Strategies will be included in each year's school improvement plan.

3. INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. The instructional staff at Linwood is 100% highly qualified. All pre-k through fifth grade teachers are certified in Early Childhood Education. The principal verifies the Hi-Q status of all certified teachers and paraprofessionals at the beginning of each school year. The leadership staff at the school consists of one principal, one assistant principal of instruction, and one half-time assistant principal of discipline. Other personnel serving Linwood include thirty-five certified classroom teachers and ten paraprofessionals. Also, one counselor, one Achievement Specialist teacher, one reading early intervention program (EIP) teacher, one math early intervention program (EIP) teacher, one physical education teacher, one music teacher, one art teacher, one media specialist, one full time and one half time special education interrelated resource teacher, one Pre-k special education teacher, one ESOL teacher, and one Speech and Language teacher serve Linwood. Office staff includes one secretary, one data clerk, and one health technician. Linwood has three custodians to help maintain the school facilities.

STRATEGIES TO ATTRACT HIGH QUALITY HI-Q TEACHERS

Linwood uses various strategies to attract a high quality teaching staff. Each year the Houston County School System holds a county job fair. Linwood teachers and administrators participate each year and work diligently to create a positive image of the school as they meet, greet, and interview candidates. Linwood teachers interview potential candidates that have a desire to work in Title I schools. Linwood staff seeks candidates that have early childhood certification and a strong background in teaching reading, writing, and math. Linwood teachers and staff are encouraged to make recommendations for colleagues from other counties or college classes. The Linwood web page is constantly updated to attract teachers to the school. Linwood follows the Houston County School System's yearly procedure to notify teachers whose certifications are due for renewal of all paperwork and documentation that is due to the state in order to update the

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teaching certification. Linwood also makes every effort to hire teachers already certified in the assigned teaching field so that certification deficiencies are avoided.

New teachers are assigned mentors for support. Houston County provides stipends to mentor teachers who work with new teachers. Experienced teachers new to Linwood are assigned a buddy support teacher to assist with the transition into a new school and support for instruction.

4. PROFESSIONAL DEVELOPMENT FOR STAFF TO ENABLE ALL CHILDREN IN THE SCHOOL

(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. Professional development will be offered in the areas identified in the school wide planning process, in areas desired by staff, as well as in areas mandated by state and district policies. This includes training in reading, writing, math, science and social studies instruction; common core GPS implementation; differentiated instruction; standards-based classrooms; assessment development; data analysis; classroom and behavioral management techniques; computer hardware and software technology training; and ways to involve parents and members of the community.

(b) We have aligned professional development with the state's academic content and student academic achievement standards in reading, language arts and math. Linwood's commitment to the Comprehensive Literacy Instructional Framework requires intensive and ongoing staff development. Some of these classes will include running records training and interpretation, guided reading, comprehension and fluency techniques, literacy centers, and strategies to help non-readers. The teachers in grades K-5 have received training in the use of Lucy Calkins' *Primary Units of Study for Writing* and *Units of Study for Teaching Writing Grades 3-5*. This training is also complemented with training on creating rubrics and other assessments for scoring students' writing based on GPS expectations in each grade level.

Teachers will be involved in training throughout the year with the literacy coach during planning days, after-school sessions, county math or language arts preview sessions, and faculty meeting training sessions. Linwood's teachers will be afforded opportunities to attend state and national conferences and workshops offered through the International Reading Association (IRA), the Bureau of Educational Research (BER), the Association of Supervision and Curriculum Development (ASCD), and other highly recognized professional organizations in order to benefit the academic achievement of our students.

Professional learning in math will include training in differentiated instruction, using math manipulatives in individual and group activities, and using Singapore math strategies. County math coaches will be used as needed to assist new teachers in implementing Math Their Way and Everyday Counts.

We will conduct mini-workshops with our faculty for all those who attend conferences to share what they learned. Grade level common planning time will be utilized for teachers to discuss, share ideas, and plan appropriate instruction. Cross grade level collaboration morning sessions will be scheduled throughout the school year. Also, professional journals and opportunities for book studies will be provided.

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Common Core GPS training for all contents in grades K-5 will be conducted during the FY12 school year in order to prepare teachers for year one of CCGPS implementation to begin in FY13.

(c) We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example, funds have been allocated to pay for substitute teachers to cover classrooms as teachers attend professional learning collaboration and learning sessions on the school site or at the district level. Substitutes may also be funded for workshops conducted by professional organizations that address research-based teaching strategies and models. Resources will be provided to teachers for training on Thinking Maps visual tools, standards-based classrooms, classroom management, and other instructional techniques.

(d) We have included teachers in professional development activities regarding the use of academic assessments. Teachers have attended county leadership summits on common assessments, RTI, interventions, behavior management, parent training, and data analysis. These topics are also addressed through faculty meeting professional learning sessions, book studies, grade level vertical collaboration discussions, and school improvement meeting collaboration sessions.

5. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

(a) Linwood staff has involved parents in the planning, review, and improvement of the comprehensive school-wide program plan by discussing and gaining input about revisions to be made to the school-wide plan each year. Both the school-wide plan and the Linwood school improvement plan are shared with the Linwood school council parent members at the school council meetings throughout the year and with parents who serve on the Title I Action Team. The school-wide plan is posted on the Linwood web page and is posted in a folder in the parent resource center near the front office. Parents collaborate with teachers and administrators to recommend strategies that parents can use to support student learning. Recommendations are also made about appropriate parent learning activities and ways to get more parents involved in attendance to these activities. Some of the strategies recommended involve providing meals for events that conflict with dinner time, providing homework passes to alleviate the stress of parents having to help students with homework on the same evening that they are attending a parent event, giving students incentives for reminding their parents to attend the events, and having students create personal invitations to their parents to attend the events. Other strategies recommended by parents include sending home reminder flyers and using the automated call out system to remind parents of events.

Many opportunities are available for parental and family involvement with our school. Parents serve on the PTO board, school council, and the Title I Action Team. Parents are invited to attend several family events throughout the year. Linwood plans both non-academic and academic parent involvement events. Our non-academic events include Winter Wonderland, Spring Fling, Field Day, and Pastries for Parents. Our academic involvement events include Fireside Literacy Night, Leopard Star Reception, Fifth Grade Honors Night, Reading, Writing, Math, and Specials PACT Times, and CRCT PACT Times. PTO programs are held at least three times a year with student performances and information sessions. Parents and community members are encouraged to help monitor classrooms during standardized testing times. Also, mentors from the community work with some of our students. A clothes closet is maintained by

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parent volunteers and is coordinated through the counselor. Flint Energies and the International City Optimist Club also make donations for the clothes closet.

(b) Linwood has developed a parent involvement policy included in the student handbook that includes strategies to increase parental involvement such as...

1. Developing a school handbook to be sent out at the beginning of the year that includes a calendar of events for the year;
2. Sending home reminder flyers each week before a parent/family event date;
3. Using the crisis communication/ automated calling system to call parents with reminders about parent events;
4. Involving parents on planning committees such as School Council, Title I Action Team, and PTO;
5. Surveying parents for topics of interest for workshops and programs;
6. Generating more positive notes and parent phone calls;
7. Encouraging parents to volunteer as tutors, field trip chaperones, and teacher helpers; and
8. Sending home a parent-teacher-child-school compact each year to establish an agreement that parents will commit to being involved in their child's education.

The parent involvement policy describes how the school will provide individual student academic assessment results, including a interpretation of those results. The parent involvement policy and the school compact are included in the Linwood Student Handbook and is sent home with each student that is enrolled. The comprehensive school-wide program plan is available to the LEA, parents, and the public. It is posted on the school's webpage, and printed copies are placed in the front office and the parent resource center located in the parent involvement coordinator's office. The parent involvement coordinator monitors items listed on the parent involvement checklist, and all supporting documentation is recorded and filed at the school in a Title I documentation notebook. Documents are also sent to the county parent involvement coordinator.

6. PRE-SCHOOL TRANSITION/ ELEMENTARY TO MIDDLE SCHOOL TRANSITION

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

In order to assist pre-k students and parents with transition to kindergarten, Linwood Elementary has a pre-k to kindergarten PACT Time in the spring of each school year. The pre-k teachers and/or API present parents with information about kindergarten registration and curriculum. Pre-k and kindergarten teachers also plan a kindergarten classroom visit in the spring of each year to prepare the students for the kindergarten classroom environment and have them meet the teachers. At Open House in the fall, students and parents visit the classroom to which they have been assigned. Books and newsletters are provided through the pre-k teachers for parents who wish to learn more about the kindergarten program.

In order to provide transition support to fifth grade students entering middle school, Houston County elementary and middle school counselors coordinate a yearly middle school orientation visit. Linwood students are bused to their zoned middle school in May of each year. The middle school conducts an extensive orientation to familiarize the students with the middle school expectations, schedules, grading, and extra-curricular options. Linwood also holds a yearly program to recognize fifth graders for their accomplishments of the year. During the program,

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students deliver speeches to encourage their classmates to set high goals for themselves in middle school and to acknowledge the challenges that they will face in middle school.

In order to provide transition support to students entering from private school, the assistant principal keeps a placement notebook that is provided by the county. Students entering from home school or private school in grades 2-5 are administered a placement test. Standardized test results and other pertinent records are requested from the private school or the parents in order to gain information about the student's needs. Linwood has a high mobility rate due to the high percentage of military students enrolled in the school. In order to provide transition support to students entering throughout the year, Linwood has established a buddy system in each classroom. New students are assigned student buddies to make them feel comfortable during their first days at the school. Parents are asked to provide as much information about the child's learning and social needs in order to place the child in the class that would best meet that student's needs.

7. INCLUDING TEACHERS IN DECISIONS REGARDING THE USE OF ASSESSMENTS

Below are the measures to include teachers in the decisions regarding the use of assessments to provide information on, and to improve, the performance of individual students and the overall instructional program:

- Teachers are trained to access their students' test scores information and to interpret this data for effective instructional planning.
- Grade level planning and school wide faculty meetings are held to provide teachers information on assessment results and to determine strategies for improving results.
- Teacher committees meet each month to analyze school wide data and assessments to determine program effectiveness.
- Teachers in grades K-5 have training on the administration of the Houston County Literacy Inventory (HCLI) and how it should be used effectively to plan instruction for students.
- Strengths and weaknesses of each student are identified by using intelligence and achievement test scores. Instruction is designed to meet the students' needs.
- Weekly and bi-weekly assessment are on-going throughout the year with instruction continuously being modified to meet areas of concern.
- Teachers set yearly target goals for individual student and classroom achievement performance on the CRCT.
- Teachers will be trained to use the benchmark scanner to compile and disaggregate assessment results in a timely manner.

8. COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL SERVICES AND PROGRAMS

(a) Linwood Elementary will employ all available programs and resources to assist in the implementation of our School wide Title I Plan. Linwood will coordinate with the following programs and agencies:

- EIP
- FOCUS
- Special Education
- Professional Learning
- Media Funds

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- Technology Funds
- Classroom Guidance
- Business Partners
- Pre-Kindergarten Program
- The Georgia Youth and Technology Center at the Museum of Aviation
- STARBASE Robins at the Museum of Aviation
- The Rainbow House
- HODAC
- The Houston County Department of Family and Children Services
- Other programs which may be available through the district, community, or state resources

(b) Programs will be implemented to support student learning for struggling and high performing students, teacher training, media integration, student social needs, family assistance, technology integration, school safety, community involvement, and intervention needs. Funds for instruction, professional learning, parent involvement, and technology will be acquired by coordinating expenditures of local funds with resources from Title I, Title IIA, EIP, and state professional learning funds, when available. Salaries and benefits for auxiliary personnel not allocated in state funding will be afforded through Title I and Special Education. Instructional materials and supplies will be funded through Technology, Title I, Special Education, EIP, general instructional allotment, and other funds which may become available. Substitutes will be funded through Title I, Title IIA and county allotted funds.

(c) This plan was 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. This plan was developed in coordination with other programs within the school such as the Early Intervention Program, Special Education, Title I, and FOCUS.

9. MEASURES TO ENSURE THAT STUDENTS' DIFFICULTIES ARE IDENTIFIED ON A TIMELY BASIS

(a) Linwood provides activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities include the process of ensuring that each year teachers review permanent records, Student Support Team (SST) records, test information, special education records, if applicable, and results from the HCLI to determine student strengths and weaknesses. Teachers also review records upon enrollment of new students throughout the year. Students are identified for EIP, ELL and special education services.

(b) Training on intervention strategies will be provided each year on the school and county level. Each grade level has a Student Support Team in place to identify students experiencing difficulty and to develop instructional strategies to meet the students' needs. The Pyramid of Interventions is followed and students are placed in appropriate intervention tiers. Response to Intervention strategies are utilized and tracked to systematically monitor student progress over time. Linwood Elementary's instructional staff will continually receive training in recognizing difficulties. The staff will work together to determine and provide appropriate assistance through:

- Actively participating in Student Support Team meetings;

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- Continually increasing the number of books and materials available for students on a variety of instructional levels;
- Using resource persons within the school, school district, and outside the district;
- Providing professional learning classes on strategies for teaching students who experience difficulties;
- Using individualized and small group instruction for K-5 students, using information from running records, and using leveled books;
- Providing after-school and Saturday School tutoring for students in grades three through five; and
- Providing tutorials during the school day for struggling students.

(c) Parent-teacher conferences will be held throughout the school year to discuss student assessment results and intervention strategies used. Parents and teachers will discuss tutoring options, special needs options, early intervention programs, gifted eligibility options, and action plans in place by the school to assist students. Teachers will also offer strategies that parents can use at home to provide support to students. The counselor will be invited to some conferences to offer suggestions and community resources for student support. The school will also inform parents of different community programs sponsored by churches and recreation centers in the community. Some of these programs include summer camps, tutoring programs, and after-school activities.

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

Parents will be informed of their child's progress on a regular, on-going basis. Teachers will contact parents frequently by notes, phone calls, and/or conferences to notify them of problems and/or to relay positive information concerning their child's achievement. Parents are informed of their child's performance through agendas, weekly signed papers, progress reports, and report cards. For grades kindergarten through five, progress reports will be sent home every four and one half weeks, if needed, and report cards every nine weeks. Pre-kindergarten report cards will be sent home twice a year. Results from standardized assessments such as the Georgia Kindergarten Inventory of Developing Skills, the Georgia Third and Fifth Grade Writing Assessments, the Criterion Referenced Competency Test, First and Second Grade Instructional Assessments, and the Iowa Test of Basic Skills (when applicable) will be sent home to the parents with the notification that they may contact the school for a conference regarding their child's progress. HCLI results will be sent home in September, January, and May.

Parents will be informed of their child's scores on the Cognitive Abilities Test (when applicable) through conferences. Student Support Teams, Speech/Language and Special Education programs will also communicate results through conferences and in writing.

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

Standardized test data is collected according to state Title I guidelines by the district Title I Coordinator and System Testing Coordinator. The Georgia State Department of Education will disaggregate data and provide information to the system and to the school. The media will be provided with reports on this date from the system central office. Linwood teachers, administrators, and counselor will share statewide data with parents during parent nights, School

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Council meetings, and PTO meetings throughout the year. Linwood administrators will have a data notebook on file with AMO, AYP, and other comparison data.

12. PROVISIONS TO ENSURE THAT DISAGGREGATED ASSESSMENT RESULTS IN EACH CATEGORY ARE VALID AND RELIABLE

The state mandated assessments meet validity and reliability requirements; therefore, they are statistically sound. Linwood student data is entered in a county-wide database for reporting purposes and FTE (full time equivalent) counts.

13. PROVISIONS OF PUBLIC REPORTING OF DISAGGREGATED DATA

The disaggregated data will be reported to the public in accordance with state guidelines. The State Report Card and local system reports will be disseminated to the media at system and state levels.

14. PLAN'S DEVELOPMENT DURING A ONE YEAR PERIOD

The initial development of the updated five-year Linwood Elementary School-wide Title I Plan extended from June 2007 – September 2008. The plan was developed over the course of several meetings held in the 2007-08 school year through Linwood's Better Seeking Team committee, TEAM Grade Chairs committee, PASS Behavior and Parent Involvement committee, and School Council. The five-year plan was updated each school year based on summative data for the year. The current plan was revised in June 2011 and August 2011 during committee meetings held during the months of May, June and August of 2011.

15. COMMUNITY, PARENT, AND SCHOOL STAFF INVOLVEMENT IN PLAN'S DEVELOPMENT

There was collaboration between the principal, assistant principal of instruction, assistant principal of discipline, regular education and special education teachers, paraprofessionals, and parents. Parent input was solicited through surveys and through participation at PASS Title I Action Team committee meetings and School Council meetings.

16. AVAILABILITY OF PLAN

Linwood's School-wide Plan will be available to the LEA, parents, and the public. Copies of the plan will be placed in the media center, the school office resource center, and on the school web page.

17. PRIMARY LANGUAGE OF THE PLAN

The School-wide Title I Plan of Linwood Elementary will be written in English, which is the primary language of the majority of the students in the school. The plan will also be translated in Spanish upon requests.

18. SCHOOL IMPROVEMENT PROVISIONS

The School-wide Title I Plan of Linwood Elementary is subject to the school improvement provisions of section 1116 of Title I of the ESEA of 2001.