

**Fulton County Schools
Title I Schoolwide/School Improvement Plan**

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE

School Name: Tri-Cities High School	District Name: Fulton County Schools
Principal Name: Dr. Dan A. Sims	School Year: 2015-2016
School Mailing Address: 2575 Harris St, East Point, GA 30294	
Telephone: 404-669-8200	
District Title I Director/Coordinator Name: Catherine D. Harper	
District Title I Director/Coordinator Mailing Address: 6201 Powers Ferry Rd. NW Atlanta, GA 30339	
Email Address: HarperCD@fultonschools.org	
Telephone: 470-254-0200	

ESEA WAIVER ACCOUNTABILITY STATUS

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

Priority School <input checked="" type="checkbox"/>	Focus School <input type="checkbox"/>
Principal's Signature:	Date:
Title I Director's Signature:	Date:
Superintendent's Signature:	Date:
Revision Date:	Revision Date:

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Title I Planning Committee Members

NAME	POSITION/ROLE
Dr. Dan A . Sims	Principal
Ethel Lett	Assistant Principal
Cynthia Allen	Teacher
Cynteria Sims	Math Teacher
Arnold Best	Science Teacher
Jennifer Favors	Social Studies Teacher
Samantha Valley	Teacher
Michelle Dance	Counselor
Yolanda Sample	Parent Liaison
Lisa Peay	Parent
Tremetrice Wheeler	Parent
Willie Washington, Jr.	Parent
Carmena Lawson	Parent
Margaret Tarver	Parent
Tahryah Wheeler	Student
Jacqueslyn Woods	Students
Willie Washington, III	Student
Andria Wyn	Community Leader
Phyllis Minter	Community Leader
Reginald Madison	Parent

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Alicia Cooper	Parent
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1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Response:

- **School background - (location, year opened, demographics, interesting facts)**

Tri-Cities High School is a public high school in East Point, Georgia. It is a part of the Fulton County School System. The school opened in 1988 under the leadership of principal Dr. Herschel Robinson. It was originally formed by combining 4 schools: Woodland High School, Russell High School, College Park High School and Hapeville High School. Tri-Cities serves sections of East Point and College Park and all of Hapeville. The current principal is an alumnus of Tri-Cities, Dan Sims (Class of 1989).

Tri-Cities HS is home to 1750 students representing the following groups: 81.1% Black, 2.4% Caucasian, 12.9% Hispanic and 2.0% Asian/other nationalities. The free/reduced lunch percentage for TCHS is 80%.

Fulton County Schools is serious about its charge to educate every student to be a responsible, productive citizen.

Strategic Plan 2017: Building Our Future is the roadmap for how Fulton County Schools aims to improve student achievement over the next five years. Three goals serve as the district's measure for long-term student success, which is that students will graduate on time and be ready for college or the workforce.

Fulton has established the following district goals for student success:

Graduation Rate: 90% of Fulton students will graduate on time

College Readiness: 85% of Fulton's seniors will be eligible for admission to a University System of Georgia college or university

Career Readiness: 100% of Fulton's graduates will be work-ready-certified

The strategic plan guides the system's direction and is the result of many conversations with the school board, teachers and school leaders as well as engagement with parents and the community.

- **School vision and mission**

The Mission of Tri-Cities HS is: Through effective collaboration, we will achieve comprehensive success for every student.

The Vision of Tri-Cities HS is: Together we will transform our students into college, career-ready citizens empowered to change the world.

- **District goals**

1.90% of Fulton students will graduate on time

2.85% of Fulton's seniors will be eligible for admission to a University System of Georgia college or university

3.100% of Fulton's graduates will be work-ready certified

- **Acronyms (list and define for reader)**

Tri-Cities HS = TCHS

- **School Assessment Data (Examples: CCRPI, Benchmark, Dibels, STAR Reading/Math, ITBS, EOCT)**

See Attachment(s)

- **Academic Strengths**

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10th Grade Literature and Composition: Our overall pre-test mastery rate was 44.70% and our overall post-test mastery rate was 59.4% which is an increase of 14.70%.

Advanced Math and Decision Making: Our overall pre-test mastery rate was 33.80% and our overall post-test mastery rate was 17.9% which is an increase of -15.90%.

Advanced Algebra: Our overall pre-test mastery rate was 23.40% and our overall post-test mastery rate was 41.6% which is an increase of 18.20%.

Pre-Calculus: Our overall pre-test mastery rate was 22.90% and our overall post-test mastery rate was 62.90% which is an increase of 40.00%.

American Government and Civics: Our overall pre-test mastery rate was 38.50% and our overall post-test mastery rate was 54.10% which is an increase of 15.60%.

Chemistry: Our overall pre-test mastery rate was 24.8% and our overall post-test mastery rate was 40.40% which is an increase of 15.60%.

Physics: Our overall pre-test mastery rate was 26.9% and our overall post-test mastery rate was 35.9% which is an increase of 9.00%.

World History: Our overall pre-test mastery rate was 30.4% and our overall post-test mastery rate was 45.2% which is an increase of 14.80%.

- **Academic Weaknesses**

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AMDM

STANDARDS

(Number of questions)

Percent of Student Mastery (Pre)

Percent of Student Mastery (Post)

Percent Increase

Standards

MAMDMA3. (2)

32.6

0.0

-32.6

MAMDMA3. Students will create and analyze mathematical models to make decisions related to earning, investing, spending, and borrowing money.

MAMDMG1. (8)

30.2

0.0

-30.2

MAMDMG1. Students will create and use two- and three-dimensional representations of authentic situations.

MM1P2. (12)

27.9

0.0

-27.9

MM1P2. Students will reason and evaluate mathematical arguments.

MAMDMA3. (2)

32.6

0.0

-32.6

MAMDMA3. Students will create and analyze mathematical models to make decisions related to earning, investing, spending, and borrowing money.

ADVANCED ALGEBRA

MCC9-12.F.IF.7b. (1)

39.1

23.2

-15.9

MCC9-12.F.IF.7b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

MCC9-12.S.IC.4. (1)

19.3

16.7

-2.6

MCC9-12.S.IC.4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

PRE-CALCULUS

MCC9-12.G.SRT.9. (1)

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26.5

4.3

-22.2

MCC9-12.G.SRT.9. Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

MM4A1. (1)

23.5

4.3

-19.2

MM4A1. Students will explore rational functions.

MCC9-12.N.CN.3. (1)

17.6

1.4

-16.2

MCC9-12.N.CN.3. Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

AMERICAN GOVERNMENT

SSCG9. (1)

22.3

17.9

-4.4

SSCG9. The student will explain the differences between the House of Representatives and the Senate, with emphasis on terms of office, powers, organization, leadership, and representation of each house.

SSCG9. (1)

22.3

17.9

-4.4

SSCG9. The student will explain the differences between the House of Representatives and the Senate, with emphasis on terms of office, powers, organization, leadership, and representation of each house.

CHEMISTRY

C.SC2.c. (3 -> 5)

15.7

10.0

-5.7

C.SC2.c. Apply concepts of the mole and Avogadro's number to conceptualize and calculate

C.SC2.c.1. (3 -> 5)

15.7

10.0

-5.7

C.SC2.c.1. Empirical/molecular formulas,

C.SC2.c.2. (3 -> 5)

15.7

10.0

-5.7

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C.SC2.c.2. Mass, moles and molecules relationships,

C.SC2.c.3. (3 -> 5)

15.7

10.0

-5.7

C.SC2.c.3. Molar volumes of gases.

PHYSICS

P.SP5.c. (1)

21.9

7.6

-14.3

P.SP5.c. Determine equivalent resistances in series and parallel circuits.

P.SP2.b. (1)

33.3

20.2

-13.1

P.SP2.b. Explain how the instability of radioactive isotopes results in spontaneous nuclear reactions.

P.SP4.e. (1)

24.8

12.6

-12.2

P.SP4.e. Determine the location and nature of images formed by the reflection or refraction of light.

P.SP4.c. (1)

26.7

21.8

-4.9

P.SP4.c. Explain the relationship between the phenomena of interference and the principle of superposition.

WORLD HISTORY

SSWH5.e. (1)

35.3

31.0

-4.3

SSWH5.e. Describe the impact of the Crusades on both the Islamic World and Europe.

SSWH18.c. (1)

25.1

21.4

-3.7

SSWH18.c. Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Teheran to Yalta and Potsdam and the impact on the nations of Eastern Europe.

SSWH18.b. (1)

24.2

23.1

-1.1

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SSWH18.b. Identify Nazi ideology, policies, and consequences that led to the Holocaust.

SSWH5.a. (1)

31.6

31.0

-0.6

SSWH5.a. Explain the origins of Islam and the growth of the Islamic Empire.

- **Measurable SMART goals (3-5 align with students' academic strengths and weaknesses)**

- Improve the achievement of students in the primary areas of academic focus: Coordinate Algebra, Geometry, US History, and Biology by 10 percent as measured Georgia Milestones by June 2016.

- Improve the achievement of students in the secondary areas of academic focus: Physical Science, Economics as measured by Georgia Milestones by June 2016.

- Improve the cohort Graduation rate of students by 5 percent as measured by CCRPI by June 2016.

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• **Title I, Part A (Personnel - Complete chart on utilization of funds. MUST align with goals)**

Amount	Supplemental Staff Position(s) (i.e. Teacher, Parent Liaison, ELA or Math Coach)
\$61,194.00	Math Teacher
\$61,172.00	Math Teacher
\$25,915.00	Math Teacher
\$69,872.00	Science Teacher
\$64,774.00	Vacant Math
\$64,774.00	Vacant Science
\$312,191.00	Parent Liaison
\$110,474.00	Data Support Specialist

• **Title I, Part A (Non-Personnel - Complete chart on utilization of funds. MUST align with goals)**

Amount	Detailed description
\$7,500.00	Teacher stipends for professional development per Priority School mandate
\$109.00	Benefits for Saturday PD for math teachers per Priority Schools mandate
\$11,324.00	Contracted services for Saturday PD per Priority Schools mandate
\$50,000.00	Extended day teachers in the core areas of ELA, math, science and social studies
\$61,336.00	Health insurance for 5.4 teachers
\$4,307.00	Medicare benefits for 5.4 teachers
\$4,320.00	Salaries for substitutes for teacher absence 5.4 teachers x 8 days x \$100
\$1,200.00	Other benefits for 5.4 teachers
\$34,501.00	TRS x 5.4 teachers
\$2,533.00	Dental x 5.4 teachers
\$372.00	Life insurance x 5.4 teachers
\$2,661.00	Disability x 5.4 teachers
\$41,504.00	170 boxes of Pencils, 100 boxes folders, pens, 100 small dry erase markers, 21 boxes
\$8,000.00	Headphones for use with instructional reading and math programs, batteries for hand

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\$250.00	Flash drives for use in core department instructional and computer labs
\$1,920.00	5.4 teachers x 3 days x \$100
\$7,500.00	15 teachers times 5 months at \$100 per day for Saturday PD for Priority Schools ma
\$11,340.00	Health benefits and 0 5.4 teachers' substitute pay for 3 days professional developmen
\$3,249.00	Medicare benefits and 5.4 teachers' substitute pay for 3 days professional developme
\$200.00	Other benefits and 5.4 teachers' substitute pay for 3 days professional development x
\$12,004.00	TRS benefits and 5.4 teachers' substitute pay for 3 days professional development x
\$606.00	Dental benefits and 5.4 teachers' substitute pay for 3 days professional development
\$58.00	Life insurance benefits and 5.4 teachers' substitute pay for 3 days professional devel
\$926.00	Long term disability benefits and 5.4 teachers' substitute pay for 3 days professional
\$11,324.00	5 PD Saturdays for PD Priority Schools balance after benefits and teacher stipends
\$6,600.00	2 teachers and 2 admin to attend National Title I Conference in Houston, TX
\$1,508.00	Registration fees for 2 teachers and 2 admin to attend National Title I Conference in
\$1,000.00	Teacher training for parents on math, science and Milestones
\$8,055.00	Health insurance benefits for parent liaison
\$278.00	Medicare benefits for parent liaison
\$200.00	Other benefits for parent liaison
\$2,733.00	TRS benefits for parent liaison
\$606.00	Dental insurance benefits for parent liaison
\$58.00	Life insurance benefits for parent liaison
\$211.00	Long term insurance benefits for parent liaison
\$250.00	Paper, folders, clipboards, card stock, colored paper, dividers, envelopes, labels, dry
\$250.00	Toner/ink cartridges for printers/copiers in Parent Resource Center
\$1,500.00	Laptop and ipad for parent liaison
\$100.00	Magazines and periodical subscriptions for the Parent Resources Center
\$2,000.00	Parent liaison attendance at National Title I Conference in Houston, TX; Parent Invo
\$600.00	Registration fee for paent liaison to attend National Title I Conference in Houston, T

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Currently, there are no Migrant students attending our school. Our school collaborates with the Title I Department/Migrant Representative, and social workers to monitor/identify the needs of the immigrant population. Once identified, immigrant student needing services, may receive: remedial education services, gifted services, SST services, special education services, ELL services, after/or school tutoring and morning homework help.

Student enrollment sheets are distributed and the Occupational Survey section of the form is checked by the registrar.

- All new students receive an Occupational Survey form, as well as the registration form. This will be checked and verified by the registrar.

- We will work closely with our counselor, school social worker, and our central office liaison to ensure that the student's needs are met for any students identified.

- Providing intervention programs and additional assistance for any migrant student who might be identified and is experiencing academic deficiencies.

- Students will be considered for additional services based on formative data and classroom assessments.

Students who are identified, as Migrant will be referred to the school guidance counselor and participate in a routine orientation conducted by the principal. Needs will be ascertained and the appropriate resources provided through the appropriate (State Consortium) and the school administration.

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2. Schoolwide reform strategies that:

Response:

List 5 or more scientific research based strategies that your school will implement during the school year (Opportunities for **all** children to meet the State’s academic achievement standards)

Strategy	Research Citation
Class Size Reduction: A Proven Reform Strategy	http://www.nea.org/assets/docs/PB08_ClassSize08.pdf
How Parent Liaisons Can Help Bridge the Home-School Gap	Mavis Sanders (May/June 2008). How Parent Liaisons Can Help Bridge the Home-School Gap. The Journal of Educational Research, May/June 2008, Volume 101, Number 5, pp. 287-297
Decision Making for Results: Data-Driven Decision Making	Besser, L., Almeida,L., Anderson-Davis, D., Flach, T., Kamm, C., & White, S. (2008) Decision Making for Results: Data-Driven Decision Making,(2nd ed.). Englewood, CO: The Leadership and Learning Center.
After School Program in the 21st Century: Their Potential and What It Takes To Achieve It	Little, P.M., Wimer, C., & Weiss, H.B. (2008). After School Program in the 21st Century: Their Potential and What It Takes To Achieve It. Cambridge, MA: Harvard Family Research Project.
Differentiating Math Instruction	Kasten & Howe (1989). Students at Risk in Mathematics: Implications for Elementary Schools. ED321071
Guided Math: A Framework for Mathematics Instruction	Sammons, L. (2010). Guided Math: A Framework for Mathematics Instruction. Huntington Beach, CA: Shell Education.
Problem-based learning in mathematics: A tool for developing students's conceptual knowledge. What Works?	MacMath, S., Wallace, J., & Chi, X. (2009). Problem-based learning in mathematics: A tool for developing students's conceptual knowledge. What Works? Research into Practice, Research, #22. (On this DVD).
A Guide for Using Webb's Depth of Knowledge with Common Core Standards	Hess, K. K. (2004-2012). Center for Assessment, National Center for the Improvement of Educational Assessment, Inc. [papers posted and available] www.nciea.org Webb, N. (March 28, 2002) “Depth-of-Knowledge Levels for four content areas,” unpublished paper.
Using Data to Improve Student Learning	Bernhardt, V. (2003). Using Data to Improve Student Learning.

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Differentiated Instructional Strategies	Gregory, G.H., and Chapman, C., 2002. Differentiated instructional strategies. CA: Corwin Press.
What is a Professional Learning Community? By Richard DuFour in Educational Leadership (May 2004)	http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%2%A2.aspx

2. Address how the school will determine if such needs have been met; and
 ·Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Response:

- Analyze student achievement data, ongoing
- Review and update Title I plan, ongoing
- Analyze stakeholder surveys
- Providing timely support based on the needs assessment data, testing data, and classroom data that will be reviewed every 3 weeks to provide alternate options for students to be successful;
- Targeting students to receive a specific plan of action for improvement;
- Developing focused plans to link students with peer tutors, and adult mentors for continued growth and support;
- Maintaining consistent and direct parent contact to improve parental communication and increase student achievement;
- Acquiring 6.4 additional teachers in the areas of math and science.
- Implementing the Flexible Learning Program (FLP) for 9th grade math students.
- Extended Day for ELA, math, science and social studies

3. Instruction by highly qualified professional staff

Response:

100% of teachers are highly qualified

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.

Response:

Complete professional development chart. Provide at least 5-10 PD sessions.

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5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Response

- Fulton County Schools sign in bonuses
- Strategic staffing initiative
- Job recruitment fairs
- Teacher induction program
- Mentorship program
- Partnering with local universities to attract upcoming graduates and working with Teach for America to identify those in teacher preparation programs who have been sufficiently trained for hiring. We also have a relationship with GaTAPP and Georgia Teaching Fellows Programs in which career-changers pursuing teaching are linked with partnering schools and teachers receive 1-2 years of specific mentoring and support.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services

Response

- At Tri-Cities, our parents are encouraged to be involved in our school activities and we maintain contact with parents via school messenger, newsletters and flyers, email, twitter, and Facebook.
- We maintain a website that is updated regularly with school events and curriculum happenings.
- The opinions of our parents are important to us. An electronic parent involvement survey is opened to parents each spring, allowing them to give their opinions and offer comments and suggestions concerning our parent involvement program.
- Each year as we begin to review and revise our Parent Involvement and School Improvement Plans, we choose parents to be involved in this process. They participate as we evaluate the previous year's plans, giving their input on ways to improve our Parent Involvement and School Improvement Programs.
- We also have parents as members of our School Council. They review the plans during development and after completion. Their comments and suggestions are considered as the plans are written.
- We have a parent liaison who works to build parental support and capacity through semester training sessions and weekly email blasts.
- Staff are annually trained to work with parents (during pre-planning) in which they learn sensitivity and are shown various ways to keep the line of communication open with parents via edmodo, text messages, Remind 101 and other communication modalities
- We help parents with access to Home Access Center
- We offer monthly workshops

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7. Student Transition Plan

Response

- School visits and tours are conducted in the spring of each year for rising 9th graders.
- A comprehensive instructional open house for prospective parents is implemented.
- Incoming freshmen attend a Summer Bridge program with core academic rotations.
- There is a vertical cluster team with teachers from feeder elementary and middle schools.
- Students visit with colleges and universities with guidance counselors to explore post-secondary options for success.
- Partnering businesses provide opportunities for students to visit companies and experience shift work, team work and other job-related functions.
- A college fair with financial aid assistance is held annually.
- We also partner with Atlanta Tech and Georgia Tech to provide joint/dual enrollment opportunities for students as they transition to college.
- We conduct annual visits to expose elementary and middle school students to high school activities - bridge program

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response

- Through involvement and participation on PLAID teams (Professional Learning Assessment Instruction and Data teams)
- Through the use of focus groups, collaborative planning, and weekly professional development sessions to review data;
- Teachers have an opportunity to look specifically at student, classroom, and teacher data and make comparisons while working with subject and grade specific team members. These conversations are structured and guided by an academy lead and an assistant principal. These data are: standardized, formative, summative, weekly, monthly, and bi-monthly data as agreed upon by each team. Lesson plans and assessments are then revised to reflect the needs of students' findings from such meetings. We also use activotes by All in One Learning to help easily disaggregate data

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9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response

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·Teachers will continue to document student progress every three weeks. These data will be analyzed in collaborative planning teams, with department chairs, and with respective administrators and/or counselors. Once identified, students will receive opportunities to participate in: extended learning, computer-based instruction, and Saturday School providing the parent has consented to such participation. Parents will receive the 3 week progress report and can conference with teachers regarding student progress. We will determine if needs have been met (and are consistent with ESEA) through student/teacher conferences, parent/teacher conferences, frequent monitoring of student progress; as well as with progress report and course completion data.

·We also use Semester I student failure (report card grades) data to identify struggling students and courses that may be extremely challenging. District benchmark tests (Checkpoints) data is used to specifically pinpoint what standards are especially challenging for students, and teachers review/focus on those standards in preparation for the End-Of-Course test.

·Teachers have an opportunity to look specifically at student, classroom, and teacher data and make comparisons while working with subject and grade specific team members. These data are: standardized, formative, summative, weekly, monthly, and bi-monthly data as agreed upon by each team. Lesson plans and assessments are then revised to reflect the findings from such meetings.

·Specifically, ALL students, Black students, SWD students, ELL students, and ED students will receive timely support based on the needs assessment data, testing data, and classroom data that will be reviewed every 3 weeks to provide alternate options for students to be successful. Targeted students will receive a specific plan of action for improvement and parent contact will be made as students are enrolled or withdrawn into academic support programs. The following strategies and instructional methods will be incorporated into our school improvement plan to improve student achievement:

·Common planning will provide opportunities for teachers to review and assess student and classroom data in order to make decisions regarding teaching and learning. Planning together will allow all teachers to benefit from each other's expertise and analyze the trends in data to reach specific students. Use of common planning to analyze data is supported by Bernhardt (2005) and Besser, et al. (2006) who emphasized the importance of data teams. Collaborative planning will take place twice weekly with one day focused on lesson planning, unit building, and assessments and the second day having data review as its focus.

·Extended learning will allow students to receive an extra dose of support in weak areas. Emphasizing core area strategies outside of the regular school day allows students to hone their understanding of previously taught concepts and provides teachers a chance to preview new concepts with struggling learner. Students will receive small group tutorial and remediation. Use of extended learning to support student achievement has been supported by the research of Borg as early as 1980 in his research on extending school and the more recent 2008 research of Little, et al. selected students will receive extended learning in ELA, math, science and social studies daily Monday through Thursday from September to May.

·Differentiated Instruction will be emphasized throughout the collaborative planning sessions and it will be the focus of administrative focus walks. Teachers will receive professional development throughout the year to continually hone their skills with differentiating by content, process, product and environment. Emphasis on differentiated instruction for student achievement has been supported by Tomlinson (2000) and McTighe and Tomlinson (2006).

·Rigorous teaching will be emphasized throughout the collaborative planning sessions and it will be the focus of administrative focus walks. Teachers will receive professional development throughout the year to continually hone their skills with rigor. The staff have completed a book study of Rigor is Not a 4 Letter Word and will continually revisit it through staff development and lesson plan reviews. The importance of increasing rigor to improve achievement while ensuring lessons are relevant has been emphasized in research by Bottoms (2004) and Burris (2008).

·Implementation of Webb's Depth of Knowledge will be emphasized throughout the collaborative planning sessions and it will be the focus of administrative focus walks. Teachers will receive professional development throughout the year to continually hone their skills with Webb's DOK. The staff will continually revisit Webb's DOK through staff

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development and lesson plan reviews. Implementation of Webb’s DOK links strategically to rigor and relevance and differentiation and will continue to be the focus of professional development and collaborative planning sessions. Webb’s DOK serves as a basis to improve cognitive complexity of students and force them to think critically about their responses in class. (Webb, 2005; Chambers, 2009).

·Smaller Learning Communities provide an opportunity for students to be a part of smaller groups focused on improving student learning. These groups allow teachers to build relationships with students to better understand how to tailor instructional programs to their needs. Each student will be housed in a community comprised of a math, English, science and social studies teacher who meet during collaborative planning to discuss specific students’ academic needs, behavior, and attendance. These conversations will allow teachers to strategize and coordinate efforts to be more impactful in their teaching environment and in building promising relationships with students (Cotton, 2001; Oxley, 2004).

·A/B Block Scheduling provides an opportunity for students to complete coursework at a faster pace and increases the time spent on classroom instruction on a daily basis. Alternate course days give students time to process information and formulate intuitive responses to classwork and homework. Use of the block schedule also increases students’ chances of graduating with their cohort. Other benefits of A/B block scheduling include: reduced fragmentation in instruction, more time for differentiated and individualized instruction, flexibility in program planning and stronger rapport with students. Students who have developed relationships with teachers have better chances for high school completion (Adelman, 1996; King, et al, 1978).

·Saturday School accommodates students who have missed a great deal of instruction as well as students who are having difficulty assimilating information during the week. Saturday School will allow students to receive an extra dose of support in weak areas. Emphasizing core area strategies outside of the regular school day allows students to hone their understanding of previously taught concepts and provides teachers a chance to preview new concepts with struggling learners. Students will receive small group tutorial and remediation in an environment in which less emphasis is placed on discipline and non-academic issues. Use of Saturday School to support student achievement has been supported by the 1987 research of Finn. Saturday School will begin in September and end in May.

·Computer-based Tutorial provides an opportunity for students to receive instruction in a way that is non-traditional and that is paced based on their level of understanding. Monitored by core academic teachers, students still have an opportunity to ask for and receive help with specific questions and concerns regarding the lesson. Students can use programs such as USA test Prep, Carnegie Learning, and Brain Pop. Computer-based tutorial will begin in September and end in May and be housed in 5-7 computer labs within the building.

·Mentoring Minds will be established to increase student interest in the school, school culture and learning. Each incoming freshman will be linked with an upperclassman who will serve as an academic mentor. Student mentoring is a widely supported means of increasing student achievement (Gray, 1987; Weinberger, 2007).

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response:

Refer to Section 1 for Title I, Part A or SI 1003a funding.

Provide all additional funding sources, total amount, and purpose

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Name of Funding Source	Total Amount	Purpose
Striving Reader's Grant	\$700,000.00	Year 3 funds will be used for targeted read
FLP	\$60,000.00	Funds will be used for targeted support in 1
School Improvement	\$65,000.00	Funds will be used to offer extended learni
Title I	\$631,092.00	Funds will be used for professional develop

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

Response:

Individual student assessment results and interpretation of those results are provided to parents of students. Copies of the Georgia Milestones Test results are available for parents at the school as soon as they are returned in April/May. A narrative explaining the interpretation of scores is included. The administration calls and speaks to each parent whose child failed a portion of the Georgia Milestones Test. The administration explains retest and study/ test preparation opportunities.

Parent-teacher conferences will detail what the school will do to help the student, what the parents can do to help the student and additional assistance available to the student at the school or in the community. A written summary of the conference is provided to the parents at the conclusion of the conference.

The school website and the system website <http://portal.fultonschools.org/Pages/default.aspx> provide various student assessment information as well as links to other resources.

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

Response:

The director of testing ensures that all state level testing data is collected according to state guidelines. The Georgia Department of Education and the Governor's Office of Student Accountability disaggregate the data and provide documentation to the system and the school. School administrators review the data with the teachers and develop plans based on the outcomes to increase student achievement.

School and district data is collected in accordance with district and state policies, and disaggregated for regular dissemination to the district, school, staff, and parents /students as needed. This includes State standardized tests and local benchmarks. Individual test result reports are communicated to schools.

Disaggregated data provided by the Fulton County School System's Data Utilization Department will be communicated to stakeholders through the school's website, Title I parent meetings, and parent newsletters. The school will maintain a room dedicated to ongoing student assessment and achievement.

The Fulton County School System's Data Utilization Department is responsible for developing tools and processes to analyze and report performance data that meets the decision-making requirements of all Fulton County Schools' stakeholders, including administrators, teachers, other employees, students, parents, and the general community.

The department manages the implementation of system business intelligence tools, including analytics and reporting to meet the needs of all users. In addition, the department ensures that reporting is aligned with the district's Balanced Scorecard, Value –added Performance System, and key process measures.

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

Response:

The Georgia Department of Education (GADOE) follows strict and accurate accountability procedures to ensure the reporting of statistically valid and reliable assessment results. The school system's Data Utilization Department work with GADOE to further ensure valid and reliable assessment data and improve procedures to enhance the process, accordingly. The outcome/summative assessment data utilized in development of this plan is derived from both state and national assessments that have been validated and administered statewide and nationwide.

The Fulton County School System's Data Utilization Department is responsible for developing tools and processes to analyze and report performance data that meets the decision-making requirements of all Fulton County Schools' stakeholders, including administrators, teachers, other employees, students, parents, and the general community.

The department manages the implementation of system business intelligence tools, including analytics and reporting to meet the needs of all users. In addition, the department ensures that reporting is aligned with the district's Balanced Scorecard, Value –added Performance System, and key process measures.

Data Utilization fosters the use of data by Fulton County Schools' staff through the development of training on data analysis tools, analysis and presentation of data, and assistance to others in the use and interpretation of data.

14. Provisions for public reporting of disaggregated data.

Response:

All statewide data is available to the public through the Georgia Dept. of Education Assessment and Accountability website. Also, district-wide and school data are shared by:

- The School District's and local school's website
- Newsletters and mail
- Parent/Teacher conferences
- Communicated through Title I meetings, curriculum nights, parental and community involvement comments
- Presented as part of the LEA presentation for the Consolidated LEA Implementation Plan (CLIP)

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

Response:

The school's Title I plan was developed during a one-year period. The school's Title I plan was developed with collaborative input from school stakeholders; and multiple forms of communication were used to invite stakeholders to provide input and feedback.

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16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

Response:

The school's Title I plan was developed with collaborative input from school stakeholders; and multiple forms of communication were used to invite stakeholders to provide input and feedback. See Section 1 for additional information.

17. Provisions for public reporting of disaggregated data.

Response:

After the school's Title I plan has been approved by the Georgia Department of Education, the plan will be in the following locations:

- Administration office
- School website

18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Response:

The school's Title I plan is made available to parents/guardians, and other stakeholders upon request at the school and is also posted on the district and school's website. A forum is held to educate parents as the nature and goals of the Title I planning process and use of the Title I plan. The Head Counselor will serve as the primary contact at the school for parents wishing to obtain additional information about the Title I plan.

Translation interpretation services will be made available for speakers of languages other than English by the school staff and the district's Title III department. Translation and/or interpretation of the plan, to the extent feasible, shall be provided in any language, where there is a significant percentage of parents of participating students, whose primary language is a language other than English. The Title I Department will assist in this endeavor based upon the student need of the school's demographic population.

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

Response:

The school is subject to the school improvement provisions of Section 1116. The State academic assessments and other indicators are used to annually review the progress of the school to determine whether the school is progressing under the approved Georgia Academic Accountability waiver.

The school is not identified as an Elementary and Secondary Education Act of 1965, Priority or Focus School for this school year.