

**Walton County Public School System
School Improvement Plan**

2007-2009

Cover Page

School Name: Atha Road Elementary School System: Walton County

Name of Principal: Mrs. Madenna Landers School Year: X 2007-2008 X 2008-2009

Title I: School-Wide Program: _____ Targeted Assistance:

Status: Made AYP Yes Did not Make AYP: _____ NI _____ NI-AYP Year: 0 1 2 3 4 5 6 7

Sanctions Implementing (Select all that apply):

X No Sanctions apply, School has made AYP for 6 Consecutive years

_____ **School Improvement Plan** (School Improvement Plans will be submitted to the LEA per system guidelines. Needs Improvement schools will submit plans to the LEA for approval in October 2007.)

_____ **School Choice**

_____ **Supplemental Services**

_____ **Corrective Action** (The Corrective Action Addendum will be submitted to the LEA along with the School Improvement Plan in October 2007.)

_____ **Restructuring** (LEA approved School Improvement Plans with the Restructuring Addendums will be submitted to the Georgia Department of Education by January 31, 2008.)

Principal's Signature: _____ Date: _____

Director's Signature: _____ Date: _____

Assistant Superintendent of Curriculum and Instruction: _____ Date: _____

Superintendent's Signature: _____ Date: _____



School Improvement Plan 2007-2009

System and School Name: Walton County - Atha Road Elementary

School Year: 2007-2009

Identified Goals for Improvement: Action Plan for Reading

Annual Measurable Objective(s):

- CRCT performance on Reading will increase from 88% to 90% of the students at Atha Road Elementary School in grades 3-5 meeting or exceeding the standards by 2008 and from 90% to 91% by 2009 with a minimum of 95% participation for all subgroups.
- CRCT performance in Reading for students with disabilities will increase from 63% meeting or exceeding the standards in 2007 to 66% in SY2008; to 73.3% in SY2009.
- CRCT performance in Reading for Black students will increase from 73.5% meeting or exceeding the standards in 2007; to 75 in SY2008; to 80% SY2009.
- Increase the percentage of students exceeding the standard on the CRCT in Reading from 28.6 % in SY 2007 to 30% in SY2008 ; to 32% in SY 2009.

Specific Academic Areas within Content (i.e., domains) and Subgroups (i.e., Special Education, LEP, etc) to address (based on analysis of AYP Report and School Student Performance Data over the last three years)

Students with Disabilities

African American

Vocabulary

Comprehension

Reading for Information

Factors Affecting Student Achievement to Address (based on School Keys)

Curriculum

Professional Learning

Student, Family, and Community

Assessment

Leadership

Instruction

School Culture

Data Sources: AYP reports, CRCT analysis, Performance Matters, ITBS

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
<p>Instruction Standard 2.2; 2.3 Curriculum Standard 1.1; 1.2 Assessment Standard 1.4</p>	<p>All students will receive on grade level instruction in all content areas daily, aligned with GPS emphasizing critical analysis. A. Emphasis will be given to locating information, comprehension and fluency. B. Collaboration with Gifted teachers to provide acceleration for students reading above grade level.</p>	<p>Daily: July, 2007– May 2009</p>	<p>State Funds for Quarterly collaborative planning days, weekly professional development \$2000 IC salary state and local funds</p>	<p>Administration, In School Special Education Coordinator, Teachers, Gifted Teachers</p>	<p>Open-ended questions on assessments, performance tasks, rubrics, graphic organizers, classroom assessments, posted standards, essential questions, etc.</p>	<p>Teachers can explain how an assessment, performance tasks, etc. emphasize higher-order thinking. Frameworks Unit lesson plans</p>
<p>Instruction Standard 2.1 Professional Learning Standard 2.4</p>	<p>All teachers will receive professional development on Best Practices. Instruction reflects Best Practices and consistently demonstrates research based learning strategies and processes.</p>	<p>July, 2007– May, 2009</p>	<p>State and Local Funds</p>	<p>Administration, Elementary Curriculum Director, Teachers</p>	<p>Sign in logs, Unit Plans, Walk Through observations</p>	<p>Teachers can explain how they incorporate Best Practices strategies in their instruction.</p>
<p>Instruction Standard 2.3 Assessment Standard 1.1, 1.4 Curriculum Standard 1.1,1.2</p>	<p>All students will receive an additional segment of reading on their instructional level. The students scoring below 800 on the CRCT will receive small group guided reading with EIP/DEES teachers and SPIN Paras including acceleration and previewing. Students with disabilities will receive instruction</p>	<p>Daily: July, 2007 – May 2009</p>	<p>Federal, State, and Local Funds for quarterly collaborative planning days, weekly professional development New Guided Reading books</p>	<p>Administration, In School Special Education Coordinator, Teachers, SPIN paras</p>	<p>Disaggregated test data, grade level meeting minutes, standardized classroom profiles, unit plans</p>	<p>Leadership and teachers will analyze data during collaborative planning and communicate the strengths and weaknesses and establish an action plan based on the results. CRCT OAS</p>

	utilizing a balanced/structured program such as SRA. (GCIMP, IDEA, NCLB)		\$6500			
Instruction Standard 2.1; 2.3; 2.5	Implement Guided Reading Program in which flexible groups are formed based on ongoing assessment.	Daily; July, 2008-May 2009	\$10,000, State and Local Funding; PTO support	Administration, Elementary Curriculum Director, Teachers	Leveled Reading books; Training schedule	Guided Reading plan; Assessment results
Instruction Standard 2.1 Curriculum Standard 1.1,1.2	Review and select researched-based vocabulary strategies, which include: concept maps, Frayer models, word maps, concept webs, and word walls. Teach or review vocabulary daily in context providing multiple exposures and distributed practice across the curriculum. A minimum of 10-12 new words will be introduced weekly. Parents will receive weekly preview of essential questions and key vocabulary words through newsletters.	Daily: July, 2007 – May 2009	State Funds Collaborative planning to include all teachers, professional development to include all teachers \$2000	Administration, Teachers, ISSEC	Lesson plans, unit plans, newsletter, graphic organizers, word walls, walk-throughs, Teacher formative and summative assessments, STAR	Teachers and students can explain different strategies to enhance vocabulary. CRCT, ITBS, & OAS results
Instruction Standard 2.1	All students will receive a word of the day on the morning announcements. These words are derived from the reading and math domains on the CRCT. Teachers will use the word in a Frayer model daily and during instruction.	Daily: July, 2007 – May 2009	CRCT commonly used word lists, LFS manual (section on graphic organizers i.e. Frayer model) State Funds \$2000	Administration, Teachers, ISSEC	Collection of Frayer models, journals, walk through log, word wall, Teacher formative assessments, STAR	Students can articulate the word of the day and reference word walls daily.

<p>Student, Family, and Community Standard 1.1</p>	<p>Familiarize parents with standards through newsletters (class weekly, school monthly) and school wide functions such as Curriculum Night, Conference Days, etc.</p>	<p>Quarterly July, 2007 – May 2009</p>	<p>RESA, newsletters, school web site State Funds \$2000</p>	<p>Teachers, Administration, PTO, RESA</p>	<p>Newsletter, communication log, student agendas, conference log</p>	<p>Parent and teachers will communicate about student work and progress towards meeting standards.</p>
<p>School Culture Standard 1.1</p>	<p>School-wide implementations of D.E.A.R. (drop everything and read)- Staff and students will be engaged in sustained silent reading for 10 minutes each morning.</p> <p>A. Emphasis on reading one million words or 25 books .</p> <p>B. Use of reading logs to monitor progress of meeting the standard of reading twenty five books.</p> <p>C. Reinforce AR and STAR.</p>	<p>July, 2007 – May 2009</p>	<p>System Funding</p>	<p>Faculty, staff, students and parents</p>	<p>Student reading logs, Accelerated reading scores, CRCT, observations</p>	<p>Teachers and students convey the importance of daily silent sustained reading. PreK-5th grade will participate in the 25 Book Club or the 1 Million Word Club.</p>
<p>School Culture Standard 1.2</p>	<p>Implementation of Academic Team: Students exceeding or meeting the standards on the CRCT are invited to join Academic Team (Quiz Bowl).</p>	<p>July, 2007 – May 2009</p>	<p>Quiz Bowl regulations State Funds \$500</p>	<p>Focus Teachers</p>	<p>Student group roster; agenda from meetings; products</p>	<p>Students can describe how participating in the academic bowl has developed their leadership skills.</p>
<p>Instruction Standard 2.2</p>	<p>Camp Invention summer program offered to all students to enhance critical thinking, decision making and creativity.</p>	<p>June, 2008</p>	<p>Private Funding</p>	<p>Local Teachers</p>	<p>Registration list of participants; Camp Invention brochure; advertisement in the newspaper</p>	<p>Students can articulate the purpose for attending Camp Invention and explain their end products.</p>

<p>School Culture Standard 1.1 School, Family, and Community Standard 1.4</p>	<p>Implementation of Monthly Literacy Activity such as Book Character Parade, Books and Breakfast, National Children’s Book Week, etc.</p>	<p>July, 2007 – May 2009</p>	<p>Literacy Action Plan State Funds \$1000</p>	<p>Teachers, Media Specialist, Parents, Administration, Students</p>	<p>Newsletter, student agendas, Observations; press release to local newspaper</p>	<p>Teachers describe how literacy activities enhance student learning. Students describe how their academic achievement is affected by literacy activities.</p>
<p>Professional Learning Standard 1.1</p>	<p>All teachers will participate in half day GPS and LFS quarterly collaborative planning meetings.</p>	<p>July, 2007 – May 2009</p>	<p>GPS Standards, GA DOE website State Funds for substitutes and materials \$5000</p>	<p>Administration, Instructional Coach, Media Specialist, Teachers, ISSEC</p>	<p>Planning minutes and Units submitted to administration, CRCT, Teacher Formative and Summative Assessments</p>	<p>Teacher teams can articulate how their collaborative planning is utilized to plan for teaching and learning and how they consistently implement the strategies/interventions identified in the school improvement plan. Teachers use performance tasks and rubrics.</p>
<p>Curriculum Standard 3.1, 3.2 Planning and Organization 2.3</p>	<p>Implementation, analysis, and feedback using ARES Focused Walk Through tool.</p>	<p>July, 2007 – May 2009</p>	<p>Walk Through Forms State Funds \$1000</p>	<p>Administration; Instructional Coach, Teachers</p>	<p>Walk Through Results; Written feedback</p>	<p>Teachers can articulate how LFS impacts student achievement.</p>
<p>Instruction Standard 2.6 Assessment Standard 2.1, 2.2</p>	<p>Saturday School (to begin in January) and After School Program tutoring program will be offered to all 3rd, 4th, and 5th graders with priority given to students who did not meet standards on the CRCT and who have a current POI student learning plan in place. GCIMP</p>	<p>July, 2007 – May 2009</p>	<p>Remedial Resources; Online Assessment System State and Local Funds \$5000</p>	<p>Teachers, Administration, Instructional Coach</p>	<p>Student work samples; attendance log; CRCT; POI meeting minutes</p>	<p>Teachers are able to describe the process used to identify target students and explain the data that supports student participation in Saturday School.</p>

<p>Assessment Standard 1.4; 1.2; 1.3</p>	<p>Instruction is continually adjusted to meet the needs of learners based on relevant and recent assessments. A. Create and use rubrics B. Analyze student work C. Modify instruction to achieve mastery</p>	<p>July 2007-2009</p>	<p>State and Local funding</p>	<p>Teachers, Instructional Coach</p>	<p>OAS, STAR, Dibels, teacher observations, lesson plans, rubrics, student portfolios</p>	<p>Teachers can explain how assessment drives the instruction for students.</p>
<p>Instruction Standard 2.6 Assessment Standard 2.1, 2.2</p>	<p>Fall and Spring Intersession will be offered to 2nd, 3rd, 4th, and 5th graders (priority given to 3rd & 5th graders who did not meet standards on the CRCT). Summer Intersession will be offered to those 3rd and 5th graders who do not meet standards on the CRCT in Reading as part of the Pyramid of Intervention plan. GCIMP</p>	<p>July, 2007 – May 2009</p>	<p>Remedial Resources; Online Assessment System Local and State Funds \$5000</p>	<p>Teachers, Administration</p>	<p>Student work samples; attendance log; POI meeting minutes</p>	<p>Teachers are able to describe the process used to identify target students and explain the data that supports student participation in Intersessions.</p>
<p>Curriculum Standard 1.2</p>	<p>Integrate Social Studies and Science into reading block. A. Use trade non-fiction trade books B. Reading across curriculum C. Involving community members to make presentations.</p>	<p>July, 2007 – May 2009</p>	<p>System Funding</p>	<p>Teachers, community members, administration</p>	<p>Lesson plans, Unit plans, visitor sign –in sheets</p>	<p>Teachers explain how using integration of content areas increase student achievement.</p>
<p>Leadership Standard 3.2 Curriculum Standard 3.2 Professional Learning Standard 1.3</p>	<p>Develop mentoring program and assign mentors/mentees to beginning teachers and teachers new to the system to address instruction and classroom management concerns.</p>	<p>July, 2007 – May 2009</p>	<p>TSS training; Federal and State Funds \$1000</p>	<p>RESA, administration, instruction coach, ISSEC</p>	<p>Mentor/Mentee Conference Log, Observation log of TSS training attendance</p>	<p>Teachers can explain their leadership roles and how their leadership growth has directly impacted student achievement.</p>

Professional Learning Standard 1.4 Leadership Standard 1.4	Training and implementation of <i>Understanding Poverty and Critical Friends</i> program.	July, 2007 – May 2009	Book <i>Ruby Payne Understanding Poverty; Critical Friends</i> State Funds \$300	Administration, Instructional Coach, Teachers	Professional Learning Logs, Study Guide, Discipline Data, Sign in Logs indicating teachers were present for training.	Teachers can articulate how their participation in learning teams has improved the ability of the staff to address problems with implementation of strategies and interventions identified in the SIP and problems encountered with student learning.
Curriculum Standard 1.1; 2.2 Professional Learning Standard 1.1	Implement, monitor, and evaluate Pre-K program. A. Train and implement K-teachers on GKIDS B. Vertical team with 1 st grade and Pre-K to ensure smooth transition	July 2008- May 2009	Local state funds	Teachers, Instructional coach, administration	Grade level meeting logs	Teachers can articulate how to implement the GKIDS assessment and explain the expectations for grades Pre-K through 1 st .
Professional Learning Standard 1.1;1.3	Hire and maintain 100% highly qualified personnel through ongoing professional support and recruiting.	July 2007- May 2009	Federal, State, Local funds	Administration	Teachers with advanced degrees, reflection logs	Teachers can articulate how professional development has impacted student achievement.
Leadership Standard 1.3 School Culture Standard 1.5	Increase gifted endorsed teachers across all grade levels by 1 per year.	July 2007- May 2009	Federal and State funds, NEGA RESA	Administration, teachers	Transcripts of courses taken, gifted certified teachers	One or more gifted certified teachers placed in each grade level
Student, Family, and Community Standard 1.4; 2.1;3.2	Identify partnerships to further support academic performance, attendance, and mentorships.	July 2007- May 2009	PTO, local funds	PTO, administration, partners in education, teacher, parents	Agendas of meetings with partners, sign in sheets	Attendance records, OAS

Instruction Standard 2.7	All teachers will integrate the use of technology to reinforce and support student achievement in reading.	July, 2007 – May 2009	Computers; LCD projectors; Smart Boards; Alpha-Smarts ELOST- \$7000	Teachers; Media Specialist; (Youth Apprenticeship-4th grade)	Computers; LCD projectors; Smart Boards; Alpha-Smarts	Teachers' use of technology on a daily basis.
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School Improvement Plan 2007-2009

System and School Name: Walton County - Atha Road Elementary **School Year:** : 2007-2009

Identified Goals for Improvement: Action Plan for Language Arts

Annual Measurable Objective(s): 81%-83% of the students at Atha Road Elementary School in grades 3-5 will meet or exceed the standards at the end of SY2009 as measured by CRCT with a minimum of 95% participation for all subgroups.

- CRCT performance in Language Arts for students with disabilities will increase from 63% meeting or exceeding the standards in 2007 to 66% in SY2008; to 73.3% in SY2009.
- CRCT performance in Language Arts for Black students will increase from 73.5% meeting or exceeding the standards in 2007; to 75 in SY2008; to 80% SY2009.
- Increase the percentage of students exceeding the standard on the CRCT in Language Arts from 28.6 % in SY 2007 to 30% in SY2008 ; to 32% in SY 2009.

Specific Academic Areas within Content (i.e., domains) and Subgroups (i.e., Special Education, LEP, etc) to address (based on analysis of AYP Report and School Student Performance Data over the last three years)

Grammar and Mechanics

Students with Disabilities

Sentence Construction and Revision

African American

Research and Writing Process

Factors Affecting Student Achievement to Address (based on School Keys)

Curriculum

Professional Learning

Student, Family, and Community

Assessment

Leadership

Instruction

School Culture

Data Sources: AYP reports, CRCT analysis, Performance Matters, ITBS

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Instruction Standard 2.1 Assessment Standard 1.4	Teachers will use LFS writing strategies aligned with the Georgia Performance Standards.	July, 2007 – May 2009	State Funds for Professional Development \$200	Administration, Teachers,	Conferencing Logs, Student Journals and Portfolios; Georgia Writing Assessment, 3-5 grades data; 4 th grade Predictor Test data; Unit Plans; Rubrics; Written Commentary; Peer Response feedback	Teachers and students can explain different instructional phases of the daily writing lessons.
Curriculum Standard 1.3	One writing sample per quarter will be produced using the writing process and assessed with the state writing rubric. At least two mock writing sessions to mirror 5 th grade writing assessment. Opportunities for student writings to be submitted for publication (i.e. local, state, and national contests, Young Author's Day Celebration, and local newspaper), including Pre-K and Kindergarten students.	Quarterly, July, 2007 – May 2009	Professional Development	Teachers	Student Portfolios, Published &/or posted pieces	Teachers and students can identify the GPS writing standards and analyze student writing samples using the state writing rubric. Georgia Writing Assessment results. Analysis of student work at teacher collaborative planning session
Curriculum Standard 2.1	All students will receive daily opportunities to write across the curriculum including Pre-K and Kindergarten students.	July, 2007 – May 2009	Collaborative Planning;	Teachers, ISSEC	Morning Chats, journal writing, and D.O.L. (Daily Oral Language), Student Journals; lesson plans; scored	Teachers can explain how their instructional plans include opportunities to write across the curriculum.

					rubrics; commentary	
Instruction Standard 2.7	All teachers will integrate the use of technology to reinforce and support student achievement in writing.	July, 2007 – May 2009	ELOST-\$7000 Computers; LCD projectors; Smart Boards; Alpha-Smarts	Teachers; Media Specialist; (Youth Apprenticeship-4th grade)	Computers; LCD projectors; Smart Boards; Alpha-Smarts	Teachers' use of technology on a daily basis.

School Improvement Plan 2007-2009

System and School Name: Walton County - Atha Road Elementary

School Year: 2007-2009

Identified Goals for Improvement: Action Plan for Math

Annual Measurable Objective(s): 76% - 80% of the students at Atha Road Elementary School in grades 3-5 will meet or exceed the standards at the end of SY2009 as measured by CRCT with a minimum of 95% participation for all subgroups.

- **A.** CRCT performance in Mathematics for students with disabilities will increase from 68.5% meeting or exceeding the standards in SY2007 to 70 % in SY 2008; to 73% in SY 2009.
- CRCT performance in Mathematics for Black students will increase from 84.2% meeting or exceeding the standards in SY2007; to 86% in SY2008; to 88% SY2009.
- Increase the percentage of students exceeding the standard on the CRCT in Mathematics from 38.8.6 % in SY 2007 to 40% in SY2008 ; to 42% in SY 2009.

Specific Academic Areas within Content (i.e., domains) and Subgroups (i.e., Special Education, LEP, etc) to address (based on analysis of AYP Report and School Student Performance Data over the last three years)

Number Sense and Numeration

Computation and Estimation

Factors Affecting Student Achievement to Address (based on analysis of School Keys)

Curriculum

Professional Learning

Student, Family, and Community

Assessment

Leadership

Instruction

School Culture

Data Sources: AYP reports, CRCT analysis, Performance Matters, ITBS

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Assessment Standard 1.1	All students will receive an additional segment of math daily on their instructional level. This segment will include acceleration, remediation, and critical thinking skills. Instruction will include research-based practices, i.e. <u>Investigations</u> . GCIMP	July, 2007 – May 2009	Professional Learning, Collaborative Planning, RESA Math Specialist, <u>Investigations</u> books and manipulatives, Walk Through and Feedback, Academy of Math /OAS (computer program) State Funds \$7000	Teachers, Administration	Unit Plans, Student math journals, Student work samples, CRCT, Teacher formative and summative Assessments	School leaders and teachers explain the rigor and relevance of standards-based teaching. Teachers identify students meeting or exceeding the standards and those who do not.
Instruction Standard 2.2	All students will have the opportunity to solve a Math Problem of the Day presented via closed circuit broadcast of the morning announcements.	July, 2007 – May 2009	Problems of the Day; broadcast studio & equipment; TVs and closed circuit in all classrooms State Funds \$2000	Teachers, Media Specialist	Teacher lesson plans; video of the broadcasts; copies of the problems	Teachers can explain how they embed higher order thinking skills using the Math Problem of the Day.

Student, Family, and Community Standard 1.1	Implementation of Parent Academy such as Math Night with a focus on the Georgia Performance Math Standards.	July, 2007 – May 2009	Professional Development with Instructional Coach, Parental Involvement Coordinator State Funds \$1000	Teachers, Administration	Parent Sign-in Sheets, Center Rotation Schedule, CRCT	Stakeholders express how active parent involvement in the school impacts learning.
Instruction Standard 2.7	All teachers will integrate the use of technology to reinforce and support student achievement in math.	July, 2007 – May 2009	ELOST- \$7000 Computers; LCD projectors; Smart Boards; Alpha-Smarts	Teachers; Media Specialist; (Youth Apprenticeship-4th grade)	Computers; LCD projectors; Smart Boards; Alpha-Smarts	Teachers’ use of technology on a daily basis.
Instruction Standard 2.1	All students will receive on-grade level instruction in Math daily with emphasis on conceptual based instruction using multiple representations to demonstrate conceptual higher order understanding of concepts, skills, and problem solving.	July, 2007- May 2009	Professional Learning, Collaborative Planning, RESA Math Consultant	Teachers, Administration	Unit Plans, Student Math journals, Teacher Formative Assessments, OAS Data	Teachers can explain how they incorporate writing in daily math lessons. OAS Results; A+ Learning

**School Improvement Plan
2007-2009**

System and School Name: Walton County - Atha Road Elementary

School Year: 2007-2009

Identified Goals for Improvement: Action Plan for Attendance

Annual Measurable Objective(s): Reduce percentage of students absent 15 days or more from 6.4% to 5.4% by June, 2009.

Specific Academic Areas within Content (i.e., domains) and Subgroups (i.e., Special Education, LEP, etc) to address (based on analysis of AYP Report and School Student Performance Data over the last three years)

Factors Affecting Student Achievement to Address (based on School Keys)

<u>Curriculum</u>	<u>Professional Learning</u>	<u>Student, Family, and Community</u>
<u>Assessment</u>	<u>Leadership</u>	
<u>Instruction</u>	<u>School Culture</u>	

Data Sources: AYP reports, CRCT analysis, Performance Matters, ITBS

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Planning and Organization Standard 4.2	Weekly monitoring of attendance through Attendance Support Team	July, 2007– May 2009	State Funds for materials \$200	Administration, Attendance Support Team, Counselor, Media Specialist	Sasi Report, minutes of meetings	AYP Report
School Culture Standard 2.2	Quarterly recognition of students with Perfect Attendance	July, 2007 – May 2009	\$500 Per year school funds	Administration, Attendance Support Team, Counselor, Media Specialist	Celebration, certificates, press release in local paper, newsletter, website, displayed on the Recognition Wall	The school staff and students can describe how attendance positively affects achievement.
Planning and Organization Standard 4.2	Attendance Recovery	July, 2007 – May 2009	None	Attendance Clerk, Counselor, Administration	Sasi Report	AYP Report