

Table of Contents	Page Number
1. Comprehensive Needs Assessment	2
2. Scientifically Research Based Schoolwide Reform Strategies	6
a. Opportunities For All Children	6
b. Based On Effective Means	6
c. Effective Instructional Methods	7
d. Address All Children	8
e. Instructional Field Trips	9
3. Instruction by HQ Professional Staff	9
a. Strategies Used to Attract HQ Teachers	9
4. Professional Development for Staff	9
5. Strategies to Increase Parental Involvement	10
6. Transition Plans	13
7. Measures to Include Teachers in Decisions regarding Assessments	14
8. Coordination and Integration of Federal, State, and Local programs	15
a. List Of State and Local Programs	15
b. How Resources From Title I and Others Are Used	15
c. Plan Developed in Coordination With Other Programs	16
9. Activities That Ensure Mastery of Standards	17
a. Measures to Identify	18
b. Periodic Training for Teachers	18
c. Teacher-Parent conferences	18
10. How Assessment Information is Shared with Parents	18
11. Collection and Disaggregation of Data	19
12. Valid and Reliable Results	19
13. Public Reporting	20
14. Plan Developed During One Year Period	20
15. Involvement of Stakeholders in Plan Development	20
16. Plan Available to LEA, parents, and public	21
17. Plan Translated	21
18. Plan subject to Section 1116	21

School Wide Title I Plan
 HIGHTOWER TRAIL ELEMENTARY
 Created: September 2002 Modified: August 14, 2014

1. Comprehensive Needs Assessment

Hightower Trail’s process of school improvement is one of interdependence in which all endeavors support the school beliefs, mission, and goals for increased achievement and results. In order to provide a more unified and inclusive approach to all school improvement efforts, Hightower Trail elected to shift its Title I services from a Targeted Assistance Model to that of a School-Wide Model beginning with the 2002-03 school year based on the changes in eligibility criteria. The Hightower Trail family began extensive dialogue in faculty and team meetings determine the impact of a possible change in delivery models would have on our entire school population. Parent insight was gained through meetings with the Parent Teacher Organization, the School Advisory Council, and our Focus Group parents which consisted of parents whose children were then receiving Title I “targeted” services. Teachers and parents researched and discussed the advantages and disadvantages of each program. Overwhelmingly, each group concurred that the move to ‘school-wide’ status would be positive step for Hightower Trail Elementary. Major benefits cited included:

1. Paradigm Shift: ALL stakeholders had ownership and responsibility for the performance of ALL students
2. Flexibility to utilize resources and materials to enhance and enrich learning for all students
3. Ongoing, comprehensive staff development for all personnel based on identified needs of the school wide improvement plan
4. Reduced class sizes for all due to personnel flexibility
5. Increased parent involvement by nature of all students receiving the benefits of Title I resources
6. Eliminate the negative stigma of ‘targeted’ students

Hightower Trail Free/Reduced Lunch History

01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11 - 12	12- 13	13-14
47%	51%	51%	50%	52%	52%	53%	61%	68%	68%	66%	71%	70%

Our mission and vision statements are the guiding force behind our School Improvement Plan. We have employed the use of the Strategic Planning process to ensure implementation of every aspect of the school improvement plan. The Strategic Plan is comprised of a mission statement, objectives, tactics and action plans. Each action plan is then, in turn, assigned an action team which oversees its implementation. These tactics and action plans are embedded in this Title 1 School Improvement Plan. Every year the staff evaluates the progress of our school in relation to our mission, vision and strategic plan. This process allows the staff to

track performance over time and maintain a focus for future direction. Our mission, current vision statements, objectives and strategies are listed below.

Mission Statement

The mission of HTE, a diverse, nurturing, family, is to inspire a passion for learning, develop productive, responsible citizens, and promote the quest for knowledge throughout life's journey by

- Providing opportunities for exploration, critical thinking and problem solving.
- Utilizing community collaborations to enhance student opportunities.
- Motivating students to reach their current goals and ultimate potential
- Giving students a practical and relevant education.

Beliefs

We believe that the needs of the students always come first.

We believe that we are all unique and valuable individuals worthy of respect.

We believe that every person has the capacity to learn.

We believe in providing a safe, caring, and loving environment.

We believe that family is an important factor in the development of the individual.

We believe that diversity is an asset.

We believe students need to share in the responsibilities of their own learning in order to reach their full potential.

Parameters

- We will not allow negative student behaviors to impact our classrooms.
- We will maintain the highest expectations for all students.
- We will not ignore a student's need for love, care, and security.
- We will not let past or current circumstances dictate future success.
- We will respect all individuals.
- We will recognize the highest through the smallest achievements.
- We will make all decisions based upon the needs of the students.

Objectives

1. 100% of students and families will be involved in school and community activities.
2. 100% of our students will be responsible citizens, make correct choices and demonstrate highest ethical standards.
3. All of our students will be academically, socially, emotionally prepared for the continued challenges in the educational process and be confident in their ability to learn and achieve.
4. All students will perform at or above grade-level in all subject areas and meet and exceed the standard on local, state and national assessments.

Strategies

1. We will continuously create a collaborative culture to increase family and community involvement.
2. We will create a work environment in which we continuously prioritize our organizational

and planning structures to better meet the needs of our staff thereby meeting the needs of our students.

3. We will provide students and staff with multiple resources to ensure a challenging curriculum to promote continued success in an evolving society.
4. We will equip our students and staff with innovative, technological skills, and resources which are needed to compete in a highly competitive world.
5. We will provide students with continuous opportunities to maximize their involvement in their own learning.

Based on these statements, the entire staff of Hightower Trail analyzes the school’s current situation and develops a systematic, comprehensive plan for improvement each year. The National Study of School Evaluation’s (NSSE) model for school improvement is used as a guide to provide a structure to this process. Stakeholders carefully study multiple performance measures such as standardized test scores, state report cards, AdvancED reports, student and community profiles, parent and teacher attitudinal surveys, and local assessment results to determine focus areas for the year. Upon completion of a thorough data analysis, consensus is gained as to the school wide areas of focus for the year. The results are presented before the school parent organization to solicit input and feedback. Upon approval, the staff formulates targeted, measurable performance goals. School wide and grade level actions plans are developed complete with activities, resources, and timelines to articulate the means for successful implementation. Current Data shows the following:

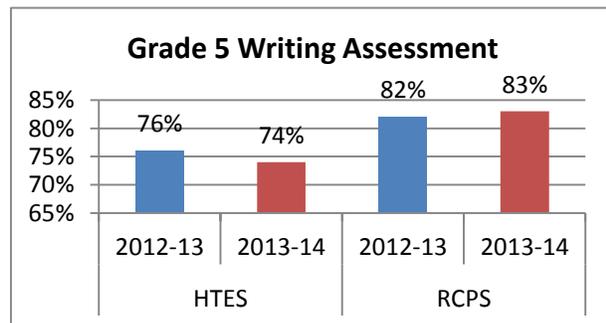
	Reading		
	HTES	RCPS	Difference
Gr 3	96%	95%	1%
Gr 4	89%	95%	-6%
Gr 5	94%	97%	-3%

	ELA		
	HTES	RCPS	Difference
Gr 3	91%	92%	-1%
Gr 4	87%	92%	-5%
Gr 5	91%	97%	-6%

	Math		
	HTES	RCPS	Difference
Gr 3	91%	88%	3%
Gr 4	83%	87%	-4%
Gr 5	87%	92%	-5%

	Science		
	HTES	RCPS	Difference
Gr 3	84%	84%	0%
Gr 4	78%	86%	-8%
Gr 5	76%	86%	-10%

	Social Studies		
	HTES	RCPS	Difference
Gr 3	82%	90%	-8%
Gr 4	77%	82%	-5%
Gr 5	73%	81%	-8%



Grade 4 and 5 students are performing below the system average in Reading, all grade levels are performing below the system average in ELA, Grade 4 and 5 are performing below the system average in math, Grade 4 and 5 are performing below the system average in Science, and all grades are performing below the system average in Social Studies. Grade 5 students are performing below the system average in writing and have decreased from 2012-13 to 2013-14. This data indicates a need for support for our students in all content areas and in writing. Planning for at-risk students and strategies to accommodate those in need are done on a grade level basis.

In order to ensure strategies are working, an analysis also continues throughout the school year as grade levels meet monthly to review student and school performance data in relation to school wide performance standards. These performance standards, both summative and formative, were established at each grade level to clearly communicate developmentally appropriate performance expectations for our students. Various local assessment reports are utilized to provide formative feedback on each student as to the attainment of these performance standards as well as the Georgia Performance Standards. Local assessment reports include: Benchmark tests, Reading A-Z, Math Fact Checklists, Georgia On-Line Assessment System, STAR, and the Writing Skills Checklists. Results from each quarterly benchmark analysis team meeting are recorded using Blueprint Plans, which identify immediate grade level needs, possible solutions, and results of prior interventions. It is particularly important to note that this process of 'formative' evaluation throughout the year is a major element in Hightower Trail's process for continuous evaluation. And while state mandates stipulate the emphasis of end of the year summative assessments, these formative assessments allow teachers to be proactive in terms of diagnosing and addressing academic needs. This skill specific information is vital for teachers to use when completing the Blueprint Plan where they can reflect upon questions regarding the content, presentation, resources, pacing, etc. Student performance data is also disaggregated by demographic variables in order to identify programmatic needs.

The school's proposed plan is to use Title I funding to employ certified classroom teachers with the intent of lowering individual class sizes. It was the unanimous decision of the faculty and parent organization that using Title I resources to significantly reduce class sizes for all students would be the most effective strategy and possesses the highest impact on the greatest number of students. In addition, Title 1 funds will be used to employ an at-risk support teacher to work with at-risk students and provide assistance to classroom teachers. Title 1 funds are also allocated to purchase mathematics diagnostic and instructional software. We also will continue the employment of a Parent Involvement Liaison to provide further personnel resources to assist Hightower Trail Elementary's goal to 'ensure equal access to education, set high standards for academic performance, and demand a rigorous level of accountability' for all children.

Hightower Trail 14-15 Class Size Ratios

Pre-Kindergarten	Kindergarten	1 st	2 nd	3 rd	4 th	5 th
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22 students	98 students	124 students	106 students	107 students	112 students	121 students
1 teacher	6 teachers	6 teachers	5 teachers	5 teachers	5 teachers	5 teachers
22:1 ratio	17:1 ratio	21:1 ratio	22:1 ratio	22:1 ratio	23:1 ratio	25:1 ratio

2. Scientifically Research Based Schoolwide Reform Strategies:

a. Opportunities for all children in the school to meet/exceed Georgia’s proficient and advanced levels of student performance:

Individual students will be identified via Georgia Milestones for need of additional services, but these services will be supplied within skill groups at the grade level. The augmented model of Early Intervention Program (EIP) services will be implemented in grade levels K – 5. Within the grade level, dynamic skill grouping will be the directive to address student needs. These flexible groups will focus on Math and Reading skills. Additional highly qualified, certified teachers will be hired as tutors to work with these small groups for 4 - 5 hours per day. These tutors will specifically work with students who are not mastering math and/or reading standards.

School wide reform will be accomplished by using all available staff to service students directly academically. Within the heterogeneous homeroom classes, students will have Math and Reading needs addressed through cross-classroom groupings. Determination of these groups will be according to skills identified by specific pre and post-test data using RCPS Benchmarks and textbook unit tests. The groups will be dynamic according to student needs.

b. Based upon effective means of raising student achievement:

Goal Statement:

Improve student achievement in reading.

Measurable Performance Objective #1:

Ninety-five percent (95%) of all first-fifth grade students will ‘meet or exceed expectations’ on the Reading portion of the Georgia Milestones Assessment and Summative Assessments, with 50% scoring in Level 3.

Our goal last year was 90% of all students meeting or exceeding the standard in reading, and we met that goal with 90%. We also met the goal of having 80% SWD meet or exceed the expectation, so this year, we increased each goal. Improving reading achievement has long been identified as a school-wide goal and is clearly documented in our School Improvement Plan. As a former Reading First and Reading Challenge school, Hightower Trail continues to share the state’s vision for literacy by continuing with state funding initiatives such as the Early Intervention Program. Programs such as this support and enhance our commitment to literacy at HTE. Staff members agreed that this improvement effort should continue to be a school wide focus and as a result developed grade appropriate benchmarks to record and monitor student progress with regard to the mastery of identified reading skills such as letter recognition, phonics, sight words, and independent reading level. Each grade level will focus

on developing and strengthening specific grade appropriate skills as determined by these school wide performance standards and by RCPS language arts benchmark assessments. These benchmarks will serve as a formative measure of achievement as teachers will assess the students three times per year based on these standards in order to determine strengths and weaknesses in the area of reading. A Data Performance Summary will be maintained by each teacher to measure and gauge progress throughout the year. This ongoing information is vital to teachers as it not only addresses individual needs, but also the needs of groups of students with common successes or difficulties. Modifications and revisions to the instructional plan for the upcoming quarter will be discussed and determined based on the analysis of this benchmark data.

Goal Statement:

Improve student achievement in mathematics.

Measurable Performance Objective #2:

Ninety percent of all first-fifth grade students will ‘meet or exceed expectations’ on the Mathematics portion of the Georgia Milestones Assessment and Summative Assessments, with 40% scoring in Level 3. Eighty percent (80%) of “Students with Disabilities” (SWD) will meet or exceed expectations on the Mathematics portion of the CRCT and the Mathematics section of the Georgia Alternate Assessment (GAA.)

Staff members agreed that this improvement effort should be a school wide focus and as a result developed grade appropriate benchmarks to record and monitor student progress with regard to the mastery of math facts and the Georgia Performance Standards. Each grade level will focus on developing and strengthening specific grade appropriate skills as determined by school wide benchmarks and by RCPS math benchmark assessments. These benchmarks will serve as a formative measure of achievement as teachers will assess the students three times per year based on these standards in order to determine strengths and weaknesses. This ongoing information is vital to teachers as it not only addresses individual needs, but also the needs of groups of students with common successes or difficulties. Teachers will discuss this information in planning meetings with their teams in order to reflect upon remediation and enrichment strategies. Modifications and revisions to the instructional plan for the upcoming quarter will be discussed and determined based on the analysis of this benchmark data.

c. Effective instructional methods that increase the quality and amount of learning time:

- Full implementation of ScootPad instructional software for each student
- Full implementation of mathematics text, Pearson/Envision with associated software
- Full Implementation of Common Core Georgia Performance Standards
- Full Implementation of Reading Renaissance
- Full Implementation of Storytown Reading Series

- Implementation of Daily Oral Language (K-5)
- Isolate reading comprehension/vocabulary strands in OAS//Benchmarks
- Implementation of a Leveled Library System
- Utilization of STAR and Early Literacy assessments(3 times per year)
- Utilization of Book buddies/Volunteer Readers
- Reading Therapy Dogs International
- Implementation of Guided Reading Techniques and Reading A-Z
- Professional Development: Formative Reading Assessments; Guided Reading; Brain Based Reading Techniques; Literacy Centers; Reading A-Z; Book Studies; Scootpad
- After school Tutorial Program
- Full Inclusion of Interrelated Resource (SWD) students in the regular ed classroom
- Providing multiple opportunities for Mildly Intellectually Disabled (MID) students to interact with regular ed students and teachers
- Continuing the use of Math Exemplars Program for all grades, purchased in a prior year
- Weekly recording/reporting math fact performance
- Continued implementation of standards-based mathematics instruction
- Implementation of “Touch Math” in kindergarten
- Isolate Math Computation strands using OAS/Benchmarks
- Increased use of manipulatives in math classes
- Implementation of the 1-5 Benchmark Assessment Plan
- Student Recognition program for math fact mastery
- Intervention/Enrichment Math block each day for all students

d. Address the needs of all children, particularly targeted populations, and address how needs have been met and are consistent with improvement plans approved under Educate America Act:

The Response to Intervention (RTI) model is utilized to examine and provide interventions for individual students. The Grade Level Support team (Tier 2 in the Pyramid of Interventions) meets weekly during common planning time to support one another and to share ideas. The RTI Core Team (Tier 3) is a school-based team consisting of our RTI Coordinator, school psychologist, administrator, counselor and teachers who meet, discuss and plan interventions to promote academic success. Teachers refer students to the RTI Core Team due to academic, behavioral and or social and emotional concerns. A student is brought before the RTI Core Team only after strategies developed in Tier 2 have been documented. Documentation through the GLS (Tier 2) and RTI Core Team (Tier 3) will ensure that the teachers, parents, the school psychologist, counselor and administrators are involved in the success of each child at Hightower Trail Elementary. Teachers are provided with common daily planning time in order to promote collaboration in planning and monitoring student progress. During these planning sessions, teachers use the results of the Reading A-Z and

locally developed formative assessments to plan for flexible Language Arts and Reading groups. Students are moved within the Language Arts/Reading instructional groups as they progress throughout the year in order to assure that students are being instructed at their appropriate reading level. The Common Core Georgia Performance Standards will be closely followed, as there is a scope and sequence that is an integral part to teacher delivery. Each nine weeks the students will be assessed with benchmark tests developed by the Rockdale County Board of Education using SchoolNet Software. The results of each nine weeks test will be utilized to reform flexible groups in reading and math to assure that student growth is an ongoing process.

e. Instructional Field Trips

Any educational field trip used as an instructional strategy must be 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. In the event a field trip is requested, documentation must be provided during the budget approval process. At this time, Title I funds are not permitted for education field trips.

3. Instruction by highly qualified professional staff:

a. Strategies used to attract highly qualified teachers to high-needs schools:

Hightower Trail has employed and maintained a highly qualified staff. The teachers share an average of over 13 years' experience with approximately 32% of our teachers having between 11 and 20 years' experience. Fifty-eight percent of the professional staff currently holds a master's degree, two teachers have their specialist degree, and one has a doctorate.

Based upon school surveys and analysis of current achievement test data, high quality and on-going staff development will be planned for teachers, principals, and paraprofessionals, pupil service personnel, parents, and other staff in order to help all children in the school to meet the state's student academic achievement standards.

Strategies to attract high quality, highly qualified teachers to our school will be employed. The principal will attend job fairs and actively seek the most qualified and successful teachers to fill teacher vacancies.

4. Professional development for staff to enable all children in the school to meet performance standards:

Hightower Trail Elementary places a strong emphasis on relevant ongoing Professional Development. Teacher survey results and The Georgia Professional Standards for Professional Learning survey data were used to identify and develop professional development goals and possible activities for the upcoming year.

Technology training continues to be of high importance. Grade levels are required to identify major topics for technology integration. The Digital Learning Specialist (DLS) facilitates the planning and lesson design. Teachers dialogue within the grade as well as with cross grade teams to promote seamless articulation between each grade level. Grade Level Notes are used to support and document the school improvement efforts as the teachers develop strategies and implement them for four weeks and then evaluate the effectiveness for student achievement. Reading, math and writing continue to be of high importance and will be supported through countywide staff development opportunities with ongoing workshops. The media specialist will continue to update training on 'Reading Renaissance' for new staff members. The full staff implementation of 'Reading Renaissance' is continuing for the upcoming school year as the students are responding well to the initiative and the teachers are fully utilizing all components of 'Reading Renaissance.' The other major emphasis will be on implementing standards-based instruction, particularly in math, in all classrooms. All K-5 teachers will receive ongoing professional development in the area of mathematics based on specific sub-skill strands of the Georgia Milestones. Teachers will identify individual and grade level target areas through weekly formative assessments. These specific, skill based strands will be the focus for incoming consultants as well as off site conference agendas. Support will be provided for the teachers and teacher's assistants throughout the year. Continued training on Guided Reading as well as the Early STAR and SRI software will be provided for the teachers due to the fact that these programs offer many diagnostic features to help with the grouping of the children according to needs.

5. Strategies to increase parental involvement:

According to research, "When parents become involved in school, their children's school performance improves" (U.S. Department of Education, 1996). Our parent surveys, as well as our internal needs assessments, indicate that parent/community involvement is improving but still an area of focus. This has been a school improvement focus area for the past six years at Hightower Trail and continues to be a high priority as both parents and staff recognize the importance of this worthy goal. Demographically, this community is generally low to middle income. Both parents generally work to provide for the children leaving little time or energy to become involved in long term projects at the school. Despite this, parent involvement, support for the school, the teachers, and the administration is high as indicated by the latest parental survey. Attitudes regarding the school and its activities are exceedingly positive. Recent attempts to broaden our parent base and include more community and business members have had moderate success. Strong parent support and involvement in previous Title I events and monthly meetings has remained generally strong. A Title 1 Parent Involvement Liaison is employed to highlight and promote identified parent activities.

Parent Involvement Liaison Duties and Responsibilities

1. Develop an effective vehicle for continuous two-way communication with parents and community members to gain input and insight into total school operations. (ex. e-mail

groups, "Parent Trail Mix" newsletter, surveys/questionnaires, Incentives for contact hours/home activities, newspaper, phone calls/answering machine, Parent Hotline)

2. Create and implement a structured, organized volunteer system designed to allow parents meaningful opportunities to assist school personnel with day to day activities. (ex. Room moms/dads, reading to students, producing teacher materials, volunteer appreciation activities, outside projects, etc..)
3. Develop and implement the Hightower Trail "Parent University" to provide meaningful workshops for parents and community members (ex. Computer classes, Guest speakers, How to teach your child to read, Behavior management, ADHD, etc...)
4. Coordinate community mentor and business partnership program. (ex. contact person for businesses, secure donations/gifts, coordinate appreciation luncheons/correspondence, provide advertisement)
5. Create a resource center for parents to checkout materials to be used to enrich and enhance the reinforcement of instruction at home. (ex. grade level math lessons/workbooks, phonics/sight word flash cards, math fact flash cards, SS/Science take home kits, etc..)

Goal Statement:

Improve internal and external communication.

Hightower Trail's Measurable Performance Objective:

Hightower Trail Elementary will increase the number of parent involvement contacts by 20%. Parent survey results, as well as teacher input reveal that communication is an area for improvement for the upcoming school year. Parents and teachers alike recognize the benefits of open lines communication and its impact on student performance.

In an effort to provide better lines of internal communication between administration and staff, a staff newsletter has been developed. This communication, called "Trail Mix", is sent out by email from the principal to all staff members monthly. This publication contain a variety of articles, including instructional strategies, upcoming events, minutes from the Building Leadership Team meeting and questions that come up throughout the course of the week. Other vehicles for internal communication include the following:

- Monthly Faculty meetings
- Monthly Building Leadership Team meetings
- Weekly Administrative Team meetings
- Weekly Grade Level meetings, with minutes taken and e-mailed to all members of the Building Leadership Team
- Weekly Grade Level Student Support meetings, during which one member of the administrative team is present

- Increased presence of Administrative Team members in classrooms on a daily basis
- GA School Key committee meetings each month

Our parent involvement coordinator helps to bridge the gap between school and home. Also, training and workshop sessions will be developed for parents and teachers in an attempt to identify barriers to effective communication and provide specific strategies for relevant, meaningful dialogue about student performance and school operations. We will provide opportunities, resources, volunteer training, and information so that school and home can establish a true partnership to meet the needs of our students. We will communicate with parents through the use of the daily agendas, newsletters, progress reports, report cards, face-to-face conferences and telephone conferences as documented by conference logs, electronic emails, AlertNow messages and the school web site.

These activities will include but are not limited to the following:

- A quarterly Honors Day ceremony and reception
- An annual Project Night in which all students complete a theme-based grade appropriate project
- An annual Oratorical Showcase in which students will perform recitations of poetry, prose, and famous speeches
- Monthly PTO meetings and programs
- Annual family events such as Heritage Day, Curriculum Night, and EIP Parent Night and Community Day
- Quarterly “Parent Hot Topic” meetings which address various parenting topics
- Volunteers for grade-specific events such as field trips, Kindergarten Capers and Thanksgiving Feast, etc.
- Volunteers for Field Day, Blaze-o-Rama, and other school-wide events
- Special days in which grandparents and/or parents are encouraged to come and eat lunch with students
- “Muffins for Moms” and “Donuts for Dads”
- Reading Workshops and Family Reading Night
- Monthly parent newsletter, “*Parent Trail Mix*”
- Lunch and Learn Parent Workshops
- Parent Informational meetings held in the local community
- Ice Cream Socials held in local neighborhoods
- End of the Year Volunteer Breakfast

A computerized database is currently being kept to document individual parent visits to the school. Parent sign-in stations will be set up for all school-wide activities. Parents will be required to sign in upon any classroom visit. All parents will be invited to attend all the aforementioned events. All parents will be requested to sign and adhere to a mutually developed compact that delineates both the parents and the school’s responsibility for quality involvement and communication.

Hightower Trail Elementary School Parent-School Compact

The purpose of the parent-school compact is to communicate a common understanding of home and school responsibilities to assure that every student attains high standards and a quality education.

The Parent's Responsibility:

- As an involved parent, I will support my son/daughter by ensuring that they attend school daily and arrive to school on time.
- I will encourage my son/daughter to participate in at least one extracurricular activity.
- I will seek information regarding my son's/daughter's progress by conferring with teachers, principals, counselors and other school personnel.
- I will attend parent conferences and visit my son's/daughter's classrooms to discuss and participate in their education.
- I will participate in parent groups/activities to contribute to the decision-making process within the Rockdale County Public Schools.
- I will communicate positive information regarding teachers, principals, and other campus personnel when discussing school with my son/daughter.
- I will encourage my son/daughter to follow the rules and regulations of the school.

The Student's Responsibility:

- I will come to school on time, every day, with the materials needed to learn.
- I will be an active participant in my learning.
- I will do my best to be my best.

The School's Responsibility:

- Hightower Trail Elementary School (H.T.E.) provides every student with access to and high-quality instruction in the Georgia Performance Standards.
- HTE will solicit parent and community input (through meetings, interview, questionnaires, surveys, etc.) regarding the education of the students it serves.
- HTE will offer flexible scheduling of parent meetings, training sessions, assemblies, school functions to maximize parent participation.
- Parents will be notified of school events in a timely, efficient manner.
- Training sessions/workshops on diverse topics and issues will be offered to parents and community members. The school buildings will be used to foster the growth and advancement of the community by being offered for parent workshops during non-school hours.
- HTE will communicate instructional goals/initiatives and performance to parents at school-wide meetings and conferences.
- HTE will frequently communicate to parents individual achievement levels as well as the academic and behavioral progress of students.

Student _____ Parent _____ Teacher _____

6. Plans for assisting preschool children in the transition from early childhood programs to Kindergarten:

Pre-K Transitional Plan

Hightower Trail was awarded with a Georgia Lottery-Funded Pre-K in June 2008. The doors to our Pre-K opened on August 4, 2008 along with the rest of our school. With a full caseload of 22 children, our program will ensure that these students master the skills necessary to enter kindergarten next year.

Local Pre-K providers in the H.T.E. school district are contacted each spring to schedule a visit in which all Pre-K students spend a ½ day in the school building. Pre-K students are divided among the current kindergarten classes and participate fully in all appropriate academic and social activities planned for the day. Pre-K students also receive a tour of the school and eat lunch in the school cafeteria. Upon completion of the visit, Pre-K students return to the classroom for a collective reading time which enlists the assistance of 4th and 5th grade reading buddies as peer mentors. Pre-K students/teachers are provided with information packets to deliver to parents that communicate expectations and procedures associated with new students entering our kindergarten program.

Kindergarten teachers will also host a yearly “Instructional Summit” with local Pre-K teachers in the district to discuss academic issues and concerns. Teachers will utilize this time to identify curricular gaps and overlaps in an effort to streamline the entire instructional program. Students entering the kindergarten program, regardless of Pre-K experience, will be invited to our kindergarten ‘Round Up’ which is held three to four times over the summer. These sessions provide opportunities for dialogue and discussion between teachers and parents. In addition, these students will be administered an academic screening which will be used to determine strength and weaknesses in learning. This information will be used to formulate an appropriate academic plan for the upcoming year.

In the summer of 2010, we implemented a Pre-K Camp and KinderCamp for incoming Pre-K and Kindergarten students. We continue to provide this annual camp, staffed by Hightower Trail Pre-K and Kindergarten teachers. Parents were invited to attend a workshop during each day of the camp where they learn how to help their children prepare and succeed in school. Transportation, child care, and instructional materials are created with the parents and provided for their home use with their children. Parents learn about the CCGPS Pre-K and Kindergarten standards and learn how to help their children at home to prepare them for success.

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:

Teachers will participate in assessment evaluations and decision-making. The faculty will meet in grade level sessions to analyze achievement data and determine target areas for emphasis. Teachers and administrators will collaborate to identify needs and make decisions regarding modifications for implementing instructional strategies to better meet the students' learning needs. Teachers' instructional needs will also be addressed.

Administrators will monitor instruction and ongoing achievement by visiting classrooms in order to assess the effectiveness of instructional strategies and the use of available resources. They will review test scores, demographics and other data so that they can elaborate on any changes in our student population's needs. They will arrange for staff development opportunities and collaborative meetings so that grade levels may share ideas and materials that best provide for student academic achievement.

Hightower Trail Elementary has implemented the Georgia School Keys model of effective schools. Each grade level and department has representatives on all eight key committees. These committees are charged with identifying areas of weakness, brainstorming and implementing solutions, and communicating such to all stakeholders. We also employ the Strategic Planning process for identifying long-term goals and action plans.

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

a. List of state and local educational agency programs and other federal programs include:

In addition to the coordinating efforts listed throughout our school's improvement plan, the following programs are utilized at Hightower Trail Elementary:

- Free and/or Reduced lunch to qualifying families
- Free and/or Reduced breakfast to qualifying families
- School Nurse
- Fire and Safety Instruction by local Fire Department
- Gift of Loving Tree (Provides Christmas for families in need)
- After School Childcare program (ASAP)
- After School Tutorial program (Safety Net money)
- PTO Teacher Scholarships
- Presidential Fitness Program
- Red Ribbon Week
- C.H.A.M.P.S. Program for 5th graders (Rockdale County Sheriff's Department)
- Special Education Programs
- Early Intervention Programs
- Student Support Team assistance from County office Coordinator
- School Social Worker
- School Psychologist
- State/RESA/County Professional Learning

b. Description of how resources from Title I and other sources are used:

Class size reductions:

Title I funds will be used to lower class size for all students. Data shows that by reducing pupil/teacher ratio, student achievement is greater.

Tutors:

Tutors will be hired to work with students in small group and individual settings to reinforce skills that are taught by the classroom teacher. The instructional focus of the tutors will mainly be in the areas of reading and math instruction.

Parent Liaison:

Funds will be used to employ a parent liaison and resource materials such as Coach Books, How To Help Your Children at Home, Parent Homework Dictionaries, Parent Reference Books, to help parents as they work as partners with the school to improve student achievement. Being able to provide these services has enabled us to strengthen our parent/school ties.

Intervention Specialist:

Funds will be used to hire an Intervention Specialist. This certified teacher will focus on assessment results in our most at risk areas and provide interventions for students and training for teachers to improve student achievement. In addition, we will focus on benchmark assessments to catch students in need and provide tutorial services or other safety nets to ensure that students achieve success on grade appropriate standards.

Parent Involvement:

Funds will be utilized for parent involvement activities to include our annual Title I meeting, our 6 requirements to build parent capacity to be involved in school and their child's education, workshops for literacy, numeracy, and technology, and provide community and educational resources for the parent resource center. We will offer refreshments for our workshops as well as childcare services. We have also budgeted for printing for Title I parent plans, Home-School Connection newsletters, Parent Workshop flyers, and parent surveys. We will encourage parental participation in our program by establishing a stakeholder-friendly environment at our school.

Professional Growth for Core Academic Teachers and Paraprofessionals:

Funds set aside for professional development will allow the administration to provide training sessions for paraprofessionals and teachers based on staff members' needs, school, county and state initiatives, and curriculum needs. These trainings will be core academic based relating to improving reading, writing, math, science, and social studies and will be provided through MRESA and Griffin RESA.

Diagnostic Computer Software

Computer Software (Acc Reader, ScootPad, Essential Skills Math program, Reading/Writing A-Z) is used with students as part of our daily instructional program as well as for additional services for our at-risk students.

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:

Hightower Elementary receives additional funds to support student achievement as a Title I school by:

- Hiring staff – teachers, paraprofessionals, and tutors
- Providing professional learning – SFSD, Title I, Title II
- Offering EIP
- Purchasing of resources and materials
- Before school tutoring

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

Hightower Trail Elementary is committed to meeting the needs of each individual student. We realize that children mature and develop at different rates, thus impacting the learning needs of each child. The need for extended, additional, or differentiated instructional time provides the impetus behind the creation of an After School Tutorial program for 3rd through 5th grade students. The tutorial component will be designed to give students additional time and resources necessary to master essential skills in the areas of reading and mathematics. While reading comprehension and vocabulary development remains the top priority for supplemental services, the staff has also identified basic math skills as a critical area of need, particularly for our 3rd, 4th, and 5th graders. Based on these identified learning needs, the tutorial component will target essential reading and math skills for those students in need of additional reinforcement. Results of administered standardized test scores will be disaggregated and analyzed to measure the success of the program.

Target Population

Reading and Math: Identified 3rd - 5th grade students

Criteria for Eligibility

Reading and Math: CRCT Level 1, Benchmark Assessments, and Teacher Recommendation Form

Curriculum

Reading: Curriculum Associates/ CRCT LA Coach
Math: Harcourt Math/ CRCT Math Coach

Time/Duration

Sept. 24, 2014 – April 2, 2015

Hours: 3:00 pm-4:00 pm

Two sessions per week (Wednesdays and Thursdays)

Program Description

The tutorial program will be separate from the existing After School Program (ASAP) currently available to all interested parents and students at Hightower Trail. The After-School Tutorial program is funded separately through the Safety Net Budget. On Wednesdays and Thursdays students attending the Tutorial Program will arrive in the cafeteria along with ASAP students at approximately 2:10 p.m. Students will be provided snack and social opportunities at this time before beginning with tutorial services. ASAP staff will assume the responsibility of supervision and assistance during this time. Upon the completion of homework, restroom breaks, and other routine matters at 2:45, tutorial students will be picked up by their teacher and or teacher assistant to receive their one hour of additional instruction in the area of reading or math. Each tutorial session will conclude at 4:00pm. Students will then be dismissed back to the ASAP program for supervision until the parent or bus arrives for pick-up.

a. Measures to ensure that students' difficulties are identified on a timely bases:

Georgia Milestones, weekly common assessments, running records, unit pre-and post-tests, teacher made tests, and quarterly benchmarks are all utilized to identify students' difficulties.

b. Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties:

Professional development is provided once per month to all teachers to ensure the identification of students with difficulties. Administrators also attend grade level common planning with provide assistance to teachers in this area.

c. 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:

Two parent conference weeks are held each year, one in September and one is February. Teachers provide extended hours so that parents can meet as their work schedule allows. Parents or teachers may request a parent/teacher conference at any time throughout the school year.

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

Hightower Elementary School notifies parents of student absences; academia, assessments, school meetings/events, and information about school programs.

EduLink is an effective tool for home-school communication. Teachers record messages about homework, grades, and behavior in the agendas. In return, parents respond with comments and questions, including requests for conferences. Weekly folders are also sent home with graded papers, newsletters, and reports to the parents concerning their child's social and study skills.

Curriculum Night will be held for each grade at the beginning of the school year, at which time an explanation of school programs, strategies, and resources for meeting student needs will be shared. Discussions will include system and school goals, as well as staff, student, and parent responsibilities. School leaders will present information that will assist parents in working with their child's social, emotional, and academic growth. These meetings will also provide an opportunity for parents to collaborate with other parents and to participate in decisions related to the education of their children.

Meetings for parents will be offered at flexible times to allow them the opportunity to participate in the school's events. Alternative times will be offered in order to accommodate parents' schedules. Parents will be surveyed as to ways parent participation can be improved.

Informational books will be made available for parents to check out from the school library. Families will also be instructed about educational activities they can do with their children using simple materials found in the home. In addition, information about parenting classes will be offered.

Families will receive an explanation and a copy of their child's standardized test results. At conferences, they will also be informed of their child's progress on informal testing and classroom performances as well as the expected proficiency level. Parent-teacher conferences will be held at least twice each school year; student led conferences will be a part of the conference plan. Parents will then have an opportunity to review their child's testing information with the teacher, counselor, or administrator.

Parents receive individual student test results for all required state assessments and Rockdale County Public Schools locally required tests. For state tests, individual student results are sent to the local schools where the results are given to the parents in hard copy with explanations through conferences, in the student folders sent home each week, or mailed to the student's home. Individual student results of the Rockdale County Public Schools Benchmark Assessments administered to students are sent home to parents/guardians. Interpretations of test results are sent with the student scores. Whenever possible, letters explaining results are translated in the home language.

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

Hightower Trail utilizes the software programs School Net and Tetra Data (DASH) for the collection and disaggregation of achievement and assessment data. Administrators and teachers are involved in the collection and analysis of data for the purpose of driving instruction.

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

Test results from numerous assessment pieces are analyzed each year to identify specific strengths and growth areas in student performance. This information is used to direct teaching strategies and guide instruction. Data is collected from ITBS, CogAT, CRCT, Georgia Writing Assessments for grades 3 and 5, Mock Writing Assessments in grades 1 - 5 scored by Write Score, ACCESS for ELL (English Language Learners), County Benchmark Assessments, portfolios, student writing samples, Accelerated Reader, GKAP, G-KIDS, EIP skills assessment, and GAA. In addition, we utilize common assessments ongoing to address individual student needs.

13. Provisions for public reporting of disaggregated data:

Hightower Trail understands the importance of communicating data to its stakeholders. As a result, we insure all stakeholders have access to necessary data by utilizing the following:

- Newsletters
- Parent Meetings
- School Council
- PTO
- Parent Conference Days
- Open House
- Main Office
- Parent Resource Center
- School Website
- Marquee
- School Brochure
- Community Forums
- GOSA report card website
- Title 1 Annual meeting held at Hightower Trail.

14. Plan developed during a one year period:

The Title I School-wide plan in conjunction with our Strategic Plan (including yearly academic School Improvement Goals) is developed, reviewed, and revised at the beginning, mid and end of each academic year or as needed by a team of teachers, administrators, and parents.

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

Our Title I School-wide Plan was developed in conjunction with our School Improvement Plan with all stakeholders in mind. Team members include:

Laura Jenkins Bates, Principal	Kim Reed, Special Education Teacher
Brian Travis, Assistant Principal	Peggy Crumbley, Lunchroom Supervisor
DeAnna Gallien, Teacher	Christy Hernandez, Teacher
Lynda Norton, Teacher	Jason Yaber, Parent Involvement Coor.
Jackie Vadney, Teacher	Stacey Tisdale, Teacher
Susan Vaughn, Parent Representative	
Carlos Hernandez, Teacher	Joycelyn Harris, School counselor
Michelle Fitzgerald, Media specialist	Bernice Grizzle, EIP teacher
Heidi Smith, Parent Representative	
Mykeesha Fowler, Parent Representative	

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

Our Title I School-wide Plan, Parent Involvement Plan, Parent Compact, and School Improvement Plan is available to all stakeholders upon request. In addition, our plans are available on our school's website and in our Parent Resource Center in the front lobby of our building.

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:

All literature and correspondence sent home are translated locally in Spanish as requested. Other languages can be provided upon request.

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

NCLB Adequate Yearly Progress is no longer the measuring instrument for determining academic progress in Georgia schools. Georgia has developed an Accountability Plan, Georgia's College and Career Ready Performance Index (CCRPI), and ESEA Flexibility Waiver that categorize schools as Priority, Focus, and Alert. Hightower Elementary School is not a Priority, Focus, or Alert school; therefore, is not required to provide additional academic interventions for students as required in the Georgia ESEA Flexibility Waiver.

If necessary, Supplemental Educational Services will be offered to students to increase their academic achievement. These services may include academic assistance such as tutoring, remediation and other educational interventions, consistent with the content, curriculum

and instruction used by the school district. These services will be aligned with CCGPS grade appropriate standards.