

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

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE

School Name: High Point Elementary	District Name: Fulton County Schools
Principal Name: Carrie Pitchford	School Year: 2015-2016
School Mailing Address: 520 Greenland Road Atlanta, GA 30342	
Telephone: 470-254-7716	
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 type="checkbox"/>	Focus School <input checked="" 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
Carrie Pitchford	Principal
Mariana Mendoza	Parent Liaison
Kerstin Long	Title I Math Coach
Tashika Truesdale	ESOL Teacher
Claudia Torres	Parent
Sergio Lopez	Parent
Claudia Rocabado	Parent
Lynn Wyatt	Parent
Angela Wacht	Parent
Christopher Grahn	Parent
Darnell Greene	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)**

High Point Elementary School is nestled on a wooded, 11-acre campus conveniently located in the vibrant community of Sandy Springs, Georgia. We opened our doors in 1964 and offer PreK- 5th grade to approximately 800 students. Our involved teachers and parents commit their time, talents, and leadership to both the school and the community. They respect each other and share a common goal: to give every child the opportunity to grow, learn, and have fun in the process.

2013-2014 SCHOOL ENROLLMENT INFORMATION

- **School vision and mission**

High Point Elementary School is a safe, nurturing, and diverse community committed to maintaining high standards. We achieve academic excellence by creating self-motivated learners and productive citizens.

- **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)**

- Positions
 - CST = Curriculum Support Teacher
 - AA = Administrative Assistant
- CCRPI = College and Career Readiness Performance Index
- RTI = Response to Intervention
- ESOL/ELL = English to Speakers of Other Languages
- SWD = Students With Disabilities
- EIP = Early Intervention Program
- SGC = School Governance Council
- LRE = Least Restrictive Environment
- ED = Economically Disadvantaged

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

See Attachment(s)

- **Academic Strengths**

High Point's ELL Data on ACCESS went from 59.8% in 2014 to 74.8% in 2015 and our LRE percentage for SWD went from 36% in 2014 to 67% in 2015.

We had 74% of 2nd graders, 77% of 3rd graders, 72% of 4th graders to be Above Benchmark on the F&P Fluency Assessment.

Our ITBS Results from 2014-2015 showed an increase of 6% in Reading and Math for our 3rd graders. The results also showed an increase of 5% in 5th grade Reading.

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- **Academic Weaknesses**

Our 5th graders went down 1% on the ITBS in Math.

Our current subgroups of Hispanic, SWD, ELL, and ED students scored lower in Reading and Math on the 2013-214 CRCT than in previous years.

The fluency and comprehension assessments show an overall deficiency in Reading for 2nd and 4th grade primarily.

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

We will have 70% of students in 1st - 5th grade be AT or ABOVE benchmark on the STAR Reading and Math Assessment for the 2015-2016 school year.

We will have 70% of our students in Kindergarten and 1st grade score AT or ABOVE benchmark on the STAR Early Literacy Assessment for the 2015-2016 school year.

We will have 70% of students in third - fifth grade score in the meets or exceed range on the Georgia Milestones in each content area (English, Math, Science, Social Studies) with a projected 1-2% increase to occur in each content area of testing for the 2016-2017 school year.

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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)
\$105,714.00	Math Coach
\$53,038.00	Parent Liaison
\$21,023.00	Teacher

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

Amount	Detailed description
\$2,500.00	Function 2900; 581001 for teachers to attend professional development workshops v
\$526.00	Function 2900; 561005 for parent liaison to spend on Parent Resource Center materi

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
Differentiated Instructional Strategies	Gregory, G.H., and Chapman, C., 2002. Differentiated instructional strategies. CA: Corwin Press.
Team Teaching: The Benefits and the Challenges	Leavitt, M. C., 2006. Team teaching: The benefits and the challenges. CA: Stanford University.
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).
Guided Math: A Framework for Mathematics Instruction	Sammons, L. (2010). Guided Math: A Framework for Mathematics Instruction. Huntington Beach, CA: Shell Education.
Guided Reading	Fountas, I. C. and Pinnell, G. S., 1996. Guided Reading: Good First Teaching for All Children. Retrived from http://eric.ed.gov/?id=ED400506 .
Classroom instruction that works: Results based strategies for increasing student achievement.	Marzano, R., Pickering, D.J., & Pollock, J.E., 2001. Classroom instruction that works: Results based strategies for increasing student achievement. VA ASCD.

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

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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.

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
- Stipends for professional development outside of normal work hours

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

Response

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The school will also use Title I funds to hire a parent liaison. The parent liaison will be supplemental and will build parent capacity and provide additional instructional tasks support for academic interventions designed to help students improve achievement. Actual tasks are provided in the parent involvement schedule within this section.

1. We have involved parents in the planning, review, and improvement of the comprehensive school wide program plan by including them on our school wide planning committee. The plan has been shared with our bilingual parents through our Bilingual Parent Liaison. The plan has also been shared with our PTA and SGC through those meetings. We have provided written notice to all parents that High Point has been identified as a school wide Title I school. This information has been communicated in the High Points (the school's newsletter), notices, the school's website, parent meetings and the Annual Title I Meeting. The information has been shared in both English and Spanish so that all parents are able to read the documents.

Parents were also provided the opportunity to be involved in the review of the parental involvement plan during our Open House Night. A booth was set up to welcome parents and get their feedback and input regarding our parental involvement plan, school compact, and 1% budget.

Before school began, class lists were sent out to all parents via postcards. Teachers were then given 5 days to call parents to welcome them and their child to our school. The teachers were directed to discuss the parents' value of their role as well as the importance of the shared responsibility between school and home to increase student achievement.

2. We have developed a parental involvement plan that:

Includes strategies to increase parental involvement such as Math/STEM Day, Science Day, monthly parent workshops, and Test Talks. Our Parent Resource Center will be advertised and open to all parents needing support. Students in need of extra support will be identified by teachers and the Parent Liaison will assist the parents in checking out materials from the PRC to use at home with their students. Parents are able to use computers in the PRC with the PL assistance.

The school will provide individual students' academic assessment results, including an interpretation of those results. The Curriculum Support Teacher, along with the Administrative Assistant, will conduct Test Talks with the parents twice during the school year. These sessions will be offered in English and Spanish. The AA will also conduct Test Talks with teachers as well as visit each classroom to explain the purpose of taking the different types of assessments and how to interpret test scores. Our Math Coach will offer math information/strategies to the parents at the monthly workshops. Parents receive information on the curriculum standards on a monthly basis thru newsletters in English and Spanish. Our full time Bi-Lingual Parent Liaison ensures that the school wide program plan is available to the parents and the public. She makes certain the information is available in the High Points newsletter and on the school website. This information is also shared in SGC meetings, PTA meetings, Title I Parent Committee meetings, and monthly parent workshops.

Our bi-lingual parent liaison assists parents with developing leadership skills, and their participation in the Title I Parent Advisory Council. Our parents are groomed to hopefully become SGC members and PTA officers.

Student/Teacher/Parent Compacts will be collected by each general education teacher and 100% participation will be monitored and verified by our ESOL and Bi-Lingual Parent Liaisons.

Parent Involvement Checklist:

GOAL(S)

list at least 2 goals ACTION/ACTIVITY DATE(S) GRADE LEVEL(S) RESOURCE NEEDED PERSON RESPONSIBLE

Understanding the Common Core Curriculum to assist students with academic success.

(This goal will be measured by student achievement on the Georgia Milestones)

Training workshops for Parents in:

- Understanding Common Core Standards
- Test Talks
- Flexible Learning Program

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-Study Island Program
-STEM/Math and Science Days
-Writer's Workshop 2015/2016 K-5CCGPS handouts, Sign-In sheets, folders, writing pads, pens, copies of materials
Facilitator, Math Coach, CST, AA, Teachers, and BCL/Parent Liaison
Improve academic achievement
Attending the grade level meetings to work with the teachers in identifying At-Risk students. Use the Extra Support Reference Cards to recommend materials in the PRC. Parents will be able to check out materials/resources to take home and work with their children. On-going K-5 Educational materials available in PRC, Extra Support Reference Card
Teachers, AA, CST, parents, BCL/Parent Liaison

7. Student Transition Plan

Response

Pre-K students are invited to visit our kindergarten classrooms during the first part of May each year. Parents and students are invited for a "round up" each May. They are invited to see kindergarten classrooms and meet staff members.

Fifth grade students are provided an opportunity to visit Ridgeview Middle School each May. A field trip is taken during school hours so that every 5th grader at High Point can visit and become familiar with the middle school in our cluster. The middle school counselor speaks to our students about schedules, classes offered, etc. The middle school counselor works with our counselor to provide the students with any additional information that they might need about the school. School visits/tours are conducted on a bi-monthly basis for students and families that might be interested in our school. This includes students from private schools and other public schools moving into our attendance zone.

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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

The ways that we include teachers in decisions regarding use of academic assessment are teacher involvement in decisions regarding the use of academic assessment includes:

- Collaborative dialogue (a forum that allows teachers to discuss student achievement and research based best practices)
- Math Focus PLC (teachers discuss math standards, evidence of learning and share research based best practices)
- GKIDS (kindergarten) (Teachers monitor student growth and share research based strategies to ensure learning targets are mastered by the students)
- Common Formative Assessments (teachers collaborate and deconstruct standards, create test to assess standard mastery, and discuss how to remediate and enrich students)
- Star Reading (teachers monitor student growth in reading, and discuss how to use the data to provide RTI)
- Star Math (teachers monitor student growth in reading, and discuss how to use the data to provide RTI)
- F&P Benchmark Assessment System (teachers monitor student growth in fluency and comprehension)
- District Unit Assessments (teachers monitor student growth in the core subjects, and discuss how to remediate and enrich students)

We have a full-time Math Coach and Administrative Assistant who are also trained in data analysis.

· By utilizing test data from the STAR Assessment, administrators and teachers identify strengths and weaknesses and specify priorities for improving student achievement in order to meet the challenging Georgia Performance Standards. Teachers use the data to write SMART Goals that have specific targets and strategies to improve student achievement.

· Students are administered common assessments twice during a Math unit to determine if the SMART goals are being met.

The data is disaggregated and analyzed for next steps.

- Teachers and grade level teams meet weekly to discuss.

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

- After school program: Mondays from 2:45-4:45 for students in grades K-5
- Summer Camp PAWS: Month of June from 8:00 - 12:00 for students in grades K-5
- RTI School-wide block from 7:50 - 8:20 to support students receiving Tier II and Tier III support.

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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

Name of Funding Source	Total Amount	Purpose

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 translated and/or interpreted to the extent feasible. The 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.

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 identified as an Elementary and Secondary Education Act of 1965, Focus School for this school year.