








TITLE I SCHOOLWIDE PLAN		
School Name: High Point Elementary		District Name: Fulton
Principal Name: Carrie Pitchford		School Year: 2018-2019
School Mailing Address: 520 Greenland Road Atlanta, GA 30342		
Telephone: 470-254-7716		
District Title I Director/Coordinator Name: Catherine Harper		
District Title I Director/Coordinator Mailing Address: 6201 Powers Ferry Rd., Atlanta, GA 30339		
Email Address: harpercd@fultonschools.org		
Telephone: 470-254-0426		
ESSA ACCOUNTABILITY STATUS		
Comprehensive Support School <input type="checkbox"/>		Targeted Support School <input type="checkbox"/>
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:

District Strategic Plan Outcomes

Focus Area	Outcome
	<p>Our goal is to prepare all students to graduate ready to pursue and succeed on their chosen paths</p>
 <p>Student Achievement</p>	<p>3rd grade literacy: Increase the percentage of students reading at or above grade level in 3rd grade</p> <p>Middleschool proficiency: Increase the percentage of students who score proficient on nationally norm-referenced assessments in core subject areas by 8th grade</p> <p>On-track for graduation: Increase the percentage of 9th graders earning course credits needed to be on-track for graduation and the percentage of 10th graders meeting the college readiness benchmark on the PSAT</p> <p>Student success skills: Increase the percentage of students who demonstrate mastery of academic and interpersonal skills needed for college, career and life success</p>
 <p>People & Culture</p>	<p>School and district culture: Increase the percentage of families and students who would recommend FCS as a place to attend school to a family member or friend</p> <p>Staff engagement: Increase the percentage of employees who would recommend FCS as a place to work to a family member or friend</p> <p>Teacher retention: Increase retention of teachers beyond their 5th year</p>
 <p>Community Collaboration</p>	<p>Partnerships: Increase the percentage of schools with impactful partnerships that align to school goals</p> <p>School governance: Increase the percentage of effective School Governance Councils</p> <p>Family engagement: Increase the percentage of families who feel empowered to support their students' educational journeys</p>
 <p>Fiscal Responsibility</p>	<p>Funding to schools: Maintain a high percentage of the overall budget that directly supports schools</p> <p>Budget management: Review and report the variance of budgeted and actual revenues and expenditures, while considering long-term budget impact</p> <p>Transparent and efficient management of local funds: Reduce the number of audit findings for Student Activity funds and ensure effective management of funds between schools and School Governance Councils</p>

Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Carrie Pitchford		Principal
Richard DiBartolo		Assistant Principal
Sheri Hess		Curriculum Support Teacher
Brian Madej		Literacy Coach
Kerstin Long		Math Coach
Megan Eigel		ESOL Teacher
Delise May		5 th Grade Teacher
Michelle Robinson		Parent
Jessica Lawrence		Parent
Mariana Mendoza		Parent Liaison
Jason Stout		Parent
Lori Simon		Early Intervention Teacher

1. Comprehensive Needs Assessment: Sec. 1114(b)(6)
1. A comprehensive needs assessment is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; Sec. 1114(b)(6)
Describe the Comprehensive Needs Assessment Process used developing your needs and goals for your Strategic Plan and/or 90-day plan.
<p><i>Response</i></p> <p>We utilized the school's recent Strategic Plan to develop our Title I schoolwide plan for the 2018-2019 school year. The plan was done with the participation of individuals who will carry out the comprehensive school-wide program plan. Those persons involved are indicated in the above Committee Members page. They were involved in disaggregating the school's academic and testing data from the 2017-2018 school year, reviewing trends within subgroups (White, Black, Hispanic, English Language Learner, Students with Disabilities, and Economically Disadvantaged), reviewing/revising the Positive Behavior Discipline and Intervention Plan, and implementing mentoring and incentive programs to encourage student success. The committee used GMAS results, Fountas and Pinnell data from Kindergarten through 4th grade, and Numeracy Assessment Data from 1st and 2nd grade. This group will meet monthly throughout the year to revisit and adjust data and interventions throughout the year. The plan will be revised yearly with the participation of individuals (staff, community members and parents).</p> <p>The process used to select our Title I improvement planning committee is a voluntary-based procedure. All stakeholders are invited by multiple forms of communication to participate in the process. Team members are assigned a part(s) in the completion of our comprehensive needs assessment and school improvement plan, with the focus and intent to support the needs of all students and particularly, those who are failing or in danger of failing.</p>
Review your data by subgroup and note areas of deficit. (ED, EL, Race, SWD)



Response:

GMAS 2018 Results

ELL and ELL-M ELA 2018 – 47% Level 1, 37% Level 2, 14% Level 3
Math – 39% Level 1, 45% Level 2, 12% Level 3, 3% Level 4

SPED ELA 2018 – 66% Level 1, 32% Level 2, and 2% Level 3
Math – 52% Level 1, 39% Level 2, 7% Level 3, and 2% Level 4

ED ELA 2018 – 36% Level 1, 41% Level 2, 20% Level 3, and 3% Level 4
Math – 35% Level 1, 42% Level 2, 19% Level 3

The above percentages of students scoring at a level 3 or 4 are lower than the entire student body percentages and we are working to address these subgroups.

List any additional needs to be addressed with your Title I programs that are not in your strategic plan or 90-day plan (if none, type N/A)

<p>Need 1:</p> <p>Phonemic Awareness</p>	<p>Data to Show Need 1:</p> <p>43% of 3rd, 4th, and 5th graders scored at or above proficiency on GMAS Reading.</p> <p>The following percent of students are reading below grade level according to F&P:</p> <p>K = 36% 1st = 26% 2nd = 27% 3rd = 27% 4th = 37%</p>
<p>Need 2:</p> <p>Math Numeracy</p>	<p>Data to Show Need 2:</p> <p>76% of 1st graders are proficient on the math numeracy assessment</p> <p>85% of 2nd graders are proficient on the math numeracy assessment</p> <p>80% of our 3rd, 4th, and 5th graders scored a level 2 or higher on the GMAS Math.</p>

2a.i: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)] to meet the challenging State academic standards;**

2a.ii: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **use methods and instructional strategies strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education**

4a: Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)

Goal 1:

- 50% of students in grades 3, 4, and 5 will score at a level 3 or 4 on GMAS 2019 in Reading
- All students in K-5th grade will move three or more levels according to the Fountas and Pinnell Fluency/Comprehension Assessment

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost	Person Responsible
Literacy Coach	Level 4	August-May	\$80,000	Principal
Paraprofessional	Level 4	August-May	\$35,000	Principal

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in evidence-based interventions.	Refers to homeless liaison for support
English Learners	Migrant
Required all teachers to take the SIOP instructional course for language learners. Also promote SIOP strategies in a weekly blog and support implementation in the general education classroom.	N/A
Race/Ethnicity	Students with Disability
Addressed in evidence-based interventions.	Give specialized instruction based off IEP goals

2a.i: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)])** to meet the challenging State academic standards;

2a.ii: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **use methods and instructional strategies strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education**

4a: Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)

Goal 2:

- 50% of students in grades 3, 4, and 5 will score at a level 3 or 4 on GMAS 2019 in Math
- 90% of students in grades 1st and 2nd will score at a proficient level on the Math Numeracy Assessment

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost	Person Responsible
Paraprofessional	Level 4	August-May	\$35,000	Principal
Professional Development Trainings with MetroResa	Level 4	August-May	\$500	Math Coach

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in evidence-based interventions.	Refers to homeless liaison for support
English Learners	Migrant
Required all teachers to take the SIOP instructional course for language learners. Also promote SIOP strategies in a weekly blog and support implementation in the general education classroom.	N/A
Race/Ethnicity	Students with Disability
Addressed in evidence-based interventions.	Give specialized instruction based off IEP goals

2a.iii School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include:**

a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

Response:

High Point offers:

- *Morning Meetings*
- *Sanford Harmony*
- *PBIS School-wide*
- *International Baccalaureate Program focusing on attributes of the Learner Profile*
- *Everybody Wins Reading Program*

b. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

Response:

High Point offers:

- *International Baccalaureate Primary Years Programme*

c. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

Response:

High Point follows the FC Code of Conduct which is a tiered model for behavior. HPES administration coordinates with sped department to make sure we are meeting all students' needs.

e. strategies for assisting preschool children in the transition from early childhood education

Response:

High Point offers:

- *5th grade transition day and night for students and parents*
- *Pre-K Student Round-Up for new students entering High Point*

3. Schoolwide Plan Development: Sec. 1114(b)(1-5)

a. is developed during a 1-year period, unless – the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

Response: High Point has developed its schoolwide plan during a 1 year period for the 2018-2019 school year, with stakeholder input. We invited all parents to participate and provide input in the Title I schoolwide planning process by multiple means of communication. We have developed, and will revise yearly, our school improvement plan with the participation and input of all invited parents/stakeholders (staff, community members and parents) who will participate in carrying out our comprehensive school improvement plan. High Point Elementary also offers monthly ESOL parent meetings to get input of our second language program.

b. is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

*Response
High Point Elementary invited all parents to participate and provide input in the Title I schoolwide planning process by multiple means of communication. We have developed, and will revise yearly, our plan with the participation of individuals (staff, community members and parents) who will participate in carrying out our comprehensive school improvement plan. Our team consists of the principal, Admin team, grade level chairs, parents, PTO officers, and SGC Members.*

c. remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

*Response:
The plan will be regularly monitored and revised as necessary based on student needs. The plan will remain in effect for the school year.*

d. is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

*Response:
The school will create a Parent and Family Engagement Plan (PFEP) and Student-Compact to educate the parents and students on programs, strategies and workshops to foster continued academic achievement and student success overall. A copy of our Title I schoolwide plan, PFEP, as well as our School-Parent Compact, will be available after it is written and reviewed with the assistance of the committee, parents, and community*

members. Plans will be made available on the school website, at PTO meetings, during school governance council meetings, and will also be housed in the parent resource room and front office. The plan will be translated into the language necessary to accommodate stakeholder needs.

4b: Describe how the school will use and implement effective parent and family engagement strategies for parents of English Learners. Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C)

Response:

The school will:

- *Conduct meaningful involvement opportunities for parents and family members*
- *Have an annual evaluation of the content and effectiveness of the PFEP*
- *Partner with parent liaison to develop and promote various types of classes for parents who speak languages besides English*

4c: If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—

i. through coordination with institutions of higher education, employers, and other local partners

Response

ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

Response

Professional Development Plan

2d. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects

Professional Learning Strategy	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Monitoring Teacher Implementation of Professional Learning	Evidenced Based Level & Artifacts/Evidence of Impact on Student Learning
<ul style="list-style-type: none"> • Waste, Fraud, Abuse, and Corruption • Title I Complaint Process 	August 2018	\$0	Title I Office Monitoring	Agenda, Sign In Sheet, Handouts,
Guided Reading Training for K-5 Teachers	August 2018 – May 2019	Local Funds	Principal Assistant Principal Instructional Coach CST	Walkthrough/observations Fastbridge Growth Measure
Math Number Talks by Metro Resa	September 2018	\$500	Math Coach	Fastbridge Growth Measure

Parent and Family Engagement Plan

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
Parent & Family Engagement Plan (PFEP)	August and September 2018	NA	Mariana Mendoza Carrie Pitchford	GaDOE checklist (new template) Must include a parent feedback and suggestion option at the end which must have a question or request for revisions to the PFEP's content (This is separate from the input meeting feedback form.) Parent survey including questions which are relevant to content included in the PFEP Summary of survey results (ongoing)	Parent/staff/student feedback and supporting documents from input meetings and opportunities; evidence of distribution on or before September 21st; teacher dissemination statement;
School-Family Compact	August and September 2018	NA	Mariana Mendoza Carrie Pitchford	GaDOE checklist (new template) Parent survey including questions which are relevant to content included in the compact Summary of survey results	Parent/staff/student feedback and supporting documents from input meetings and opportunities; signature pages signed and dated on or before Oct. 31 st ; teacher dissemination statement;
Title I Annual Parent Meeting	August 15 th , 2018	NA	Mariana Mendoza Carrie Pitchford	Georgia Department of Education Checklists for compact and PFEP	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, all parents/families invitations incl. website
Parent Input Meeting (1%) Stakeholder input in Title I plan	August 29 th , 2018	NA	Mariana Mendoza Carrie Pitchford	Georgia Department of Education Checklists for compact and PFEP	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, all parents/families invitations incl. website, feedback forms, summary, surveys
Student Assessment & Results Parent Meeting	March 2019	NA	Mariana Mendoza Richard DiBartolo	Staff assignments/ follow-up, evaluations req'd	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, all parents/families invitations incl. website
Transition Meetings (Preschool Programs; all transitions)	April and May 2 nd , 2019	NA	Carrie Pitchford Rachel Salmons Sheri Hess Mariana Mendoza	Title I Parent Workshops/Meetings evaluations	Agenda, presentation, handouts, all parents/families invitations incl. website; middle school field trip and collaboration
Building Staff Capacity	September 2018	NA	Carrie Pitchford	Staff assignments/ follow-up, evaluations req'd	Agenda, sign-in sheet, presentation, and Monday Notes



	All year long 2018-2019	\$200	Mariana Mendoza	Surveys	
Monthly Title I Parent Meetings/ Family Nights	Monthly Beginning September 2018 - May 2019	NA	Mariana Mendoza	Title I Parent Workshops/Meetings evaluations	Agenda, sign-in sheet, evaluation, presentation, handouts, all parents/families invitations incl. website