

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Forest Park High School	District Name: Clayton County Schools	
Principal Name: Mr. Derrick C. Manning	School Year: 2020-2021	
School Mailing Address: 5452 Phillips Dr Forest Park 30297		
Telephone: 770 473-2775		
District Title I Director/Coordinator Name: Ms. Katrina Thompson		
District Title I Director/Coordinator Mailing Address: 1058 Fifth Avenue Jonesboro, GA 30236		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone: 678-817-3081		
ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:

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SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as "Not Met" need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.

**Georgia Department of Education
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Planning Committee Members**

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Mr. Derrick C. Manning		Principal
Dr. Lorraine Lambert		Vice-Principal
Dr. Kim Dancy		Assistant Principal
Dr. Gregory Kirkland		Assistant Principal
Mr. Cedrick Coleman		Assistant Principal
Ms. Beverly Fuller		Lead Counselor
Ms. Shelia Cox		CTAE
Ms. Dianne Valentine		DES
Ms. Tiffany Jackson		DES
Ms. Elizabeth Rettig		ELA
Dr. Aziza Simmons		ESOL
Ms. Stephanie Byrd		Math
Mr. Lawrence Akintokun		Science/Gifted
Ms. Christina Mathis		Social Studies
Mr. Doron Phillips		Fine Arts
Ms. Felicia Stinson		Physical Education
Ms. Mali Lucas-Green		World Languages
Ms. Kashera Robinson		Social Worker
Ms. Vickie Shorts		PBIS
Ms. Geri Stringer		Academic Coach
Mrs. Letitia Thornton		Academic Coach
Ms. Amanda Peterson		School Psychologist
Mr. Samuel Garcia		DES
Mrs. Angela Arnold		Athletic Director
Ms. Sonja Byars		Media Specialist
Lt. Col Kevin Grill		JROTC
Mrs. Kimberly James		Parent Liaison

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SWP/SIP Components

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:

A. Various school stakeholders (staff, parents, business partners, and students) convened to develop Forest Park High School-wide achievement plan. These individuals assisted with the development and implementation of the plan.

Several Google meetings and emails were used to view and finalize the plan. The school available data for incoming students, graduation rates, attendance, GMAS EOC scores (December 2019), Lexile levels, failure rates, and FY20 school goals) were taken into consideration to complete the plan. The needs include the following:

- Increase academic success of all student in Biology & Physical Science.
- Increase the academic success of all students in Algebra I.
- Increase the academic success of all students in U. S. and History
- Increase the academic success of all students in Ninth Grade ELA & American Literature
- Increase the academic performance of students in sub-groups in all core content areas.
- Increase student enrollment and success in higher level classes by 3%
- Increase parental and community involvement and communication
- Expand the Small Learning Communities applying Best Practices strategies.

Expand of the school wide Literacy Plan.

The plan includes a timeline for implementing the actions, strategies and interventions for improving student achievement. The design will include a blended approach to support struggling adolescent readers reinforcing literacy foundations while strategically engaging students with authentic text while build language comprehension skills. Additionally, the plan includes the estimated costs for funding sources individuals responsible, and resources needed to implement the actions, strategies, and interventions. The academic performance of all FPHS students, current and new to the school was considered in establishing our FY21 goals.

B. The following instruments, procedures, or processes was used to obtain this information. The Title I School-Wide Planning Team analyzed a variety of school performance data, enrollment and retained data, and graduation rates. Team members brainstormed and researched strategies that would help our students make improvements in the areas of concern that were identified. The review of data was longitudinal covering a three-year span of time from the 2017-2018 school year to the 2019-2020 school year. Subsequent data were reviewed, analyzed and disaggregated:

o Root Cause Analysis – Brainstorming

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- o CCRPI Data (2018-2019)
- o Georgia Milestones Data (2018- December 2019)
- o Lexile Scores
- o Pass/Failure rate/Graduation Rate
- o Student Attendance data

The data presented was in a format that visually represented student performance over the past three years to allow groups to easily identify weaknesses and strengths in student performance. Brainstorming and collaborative meetings were held for teachers within their respective departments and information obtained was presented during Title I virtual meetings for further consideration. Throughout the development of this plan, we took into account the needs of all students, including students with disabilities, English Language Learners, homeless, migrant, and other subgroups.

Forest Park High School does not have a migrant population in need of service. In the event the school gains a migrant population, the school will follow district, state, and federal guidelines to ensure that these students are afforded the same opportunities as all other students. We will diagnose their needs, create and maintain a profile based on the needs assessment, plan engaging instruction, guided by the Georgia Common Core Performance Standards, assess for mastery, reteach with appropriate interventions/RTI and administer summative assessments to determine if mastery is achieved or further intervention is required. All parents or guardians enrolling a child in the school will receive a survey that determines whether the child will be identified as migrant. The original form is sent to the Office of Federal Programs to be forwarded to the GaDOE-Migrant ABAC Office. A copy of the completed survey is maintained in the student's cumulative folder.

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, we have reviewed and analyzed data from:

- Focus Walks
- Informal Classroom Observations
- Formative and Summative Assessments
- Google Meets, Department Meeting and Collaborative Planning Minutes
- Small Learning Community Meeting Minutes (Virtual and Traditional).
- Student Work (Google Classrooms/ Face to Face Instruction). Virtual Playgrounds and Google Classrooms
- Student Conferences
- Survey Data

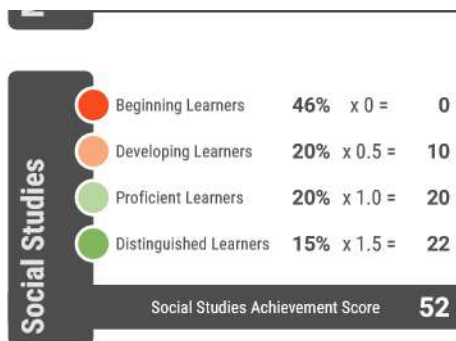
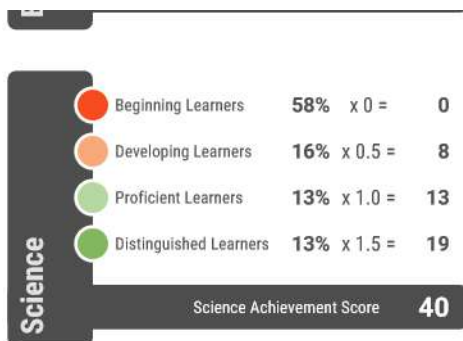
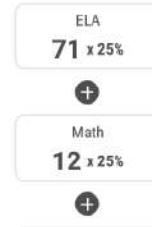
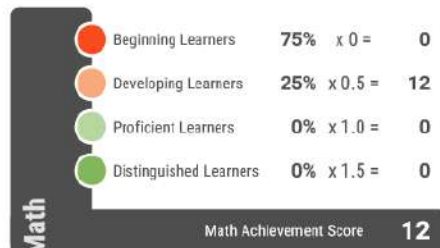
The measurable goals/benchmarks we have established to address the needs were . . .

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Milestones Achievement Scores - All Subjects


2019-20 End of Course
Site Name: Forest Park High

Report Date: Control Panel (05-22-2020)
Grade(s): All
Genders: All
Reported Race: All Reported Races
Special Ed: Special & Non Special Ed
Socio-economic: null
English Proficiencies: All



Disclaimer: This report does not account for Full Academic Year (FAY) students, weighting based on enrollment, nor will it provide an accurate account for schools that do not offer all grade levels/subjects associated with a traditional elementary, middle, or high school.


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ENGLISH LANGUAGE ARTS **54.84**  +5.90
98.55% Participation Rate

 [View ENGLISH LANGUAGE ARTS data](#)

9th Grade Literature **56.48**
98.72% Participation Rate

American Literature **53.33**
98.39% Participation Rate

MATHEMATICS **30.32**  -0.94
96.48% Participation Rate

 [View MATHEMATICS data](#)

Algebra I / Coordinate Algebra **28.82**
97.09% Participation Rate

Geometry / Analytic Geometry **31.67**
95.93% Participation Rate

SCIENCE **44.05**  +1.66
97.55% Participation Rate

 [View SCIENCE data](#)

Physical Science **50.59**
98.03% Participation Rate

Biology **38.96**
97.18% Participation Rate

SOCIAL STUDIES **58.77**  +4.57
98.73% Participation Rate









 [View SOCIAL STUDIES data](#)

U.S. History **56.17**
98.14% Participation Rate

Economics **61.57**
99.40% Participation Rate








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MATHEMATICS









	SCORE	TARGET	FLAG
ALL STUDENTS	30.32	33.13	
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students	N/A	
ASIAN / PACIFIC ISLANDER	83.55	76.13	
BLACK	17.52	21.78	
HISPANIC	31.04	35.03	
MULTI-RACIAL	34.38	N/A	
WHITE	26.32	37.61	
ECONOMICALLY DISADVANTAGED	30.32	33.13	
ENGLISH LEARNERS	23.92	26.57	
STUDENTS WITH DISABILITY	9.49	12.14	

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SCIENCE

	SCORE	TARGET	FLAG
ALL STUDENTS	44.05	44.35	
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students	N/A	
ASIAN / PACIFIC ISLANDER	85.92	79.38	
BLACK	30.44	33.91	
HISPANIC	46.11	43.66	
MULTI-RACIAL	Too Few Students	N/A	
WHITE	50.46	N/A	
ECONOMICALLY DISADVANTAGED	44.05	44.35	
ENGLISH LEARNERS	29.32	29.52	
STUDENTS WITH DISABILITY	14.13	21.17	

ENGLISH LANGUAGE ARTS

	SCORE	TARGET	FLAG
ALL STUDENTS	54.84	50.39	
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students	N/A	
ASIAN / PACIFIC ISLANDER	83.34	76.38	
BLACK	44.10	39.36	
HISPANIC	59.23	55.40	
MULTI-RACIAL	53.34	N/A	
WHITE	62.97	57.39	
ECONOMICALLY DISADVANTAGED	54.84	50.39	
ENGLISH LEARNERS	35.99	43.91	
STUDENTS WITH DISABILITY	23.04	21.21	

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2. Schoolwide reform strategies that:

Response: The teachers at Forest Park High School, will be retrained using the GAPSS instrument and receive ongoing training in the area of Georgia Standards of Excellence, instructional strategies, Achieve 3000, and explicit instruction. Additional time to review SWD and ELL accommodations will be provided with local professional learning opportunities in conjunction with the school's Academic Coaches and Teacher Leaders. Frequent classroom walk-throughs to access the use of research-based instructional strategies and the use of 21st Century technology tools will be conducted. Frequent classroom walkthroughs will also be conducted to determine if Georgia Standards of Excellence, Georgia Performance Standards, and explicit instruction is being implemented to assist with classroom instruction. The following intervention/strategies/programs are utilized for student achievement at Forest Park High School:

- Professional Learning local and district level (Ongoing)
- Small Learning Communities
- Response to Intervention
- Integration of Technology
- Afterschool Tutorials
- Guidance and Counseling
- Differentiation of Instruction
- Effective Data Use
- Flexible Grouping and Grouping for Instruction
- Formative and Summative Assessment Usage
- Explicit Instruction Model

According to Archer and Hughes "One of the best tools available to educators is explicit instruction, a structured, systematic, and effective methodology for teaching academic skills. It is characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported" (2011).

Professional Learning (Ongoing)

- "Improving professional learning for educators is a crucial step in transforming schools and improving academic achievement. To meet federal requirements and public expectations for school and student performance, the nation needs to bolster teacher skills and knowledge to ensure that every teacher is able to teach increasingly diverse learners, knowledgeable about student learning, competent in complex core academic content, and skillful at the craft of teaching." (Hirsch, 2009)

Differentiation of Instruction

- "The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is (in all subject areas) and assisting in the learning process." (Hall, 2005)
- Engage students in a variety of hands-on-activities and authentic tasks that aids in

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learning and conceptual understanding.

- Create and integrate lessons that combine learning styles, and multiple intelligences to meet the needs of all students
- Maintain a data notebook which includes the learning styles of each student to assist teachers with engaging lesson designs
- Use Measures of Academic Progress (MAP®) as an assessment program using data to identify the difficulty of each question based on how well a student answers all the previous questions.

➤ **Flexible Grouping and Grouping for Instruction.**

Teachers will utilize flexible grouping arrangements to accommodate student readiness, learning styles, and interests, while balancing social needs. Flexible grouping arrangements allow teachers to make instructional changes to accommodate student readiness, learning styles, and interests, while balancing social needs. (Rogers, 1991; Unsworth, 1984)

Need Analysis for Professional Development

A survey was distributed that allowed teachers to express their area(s) of need, and reflected on their professional development. Monthly professional development sessions will be offered, focusing on teachers' noted areas of need and suggestions based on data from walkthroughs, observations, and conferences.

Scheduled Data Meetings

Teachers will meet and analyze student data, plan instruction, and collaboratively assess student work samples during weekly grade level instructional meetings. Information will be recorded on Student Data Sheets when assessments are administered.

Instructional Plans

Teachers not meeting skill levels of expectation on the 2019 GMAS EOC and failure data will receive a teacher development plan that will be based on appropriate strategies to support and augment students' various needs.

Collaborative Planning

The allotted time will be utilized to plan instruction, develop common assessments, and analyze student work samples.

- Ensure content is connected to real life situations
- Use formative and summative assessments to guide instruction
- Provide consistent and effective modeling for students.
- Provide guided practice before independent practice
- Provide technology integration to enhance instruction
- Create and maintain focus on GPS (science and social studies) & GSE (math and ELA)
- Ensure horizontal and vertical collaboration of lesson plans
- Provide mentoring and training to new and developing teachers

Response to Intervention Pyramid This process will be implemented to provide assistance to

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students not meeting academic benchmarks. Teachers and SST chairs will participate in the on-line (webinar) course to learn about the RTI process, Pyramid of Intervention, CCPS Tier 3 Policies and Procedures.

Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Response:

We will increase the quality of learning time by . . .

- After-School Remediation (Students are given opportunities to engage in additional instruction in all eight GMAS content areas.)
- Virtual School (Students are allowed to receive credits throughout the year by taking courses on line for previously failed courses.)
- Saturday Remediation (Students are given opportunities to engage in additional instruction in all content areas.)
- Common Planning for Core Content Areas (For example, all Literacy teachers have a common planning time.)

- Use effective methods and instructional strategies that are based on scientifically based research that:
 - strengthen the core academic program in the school.
 - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum.
 - include strategies for meeting the educational needs of historically underserved populations.

Response:

Teachers will utilize data from national, state, district, and school-based measures to assess if student needs have been met. The data reviewed will be from SLDS, common assessments, unit assessments, EOC, and benchmark assessments. Student performance will be analyzed to target areas of weakness and formulate instructional solutions. Data from several artifacts will be analyzed:

Data Notebooks and SLDS

Data notebooks and SLDS will be used to guide instruction. The notebook will contain classroom performance data (in all content areas) from traditional, authentic, and performance-based assessments, including portfolios and individual projects. The notebook will serve as a means of formative assessment as teachers plan instruction. Teachers will keep their data notebook and have pertinent information that will assist them daily with instruction and student achievement. In addition, data notebooks will be used to collect samples of student work with teacher commentary.

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Virtual Grade Level Meeting and Small Learning Community Meetings (SLCs)

Each grade level will meet weekly to examine EOC data, SLDS resources, common assessments, and benchmark data to monitor students' progress. Safety nets will be implemented to ensure students receive acceleration in all content areas as needed.

Progress Reports and Report Cards.

The administrative team and Academic Coaches will meet with teachers on a monthly basis to discuss their grade distribution report and ways to increase student achievement. Progress reports and report cards will assist parents in keeping abreast of student achievement. Minutes from the meetings will be printed, filed, and monitored.

Student Work with Teacher Commentary

Teachers will provide commentary on student work in all content areas. The commentary will assist students in understanding what is needed to meet or exceed standards.

Targeted populations such as ESOL and Students with Disabilities are well supported through our co-teaching and collaborative teaching models. Students in these subgroups are taught by highly qualified teachers and are held to same high expectations as our regular education student population. LEPs and IEPs are developed, shared with the general education teachers, and implemented to facilitate student achievement.

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs.

Students are supported with PROBE Collage Fair, Academic advisement, large and small group counseling. Additional support includes student career guidance and informational meetings for parents.

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:

Monthly checks will be made to determine student growth and achievement for the DES and ESOL student populations. Additionally, student assessment data will be analyzed for all common assessments to determine if students are progressing towards set goals. Analysis of formative and summative data, artifacts, attendance, grades, and discipline will also be monitored.

3. Instruction by highly qualified professional staff

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Response:

During the 2020-2021 school-year, Forest Park High School administrators will recruit and retain highly qualified and effective staff as soon as positions and qualified candidates are available.

Forest Park High School employs a staff of more than 97 % of highly qualified teachers according to the requirements of Elementary and Secondary Education Act (ESEA). It is the intent of the administration and staff to attract highly qualified personnel by establishing a culture of high expectations with peer support and recognition. The school will continue to recruit and maintain highly qualified teachers.

All certified teachers are Highly Qualified (HiQ) based on county and state guidelines; this information is updated and reviewed annually by Human Resources and building level administrators. All paraprofessional has met the state mandated guidelines to work as a highly qualified classified employee and either have degrees or have passed the State mandated Certification Test.

FPHS develops and maintains policies, procedures, and protocols to ensure a supportive school environment for each teacher through the following:

- Mentors to new teachers to assist and support, and to conduct informal observations and provide feedback.
- Mentors and professional development for veteran teachers when requested and when deemed necessary.

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:

To promote an academic climate that actively supports teaching and learning through a variety of programs and resources. Forest Park has included teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.

Professional Learning Programs and Resources:

- Common Core Georgia Performance Standards
- Differentiated Instruction — meeting the needs of individual learner
- Collaboration/Co-Teaching —to help meet the needs of all students
- Rigor and Relevance in the Classroom
- Writing Across the Curriculum
- Working with SWD and ESOL populations

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- Effective math strategies
- Monitor classrooms through focus walks
- Weekly content area meetings
- Integrating Technology into the Curriculum (Virtual Platforms Google Classroom/ Playground)
- Literacy Across the Curriculum
- PDs with Edgenuity
- Higher Order Questioning Strategies
- Explicit Instruction Strategies

- Engaging Students in Hands-On Science Experiments
- Digging into Critical Thinking in Science

Implementation of Close Reading Practices & Annotation in Social Studies

- Implementation of the Usage of Document-Based Questioning in Social Studies
- Implementation of Project Based Learning in Social Studies

Assessment:

A. We have included teachers, principals, paraprofessionals and, if appropriate, student services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. All individuals have been given the opportunity to participate in job-embedded professional learning during their planning period focused on strategies such as implementing the explicit instructional framework model which is inclusive of the opening, work and closing sessions. The professional learning will also focus on summarization strategies, checking for understanding, understanding the instructional framework, instructional technology, numeracy strategies, literacy strategies, and text complexity, understanding the steps of the data team process, scaffolding student vocabulary skills and building relationships with students. Release time is given for data analysis and creation of data driven lessons. Content collaboration focusing on infusing research-based instructional strategies and planning utilizing student performance data is also provided.

B. All of Forest Park High School Title I funded professional development activities are aligned to the state's academic content. All of our Title I funded professional development activities have been aligned with our needs assessment. Each professional development activity has been reviewed to ensure training is related to Georgia's academic content with the goal of raising student achievement in content areas identified within our needs assessment. All professional learning is aligned to increase the rigor of instruction, focused on implementation of common core standards. Trainings take place during teachers' planning periods. The Academic Coaches model effective classroom practices in math, science and English Language Arts classrooms. All teachers collaborate during their planning periods, and receive at least a 1/2-day release time per semester to focus on data-driven content planning. During content planning the

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Academic Coach, district support staff and administrators work with teacher's in analyzing where students are and identifying ways to increase the level of achievement. Horizontal collaboration occurs weekly with those who teach the same subjects. Vertical collaboration occurs monthly. This allows teachers to share activities and strategies that overlap between courses.

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

Response:

We will participate in all district-level teacher fairs on an ongoing basis to address any openings we have. All vacancies will be posted as they become available, and school-level interviews will be conducted for qualified applicants. All applicants will be required to provide evidence of certification and HiQ status.

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

Response:

A. We have involved parents in the planning, review, and improvement of the comprehensive school-wide program plan by developing a parent compact in collaboration with parents, teachers, students, staff, and administration. The parent compact is updated yearly at the first PTSA meeting, the Annual Title I meeting, and the first Saturday School workshop. The parent compact is also given out during homeroom of the first month of school. The compact is collected from parents and students during homeroom, PTSA meetings and Title I meetings.

School-Wide Activities Include:

- Common Core/Curriculum Nights—Content based (2 times this year)
- Open House
- PTSA Meetings
- School Council Meetings
- Connect-Ed Messages
- Website Updates
- Field Trips
- Concerts (chorus, orchestra)
- Volunteer Drive
- Volunteer and parent breakfasts
- Remind 101 Text Messages
- Surveys
- Parental Involvement Policy
- Parent Liaison

Forest Park is using Title I funds to pay for a Parent Liaison. The Parent Liaison works closely with parents to educate them on various topics that may help them to help their children to be successful. Parent workshops that have taken place so far this school year are:

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- Title I Informational Meeting
- Parent Round Tables
- Parent Meetings for grades 9 through 12
- Parent resource room that is open daily with computers, pamphlets, and guidance materials.

The main office and counseling office also provide multiple school involvement handouts for parents in areas such as instruction, parenting tips, extracurricular activities, etc.

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

Forest Park has established strategies to assist students who are experiencing difficulty mastering standards. If a student is identified as not making sufficient progress the teacher may refer the student to the (RTI) Response to Intervention process. This process allows for the student to be monitored more closely in order for academic success to be achieved. If additional support is needed for the student a referral to the (SST) Student Support Team will be made. This process could lead to additional testing by the School Psychologist to assist with identifying student's strengths and weaknesses.

Parent/Teacher Conferences are held throughout the year in all grade levels to keep parents informed of their child's progress and to address any concerns or questions.

Forest Park HS also hosts a number of Curriculum Nights throughout the school year. Parents are able to actively engage in activities with their students. These activities support parent engagement and student achievement.

Parent and Teacher conferences are held so that parents can be informed of their students' progress and to answer any questions or concerns that they may have. The following items or opportunities will also be provided to parents:

- School Handbook is given to each parent
- Parent Liaison provides ongoing workshops and communications with parents
- Parent Involvement Policy sent to all parents
- Progress Reports and Report Cards are sent to parents

Parents are also encouraged to volunteer at Forest Park HS as there are many areas in the school where their assistance can be utilized.

Parents will be provided with a copy of the results of the GMAS EOC for their child. A parent workshop prior to GMAS EOC testing will be offered to parents detailing information about the GMAS EOC and the scores. Other assessments results are sent home for parents to review and are discussed with parent during parent conferences.

Strategies for Building Parent Capacity to Assist in Student Learning

- The school will continue to increase parental involvement by providing a full time parent

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liaison that will provide parent workshops to increase the capacity of parents to help their children.

- Plan, prepare for, and/or conduct training and workshops designed to increase the parents' ability to play a major role in the school program.
- Communicate with parents to keep them informed of school and/or community events that affect the child or their family.
- Provide access to educational/literacy opportunities designed to increase the parents' capacity to support their children academically, emotionally, and economically.
- Make contacts with specific parents to discuss school issues that are specific to their children such as attendance, discipline, academics, and social issues

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs or to assist students with the transition to middle school, high school or college.

Response:

A. To assist middle school students in the transition from middle school to high school we make sure each student is scheduled properly and meets with his guidance counselor in an effort to build a sense of ownership and commitment to the school. Parents are introduced to the teachers during Orientation and Open House. Students requiring special services are determined by records provided by the former school. Students entering the school during the course of the school year are processed through the office with records being attained from the former school and receive a tour of the school prior starting.

B. Throughout the school year teachers, administrators, and counselors collaborate about student needs. Teachers participate in vertical teaming to discuss curriculum and student needs to plan differentiated instructional activities, and to discuss other important information regarding transitioning of students. The counselors, administrators, and SRO also conduct classroom guidance and "Class Chats" with 9th grade students to inform them of strategies to be successful.

Teachers meet with parents at the beginning of the school year to provide them with information regarding curriculum, grading system, assessments, homework practices, credits, parenting tips, extracurricular programs, etc., to inform them of expectations and practices regarding their child's education.

- 9th Grade Orientation
- Open House
- Transition to the high school activity with counselors and administrators
- Vertical Planning Meetings
- Classroom Guidance Sessions
- Title 1 Summer Bridge for rising 9th graders

C. The following initiatives will be implemented to assist FPHS students with their transition to college:

- Academic advisement

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- SAT and ACT assistance and preparation
- Parent Workshops on College and Career Readiness
- College fairs and visits
- Classroom Guidance sessions

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:

Teachers discuss uses of assessments, analyze, and disaggregate data to determine next steps. Common Formative Assessments are developed by each department based on lessons taught. These assessments are administered to the students to determine mastery. ESOL, DES, and classroom teachers meet to determine if students are making adequate progress. After assessment results are received, teachers meet to plan next steps. Students receive ESOL services in a "scheduled class" setting. Most of the DES students have collaborative learning environments.

To include teachers in decisions regarding use of academic assessment:

- Teacher leaders guide departments in the use of assessments
- Leadership Team meets with all teachers during department meetings to discuss root causes and plans for improvement (student and school-wide).
- Teacher input is also solicited for decision-making in SLC meetings, leadership meetings, professional learning, and surveys for the school and state, and team retreats.
- Common planning time utilizing Data Notebooks to discuss the strengths and weaknesses of their students.
- The teachers of students with disabilities and the ESOL teacher collaborate with all teachers to provide strategies and share useful information.
- Frequent training, monitoring, and collaboration with the school system's departments occur throughout the school year.

Title I funds at Forest Park High School are used to support academic achievement in Mathematics, English Language Arts, Science, and Social Studies by purchasing supplemental resource and supplies (books and consumable items) for students, providing afterschool/Saturday tutorials and transportation for students facing difficulties in the core content areas supported by the data in this plan, providing instructional support via technology by purchasing laptop carts for student usage to support academic achievement, and providing professional development for teachers in the content areas supported by the data in this plan. Additionally, Title I funds will be used for stipends for teachers providing parent workshops focusing on curriculum requirements and parental involvement in student achievement in GMAS courses and to provide resources (books) for teachers in the core content areas.

9. Activities to ensure that students who experience difficulty mastering the proficient or

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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:

In addition to the RTI process with tiered interventions, students have multiple opportunities for learning support with

- Before and after school tutoring
- Flexible grouping in all classes
- Saturday school (skills in science, math, and social studies, and ELA)
- Scheduled classes for learning needs in reading, math, special ed., gifted, and ESOL
- Pullouts remediation during the day.
- Parent/Teacher Conferences and calls
- Curriculum Nights
- Group calling system and text messaging system to keep parents informed and involved.
- Re-teaching – Teachers implement differentiated instruction and reteach the content
- Small Group Instruction

Title I funds at Forest Park High School are used to support academic achievement in mathematics, English Language Arts, science, and social studies by purchasing supplemental resources and supplies (books and consumable items). In addition, Title I funds are used to provide afterschool/Saturday tutorials for students facing difficulties in the core content areas supported by the data in this plan. Instructional support via technology is provided by purchasing laptop carts for student usage to support academic achievement, and providing professional development for teachers in the content areas supported by the data in this plan. Additionally, Title I funds will be used for stipends for teachers providing parent workshops focusing on curriculum requirements and parental involvement in student achievement in GMAS courses and to provide resources (books) for teachers in the core content areas.

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:

FPHS will allot time to provide students with multiple opportunities for success and teachers with opportunities to participate in professional learning experiences before school, during school, after school, and on select Saturdays. Academic resources to include technology integration will be researched and sought to support the effort of providing for our students here at FPHS. In alignment with the initiatives outlined in this school-wide plan, Title I, county, and local school resources will be used to provide improvements to the school for each initiative identified. Title 1 resources will be requested for technology, remediation programs, support teachers/staff, safety and security initiatives, and professional development. The emphasis for all remediation and learning programs will be based on data. The data indicate these academic skills

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need the most improvements for all students: physical science, biology, coordinate algebra, analytic geometry, and U.S. history and CTAE content areas.

Title I funds at Forest Park High School are used to support academic achievement in Mathematics, English Language Arts, Science, and Social Studies by purchasing supplemental resources and supplies (books and consumable items) for students, providing afterschool/Saturday tutorials and transportation for students facing difficulties in the core content areas supported by the data in this plan, providing instructional support via technology by purchasing laptop carts for student usage to support academic achievement, and providing professional development for teachers in the content areas supported by the data in this plan. Additionally, Title I funds will be used for stipends for teachers providing parent workshops focusing on curriculum requirements and parental involvement in student achievement in content area courses to provide resources (books) for teachers in the content areas.

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

Response:

Individual student assessment results and interpretation are provided to parents during parent teacher conferences in the counseling office, during PTSA meetings/conferences, during Parent Workshops, on the school website, and in letters sent home to parents. Assessment results will also be provided through the use of the Infinite Campus Parent Portal.

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

Response:

- Data are disaggregated through benchmark assessments as well as student performance on classroom skills, assignments, and testing. Teachers provide students and parents with results.
- Academic, behavior, and attendance data are collected and disaggregated in the Infinite Campus student information system.
- Specific data are analyzed by administrators, counselors, teachers, and clerical staff from Infinite Campus as needed.
- The State of Georgia collects and disaggregates student achievement data results from standardized testing, graduation rates, attendance, and all CCRPI data.

Performance targets will be disaggregated and posted on the Georgia Department of Education Website and released to the news media by the State Superintendent of Education.

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

Response:

The testing coordinator and school counselors will ensure that disaggregated assessment results for each category are valid and reliable. Discrepancies in the validity or reliability of classroom data will be monitored by teachers, counselors, instructional site facilitators, and administrators

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14.	Provisions for public reporting of disaggregated data.
<i>Response:</i> Once assessment results are released, information is posted on the state, district, and school websites. Assessment data are shared at parent meetings such as open house, PTSA, and curriculum nights. Assessment results are also included in our School Improvement Plan, which is posted on the school website as well.	
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
<i>Response:</i> The Title I Plan was done in collaboration with the staff, administration, parents and students of Forest Park High School. The plan was done in phases and in collaboration with the school improvement plan; as the school improvement plan changed so did the Title I Plan. This will be a continuous process throughout the year.	
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).
<i>Response:</i> The School Wide Title Plan was developed with input from administrators, teachers, parents, and community members. The plan will be shared with all stakeholders and will be implemented by staff members. We will continuously involve students, parents, teachers, support staff, and community members in evaluating our actions and performance.	
17.	Plan available to the LEA, parents, and the public.
<i>Response:</i> A copy of FPHS's Title I school-wide plan is available to the LEA in the district's Office of Federal Programs at the Clayton County Public School's Central Office. Additional copies of the school-wide plan are available to all stakeholders via the school's website, Media Center, front office, and the Parent Resource Center. The school-wide plan will be discussed at parent meetings including Open House, Curriculum Night, Title I Annual Meeting, and School Council Meetings.	
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.
<i>Response:</i> Translation services are available for speakers of languages other than English by district's Title III/ESOL department. Translation and/or interpretation of the school's improvement and Title I plan, to the extent feasible, shall be provided in any language, where there is a significant percentage of parents of participating students, whose primary language is a language other than English. To date, our plans will need to be translated in Spanish.	
19.	Plan is subject to the school improvement provisions of Section 1116.
<i>Response:</i> The Title I plan is subject to the school improvement provisions of Section 1116 which is to improve the academic achievement of disadvantaged students, and to involve stakeholders in the decision making process. The plan is updated annually with stakeholder input	



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and monitored throughout the year. The schools is not identified as Priority or Focus School for the 2020-2021 school year.