








TITLE I SCHOOLWIDE PLAN

School Name: Wolf Creek Elementary School		District Name: Fulton	
Principal Name: Dionne Glass		School Year: 2019-2020	
School Mailing Address: 4440 Derrick Road SW, College Park GA 30349			
Telephone: 470-254-2760			
District Title I Director/Coordinator Name: Catherine Harper			
District Title I Director/Coordinator Mailing Address: 6201 Powers Ferry Rd., Atlanta, GA 30339			
Email Address: harpercd@fultonschools.org			
Telephone: 470-254-0200			
ESSA ACCOUNTABILITY STATUS			
Comprehensive Support School <input type="checkbox"/>	Targeted Support School <input type="checkbox"/>	Consolidated School <input type="checkbox"/>	
Principal's Signature:		Date:	
Title I Director's Signature:		Date:	
Revision Date: 8/16/19	Revision Date: 9/9/19	Revision Date:	

District Strategic Plan Outcomes

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

1. Comprehensive Needs Assessment: Sec. 1114(b)(6)

1. A comprehensive needs assessment is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; **Sec. 1114(b)(6)**

Describe the Comprehensive Needs Assessment Process used to develop your needs and goals for your school for: Strategic Plan, 90-day plan, School Improvement Plan

Response:

Our extended leadership team met on July 29th and August 1st to disaggregate data from the following sources:

- Student Achievement data (Last year’s GMAS, Fastbridge, BAS, etc.)
- School Climate data
- Teacher surveys and End of the Year Feedback
- Parental Input Survey information

We utilized this data in planning for the 2019-2020 school year. We also used this as data to form our prioritized needs for the upcoming school year. We developed our goals based on the data we reviewed for our 90 day plan for the school year.

Review your data by subgroup and note areas of deficit. (ED, EL, Race, SWD)

Response:

- 66% of ED students scored in the Beginning and Developing Categories on the 2018 GMAS in ELA.
- 61% of ED students scored in the Beginning and Developing Categories on the 2018 GMAS in Math.
- 95% of SWD students cored in the Beginning and Developing Categories on the 2018 GMAS in ELA.
- 91% of SWD students cored in the Beginning and Developing Categories on the 2018 GMAS in ELA.
- 30% of Black students scored at or below the 30th percentile on the Fastbridge aReading Assessment in Spring 2019.
- 33% of Black students scored at or below the 30th percentile on the Fastbridge aMath Assessment in Spring 2019.

List your needs and goals based on your comprehensive needs assessment.

Need 1: Based on our Math Assessment data, we need additional support as outlined in our 90 day plan.

Data to Show Need 1:

- 45.7% of 3rd Grade students scored in the Beginning and Developing Categories on the 2019 GMAS in Math.
- 52.1% of 4th Grade students scored in the Beginning and Developing Categories on the 2019 GMAS in Math.
- 58.2% of 5th Grade students scored in the Beginning and Developing Categories on the 2019 GMAS in Math.

Need 2: Based on our ELA Assessment data, we need additional support as outlined in our 90 day plan.

Data to Show Need 2:

- 55.1% of 3rd Grade students scored in the Beginning and Developing Categories on the 2019 GMAS in ELA.
- 63.2% of 4th Grade students scored in the Beginning and

	<p>Developing Categories on the 2019 GMAS in ELA.</p> <ul style="list-style-type: none"> • 52.2% of 5th Grade students scored in the Beginning and Developing Categories on the 2019 GMAS in ELA.
Need 3:	Data to Show Need 3:

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

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

4a: Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)
(Logic Model can be used for Title I, but not for 1003a)

Goal 1: Increase ELA student achievement. Increase the percentage of 3rd-5th students in levels 3 and 4 (proficient and accomplished) on the 2020 GA Milestones ELA from 43% to 48%.

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost and Budget Used (Title I or 1003a)	Person/Position Responsible

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

Economically Disadvantaged	Foster and Homeless
<p>RTI (30 minutes per day, Extended Learning (2 hours/day-4 days/Week), Study Island (daily in small group and/or independent stations) , and Early morning tutorial (EMAC) daily at a maximum of 40 minutes). Students also attend EIP daily for a minimum of 30 minutes.</p>	<p>RTI (30 minutes per day, Extended Learning (2 hours/day-4 days/Week), Study Island (daily in small group and/or independent stations) , and Early morning tutorial (EMAC) daily at a maximum of 40 minutes). Students also attend EIP daily for a minimum of 30 minutes.</p>
English Learners	Migrant
Race/Ethnicity	Students with Disability
<p>RTI (30 minutes per day, Extended Learning (2 hours/day-4 days/Week), Study Island (daily in small group and/or independent stations) , and Early morning tutorial (EMAC) daily at a maximum of 40 minutes). Students also attend EIP daily for a minimum of 30 minutes.</p>	<p>Students are serviced in both pull-out and co-taught models. Extended Learning (2 hours/day-4 days/Week), Study Island (daily in small group and/or independent stations) , and Early morning tutorial (EMAC) daily at a maximum of 40 minutes). Students will also have access to direct instruction with Lindamood Bell, instruction in literacy and cognition, daily</p>

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

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

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

Goal 2: Increase MATH student achievement. Increase the percentage of 3rd-5th students in levels 3 and 4 (proficient and accomplished) on the 2020 GA Milestones Math from 48% to 53%.

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost and Budget Used (Title I or 1003a)	Person/Position Responsible

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

Economically Disadvantaged	Foster and Homeless
<p>RTI (30 minutes per day, Extended Learning (2 hours/day-4 days/Week), Study Island (daily in small group and/or independent stations) , and Early morning tutorial (EMAC) daily at a maximum of 40 minutes). Students also attend EIP daily for a minimum of 30 minutes.</p>	<p>RTI (30 minutes per day, Extended Learning (2 hours/day-4 days/Week), Study Island (daily in small group and/or independent stations) , and Early morning tutorial (EMAC) daily at a maximum of 40 minutes). Students also attend EIP daily for a minimum of 30 minutes.</p>
English Learners	Migrant
Race/Ethnicity	Students with Disability
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small group and/or independent stations) , and Early morning tutorial (EMAC) daily at a maximum of 40 minutes). Students also attend EIP daily for a minimum of 30 minutes.

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

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

Goal 3:

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost and Budget Used (Title I or 1003a)	Person/Position Responsible

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

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity	Students with Disability

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

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

Response:

Second Step- a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to help children thrive. Students receive Second Step lessons each Monday morning for 20-30 minutes. Lessons are facilitated by the homeroom teacher and strategies obtained is used with the school counselor during both individual and small group counseling.

The Leader In Me- A program that teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. Students receive Leader In Me prescribed lessons 2 days per week for 10 -15 minutes. The Leader In Me is a school wide initiative that supports our PBIS program. It is the foundation of our school culture and climate initiative. All of our school events and activities are aligned to the 7 Habits of Highly Effective People and students, staff and parents learn the habits monthly.

PBIS- A program of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students. Our schoolwide behavior model is the foundation of the schoolwide PBIS initiative.

Inner Explorer Mindfulness- The program focuses on key areas of development, bringing mindfulness to education and helping students prepare for learning. Students learn coping strategies through visual imagery, breathing techniques and using feeling words to express themselves. Students in select classes use strategies gained from Mindfulness lessons for daily brain breaks in class and in small groups with the school counselor. .

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

Response:

n/a

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

Response:

RTI- a multi-tier approach to the early identification and support of students with learning and behavior needs. Academic interventions provided to students in RTI tiers 2 and 3 by classroom teachers, and EIP teachers based on intervention plans. Tier 4 interventions will be addressed by SEC personnel. During daily RTI Team Time (1:30-2:00 building-wide) interventions will be addressed by all instructional personnel.

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

Response:

Transitional meeting for parents in May:

Kindergarten Transition

In May, parents and students are invited to tour Kindergarten classrooms to familiar students and parents with a typical day, meet staff, review academic expectations, and provide summer transitions for parents of PK students.

Neighboring Pre-school students will visit Kindergarten classes for the day in May

During open house, parents are provided with an overview of the curriculum.

5th Grade Transition

Fifth grade students transitioning to middle school will be provided an opportunity to meet the administrative staff, discuss expectations, receive information about academic classes.

All Grade Levels

Moving up Day for all grade levels in May.

New Students

New Wolf Creek Club for all new students to Wolf Creek- Monthly meetings

Parent workshops 3 times per year to provide academic strategies to help children at home

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

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

Response:

Wolf Creek ES has developed its schoolwide plan during a 1 year period for the 2019-2020 school year with stakeholders input.

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

Response:

The plan was developed with input from the following individuals:

- The Principal
- The Assistant Principal
- The Title I Coaches
- The Parent Liaison
- The Leadership Team (Administrative Assistant, Counselor, RTI Coordinator, Teacher Leaders, Paraprofessional Representative, etc.)
- Parents
- Fulton County Title I Lead
- School Social Worker

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

Response:

We will monitor and revise as needed based on student’s needs. We will review Quarterly in line with the school’s 90 Day plan review. We will review any local school data points and/or surveys available to measure growth.

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

Response:

The plan will be available in the parent resource center, front office, posted on website. If needed will translate plan for parents per request in additional language.

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

Response:

All resources and strategies of the plan will be provided to parents of EL Learners upon need. Meetings and documents will be translated upon request. We do not have an EL students at this time.

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

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

Response:

N/A

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

Response:

N/A

Professional Development Plan

List planned professional learning activities related to your goals.

Professional Learning Strategy	Professional Learning Timeline	Audience (grade level/subject)	Person/Position Responsible
<ul style="list-style-type: none"> • Waste, Fraud, Abuse, and Corruption • Title I Complaint Process 	August 2019	All Staff Members	Title I Office Monitoring
Guided Reading Training	August, September, October 2019	K-5 Teachers	Principal Instructional Coaches CST Title I ELA Lead
Benchmark Assessment System Implementation Training (BAS)	August 2019 – May 2020	K-5 Teachers	Principal Instructional Coaches CST
Implementing a Balanced Literacy Framework using Reading Units of Study	September 2019 – May 2020	K-2 Teachers	Principal Instructional Coaches CST
Enhancing Math Achievement (Data, Flexible Grouping, Looking at Assessments, Rigor of Tasks)	November-May 2020	K-5 Teachers	Principal Instructional Coaches CST
“Rigor in the Classroom” Implementation of strategies	September 2019 – May 2020	K-5 Teachers	Principal Instructional Coaches CST
Standards Mastery Framework in Classrooms Implementation	September 2019 – May 2020	K-5 Teachers	Principal Instructional Coaches CST

Parent and Family Engagement Plan

*** Title I Parent and Family Engagement requirements are mandated.**

Parent Engagement Activities	District Requirement Deadline	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible	Date Principal will meet with the school's Parent / Family Engagement designee to ensure requirements are completed with fidelity
School and District Parent & Family Engagement Plan (PFEP) sent home and on school website	10/15/19	Completed by 10/1/19	Parent Liaison	10/2/20
School-Family Compact sent home and on the school website	10/15/19	Completed by 10/1/19	Parent Liaison	10/2/20
School-Family Compact discussed in parent-teacher conferences (elementary)	12/20/19	10/11/19	Classroom Teachers/Parents	10/14/20
Annual Title I Parent Meeting held and documents on school website	9/27/19	9/17/19	Principal Parent Liaison Member Parent Contact Staff School Webmaster	9/20/19
Parent Input Meeting Held	3/29/20	2/25/20	Principal Parent Liaison Member Parent Contact Staff	2/27/20
Transition Meetings	5/15/20	PK Transition 5/6/20 Kindergarten Roundup 5/6/20 Moving Up Day/5 th Grade Middle School Visit 5/8/20	Administrative Team Teachers Guidance Department	5/11/20
Building Staff Capacity (Fall and Spring)	Fall: 12/6/19 Spring: 3/13/20			
Parent Resource Center Open House held	12/6/19	9/17/19	Parent Liaison	9/19/19
Principal	Principal	Principal	Principal	Principal
Annual Survey Distributed and on Website	4/30/20	4/13/20	Principal	4/14/19
Annual Survey Results on website	5/15/20	5/11/20	Parent Liaison	5/13/19

			School Staff School Webmaster	
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