<table>
<thead>
<tr>
<th><strong>School Name:</strong></th>
<th>Esther Jackson Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Mailing Address:</strong></td>
<td>1400 Martin Road Roswell, GA 30076</td>
</tr>
<tr>
<td><strong>LEA Name:</strong></td>
<td>Fulton County Schools</td>
</tr>
<tr>
<td><strong>LEA Title One Director/Coordinator Name:</strong></td>
<td>Dr. Tawana Miller</td>
</tr>
<tr>
<td><strong>LEA Title One Director/Coordinator Signature:</strong></td>
<td>Date:</td>
</tr>
<tr>
<td><strong>LEA Title One Director/Coordinator Mailing Address:</strong></td>
<td>Teaching Museum South 689 North Avenue Hapeville, GA 30354</td>
</tr>
<tr>
<td><strong>Email Address:</strong></td>
<td><a href="mailto:millert@fulton.k12.ga.us">millert@fulton.k12.ga.us</a></td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
<td>404 669-8217</td>
</tr>
<tr>
<td><strong>Fax:</strong></td>
<td>404-669-8218</td>
</tr>
</tbody>
</table>
SWP Template Instructions

Notes:

• All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists all components/elements marked as “Not Met” need additional development.

• Please add your planning committee members on the next page.

• The asterisk (*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).

• Please submit your School Improvement Plan as an addendum after the header page in this document.
Planning Committee Members:

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION/ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Cassidy</td>
<td>Principal</td>
</tr>
<tr>
<td>Beth Poole</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Nicolle Trow</td>
<td>CST</td>
</tr>
<tr>
<td>Pam Platt</td>
<td>EIP Teacher</td>
</tr>
<tr>
<td>Julie Paz</td>
<td>Bilingual Community Liaison</td>
</tr>
<tr>
<td>Victor Serna</td>
<td>Parent</td>
</tr>
<tr>
<td>Liliana Jomecha</td>
<td>Parent</td>
</tr>
<tr>
<td>Lisa Stamey</td>
<td>Parent/PTA parliamentarian</td>
</tr>
<tr>
<td>Martha Reyes</td>
<td>Parent</td>
</tr>
<tr>
<td>Alejandro Contreras</td>
<td>Parent</td>
</tr>
<tr>
<td>Monica Hernandez</td>
<td>Parent</td>
</tr>
<tr>
<td>Victor Valle</td>
<td>Parent</td>
</tr>
<tr>
<td>Odline Celentin</td>
<td>Parent</td>
</tr>
<tr>
<td>Deb Sparks</td>
<td>Parent</td>
</tr>
<tr>
<td>Manya Kalom</td>
<td>Parent</td>
</tr>
</tbody>
</table>
SWP Components

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

BACKGROUND

The campus of Esther S. Jackson Elementary was established in 1975. For nearly 40 years, the school has been serving a diverse community within the city of Roswell, GA. Our vision and mission has always focused on a collaborative effort among staff, parents, students, and community in order to support students to their fullest potential of learning.

Vision:
*For all students to learn to their highest potential.*

Mission:
The Esther Jackson School and Community will provide appropriate instruction and opportunities to support students as they become literate, self-disciplined, independent, and confident lifelong learners.

Beliefs:
- Each student is a valued individual with unique physical, emotional, and intellectual needs.
- Students learn best when they have developmentally appropriate opportunities for success.
- Instructional practices should incorporate learning activities that take into account differences in learning style.
- Teachers, parents, and the community share the responsibility for the support of the school’s mission.

The school’s vision and mission support the district’s goals, which are:
- **Graduation Rate** – 90% of Fulton students will graduate on time
- **College Readiness** – Proper preparation so that 85% of Fulton’s high school seniors will meet the next average SAT score of the 25th percentile of students accepted to University System of Georgia colleges or universities
- **Career Readiness** – An aggressive percentage of students (as measured by state standardized test) will meet the objective standard for work readiness in the areas of math, reading, science, and social studies

To assist with the reading of the school’s Title I plan is a list of frequently used acronyms and their definition below:

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAS</td>
<td>Benchmark Assessment System</td>
</tr>
<tr>
<td>CCGPS</td>
<td>Common Core Georgia Performance Standards</td>
</tr>
<tr>
<td>CCRPI</td>
<td>College and Career Readiness Performance Index</td>
</tr>
<tr>
<td>CST</td>
<td>Curriculum Support Teacher</td>
</tr>
<tr>
<td>CRCT</td>
<td>Criterion-Reference Competency Tests (set of tests administered at public schools in the state of Georgia that are designed to test the knowledge of first through eighth graders)</td>
</tr>
</tbody>
</table>
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- in Reading, English/Language Arts, and Mathematics, and third through eighth graders additionally in Science and Social Studies

DSS Data Support Specialist

ED Economically Disadvantaged refers to the subgroup population of students who receive free or reduced lunch

ELA English Language Arts

ELL English Language Learners refers to the subgroup population of students who are learning the English language in addition to their native language

ESEA Elementary and Secondary Education Act of 1965

ESOL Program for teaching English to Speakers of Other Languages

F&P Fountas and Pinnell; leveled reading resources

GaDOE Georgia Department of Education

GKIDS Georgia Kindergarten Inventory of Developing Skills is a year long performance based assessment aligned to the state mandated content standards

PAC Parent Advisory Council

STAR Renaissance product used as a universal screener reading and math assessment in FCS

HQT Highly Qualified Teacher

SWD Students with Disabilities refers to the subgroup population of students who may have specific educational needs that make it difficult for them to do well on assessments without proper accommodations or adaptions

The school has approximately 597 students for the 2014-2015 school year. A more detailed student enrollment subpopulation breakdown is below:

<table>
<thead>
<tr>
<th>Federal Ethnicity</th>
<th>Enrollment Count</th>
<th>Enrollment %</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Native</td>
<td>1</td>
<td>0.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>8</td>
<td>1.3%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>163</td>
<td>27.3%</td>
</tr>
<tr>
<td>Haw/Pac Islander</td>
<td>1</td>
<td>0.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>273</td>
<td>45.7%</td>
</tr>
<tr>
<td>White</td>
<td>151</td>
<td>25.3%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>100.00%</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lunch Plan</th>
<th>Enrollment Count</th>
<th>Enrollment %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free</td>
<td>376</td>
<td>63.0%</td>
</tr>
<tr>
<td>Full Pay</td>
<td>199</td>
<td>33.3%</td>
</tr>
<tr>
<td>Reduced</td>
<td>21</td>
<td>3.5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>100.00%</strong></td>
<td></td>
</tr>
</tbody>
</table>
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

<table>
<thead>
<tr>
<th>Instructional Setting</th>
<th>Enrollment Count</th>
<th>Enrollment %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both Gifted and Special Ed</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Both Remedial and Special Ed</td>
<td>4</td>
<td>0.7%</td>
</tr>
<tr>
<td>General Education</td>
<td>313</td>
<td>52.4%</td>
</tr>
<tr>
<td>Gifted</td>
<td>37</td>
<td>6.2%</td>
</tr>
<tr>
<td>Remedial</td>
<td>70</td>
<td>11.7%</td>
</tr>
<tr>
<td>Special Ed</td>
<td>75</td>
<td>12.6%</td>
</tr>
<tr>
<td>ESOL</td>
<td>98</td>
<td>16.4%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Enrollment Count</th>
<th>Enrollment %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>285</td>
<td>47.7%</td>
</tr>
<tr>
<td>Male</td>
<td>313</td>
<td>52.3%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

Response:

A. We have developed, and will revise yearly, our school improvement plan with the participation of individuals (staff, community members and parents) who will help carry out our comprehensive schoolwide/school improvement plan.

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were the school leadership team and the Title I Parent Advisory Committee. The Title I PAC is an open forum for all school parents in addition to sitting members. All the information was collected, analyzed and long term goals were developed based on the input received. Meetings to discuss the plan were held on the following dates:

- Title I Parent Advisory Committee (parent policy/compact) February 26, 2014
- Title I Parent Advisory Committee (data updates) August 21, 2014

To inform parents of the opportunity to participate, the weekly school newsletter, Jaguar Spots, was used, as well as School Messenger for email blasts. The PAC meetings are also included on our school calendar found in the parent handbook, which is distributed to all parents at the start of each year. An electronic copy can be accessed on our school website. The meeting focused on presenting school test data, discussing the school wide plan and seeking their input for our Parent Involvement Policy and Parent/School Compact.
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

B. We have used the following instruments, procedures, or processes to obtain this information.

- CRCT data
- ACCESS scores
- ITBS scores
- BAS/running record results
- 5th grade Writing scores
- GKIDS
- STAR math and reading assessment results
- Reviewed changing trends in our school demographics

Brainstorming was a strategy used to further analyze student source data and help determine a specific courses of actions to determine and address academic needs for the upcoming school year. We will review these data sources periodically throughout the implementation of our plan to monitor the plan’s effectiveness.

C. We have taken into account the needs of migrant children and these are the procedures we would follow should those students be in attendance:

Although there are no migrant students attending Esther Jackson Elementary, migrant students who enroll will follow district, state, and federal guidelines to ensure that migratory students will achieve the same goals set for all students. The following migrant student procedures are in place:

1. Student enrollment sheets are distributed and the Occupational Survey section of the form is checked by the registrar.
2. All new students receive an Occupational Survey form, as well as the registration form. This will be checked and verified by the registrar.
3. 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.
4. We will provide intervention programs and additional assistance for any migrant student who might be identified and is experiencing academic deficiencies.
5. Students will be considered for additional services based on formative data and classroom assessments.
6. Students who may be homeless will be referred to the Fulton County Schools Homeless Liaison for possible services.
1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved.

### 2012 and 2013 College and Career Ready Performance Index (CCRPI)

<table>
<thead>
<tr>
<th>ELEMENTARY SCHOOL INDICATORS</th>
<th>BENCHMARK FOR INDICATOR (%)</th>
<th>YEAR 2013</th>
<th>YEAR 2012</th>
<th>GAIN/LOSS (+/- %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Students scoring at meets or exceeds in ELA</td>
<td>100%</td>
<td>85</td>
<td>89</td>
<td>-4.0</td>
</tr>
<tr>
<td>% Students scoring at meets or exceeds in reading</td>
<td>100%</td>
<td>93</td>
<td>91</td>
<td>+2.0</td>
</tr>
<tr>
<td>% Students scoring at meets or exceeds in mathematics</td>
<td>100%</td>
<td>84</td>
<td>84</td>
<td>n/a</td>
</tr>
<tr>
<td>% Students scoring at meets or exceeds in science</td>
<td>100%</td>
<td>78</td>
<td>80</td>
<td>-2.0</td>
</tr>
<tr>
<td>% Students scoring at meets or exceeds in social studies</td>
<td>100%</td>
<td>81</td>
<td>78</td>
<td>+3.0</td>
</tr>
<tr>
<td>% of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs</td>
<td>100%</td>
<td>77</td>
<td>66</td>
<td>+11.0</td>
</tr>
<tr>
<td>% of Students with Disabilities served in general education environments greater than 80% of the school day</td>
<td>90.6%</td>
<td>40</td>
<td>41</td>
<td>-1.0</td>
</tr>
<tr>
<td>% Students scoring at meets or exceeds on the Grade Five Writing Assessment</td>
<td>100%</td>
<td>81</td>
<td>90</td>
<td>-9.0</td>
</tr>
<tr>
<td>% Students in Grade 3 achieving a Lexile measure equal to or greater than 650</td>
<td>100%</td>
<td>61</td>
<td>52</td>
<td>+9.0</td>
</tr>
<tr>
<td>% Students in Grade 5 achieving a Lexile measure equal to or greater than 850</td>
<td>100%</td>
<td>62</td>
<td>66</td>
<td>-4.0</td>
</tr>
<tr>
<td>% Students in Grades 1-5 completing the identified number of grade specific career awareness aligned to Georgia’s 17 Career Clusters</td>
<td>100%</td>
<td>100</td>
<td>NA</td>
<td>N/A</td>
</tr>
<tr>
<td>Student Attendance Rate</td>
<td>99.4</td>
<td>97</td>
<td>98</td>
<td>-1.0</td>
</tr>
<tr>
<td>% of 5th grade students passing 5 core content classes and the CRCT</td>
<td>91.6</td>
<td>71</td>
<td>70</td>
<td>+1.0</td>
</tr>
<tr>
<td>% of students scoring Exceeds on the CRCT</td>
<td>65.7</td>
<td>44</td>
<td>50</td>
<td>-6.0</td>
</tr>
<tr>
<td>Total CCRPI Score</td>
<td></td>
<td>68.1</td>
<td>72.5</td>
<td>-4.4</td>
</tr>
</tbody>
</table>

Regarding Georgia’s 2013 CCRPI, the school’s CCRPI score of 68.1 is below the state’s CCRPI score of 77.8 for all elementary schools in the state of Georgia.
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

2013-2014 CRCT Results –

![CRCT Results 2013-2014](image1)

2012-2013 CRCT Results –

![CRCT Results 2012-2013](image2)
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

### CRCT Assessment Data: 2013-14 Percent of Students Meeting or Exceeding Expectations:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Language Art</th>
<th>Math</th>
<th>Science</th>
<th>Soc. Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>91</td>
<td>88</td>
<td>79</td>
<td>75</td>
<td>81</td>
</tr>
<tr>
<td>4th</td>
<td>92</td>
<td>86</td>
<td>78</td>
<td>72</td>
<td>77</td>
</tr>
<tr>
<td>5th</td>
<td>87</td>
<td>95</td>
<td>84</td>
<td>81</td>
<td>71</td>
</tr>
</tbody>
</table>

### 5th Grade Writing Assessment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Meets and Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>82%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>83%</td>
</tr>
</tbody>
</table>

### ITBS Assessment Data:

(reported in percentile rank of average Standard Score)

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade</th>
<th>Total reading</th>
<th>Total Math</th>
<th>Total Language</th>
<th>Total Soc. St</th>
<th>Total Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>3rd</td>
<td>55</td>
<td>60</td>
<td>54</td>
<td>67</td>
<td>62</td>
</tr>
<tr>
<td>2013-2014</td>
<td>3rd</td>
<td>60</td>
<td>65</td>
<td>59</td>
<td>68</td>
<td>68</td>
</tr>
<tr>
<td>2012-2013</td>
<td>5th</td>
<td>60</td>
<td>59</td>
<td>59</td>
<td>63</td>
<td>62</td>
</tr>
<tr>
<td>2013-2014</td>
<td>5th</td>
<td>50</td>
<td>47</td>
<td>46</td>
<td>58</td>
<td>58</td>
</tr>
</tbody>
</table>

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards [the Common Core Georgia Performance Standards (CCGPS)] and the State student academic achievement standards including:

- Economically disadvantaged students
- Students from Major racial and ethnic groups
- Students with disabilities
- Students with limited English proficiency

### All Students:

While 90% of all students in grades 3-5 met or exceeded expectations on the CRCT Reading test, our scores in math at grade 4 decreased by 7% from the previous year. In math 21% of 3rd grade students, 22% of 4th graders and 16% of 5th grade students did not meet expectations. The percentage of students who exceeded expectations in reading and math at the 3rd and 5th grade decreased when compared to 2013 results. One possible reason for this result could be the increase in our students with disabilities at those grade levels. The percentage of 5th grade students who exceeded expectations in math, science, and social studies increased from the previous year.

### African-American Students:

Our African-American students showed gains on the CRCT in reading and math. In 2013, 94% met or exceeded expectations in math as compared to 84% in 2012. In reading, 100% of this sub-
A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

**Hispanic Students:**
Hispanic students also showed slight gains in their performance in math and reading. 73% met or exceeded expectations in math in 2013, while 75% scored at this level in 2014. In reading, it was maintained at 85% over the two years.

**Students With Disabilities:**
Our SWD sub-group showed a gain in the percentage of students who met or exceeded expectations in reading when compared to 2013 (82% as compared to 74% in 2013). However, in math there was a slight decrease; 60% of this sub-group met or exceeded expectations in 2013 while 55% met this goal in 2014.

**ELL Students:**
Our ELL students also showed an increase in reading/ELA scores with 79% meeting or exceeding expectations in 2014 and 74% scoring at this level in 2013. In math 77% met or exceeded expectations in 2014 while 70% scored at this level in 2013.

**ED Students:**
In 2012, 90% of our Economically Disadvantaged students met or exceeded expectations in reading and 88% scored at this level in 2013. In math 79% scored at levels 2 and 3 in 2012 while 77% scored at this level in 2013. Thus this sub-group showed an slight decrease in their performance. At the time of this report, disaggregated data for ED students was not available for 2014. As soon as it becomes available we will consider the needs of this group.

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

**The major strengths we found in our program were:**
- Our sub-groups on the whole showed some progress from 2013 to 2014 in reading and math. Where there were decreases, these were slight decreases.
- The percentage of 5th grade students who exceeded expectations in math increased by 7% points.
- Our special education and ELL students in the primary grades showed improvement in reading level on an average of 3 levels as measured by Fountis and Pinnel running records.
- As a result of teaching strategies for our ESOL students, 16 out of 130 ESOL students in grades K-5 exited the (ESOL) program at the end of the 2013-2014 school year. This was based on their performance on the ACCESS and CRCT where appropriate. We will continue this strategy.
- Reading was an area of strength in all grades. Ninety percent of all students in grades 3-5 met or exceeded expectations in total reading. 91% of students in grade 3, 92% percent of students in grade 4, and 87% of students in grade 5 met or exceeded expectations.
1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

The major needs we discovered were:

- Math, Science and Social Studies
  - A higher percentage of students in math, science and social studies who did not meet expectations in the CRCT
- Math
  - Students in grades 3, 4, and 5, showed weaknesses in the domain of measurement as well as numbers and operations
- Science and Social Studies
  - All students showed need for improvement across all domains, but in social studies geography was a noted weak domain
- Reading for information and literacy comprehension was an area of weakness for students in grades 3 and 5
- Improvement was needed in Grammar and Sentence Structure in language arts at grades 3, 4 and 5

The needs we will address are:

Provide more differentiated instruction, particularly in math, science, and social studies.
Vocabulary development in all subject areas.
Implement more higher order thinking skills and project based learning strategies, particularly in the areas of math, social studies and science.
Writing across the curriculum with an emphasis on understanding math and science content.
Interdisciplinary connections to reinforce content vocabulary through standards-based literacy skills.

The specific academic needs of those students that are to be addressed in the schoolwide program plan will be:

- Math, and particularly numbers and operations and measurement
- Science
- Social Studies
- Reading for Information and comprehension

The ROOTCAUSE/s that we discovered for each of the needs were:

**Math:**
- Weak math facts/numeracy
- Difficulty understanding word problems
- Struggling with math vocabulary
- Need for more staff development in creating an academically challenging environment.
- Difficulty making connections to real world projects

**Science:**
- Struggling with vocabulary
- Need more focus on hands-on lessons
- Need more project based learning.
- Need more reading and writing across content areas
**1.** A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

<table>
<thead>
<tr>
<th>Social Studies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggling with vocabulary</td>
</tr>
<tr>
<td>Need more reading and writing across content areas</td>
</tr>
<tr>
<td>Need for more project-based learning</td>
</tr>
</tbody>
</table>

**Reading**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggling with grade level texts</td>
</tr>
<tr>
<td>Need for use of reading strategies across content areas</td>
</tr>
<tr>
<td>Need for applying learned reading strategies to unfamiliar texts</td>
</tr>
</tbody>
</table>

**Name 2-3 areas you have identified to be your goal areas for improvement.**

- Math, and particularly the domains of numbers and operations and measurement and data analysis
- Science, with a concentration on vocabulary development and critical thinking tasks
- Social studies particularly with vocabulary and critical thinking tasks
- Reading for information and reading comprehension

**G. The measurable goals/benchmarks we have established to address the needs were:**

Students will excel academically for the 2014-2015 school year as noted below.

- There will be a 5% increase in the number of students in grades 3, 4, and 5 who will meet/exceed expectations on the GA Milestones math, science, and social studies
- 100% of students in grades K-2 will show at least a 3 level gain on F&P running records assessments

**2.** Schoolwide reform strategies that are scientifically researched based, directly tied to the comprehensive needs assessment and academic standards.

**Response:** Student assessment scores were also used to evaluate our needs and determine the strategies we will implement school-wide. School leaders, teachers, and parents provided input on focus areas for our school’s needs:

- Implement project-based learning
- Monitor student performance using the Renaissance Learning STAR reading and math system; particular attention will be given to projected Lexile performance levels in reading.
- Deliver parent workshops on the math common core standards and writing strategies; parents will also be informed about the new GA Milestone assessment format and expectations.
- Integrate student-driven use of technology into daily teaching and learning tasks
- Train teachers on effective higher order thinking strategies
- Implement cross-curricular lessons to enhance reading, writing, and science/social studies content acquisition
### 2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

**Response:** The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard are:

Identified students will be given the opportunity for:
- After school learning programs offered three days a week after school from September until April for 3-5 grades
- Before school learning opportunities for ELL students Monday-Friday all year.
- Early Intervention Program (EIP) services daily
- Collaborative teaching and instructional planning between EIP and general education teachers
- Collaborative teaching between general education and ESOL teachers for students dually served in ESOL and special education.

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

**Response:** Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies.

Using information from books such as *A Different Kind of Classroom* by Marzano, *So Each May Learn: Integrating Learning Styles and Multiple Intelligences* by Silver, Strong, and Perini, and *Classroom Instruction That Works with English Language Learners* by Hill and Flynn, the following interventions will be implemented:

- Differentiated Instruction with a focus on math processes and products
- Team Teaching Common Core Math and Reading for at-risk students
- Before/After-School language tutoring for ESOL students
- Project based Instruction in all content areas
- Common Core support workshops for parents
- Higher Order Thinking Skills
- Writing across content areas
- Collaborative planning and common assessments through development of effective PLC practices

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

**Response:** We will *increase* the amount and *quality* of learning time by:

- Bell-to-Bell Instruction
- Extended Day (Math and Reading/ELA)
- Differentiated Instruction with a focus on processes and products
- Team Teaching Common Core Math and Reading for at-risk students
- Before/After-School language development for ESOL students
- Project based Instruction in all content areas
- Higher Order Thinking Skills
- Writing across content areas
2(c). Use effective instructional methods that increase the quality and amount of learning time.

- Focus on development of 21st century learner skills: critical thinking, collaboration, communication, and creativity

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

**Response:** Once teachers have identified our at-risk students using test data, we provide supplemental support in all the core subjects. Teachers assess students at the beginning of the year using F&P for reading and STAR for reading and math. This year we will also use iReady adaptive reading program for additional literacy support. This data is used to create flexible small groups for instruction. Student progress is monitored regularly using the same assessment tools. The instructional program is adjusted as needed through the year.

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring.

**Response:** Title I budget is not used to fund field trips.

*3. Instruction by highly qualified professional staff.*

**Response:**

**100% of teachers at are highly qualified and certified. All paraprofessionals at are highly qualified.**

The goal and intent of Fulton County Schools is to hire teachers who are “Highly Qualified” in the content area/s of instruction and thus maintain 100% of teachers who are highly qualified. Should a teacher not have the status of “Highly Qualified,” a plan must be developed and signed by both teacher and principal. The plan reflects steps which may include professional learning that will occur to correct the status of the non-HiQ teacher. This may include testing or change of placement. Title II-A provides reimbursement for the teacher taking and passing GACE testing in order to become HiQ (see attached plan and process).

The Principal Verification and Attestation Form contains the names of the teachers who are not HiQ (if applicable)

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

A. **Response:** We will provide instruction by highly qualified teachers who meet the standards.
*3(a). Strategies to attract highly qualified teachers to high-needs schools.

established by the state of Georgia.

**District attracts highly qualified teachers by:**
- The district participates in recruitment activities at colleges and universities in order to attract highly qualified new teachers. Candidates are also screened through the Talent Division and the Teacher Selection Model. This provides assistance to principals and schools with the initial hiring process in the selection of “Highly Qualified” teachers.

**Our school attracts highly qualified teachers by:**
- Providing supplemental professional development courses geared toward the need of new teachers
- Providing new teachers with supplemental support in the form of a veteran mentor teacher and induction program
- Provide professional leave for teams to collaborate, review student data, and learn new strategies
- Provide time for teachers to collaborate daily to optimize teaching and learning
- Assign the CST to the newly hired teachers to support the teacher in classroom instruction
- Plan monthly meetings with new teachers

*4. Professional development for staff to enable all children in the school

**Response:**

A. We have included teachers, principals, para-professionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example . . . (Be specific)

**District**
- Professional Learning opportunities are provided to teachers, principals, and paraprofessionals in Fulton County based on needs assessment through PD 360. Professional Learning is also provided based on other data, such as student assessments and district initiatives determined by student needs.

- Many educators in Fulton County are involved in on-going professional learning through endorsement programs such as reading, gifted and ESOL. The endorsement programs are yearlong endeavors with 150 or more hours. School Improvement activities at the district and school levels align to the stated goals and priorities. The school’s leadership team is comprised of individuals who are trained to guide educational growth and development for the school. Continuous, on-going training is provided to teachers, principals and paraprofessionals in order to develop a clear understanding and consistent implementation of standards-based classrooms to enable students to meet and exceed performance standards.

Beyond the professional development provided by the school system, the school personnel also participate in trainings that enable all children in the school to learn. The staff trainings focus on needs improvement content areas.
*4. Professional development for staff to enable all children in the school

**School**
- Our Principal and Assistant Principal train faculty on all system-wide initiatives and programs.
- Grade levels and departments are involved in Professional Learning Communities (PLCs) that address data analysis, curriculum standards and effective instructional practices.
- Grade levels and departments collaborate weekly to facilitate integration between content areas, particularly for common assessments and data review.
- Teachers receive and incorporate interactive instruction through projects and technology.
- Teachers receive and implement an on-going balanced assessment plan that includes diagnostic, formative, and summative tasks.
- Educational Consultant, Ann Ferrell, will work with teachers in all grades to provide effective strategies for maintaining effective PLC’s to support student learning. This session will be non-Title I funded. However, Title I funds will be used to continue this work in the second part of the series on balanced assessment practices.
- Master schedule allows for teacher collaboration and allows for teachers to gain an understanding of complete bell-to-bell instruction. Teachers in grades 3-5 will work on content teams to better align services for at-risk students.

**B. We have aligned professional development with the State’s academic content and student academic achievement standards.**

Professional development is aligned based on the school’s student achievement data. The professional development planned is:
- Two teacher leaders are participating in the FCS Assessment Leadership Cohort. They will support other teachers in utilizing effective formative assessment practices over the course of the year.
- Consultant Ann Ferrell will lead staff in learning how to implement and maintain effective PLC’s for student learning (modeled after the DuFour research on PLC’s). This will be non-Title I funded.

**C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems.**

- Grade levels and/or departments meet each month to review student data (state, local, and school level).
- We have developed our master schedule to provide common planning time for teachers.
- The administration (Principal and Assistant Principal) also facilitate meetings to keep teachers informed of system level requirements.
- Additional non-Title I resources that the school has available to carry out professional development are: local funds provided by the school system.

**D. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.**

- The CST and EIP team provide trainings to all teachers in the administration on balanced assessments, with a focus on formative assessments used by teachers in all content areas.
*4. Professional development for staff to enable all children in the school

- Our counselor has provided training to all teachers on the RtI process to implement effective strategies and monitor student progress in Math, Science, Social Studies, and Reading as it impacts all the content areas
- Teacher leaders attend a minimum of 2-3 summer summits/camps on learning how to implement Professional Learning Communities. They will attend a Summer Camp at GA Tech Conference Center on June 9 and 10. They will focus on a domain of the TKES integrated into content areas.

*5. Strategies to increase parental involvement.

**Response:**

A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan.

Parental involvement at Esther Jackson ES is strongly encouraged. Administration and staff work closely with PTA and the Title I PAC to develop strategies and programs/events to provide opportunities which promote parent involvement.

B. We have developed a parent involvement policy included in our school’s Title I binder that:

- includes strategies to increase parental involvement with an emphasis on empowering parents to help students increase academic performance in the areas of math, science and social studies
- describes how the school will provide individual student academic assessment results, including a interpretation of those results
- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- compacts required – include with policy
- Parent Involvement checklist included

<table>
<thead>
<tr>
<th>GOAL(S) *list at least 2 goals</th>
<th>ACTION/ACTIVITY</th>
<th>DATE(S)</th>
<th>GRADE LEVEL(S)</th>
<th>RESOURCES NEEDED</th>
<th>PERSON RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase attendance of parents at Curriculum related events</td>
<td>Curriculum Night</td>
<td>8/26/14 8/28/14</td>
<td>Grades K,2,4,5 Grades 1,3</td>
<td>*Communication sent home in English/Spanish *Teacher contacts parent personally to invite them *Parent Liaison calls parent to remind them</td>
<td>Principal/ Teachers/Parent Liaison</td>
</tr>
<tr>
<td>To increase attendance of parents at Curriculum related events</td>
<td>Parent Workshops Science Expo Multicultural Night</td>
<td>TBD 3/12/15 11/20/14</td>
<td>Grades K-5</td>
<td>*Communication sent home in English/Spanish *Teacher contacts parent personally to invite them</td>
<td>Principal/ Teachers/Parent Liaison/PTA leaders</td>
</tr>
</tbody>
</table>
Desired Results for the goal(s):
To help parents assist their child with schoolwork and improve performance particularly in the core content areas. Our goal is to encourage parents to understand how we teach and be actively involved in their child’s education.

How will the goal(s) be measured?
Attendance using sign-in sheets
Surveys sent to parents during the school year

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

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

  ➢ Kindergarten Transition:
  • Hold a Kindergarten Round-Up event for rising kindergarten students and their parents. Students spend two hours in kindergarten classrooms to experience some parts of a typical schedule, listen to stories, have snack and take a tour of the building. Parents meet with the administrative team to learn about school expectations, curriculum, assessments and general policies and procedures.
  • Provide instruction for incoming Kindergarten families to prepare them to have vocabulary skills, fundamental math skills, and reading readiness skills prior to entering Kindergarten. This program is not funded by Title I - community based grant.
  • All Kindergarten students are given a basic screening of kindergarten readiness skills.
  • Our CST meets with prospective parents if they request a tour.

  ➢ Middle school transition:
  • Fifth and sixth grade teachers meet to discuss how to prepare students academically for the transition.
  • Fifth grade students take a tour of the middle school in the spring.
  • Fifth grade exposes students to the middle school schedule by departmentalizing their content areas.
  • Work with parents to help students select their middle school courses.
  • Work with middle school support staff to ensure effective transition for students receiving specific services (SWD, ELL, remedial)

  ➢ New Students:
  • CST meets with parents if needed to get information about any special services.
  • Teachers and CST assess student to determine instructional program.
Teacher meets with parents if needed.

*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:
A. The ways that we include teachers in decisions regarding use of academic assessment are:
   Teachers will plan with the Principal, Assistant Principal, CST, and their grade level to administer common assessments. The Principal, Assistant Principal, and CST will help teachers analyze data. Teachers will access the Fulton Connect and analyze data to make instructional decisions. Teachers will also work in Professional Learning Communities to create common assessments and analyze data.

*8. Coordination and integration of Federal, State, and local services and programs.

Response:
A. This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the school-wide plan.

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

Response:

Title I funds will be used to implement and support the school wide plan by providing staff, instructional supplies, student achievement goals and staff development. Additional resources and funds will also be used to support the implementation of this plan.

The estimated FY15 budget for Esther Jackson ES is $177,060. In particular, Title I funds and other resources will be used to support programs outlined in this plan. Title I funds will go above and beyond state and local support funding, and allow for the acquisition of:
Overall, we will support students through the reduction of class size through the hiring of additional teachers, purchasing of aligned, reasonable, allowable, non-supplantive supplies and materials, providing academic tutorials, increasing parent involvement and home-school communications, and providing rigorous and engaging scientific research based professional development that is exclusive to our school and goes above and beyond regular state and local education funding.

Our school does not receive direct Title II funds, but teachers may utilize the school system’s PD360 to receive non-federal professional development. ESOL assists are provided by the school system and the school does have one personnel to help support the school’s student population. This person is not Title I funded.

Our school receives funding from the ESOL department (Title III) to support EL students. These funds are used for the current year to provide additional staff to support student learning in both ESOL pull-out classes and general education settings.

### Fund Description of Services

<table>
<thead>
<tr>
<th>Fund</th>
<th>Amount</th>
<th>Description of Services</th>
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| Title I (TA) | $        | 2 Title 1 Teachers (100%) = $88,736  
One teacher is for grades 4 and 5 (math and reading) and the other is for grade 4 (math, science, social studies)  
Substitute teachers for Title I funded teachers due to sick or personal (2) $87/per day (22 days) = $1,914  
Substitute teachers for any eligible teacher for professional development 2 days/teacher@ $87/day = $7,850  
Core content supplies = $16,500; Ready Common Core Math and Reading Student Instruction workbooks and corresponding Teacher Guides for grades 1-5  
Computer Software = $1,000; Ready Common Core online teacher Resource library for math and reading content (web-based service)  
Technology supplies = $2,549; toner/ink for computer printers for Student use  
Parent resource supplies = $1,771 core content supplies for parent workshops |
| Title II | $0 | |
| Title III | $80,000 | 1 ESOL Teacher part-time (50%) = $34,343  
2 ESOL paraprofessionals (full-time) = $67,422  
*Local system funds were used to supplement the Title III budget* |

8(b). Description of how resources from Title I and other sources will be used.

**Response:**
Additional support for learners consists of:

- Esther Jackson ES provides support for families in need. This may be in the form of counseling, English classes, food and clothing. The school social worker, counselor, and bilingual community liaison lead other school staff in identifying and serving families in need.
- Early Intervention Program (EIP) program, a state funded program that provided small group support in reading and/or math for at-risk students.

8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response: Elementary schools do not get these funds.

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

Response:

A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.

The instructional methods and strategies listed below will effectively improve student achievement by:

- Providing instruction by Highly Qualified Teachers
- Providing high quality and ongoing professional development for staff
- Parental involvement

Using information from books such as *A Different Kind of Classroom* by Marzano, *So Each May Learn: Integrating Learning Styles and Multiple Intelligences* by Silver, Strong, and Perini, and *Classroom Instruction That Works with English Language Learners* by Hill and Flynn, the following interventions were implemented:

- Extended Day
- Differentiation
- Team Teaching
- Before/After-School Tutoring
- Small Group Instruction
- Literature Circles to discuss social studies and science topics through novel studies
- Higher Order Thinking Skills

9(a). Measures to ensure that student weaknesses are identified on a timely basis.

Response:

The BAS and STAR assessments will be administered to students to identify their weaknesses in reading and math. These assessments will also be administered monthly to monitor student performance.

The instructional methods and strategies listed below will effectively improve student achievement by:

- Extended Learning opportunities
- Differentiation
Our teachers and administrative team will collaborate in Professional Learning Communities to analyze student data and develop or adjust their instructional programs/strategies. Students will be assessed at the beginning of the year, in reading and math and their progress will be monitored monthly using the same assessments.

**9(b). Periodic training for teachers in the identification of weaknesses and appropriate assistance for identified weaknesses.**

*Response:*

All teachers are involved in staff development opportunities at the system level as well as the school level. A team of teacher leaders from the school and the administrative team will attend a summer summit on developing and implementing Professional Learning Communities. Through this process teachers will learn how to analyze student data and adjust or modify their instructional strategies. They will meet weekly. Teacher leaders also redeliver system level trainings in the area of math, science, and writing. Supplemental staff trainings are provided in the areas of:

- Differentiated Instruction with a focus on math processes and products
- Teaching Common Core Math
- Small Group Instruction
- Text-based reading strategies to discuss science and/or social studies topics
- Higher Order Thinking Skills
- Use of math stations

**9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.**

*Response:*

- Teachers conference with parents to discuss student performance in October, March, and as needed through the year.
- Parent liaisons meet with parent groups to discuss general topics such as testing, discipline, ways to help their child at home.
- Data teams meet with parents as part of the RtI process to discuss their child’s performance and range of services available.

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

*Response:*

- We receive two copies of student test results. We give one copy to parents through the mail, in student packets, or during parent/teacher conferences. The interpretation of the test results is also provided to parents during conferences and upon request.
11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

**Response:**
We have used the following instruments, procedures, or processes to obtain student data:
- Our data was disaggregated by subgroup, grade level and content areas.
- We reviewed the history of individual student test data through the grades.
- We reviewed trends in test scores at each grade level to identify strengths and weaknesses at the grade level.
- We review test scores for the same cohorts as they move from one grade level to another.
These data sources have been reviewed to determine our needs for the upcoming year. We will review these data sources periodically throughout the implementation of our plan to monitor the plan’s effectiveness.

| 12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable. |
| Response: |
| The data we collect is from the School Report Card on the GaDOE website or data sent to us by our Assessment Coordinator. These student test results administered by the state are valid and reliable. The data we receive from both sources has already been disaggregated by subgroup by the GaDOE. |
| At the local school level the assessments we use show student data on a standardized graph. |

| Response: |
| The data we collect is from the School Report Card on the GaDOE website or data sent to us by our Assessment Coordinator. These student test results administered by the state are valid and reliable. The data we receive from both sources has already been disaggregated by subgroup by the GaDOE. |
| Test reports are posted on the GaDOE site. |
| Our school improvement plan is posted on the school website. |
| School administration shares school data with the parent councils (PTA, LSAC, and PAC) and at parent meetings. |

| 14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program. |
| Response: |
This plan was developed at the start of the 2014-15 school year. Meetings were held with stakeholders to receive input and feedback on the plan.

| 15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary). |
Response:

The plan was developed with the involvement of the community and school staff.

- Parents completed surveys about the school and programs offered for parent involvement.
- An organizational assessment was completed by sending a survey to all staff.
- Students in grades 3-5 also completed surveys to share their thoughts about their teachers. The feedback from these surveys was used to inform teacher summative evaluations on the TKES per state requirements.

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

Response:

The school’s plan is available to the school system, parents, and the public. The process for the provision of the plan is:

- Once the draft of our plan is completed, it will be shared with our staff and stakeholders by the administration
- We will use their feedback to make final revisions to the plan. After completed, our plan will be made available to all of our stakeholders via the school website or in hard copy by request.
- Our school-parent compacts will be sent home in our beginning of the year information packets to students.
- Additional copies of the plans will be available in the front office for distribution to newly enrolled students, or upon request.

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

Response:

A copy of our school improvement and parent involvement plans, as well as our School-Parent Compact, will be translated into Spanish after it is written and reviewed with the assistance of parents and community members. Copies of these plans are distributed as needed. Copies of these documents are also housed in the office area.

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

Response:

All priority, focus and alert schools (if applicable) will complete and participate in all requirements according to state and federal guidelines. We will offer flexible learning programs (FLP) if applicable if we should enter the FLP requirement that requires specific interventions we will work with the GaDOE and our District to complete all requirements for improvement.

Currently, Esther Jackson ES is identified as Focus school.