



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: Buford Elementary School			District Name: Buford City Schools		
Principal Name: Melanie Reed			School Year: 2013-2014		
School Mailing Address: 2500 Sawnee Avenue, Buford, Georgia 30518					
Telephone: 770-945-5248					
District Title One Director/Coordinator Name: Joy Davis					
District Title One Director/Coordinator Mailing Address: 2625 Sawnee Avenue, Buford, Georgia 30518					
Email Address: joy.davis@bufordcityschools.org					
Telephone: 770-945-5035					
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"/> .					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date: June 14, 2013		Revision Date: July 11, 2013		Revision Date: August 13, 2013	
Revision Date: August 28, 2013		Revision Date:		Revision Date:	



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.
- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) **must** be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.
- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.).
Note: The planning team must involve parents in the planning process.
See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be 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 administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.
- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf>.



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Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Melanie Reed		Principal
Denise Simpson		Assistant Principal
Jill Hill		PTO Board Member/Parent
Megan Gentry		PTO Board Member/Parent
Tonya Oskarson		PTO Board Member/Parent
Kendra Barfield		PTO Board Member/Parent
Theresa Williamson		PTO Board Member/Parent School Council Parent Rep
Tiffany Sartain		PTO Board Member/Parent
Lindsay Jernigan		PTO Board Member/Parent
Tabatha McCracken		PTO Member/Parent
Leanne Tarleton		School Council Member Teacher of the Year
Brian Oliver		School Council Member Parent/Business Rep
Carson Smith		School Council Member Parent/Business Rep
Christi Gowen		School Council Member Parent
Scott Lane		School Council Member School Counselor
2013-2014 BES Leadership Team		Various BES staff members reps from each team



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SWP Components

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

Response:

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan.

Those persons involved were . . .

- Parents attending the Title I Stakeholders Annual Review Meeting
- Parents attending the BES New Parent Meeting
- BES Leadership Team
- PTO Board Members
- Parents attending Curriculum Night/Parent Involvement Classes
- Room Parent Representatives
- School Council Members

The ways they were involved include . . .

- reading through the Title and Parent Involvement (PI) Plan
- giving Administration feedback on updating the Title and PI Plan
- giving written feedback on ways to spend the Buford Elementary schoolwide funds
- listening to a Title and Parent Involvement overview by Administration

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

- parent survey
- teacher and paraprofessional needs assessment survey
- Academic assessments used, but are not limited to:
 - ELT (Early Literacy Test) in Kindergarten (four times per year)
 - STAR Reading and Math in First Grade (four times per year)
 - GKIDS (Georgia Kindergarten Inventory of Developing Skills) in K
 - CRCT (Criterion-Referenced Competency Tests) in First Grade, if provided by the state
 - Limited English Proficiency students will initially be screened using the MODEL (Measure of Developing English Language), but will also be assessed as determined by state guidelines, which currently require administration of the ACCESS (Assessing Comprehension and Communication in English State to State) and a norm-referenced reading test
 - Other local assessments given by teachers
 - School Profile/Improvement Plan and Quarterly Action Plans shared with stakeholders

* Required component of SWP as set forth in section 1114 of ESEA



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

C. We have taken into account the needs of migrant children:

We currently have no migratory children at Buford Elementary. However, these are the procedures we would follow should those students be in attendance:

Educational assistance will be provided to students assessed as needing help in meeting academic achievement standards through programs such as; the Early Intervention Program (EIP), the use of High School SRA (Science Research Associates) Reading tutors, Flex Groups, reduced student/teacher ratio, best practices including graphic organizers, higher order thinking skills, Summer School, and Saturday School programs. These programs will work to close the achievement gap between low-income, minority, special education, migratory, ELL (English Language Learners), and other students by providing additional and small group instruction. Students who struggle will be placed in RTI (Response to Intervention) so they can receive more in-depth differentiation of instruction.

In order to meet achievement standards, Buford Elementary School will use Federal funds in combination with local and state monies to provide resources and assistance such as providing additional teachers, including a full time interventionist to help our low performing students, paraprofessionals, instructional materials (including technology and software), and professional learning.

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

Benchmark assessments occur four times during the school year. These quarterly results are used to help teachers determine areas in which individual student's skills need to be improved. Furthermore, pre-K screening, GKIDS, and CRCT assessment results are also analyzed and used in determining specific skills that need improvement.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including the following subgroups:

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

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

Educational assistance will be provided to students assessed as needing help in meeting academic achievement standards through programs such as; the Early Intervention Program (EIP), the use of High School SRA tutors, Flex Groups, reduced student/teacher ratio, best practices including graphic organizers, higher order thinking skills, Summer School, and Saturday School programs. These programs will work to close the achievement gap between all students, including the subgroups listed above. Students who struggle will be placed in RTI (Response to Intervention) so they can receive more in-depth differentiation of instruction.

In order to meet achievement standards, Buford Elementary School will use Title funds in combination with local and state monies to purchase research based programs to meet the needs of students. Additionally, funds will be used to provide resources and assistance, such as providing additional teachers, including a full time interventionist to help our low performing students, paraprofessionals, instructional supplies and materials (including technology and software), and professional learning.

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

- **The major strengths we found in our program were . . .**
 - general reading literacy readiness
 - concept of words and visual discrimination
 - alphabetic principle
 - math...early numeracy, numbers, operations and algebraic thinking (94% of our 1st grade students are at/above benchmark, May 2013 STAR Math)
- **The major needs we discovered were . . .**
 - paragraph-level comprehension (#1 weakness, May 2013, STAR ELT)
 - structural analysis (#2 weaknesses, May 2013, STAR ELT)
 - phonemic awareness/phonics
 - vocabulary
 - sentence-level comprehension
- **The needs we will address are . . .**
 - paragraph-level and sentence-level comprehension
 - structural analysis
 - phonemic awareness/phonics
 - vocabulary
 - any other specific need that an individual child might have based on benchmark testing

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- **The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .**
 - paragraph-level and sentence-level comprehension
 - structural analysis
 - phonemic awareness/phonics
 - vocabulary
 - any other specific need that an individual child might have based on benchmark testing
- **The root cause(s) that we discovered for each of the needs are . . .**
 - many of our students did not attend Pre-Kindergarten
 - many of our students come from homes where English is not spoken
 - many of our students come from economically disadvantaged homes

G. The measurable goals/benchmarks we have established to address the needs are . . . based on the State College and Career Ready Performance Index (CCRPI). This is the measure for accountability in the State of Georgia, replacing Adequate Yearly Progress (AYP) which was part of the federal No Child Left Behind Act. CCRPI is an annual measure of student participation and achievement on statewide assessments and other indicators. The State of Georgia, each local school district, and each individual school is held accountable for the academic success of its students. CCRPI requires schools to meet standards in four areas: Achievement, Progress, Gap Closure, and Exceeding the Bar. Georgia will use multiple measures to determine the overall score for CCRPI. The BES goals are based on the CCRPI (shown below) and are listed in red:

College and Career Ready Performance Index for Grades K-5

CONTENT MASTERY (CRCT in some areas to be replaced by COMMON CORE ASSESSMENTS IN 2014-15):

1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate 95% or above) –
BES goal is to have 95% of students scoring at Meets or Exceeds (at least 55% in Exceeds), provided the test is made available to our first graders.
2. Percent of students scoring at Meets or Exceeds in reading (required participation rate 95% or above) -
BES goal is to have 95% of students scoring at Meets or Exceeds (at least 55% in Exceeds), provided the test is made available to our first graders.

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

3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate 95% or above) -
BES goal is to have 95% of students scoring at Meets or Exceeds (at least 55% in Exceeds), provided the test is made available to our first graders.
4. Percent of students scoring at Meets or Exceeds in science (required participation rate 95% or above) -
NA (Science is not assessed at the K-1st level)
5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate 95% or above) -
NA (Social Studies is not assessed at the K-1st level)

POST ELEMENTARY SCHOOL READINESS:

6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs - **TBD**
7. Percent of Students with Disabilities served in general education environments greater than 80% of the school day - **TBD**
8. Percent of students scoring at Meets or Exceeds on the Grade Five Writing Assessment (required participation rate 95% or above) - **NA for BES**
9. Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650 - **NA for BES**
10. Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850 - **NA for BES**
11. Student Attendance Rate (%) – **BES goal is to have a 98% attendance rate in overall student population**

PREDICTOR FOR HIGH SCHOOL GRADUATION:

12. Percent of CRCT assessments scoring at the Exceeds level –
BES goal is to have 55% of students in the Exceeds category in the areas of ELA, Reading and Math provided the test is made available to our first graders.

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Exceeding the Bar: a companion to the College and Career Ready Performance Index for Grades K-5

In addition to the twelve (12) items within the College and Career Ready Performance Index, elementary schools may earn additional points for these supplemental indicators.

1. Percent of students in grades 1 – 5 successfully completing above grade level core courses – **TBD**
2. Percent of students successfully completing world language courses – **TBD**
3. Percent of students successfully completing fine arts courses – **BES goal is 100%**
4. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification – **TBD**
5. Percent of students in grades 1-5 completing the identified number of grade specific Career Awareness Lessons aligned to Georgia's 17 Career Clusters (moves to face of CCRPI in 2012-2013) – **BES goal is 100%**
6. Percent of fifth grade students with a complete Career Portfolio by end of grade 5 (moves to face of CCRPI in 2012-2013) – **NA for BES**
7. Percent of students in grades 1-5 with a fully documented *Fitnessgram* assessment – **BES goal is 100%**
8. School or LEA-defined innovative practice accompanied by documented data supporting improved student achievement – **TBD**

To be considered at a later date for inclusion on the mandatory indicators or the Exceeding the Bar:

School's average score on the Georgia Teacher Effectiveness Measurement

School's average score on the Georgia Leader Effectiveness Measurement

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***2. Schoolwide reform strategies that are scientifically-researched based.**

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

Response:

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

Educational assistance will be provided to students assessed as needing help in meeting academic achievement standards through programs such as; the Early Intervention Program (EIP), the use of High School SRA tutors, Flex Groups, reduced student/teacher ratio, best practices including graphic organizers, higher order thinking skills, Summer School, and Saturday School programs. These programs will work to close the achievement gap between low-income, minority, special education, English Language Learners (ELL), and other students by providing additional and small group instruction. Students who struggle will be placed in RTI (Response to Intervention) so they can receive more in-depth differentiation of instruction. We will use researched based instructional programs for our low performing students which will include: English in a Flash, Math Facts in a Facts, Accelerated Math (for remediation), Language for Learning, ABC world Reading Readiness, Mathosaurus Math Readiness, Leapfrog hand-held games and videos, SRA 100 Easy Lessons, SIPPS Phonics Program, "Wh" Words CD, Webber Hear Builder Series, IXL Math, Explode the Code, A-Z reading, and Earobics. Furthermore, we are always searching for research based programs to help close the achievement gap among our at-risk students.

In order to meet achievement objectives, Buford Elementary School will use Federal funds in combination with local and state monies to provide resources and assistance such as providing additional teachers, including a full time interventionist for our low performing students, paraprofessionals, instructional materials (including technology, software, and the start up of a cyber/technology cafe), and professional learning.

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

Response:

Following are examples of the scientifically-based research supporting our effective methods and instructional practices or strategies.

Learning Focused Schools (LFS) is a scientifically research based initiative adopted by Buford City Schools. The Title I program at Buford Elementary uses instructional strategies and best practices methods, including the use of essential questions and graphic organizers that support and enhance the LFS program. Numerous studies have been done proving the effectiveness of the LFS strategies. Buford Elementary also uses Renaissance Learning programs to enhance the overall school curriculum. Much research has been done on the effectiveness of these programs as well. In addition, as specific needs of children are recognized, the What Works Clearinghouse website is used to select the most

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highly effective research based interventions currently on the market.

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

Response:

We will increase the amount and quality of learning time.

Buford Elementary provides numerous opportunities for all children to meet the state's proficient and advanced levels of student performance. Students receive 120 minutes of Reading/English Language Arts instruction and 60-75 minutes of Math instruction daily. Ongoing instruction is provided focusing on test prep strategies. A block of Reading, English Language Arts, & Math time is embedded into the master schedule to ensure quality of learning time. Further, a flex group segment occurs daily during the Reading/ELA block, to help children with specific academic needs. Students also attend a weekly Math and Technology segment outside of their homeroom class, which helps increase the amount of time spent in these subjects.

The remediation provided during Summer School, including Pre-K Summer School classes, and Saturday School sessions helps children work on meeting the state's proficient and advanced levels of student performance. Our lowest performing students, who have not met proficient or advanced levels of student achievement, receive EIP services and extra help through a full time interventionist. Special Education students are placed in the least restrictive environment including co-teaching segments. These strategies have proven to be an effective means of raising student achievement. BES is committed to ensuring that all children become proficient.

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

Response:

In addition to the 120 minutes of Reading/English Language Arts instruction and 60-75 minutes of Math instruction daily, acceleration and remediation for students in need of additional academic support is provided daily through EIP, flex groups, low performing student intervention groups, ESOL, and Special Education. Additional support is also provided to struggling readers through an SRA program. High school tutors under direct adult supervision are assigned to specific children and work with at risk children for 30 minutes daily to complete reading skills using the SRA program, "*How to Teach Your Child to Read in 100 Easy Lessons*". Additional remediation and differentiated activities are provided daily through programs such as "English in a Flash" and "Math Facts in a Flash", IXL Math, Explode the Code, SIPPS, just to name a few. Also, at-risk students are provided remediation during Summer School, which runs 16 days for 3 hours per day, and Saturday School, which runs 3 hours per week for 8 Saturdays. Buford Elementary School may receive technical assistance including the following:

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- offering and supporting professional learning;
- disaggregating test data;
- providing resource personnel;
- hiring highly qualified teachers and paraprofessionals;
- assisting in personnel evaluation;
- being knowledgeable of the rules and regulations pertaining to the various Title programs; and
- disseminating pertinent information

The needs of each child will be addressed through the Response to Intervention (RTI) team to provide the best education. Students with special needs (ELL, disabled, migratory, homeless, or immigrant children, neglected or delinquent youth, and at-risk youth) will be provided all Title services for which they qualify. The activities of state, local, and federal programs will be coordinated when possible. This is consistent with improvement plans under Elementary and Secondary Education Act (ESEA).

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

Response:

All Buford Elementary School field trips are aligned to the grade level Common Core Georgia Performance Standards and are funded 100 percent by parent or local school funds. No Title Funds are used for educational field trips.

***3. Instruction by highly qualified professional staff.**

Response:

The Buford City Schools' Consolidated Plan assures that it will target funds to schools within the jurisdiction of Buford City Schools that:

- have the lowest proportion of highly qualified teachers;
- have the largest average class size; or
- have been identified for school improvement

Buford City Schools complies with regulations regarding participation by private schools and teachers and children. Buford Elementary School assures that it will provide timely notification to parents when their children are not being taught by highly qualified teachers. Buford Elementary School assures that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. This will be accomplished by:

- voluntary transfers;
- professional learning to address needs;

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***3. Instruction by highly qualified professional staff.**

- effective teacher recruitment; and
- other effective strategies.

All teachers and paraprofessionals at Buford Elementary are currently highly qualified.

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

Response:
We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia.
 All BES Teachers are Highly Qualified.

2013-2014 Faculty Staff Roster

<p>Principal- Melanie Reed Asst. Principal- Denise Simpson Media Specialist- Stacie Gadlage Counselor- Scott Lane School Nurse- Kim Oliver</p> <p>Office Staff- Tammy Jones* – Bookkeeper Cyndi Benson - Registrar Dina Kozloski - Media Gloria Whidby – Office Manager</p> <p>Special Areas- Joan Bagley – ESOL Greta Bender – EIP April Graddick – Interventionist Angela Henderson-EIP Laura Kell – Math Lynn Lane* - EIP Christi Lenz – Music Brandon Manders – PE Jana McCranie-EIP Betsy McQuilken-EIP Adam Meador – Technology Kari Neal* - Art Cindy Queen – ESOL/EIP Lynn Sazera – ESOL Sarah Sweet*- Enrichment</p> <p>Special Education- Heather Attaway* Tracy Gilmore Lori Hogle Janet Powers - Speech</p> <p>IT Support Specialist- Lamar Byers</p> <p>Custodians- Jean Arnold – Head Custodian Felicitas “Happy” Beltran Lionel Johnson</p>	<p>Kindergarten- Fran Bagley Amy Botham Amanda Cochran Deale Fitch Heather Harvell Sarah Johnson Kathy King Laura Laws* Alaina Mercer Lynn Perkins Breanne Smith Leanne Tarleton Renee Thomasson Kimberly Wells* Michele Williams</p> <p>First Grade- Deana Anderson Kendra Barfield (ESOL only) Christie Brown (Gifted only) Amy Clark Courtney Goodrich Bonnie Harper Mark Hillinger Patrick Logan* Catherine Low Karin Manis* Nicole McQuilken Debbie Moody Lori Parks Pennie Pass Stephanie Strickland</p> <p>Cafeteria/Nutrition Staff- Dianna McWhorter-Manager Libbie Dodd Tara Hennelly Debbie Ivey Becci Slade Anita Taylor</p>	<p>Paraprofessionals- Ginna Bradford - K Brooke Garmon - K Tammy Garth – PE/Copy Clerk Ona Hamilt – Spec. Ed. Kim Hamilton – Spec. Ed. Terry Hosch – 1st Jillian Lewis - K Lisa Merrow – K Kayte McAlexander – K Xiomara Morales - ESOL Jodi Morgan –K Maria Novales – K Silvia Palacios – 1st Celina Perrien - K Marie Porter - K Polly Price – K Robin Puckett –K Tere Riegel - Translator Sarah Rothweiler – Spec. Ed. Davida Stacy – K Linda Thomas – K Sherry Thompson – 1st Donna Thornton – K</p> <p>P.T.O Officers Megan Gentry – Co-President Jill Hill – Co-President Tonya Oskarson - Treasurer Theresa Williamson - Secretary Tiffany Sartain – Spirit Wear Lindsay Jernigan – Teacher Appreciation Kendra Barfield – Teacher/Parent Rep Tabatha McCracken – Book Fair & Santa Shop Chair</p>
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***Denotes Chairperson**

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

Faculty Qualifications			
Employee Last Name, First Name	Certificate Type	Certification Area(s)	Position
Anderson, Deana	T5	ECE, Special Ed.	1 st grade
Attaway, Heather	ST6	BD/IRR (P-5, MG – language arts/math/ss) TSS, Curriculum & Instruction	Special Ed
Bagley, Fran	T6	ECE, Curriculum & Instruction, Gifted, ESOL	Kindergarten
Bagley, Joan	T5	ECE, ESOL	ESOL
Barfield, Kendra	T5	ECE (reading/language/literacy), Reading Endorsement, ESOL	1 st grade
Bender, Greta	T4	ECE, MG (language arts/math/ss)	EIP
Botham, Amy	T6	ECE, IRR (all P-5, MG – SS), Curriculum & Instruction	Kindergarten
Brown, Christie	LT6	ECE, Administration/Leadership, Gifted, ESOL	1 st grade gifted
Clark, Amy	LT6	ECE, Administration/Leadership	1 st grade
Cochran, Amanda	T5	ECE	Kindergarten
Fitch, Deale Bullard	T6	ECE, MG (science/ss), Curriculum & Instruction, ESOL	Kindergarten
Gadlage, Stacie	ST5	Media Specialist, ECE, Special Education, ESOL	Media Specialist
Gilmore, Tracy	T6	ECE, IRR, LD P-5, SS P-8, Curriculum & Instruction	Special Ed
Goodrich, Courtney	T4	ECE, MG (language arts & ss)	1 st Grade
Graddick, April	T5	ECE, MG (science, ss & language arts)	Interventionist
Harper, Bonnie	T4	ECE, ESOL	1 st grade/ESOL
Harvell, Heather	T5	ECE, MG(all subjects 4-8), Gifted, ESOL	Kindergarten
Henderson, Angela	T6	ECE, Curriculum & Instruction	EIP
Hillinger, Mark	T5	ECE, MG (science & ss)	1 st grade
Hogle, Lori	T6	ECE, IRR/MR P-5, MG (language arts & ss), TSS, Teacher Leadership	Special Ed
Johnson, Sarah	T4	ECE	Kindergarten
Kell, Laura	LT6	ECE, Administration/Leadership	Math Specials
King, Kathy	T4	ECE	Kindergarten
Lane, Lynn	T4	ECE, Reading Endorsement	EIP
Lane, Scott	S7	P-12 Counseling	Counselor

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*3(a). Strategies to attract highly qualified teachers to high-needs schools.				
Laws, Laura	T4	ECE, IRR P-12, Gifted	Kindergarten	
Lenz, Christi	T6	P-12, general music, band, chorus, Instructional Technology and Media	Music	
Logan, Patrick	T5	ECE, Literacy	1 st grade	
Low, Catherine	T6	ECE, ESOL, Reading Endorsement, Curriculum & Instruction	1 st grade	
Manders, Brandon	LT6	Health & PE, Admin./Leadership, Curriculum & Instruction	PE/Health	
Manis, Karin	T6	ECE, ESOL	1 st grade	
McCranie, Jana	T6	ECE, Teacher Leadership	EIP	
McQuilken, Elizabeth	T6	ECE, ITT/MR P-5, MG (ss) Teacher Leadership	EIP	
McQuilken, Nicole	T6	ECE P-8, Teacher Leadership	1 st grade	
Meador, Adam	T4	Art P-12	Technology	
Mercer, Alaina	T4	ECE	Kindergarten	
Moody, Debbie	T5	ECE	First Grade	
Neal, Kari	T6	Art P-12, ECE, ESOL, Teacher Leadership,	Art	
Parks, Lori	T5	ECE, Reading Endorsement	1 st Grade	
Pass, Pennie	T4	ECE	1 st grade	
Perkins, Lynn	T6	ECE, Curriculum & Instruction	Kindergarten	
Powers, Janet	S5	Speech-Language Pathology	SLP (Speech)	
Queen, Cindy	T6	ECE, ESOL, Reading Endorsement, Teacher Leadership	ESOL/EIP	
Reed, Melanie	LPBT6	ECE, Administration/Leadership	Principal	
Sazera, Lynn	T6	ECE, ESOL Endorsement	ESOL	
Simpson, Denise	LPBT6	ECE, Administration/Leadership	Asst. Principal	
Smith, Breanne	T5	ECE, IRR P-12, ESOL	Kindergarten	
Strickland, Stephanie	T5	ECE, Technology in Education	1 st Grade	
Sweet, Sarah	T6	ECE, Gifted, MG (ss), Education Specialist	Gifted/ Enrichment	
Tarleton, Leanne	T5	ECE, Reading Endorsement	Kindergarten	
Thomasson, Renee	T4	ECE	Kindergarten	
Wells, Kimberly	T5	ECE, ESOL, Reading Endorsement	Kindergarten	
Williams, Michele	T6	ECE	Kindergarten	

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

HiQ Report

Academic Year: 2013
School System: Buford City
School Building: Buford Elementary School
Non-HiQ FTE: 0 **Total FTE:** 69.4 **HiQ Percentage:** 100%
Need Remediation: 0 of 0 Required
Last Modified Date: 6/19/2013 5:07:19 AM
Data release: Data has been released to principal on 6/19/2013 8:14:44 AM 6/19/2013 9:04:27 AM
Principal Signoff: Data was signed off on 6/19/2013 9:04:27 AM

	General Education			Special Education		
	Non-HiQ FTE	Total FTE	HiQ Percentage	Non-HiQ FTE	Total FTE	HiQ Percentage
Arts	0	2	100%	n/a	n/a	n/a
Elementary Instruction	0	30.91	100%	n/a	n/a	n/a
English Language Arts	0	1.87	100%	0	0.93	100%
History	0	0.51	100%	n/a	n/a	n/a
Mathematics	0	3.03	100%	0	0.73	100%
Paraprofessional	0	27	100%	n/a	n/a	n/a
Reading	0	1.36	100%	0	0.57	100%
Science	0	0.49	100%	n/a	n/a	n/a

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

Buford Elementary School continually works to ensure that all certified personnel and paraprofessionals are highly qualified. The plan is as follows:

- to the greatest extent possible, teachers and paraprofessionals, will be employed only if they meet the requirements set forth by state and federal law;
- certified personnel will hold or acquire professional certificates by completing appropriate course work, passing any state required exams, currently the GACE, and meeting the state regency of study requirements;
- certified personnel will be employed in-field;
- paraprofessionals will hold a Georgia license assuring that they have met federal requirements; and
- ELL teachers and paraprofessionals will hold valid Georgia teaching certificates or paraprofessional's certificates. Anyone who holds professional teaching permits and whose first language is other than English will be required to demonstrate fluency in spoken and written English.
- All BES ELL teachers will have an ESOL endorsement.
- The latest BES annual teacher retention rate provided by the state is very high at 97.7 percent.

At the present time, all teachers and paraprofessionals at Buford Elementary are highly qualified. A letter stating highly qualified status is sent to parents, in both English and Spanish.

***4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

Response:

- A. We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to address the root causes of our identified needs. For example . . .**

As stated in 1 F, the identified root causes are as follows:

- many of our students did not attend Pre-Kindergarten
- many of our students come from homes where English is not spoken
- many of our students come from economically disadvantaged homes

Professional development and student needs assessments will be administered annually at the end of each school year to determine professional learning needs for the upcoming school year. Buford Elementary will conduct the needs assessment, with the help of central office personnel, utilizing a variety of data (e.g. test scores, teacher experience, school-wide concerns, diversity of students, parent and community input). School staff will be involved in the process and will have the opportunity to be included in the professional learning activities. This will enhance student learning and the professional learning of teachers and other school staff.

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***4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

B. We will align professional development with the State's academic content and student academic achievement standards.

Professional learning activities for Buford Elementary School will follow National Staff Development Council Standards, using programs which have proven successful, are based on scientific research, and are of high quality. Professional learning activities will relate to core content area and meet needs determined by:

- analysis of student academic achievement data;
- analysis of needs assessment survey results; and
- annual review and alignment of activities with state curriculum and program standards.

C. We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example :

- we are planning on budgeting approximately \$14,000.00 from our 2013-2014 Title I allotment for professional learning;
- a portion of our professional learning money will be set aside for substitutes, supplies, books, registrations, stipends and travel; and
- all professional learning activities will be directly related to addressing the root cause of academic concerns among our students. We would like to send a group of teachers to various conferences, including the Renaissance Learning Conference, "Teach like a Rock Star" Conference, and conferences sponsored by ASCD and/or Solution Tree. These conferences have proven to directly help the root cause of our academic concerns.

D. We will include teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:

All professional learning activities authorized under Title I will be approved by the Director of Curriculum and Instruction, or school level administration. Approved offerings will be supported by student data. The data reviewed will student achievement data, individual school needs, surveys, failure rates, student attendance, and discipline referrals. Survey results from administrators, other staff members, parents, and community members will also be analyzed to determine professional learning, information, and communication needs. Once a list of priorities has been established and appropriate audiences identified, funding for each project will be earmarked. Plans will then be made to train and implement the professional learning activities in a continuous, evaluative, and ongoing manner. The professional learning needs identified for the 2013-2014 school year plan include:

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***4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

- CCGPS (Common Core Georgia Performance Standards) in all subject areas
- Vertical Teams
- Co-Teaching
- Technology (strategies for incorporating mobile devices in the classroom)
- Poverty- Book Study (*From Rage to Hope* by Kuykendall)
- Behaviors that interfere with academic performance (Autism, Bullying, etc.)

***5. Strategies to increase parental involvement.**

Response:

A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy by...

holding several stakeholders meetings to discuss the Title I plan/budget and Parent Involvement Plan. Those persons involved included:

- Parents attending the Title I Stakeholders Annual Review Meeting
- Parents attending the BES New Parent Meeting
- BES Leadership Team
- PTO Board Members
- Parents attending Curriculum Night/Parent Involvement Classes
- Room Parent Representatives
- School Council Members

The ways they were involved were:

- listening to a Title and Parent Involvement overview by Administration
- reading through the Title and Parent Involvement Plan (PIP)
- giving Administration feedback on updating the Title and PIP
- giving written feedback on ways to spend the Buford Elementary schoolwide funds

At Buford Elementary, parent involvement is encouraged before the school year begins and continues throughout the year. Grade level supply lists are sent home with each student at the end of each school year and are provided to new students to BES as they register. The supply lists are also sent to local businesses, such as Wal-Mart, Target, and several office supply stores prior to the start of the school year. School calendars are mailed home with the summer newsletter and include holidays and important dates for the school year. This information is also included on the BES website. Student agendas are ordered for each student. Parents are encouraged to purchase agendas at Open House prior to the first day of school, on the first day of school, or as students enroll during the year. However, if parents can not afford to purchase an agenda, one will be provided to them at no charge. The agendas include:

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- the school calendar ;
- student/parent/teacher compact (created with parent input);
- school rules and consequences for infringement of rules;
- the dress code;
- school related procedures and laws; and
- other helpful information

After a review of the agenda by parents, teachers, and students, the parent compact is signed, reviewed during conferences and throughout the school year, and a copy is kept on file. Agendas are then used during the year for home and school communication.

A BES new parent meeting is conducted prior to Open House each year to inform all new parents about the curriculum, school procedures, and to answer any questions they may have about the school. Open House is conducted prior to the first day of school so that students can locate their classrooms and meet their teachers. They have the opportunity to meet the teacher, make school purchases, prepay for lunches, join PTO, purchase spirit wear, and familiarize themselves with the building and personnel. Parents also receive information about bus routes and Wolf Pack, the before and after school care program. During Open House, bilingual staff members are on hand to help our ESOL parents with completing forms and translations. Additionally, parents have the opportunity to attend parent workshops/classes offered on parent nights at BES throughout the school year.

B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community.

The Buford Elementary community recognizes the importance of parent involvement in reaching individual student goals for successful completion of kindergarten and first grade. Educational research clearly shows that parents who are actively involved in their child's learning at home help their children become more successful learners in and out of school. In our efforts to improve student achievement, BES has developed a plan with goals and strategies to increase parent and community involvement within our school. The parent involvement plan will be available to all parents and community members on the Buford Elementary School website, parent resource center and sent home with all students in a language that the parents can understand.

C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend.

Parents are involved in the planning, reviewing, and improvement of programs. An annual Title I meeting is held in July and all parents/stakeholders are mailed an invitation. The

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meeting is also advertised on the school website. We hold another Title I meeting in August during Curriculum Night. We advertise and encourage all parents/stakeholders to attend the meeting and give input about our Title I plan/budget and parent involvement plan. The School Council, made up of teachers, parents, principal and community business leaders, meets quarterly to discuss educational issues, Title I plan/budget and the parent involvement plan. They give input to the principal concerning ongoing programs, make suggestions, and evaluate the total school program. The Parent Involvement Committee, along with PTO members from each homeroom, meets during the year to determine how parents will be involved and how Title I funding will be spent to involve more parents in the educational process. The Parent Involvement Plan will be reviewed each spring and at the beginning of the year to make appropriate changes determined by all stakeholders. Other meetings such as PTO, Curriculum night, ESOL nights, and Arts/Technology & Parent Involvement Night keep parents informed and involved in the successes of their children. Once input is received and the Parent Involvement Plan is revised, copies are made available to parents in the following ways:

- Front office
- Parent Resource Center
- Website

D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by...

providing a variety of activities and meetings throughout the school year at a variety of times, in hopes that many of our parents will be able to attend some if not all of the activities and meetings. Some of these activities include:

- **School Council Dates**
 - September 12, 2013 at 7:30 a.m.
 - November 14, 2013 at 7:30 a.m.
 - February 20, 2014 at 7:30 a.m.
 - May 8, 2014 at 7:30 a.m.
- **PTO Meetings and Programs**
 - August 20, 2013 at 6:30 p.m. - Curriculum/PTO Memberships
 - September 27, 2013 at 6:00 p.m. - Homecoming Tailgate Party
 - October 17, 2013 at 5:00 p.m. - Fall Festival
 - November 7, 2013 at 6:30 p.m. - 1st grade program
 - February 13, 2014 at 6:30 p.m. - Kindergarten program
 - March 28, 2014 - PTO Wolf-A-Thon Fun Run
 - April 3, 2014 at 5:00 p.m.- Arts/Technology & Parent Involvement Night

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- **Parent Nights**
 - July 23, 2013 at 6:00 p.m. - Annual Title 1 Parent Meeting
 - August 1, 2013 at 6:30 p.m. - New Parent Meeting
 - August 5, 2013 from 4:00-7:00 p.m. - Open House
 - August 20, 2013
 - 6:00 p.m. Kindergarten Curriculum Night
 - 6:30 p.m. ESOL Curriculum Night
 - 7:00 p.m. First Grade Curriculum Night
 - September 30, 2013 at 6:30 p.m. - ESOL Parent Night
 - October 28, 2013 at 5:00 p.m. - PTO Chick-fil-A Night
 - January 23, 2014 at 6:30 p.m. - ESOL Parent Night
 - March 10, 2014 at 5:00 p.m. - PTO Chick-fil-A Night
 - April 28, 2014 at 6:30 p.m. - ESOL Parent Night
 - 1st Tuesday of each month - Stevi B's Parent Nights

- **Parent Conferences (the below times are scheduled; however, parents are given opportunities to come in before, during, or after the school day if it works better for their schedule)**
 - October 17, 2013 from 11:30 a.m. - 3:30 p.m.
 - October 18, 2013 from 11:30 a.m. - 2:00 p.m.
 - March 20, 2014 from 11:30 a.m. - 3:30 p.m.
 - March 21, 2014 from 11:30 a.m. - 3:30 p.m.

- **Student Recognition**
 - Monthly Attendance Prizes (Bike & Helmet)
 - Yearly Perfect Attendance Prizes (Toys R Us gift cards)
 - Daily "Caught Good in the Halls" tickets followed by weekly prize drawings
 - Daily "Kindness Coins"
 - Daily recognition announcements on Wolf TV
 - Weekly "Family Involvement" drawings

- **Assemblies**
 - September 27, 2013 - Homecoming Pep-Rally
 - December 13, 2013 - Magic Show
 - February 27, 2014 - Wolf-A-Thon Fun Run Pep-Rally

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- **School Events (those other than PTO planned events)**
 - August 30, 2013 - Kindergarten Community Helper Parade (during the day)
 - September 19, 2013 from 4:00-8:00 p.m. - Book Fair Family Night
 - October 17, 2013 from 5:00-8:00 p.m. - Community Fall Festival
 - October 27, 2013 - Red Ribbon Week
 - November 17, 2013 - Canned Food Drive Kick Off
 - November 19, 2013 - Community Thanksgiving Meal (during the school day)
 - December 13, 2013 - Stuff the Bus (during the school day)
 - December 20, 2013 - Polar Express Day (during the school day)
 - January 21, 2014 - 100th Day of School Celebration (during the school day)
 - January 31, 2014 - Kindergarten Dad's Day (during the school day)
 - February 6, 2014 from 4:00-8:00 p.m. - Book Fair Family Night
 - February 28, 2014 - Dr. Seuss Day/Read Across America (during the school day)
 - April 17, 2014 at 6:30 p.m. - Rising 2nd Grade Orientation @ B.A.
 - April 18, 2014 - Egg Hunts (during the school day)
 - April 24, 2014 - Kindergarten Registration #1 (10:00-2:30p.m.)
 - April 29, 2014 at 6:30 p.m. - Rising 2nd Grade Orientation @ B.A.
 - April 29, 2014 - Kindergarten Registration #2 (4:00-7:00 p.m.)
 - May 1, 2014 - Kindergarten Mom's Day (during the school day)
 - May 9, 2014 - Field Day/Parent Teacher Cook-out (during the school day)
 - May 22, 2014 at 9:00 a.m. – 1st Grade Promotion Walk
 - May 23, 2014 - Kindergarten Patriotic Day (during the school day)
 - May 27, 2014 at 10:00 a.m. - Parent Involvement Pre-K Meeting

- **Field Trips**
 - February 7, 2014 - Kindergarten to Ringling Bros. & Barnum & Bailey Circus (Gwinnett Arena)
 - April 4, 2014 – 1st Grade to Stone Mountain Park
 - May 6-7, 2014 – 1st grade to Buford Public Library

Also, parent involvement is encouraged and parents are welcomed to volunteer. Volunteers are enlisted to:

- tutor students one-on-one
- support special events such as grade level social events, the Book Fair, and Secret Santa Shop
- accompany classes on field trips to assist with supervision
- support the reading and media programs
- work in the teacher workroom to assist in the making of bulletin boards/school displays, etc.

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- help in classrooms, particularly with writer's workshop and literacy centers

E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible.

In July we host our Annual Title I Parent Meeting. During the first few weeks of school each classroom hosts a parent/teacher curriculum night. In addition to classroom presentations, a separate ESOL Curriculum meeting will be held for our non-English speaking parents. Highlights of the curriculum, rules, procedures, grading, assessments and other informational items are presented to parents. In conjunction with curriculum night, we offer a variety of parent involvement classes, including technology classes. These classes are designed to assist parents in helping their children be successful in school. Four days during the school year are set aside for parent/teacher conferences. Parents are informed of state and local assessments used to measure student progress. The proficiency levels that the students are expected to meet are shared. Strengths and weaknesses of each student are also discussed. Parents are informed of their student's progress through report cards every nine weeks, in addition to the informal weekly reports. Buford Elementary has an open-door policy that encourages parent involvement.

F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards by.

The purpose of our school-parent compact is to foster an educational partnership with the parents within our school. Through surveys and meetings, we have collected information and suggestions from parents. We have invited parents and school members at various times during the year to review our parent compact, Title I plan, and parent involvement plan. We have reviewed our policies and constructed a plan, which included giving out drafts at our Annual Title I meeting in July and all of our back to school meetings with parents, such as our new parent meeting and our curriculum night meeting. After reaching out to all families and going over data (strengths and weaknesses) a compact was developed (linked to our school improvement plan), printed, and distributed to all families in the student agendas. Knowing the compact is vital and linked directly to learning, it will also be used during our parent teacher conferences and mentioned on student newsletters. Our goal is to develop strong ties to the families that we serve.

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G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators, by...

offering a variety of opportunities for parents to come to the school to learn about the state's standards and what their children are actually being taught. In addition to parent nights and workshops, we send weekly e-mails and newsletters to parents letting them know exactly what academic content standards their children are learning during a given week. We also use a standards based report card in kindergarten and 1st grade, allowing all parents to see exactly what academic content standards will be taught during the school year. As assessments are given, results of individual student assessments and overall school test results, are made available; they are discussed in conferences, mailed or sent home to parents and communicated in newsletters. A letter accompanies the results explaining to the parents how to read the results. The letter encourages parents to call the school with any questions they may have. This is also provided in Spanish to our Spanish speaking parents and in other languages, upon request.

H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

As mentioned in 5E, we host many parent/teacher workshops and training events. We offer a variety of parent involvement classes, including technology classes. These classes/workshops are designed to assist/train parents in helping their children be successful in school. An annual survey is sent to parents giving them the opportunity to provide the school with valuable information. The data collected will be submitted to the Parent Involvement Committee and the School Council. The results will be presented to the faculty to ensure that parents are part of the decision-making process. One section of the survey will give parents an opportunity to express opinions about how we can make parent support groups more effective. "*English...Yes I Can!*" has been purchased and available to our non-English speaking parents beginning in the 2004-2005 school year. This series of 34 tapes can be used at their convenience to learn English. This school year we have several of our bilingual staff members teaching the "*English...Yes I Can!*" series to K-12 parents who attend classes at the school. The first tape is shown at the first ESOL night to familiarize parents with the program and act as an orientation. Information on child development and parenting is available to parents.

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I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school.

Professional Learning and training is given for teachers and staff in how to communicate with and work with parents as equal partners. Furthermore, professional learning opportunities are provided to assist teachers and paraprofessionals in ways to help students and parents that might have limited English proficiency, disabilities, or students and parents that come from poverty. The professional learning needs identified for the 2013-2014 school year plan include:

- CCGPS (Common Core Georgia Performance Standards) in all subject areas
- Vertical Teams
- Co-Teaching
- Technology (strategies for incorporating mobile devices in the classroom)
- Poverty- Book Study (*From Rage to Hope* by Kuykendall)
- Behaviors that interfere with academic performance (Autism, Bullying, etc.)

J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Buford City Schools currently operates no pre-kindergarten classes although there is a Head Start program with Pre-K classes housed in a Buford City facility. Buford Elementary has a positive working relationship with Buford Head Start and other area Pre-K programs. Articulation meetings between Buford Elementary and the area Pre-K programs are held when needed. The possibility of meetings and workshops for parents who have children both in the Title program and children who are eligible for Head Start services will be considered by the system Title committee. A Pre-K Summer School initiative was established to better prepare students for the transition to Kindergarten. All upcoming Kindergarten students are screened during spring registrations. Any student scoring below the fortieth percentile was given a bag of learning tools (scissors, crayons, letter strips, etc.). The parents of these students were conferenced with (in the native language), in how to use the tools with their child(ren). An invitation to attend a parent workshop on how to help your child succeed in Kindergarten was also given, along with an invitation for their child to attend Summer School. Parents who attended the workshop were given strategies and tools, including a Leapfrog device.

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A Parent Resource Center is available for all parents. The days and times of operation are posted on the website, classroom newsletters, and in the student agendas. It is filled with computers, printers, books and other informational pamphlets and brochures that can be used as a valuable “tools” for helping their children at home. All books are available on a check-out basis. Many of the pamphlets, brochures and books are available in English and Spanish.

K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by... providing parents with various forms of communication that include:

- **Newsletters**

- School newsletters are sent to all parents each month. The monthly newsletters can be viewed on the Buford Elementary website.
- Classroom/grade level newsletters are sent to all parents weekly.
- A welcome back letter with dress code information, supply list and other information is sent to every student prior to the beginning of the school year.
- The BES Counselor, Dr. Scott Lane, sends home letters about various events that go on during the year. Some of these events include: Red Ribbon Week, Canned Food Drives, Red Cross Coin/Blood Drives, Holiday Assistance, Stuff the Bus, CRCT testing, etc.
- The BES Media Center sends home letters prior to all events.
 - September 19, 2013 Book Fair Family Night
 - December 4, 2013 Santa Shop
 - February 6, 2014 Book Fair Family Night
 - February 28, 2014 Read Across America Week
- PTO sends reminders before each PTO event.
 - August 20, 2013
 - September 27, 2013
 - October 17, 2013
 - October 28, 2013
 - November 7, 2013
 - February 13, 2014
 - March 10, 2014
 - April 3, 2014
- All Kindergarten Registrations are advertised on the BCS website and on local “City Signs.” All students are given letters.
 - April 24, 2014 Kindergarten Registration #1
 - April 29, 2014 Kindergarten Registration #2

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- Buford Academy sends home letters to BES students about upcoming 2nd grade parent nights.
 - April 17, 2014 6:30 Rising 2nd Grade Orientation Meeting @ B.A.
 - April 29, 2014 6:30 Rising 2nd Grade Orientation Meeting @ B.A.
- **Other communications**
 - A Title I Stakeholder's Annual Review Meeting to review the Title Plan and discuss funds.
 - July 23, 2013
 - A new parent meeting is held before the start of the school year.
 - August 1, 2013
 - Open House is held before the start of the school year.
 - August 5, 2013
 - Every student is provided a student agenda at the beginning of the school year or upon enrollment. The student agenda is a very useful tool for teachers and parents to communicate with one another on a daily basis. Also included in the student agenda is the Buford Elementary student handbook, which every parent is required to sign stating they have read it. The handbook provides much information to parents regarding the rules, regulations, and procedures within the school.
 - Curriculum night is held at the beginning of the school year to inform parents about the grade level their child is entering. Information shared includes Common Core Georgia Performance Standards (CCGPS), instructional programs used to teach the CCGPS curriculum, daily schedules, report cards, etc.
 - August 20, 2013
 - Report Cards are sent home throughout the year.
 - October 21, 2013
 - January 8, 2014
 - March 24, 2014
 - May 30, 2014 (Mailed)
 - Parent/Teacher conference days are scheduled during the school year.
 - October 17-18, 2013
 - March 20-21, 2014
 - Communication is provided through School Council meetings.
 - September 12, 2013
 - November 14, 2013
 - February 20, 2014
 - May 8, 2014
 - Buford Elementary School Website and a Twitter account that has useful information for stakeholders. Each teacher also has their own webpage with his/her classroom schedule and information for parents.

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Note: All newsletters and forms of communication are translated into Spanish for our non-English speaking parents. A bilingual office manager, several paraprofessionals, and a custodian, provide translations for phone calls and conferences.

In addition to information about the school and parent programs, The Parent Involvement Committee will continue the weekly parent/child contract. This contract includes activities such as cooking, singing, board games, reading, exercising, coloring, singing/dancing, etc. The form is sent home weekly with each student. As parents engage in the activities with their child, they place their initials by each activity completed. Once three activities have been completed within the week, students turn in the contract. At the end of each week a drawing occurs and students who have turned in a completed form are eligible to win a family involvement game.

- L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.**

All newsletters and forms of communication are translated into a language that can be understood by anyone with limited English proficiency or a disability. Examples include: student agendas, website, weekly parent newsletters, etc. A bilingual office manager, several paraprofessionals, and a custodian, provide translations for phone calls and conferences. We provide translators at all parent events to ensure that all parents are given an equal opportunity to help their children.

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

Response:

We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering middle school or high school and for students entering from private schools including students entering our school throughout the school year.

An annual review for the possibility of using Title monies to fund or support preschool programs if deemed appropriate will be done. This review will also take into consideration the availability of designated funds for those same programs. Buford City Schools currently operates no pre-kindergarten classes although there is a Head Start program with Pre-K classes housed in a Buford City facility. Buford Elementary has a positive working relationship with Buford Head Start and other area Pre-K programs. Articulation meetings between Buford Elementary and the area Pre-K programs are held when needed. The possibility of meetings and workshops for parents who have children both in the Title program and children who are eligible for Head Start services will be considered by the system Title committee. A Pre-K Summer School initiative was established to better prepare students for the transition to Kindergarten. All upcoming Kindergarten students are screened during spring registrations. Any student scoring below the fortieth percentile was given a bag of learning tools (scissors, crayons, letter strips, etc.). The parents of these students were conferenced with (in the native language), in how to use the tools with their child(ren). An invitation to attend a parent workshop on how to help your child succeed in Kindergarten was also given, along with an invitation for their child to attend Summer School. Parents who attended the workshop were given strategies and tools, including a Leapfrog device.

Buford Elementary (Kindergarten – First Grade) also has a positive working relationship with Buford Academy (Second – Fifth Grade school). Buford Academy is the school the students transition to once completing Buford Elementary. The relationship ensures for a smooth transition as students move from the lower elementary school to the upper elementary school. Buford Elementary holds vertical team meetings in Reading/English Language Arts, Math, and Science/Social Studies & Health quarterly. The BES vertical team meeting dates have been provided to Buford Academy (BA). A teacher from BA is scheduled to attend each of the BES vertical team meetings so smooth transition plans can be discussed between both schools. Furthermore, Buford Academy administration is invited to attend all BES benchmark data discussion meetings, which will occur quarterly. BES first grade parents are invited to attend a BES to BA transitional meeting each Spring.

* Required component of SWP as set forth in section 1114 of ESEA



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

Response:

The ways that we include teachers in decisions regarding use of academic assessments are...Data from all assessments are given to teachers for analysis and review. Teachers and administrators analyze the data and determine the strengths and needs of all students. All summary and benchmark data are examined extensively throughout the school year by the entire faculty, and particularly by the School Leadership Team, which is comprised of teachers and staff from every grade level and special program areas. The benchmark data groups students into categories that include: at or above benchmark, on watch, intervention, and urgent intervention. Particular focus is given to students who fall into the on watch, intervention and urgent intervention categories to ensure that instruction is modified to meet students' needs.

The following assessments are used at BES:

- State Assessments
 - CRCT (1st Grade, if the test is available)
 - GKIDS (Kindergarten) On-going assessment
 - ACCESS for ELLs (English Language Proficiency Test given to ESOL students)
- Benchmark Assessments
 - ELT (Early Literacy Test) - All Kindergarten students are tested quarterly.
 - STAR Reading - All 1st Grade students are tested quarterly. A majority of the Kindergarten students are tested in the spring.
 - STAR Math - All 1st Grade students are tested quarterly.
 - Houghton Mifflin Harcourt Kindergarten Math Assessment is given in the fall and spring.
 - Writing- A writing sample is collected in the fall, winter, and spring.
- Other Local Assessments
 - Sight Words- Students are tested daily as they return their sight word boxes.
 - Math Facts- Students are tested daily as they return their math fact boxes.
 - Weekly and End of Unit Assessments for Reading, Math, and ELA/Spelling are given on an on-going basis.
 - Pre and Post tests are given in Special Areas (Music, Art, Physical Education, Technology and Math)

* Required component of SWP as set forth in section 1114 of ESEA



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

8(a). Measures to ensure that student's difficulties are identified on a timely basis.

Response:

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

Educational assistance will be provided to students assessed as needing help in meeting academic achievement standards through programs such as; the Early Intervention Program (EIP), the use of High School SRA tutors, a full time interventionist, Flex Groups, reduced student/teacher ratio, best practices including graphic organizers, higher order thinking skills, Summer School, and Saturday School programs. These programs will work to close the achievement gap between low-income, minority, special education, English Language Learners (ELL), and other students by providing additional and small group instruction. Students who struggle will be placed in RTI (Response to Intervention) so they can receive more in-depth differentiation of instruction. The RTI researched based instructional programs are:

Tier 1 =15 minutes per day /3 times per week for 4 weeks

In tier 1, teachers are encouraged to use "Best Practices" and **one** of following interventions:

- English in a Flash (Weekly reports)
- Math Facts in a Flash (Weekly reports)
- Accelerated Math (Tops Reports)
- Language for Learning (Copies of assessments)
- Language for Thinking (Copies of assessments)
- Touch Math Program (Copies of assessments)
- ABC World-Reading Readiness Skills (Printouts of student performance)
- Mathosaurus- Math Readiness Skills (Printouts of student performance)
- Extra instruction and practice in the area of weakness (work samples or assessments)
- Instructional games found on the Internet (Checklist of how many correct/ in all)
- Leap Frog "hand held" games (with data)
- Sheppardsoftware.com
- SRA- 100 Hundred Easy Lessons (Copies of SRA notebook)
- Other _____

In order to move into Tier 2 you must bring (6-8 date points/work samples) as well as all RTI paperwork to the RTI meeting.

Tier 2 =15-30 minutes per day/5 times per week for 6 weeks

In tier 2, teachers must use **one** of the following programs. It must be a **different** program from what was used in Tier 1.

- English in a Flash (Weekly reports)
- Math Facts in a Flash (Weekly reports)
- Accelerated Math (Tops Reports)
- abcmouse.com
- Language for Learning (Copies of assessments)
- Language for Thinking (Copies of assessments)
- SRA 100 Easy Lessons (Copies of the SRA notebook)
- SIPPS Phonics Program (Work samples and copies of all assessments)
- IXL Math Learning
- Go Math! Georgia Tier 2 Activities
- Explode the Code (Reading)

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- Leap Frog Video (Letter Factory-Alphabet, Letter Names, and Sounds) with data
- Leap Frog Video (Let's Go to School- Phonics, Counting, and Animals) with data
- Leap Frog Video (Talking Words Factory-Alphabet, Phonics, and Word Building) with data
- Leap Frog Video (Amazing Alphabet- Alphabet, Upper/Lower Case Letters, and Rhyming) with data
- Leap Frog Video (Word Caper- Word Building and Letter Blends) with data
- Leap Frog Video (Math Circus- Number Recognition, Counting, and Addition/Subtraction) with data
- Leap Frog Video (Numbers Ahoy- Number Recognition, Counting, and Estimation) with data
- "Wh" Words CD (Questions/Answers)
- Webber Hear Builder (Auditory Memory, Phonological Awareness, Sequencing, Following Directions)
- Other _____

In order to move into Tier 3 you must bring (12-16 data points/work samples/assessments) as well as all RTI paperwork to the RTI meeting.

Tier 3 =30-40 minutes per day/5 times per week for 12 weeks

In tier 3, teachers must use **one** of the following programs. It must be a different program from what was used in Tiers 1 or 2.

- Any of the programs listed above **IF** they were not used in Tier 2
- Earobics (Daily printouts of student performance)
- Orton Gillingham (Copies of all assessments)
- SRA Connecting Math Concepts (Copies of all assessments)
- Go Math! Georgia Tier 3 Activities
- Houghton Mifflin/Harcourt (Tier 3 Reading Kit)
- Other _____

Furthermore, we are always searching for research based programs to help close the achievement gap among our at-risk students. In order to meet achievement objectives, Buford Elementary School will use Federal funds in combination with local and state monies to provide resources and assistance such as providing additional teachers, paraprofessionals, instructional materials (including technology, software, and the start up of a cyber/technology cafe), and professional learning.

Buford Elementary utilizes a variety of assessments to determine student progress and identify students who need additional support in order to master the proficient or advanced levels of the state academic assessments. Academic assessments that will be used to determine success of the students and the programs in place include: Kindergarten Entrance Assessment, GKIDS (Kindergarten), CRCT (1st), Early Literacy Test (administered four times per year as a benchmark assessment to every Kindergarten student), STAR Reading & STAR Math (administered four times per year as a benchmark assessment to each first grade student and once at the end of the year for each Kindergarten student), and other local assessments. Limited English Proficiency students will initially be screened using the MODEL, but will also be assessed as determined by state guidelines, which currently require administration of the ACCESS and a norm-referenced reading test. Areas of weakness will be identified and remediation based upon the results of the above assessments. State guidelines for testing limited English proficient students will be followed.

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Acceleration and remediation for students in need of additional academic support is provided daily through EIP, Flex Groups, ESOL, and Special Education. Additional remediation activities are also provided during Summer School and Saturday School programs. Also, all students not achieving academically are referred to RTI and are provided many opportunities to learn through differentiated research-based instructional programs. These students are also assessed more frequently with progress monitoring, sometimes assessing them on a weekly basis. We have also added an interventionist for the 2013-2014 school year to help meet the needs of our lowest performing students.

8(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Response:

Professional Learning and training is given periodically for teachers and paraprofessionals in how to read and use assessment results. Furthermore, professional learning opportunities are provided to assist teachers in the identification of student weaknesses. Once specific individual weaknesses have been identified, professional learning is made available to assist teachers in helping students learn through differentiated research-based programs.

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

Response:

Four days are set aside in the school calendar as early release days for parent conferences so that teachers will have the opportunity to relay to parents the progress of their student. During these conferences, teachers also share any plan for intervention that may be needed and offer suggestions to parents on how they can help their child at home. Additionally, weekly colorful newsletters, provided both in English and Spanish, keep parents informed on standards that are taught in the classroom. Information on how to access various helpful links located on the school web site is made available to all parents. A Parent Resource Center is open to parents on a daily basis.

***9. Coordination and integration of federal, state, and local services and programs.**

Central Office staff at Buford City Schools coordinates and integrates federal, state and local services and programs as needed to provide additional support to students, particularly those who are at-risk. In addition, all federal, state and local services are approved and monitored by the Director of Curriculum and Instruction for Buford City Schools and the Director of Special Education and Special Programs for Buford City Schools.

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

Response:

Federal, State and Local Education Agency Programs:

- Special Education
- English Learners
- Early Intervention Programs
- Response to Intervention
- Migrant Agency
- Homeless Coordinator

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

Response:

In order to meet achievement standards and objectives, Buford Elementary will use Federal funds in combination with local and state monies to provide resources and assistance such as providing additional teachers, paraprofessionals, instructional materials including technology, and professional development. Once a list of priorities has been established and appropriate audiences identified, funding for each project will be earmarked. Plans will then be made to train and implement the professional development activities in a continuous, evaluative, and ongoing manner. A list of these activities, strategies and sources can be found in the School Improvement Plan. Therefore, Buford Elementary assures that Title funds will be used to ensure for highly qualified teachers and paraprofessionals.

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

Response:

Not Applicable to Buford Elementary

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

Response:

As assessment results are made available, they are provided to parents. These results are discussed with parents during conferences so parents know how to interpret. At times, assessment results may be mailed or sent home to parents and communicated in newsletters. A letter accompanies the results explaining how to read the results. The letter encourages parents to call the school with any questions they may have. All correspondence to the parents of children who participate in the state assessments is provided in a language parents can understand, including an interpretation of assessment results.

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

Response:

Each year, Buford Elementary will collect assessment results and disaggregate data by the following breakdowns as they apply to the student population:

- Gender;
- Major ethnic or racial groups;
- Limited English proficiency status;
- Migrant students – (if there are students in this category);
- Children with disabilities as compared to other students; and
- Economically disadvantaged students as compared to students who are not economically disadvantaged.

Once the assessment results have been collected and disaggregated, they are discussed among the staff. All individual and subgroup data is discussed to ensure that the individual needs of each student and/or subgroup is met. The data results are also published in the School Profile/Improvement Plan for all stakeholders to view.

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

Response:

Teachers and paraprofessionals receive annual training on administering and proctoring the state CRCT test as outlined by the Department of Education testing manual. Accommodations are provided only for those children who have an active IEP, IAP, or ELL-Accommodations form. Ethical practice, test irregularity, security, and standardization of administration are topics extensively covered in this training with the teachers and paraprofessionals, as detailed in the testing manual and Georgia Student Assessment Program Student Assessment Handbook. Teachers and paraprofessionals are required to read and sign the Test Security Information Form for School Test Coordinators/Teachers/Examiners to assure valid and reliable administration of the tests.

13. Provisions for public reporting of disaggregated data.

Response:

Disaggregated data is published in the school's annual Report Card. Furthermore, data is reported during the monthly public board meetings, posted on the website within the Buford Elementary School Profile and School Improvement Plan, and is given to local newspapers. Additionally, the Buford Elementary Accountability Report is sent to all parents. All correspondence to the parents of children who participate in the state assessments is provided in a language parents can understand, including an interpretation

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of the results.

14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.

Response:

Each year all stakeholders (teachers, principals, other school staff, and parents) are involved in the developing, planning, reviewing, and improvement of the Schoolwide Title Plan. The School Council, made up of teachers/staff members, parents, principal and community business leaders, meet quarterly to discuss educational issues, give input to the principal concerning ongoing programs, make suggestions, and evaluate the total school program. The Parent Involvement Committee, PTO Board, and Leadership Team meet several times a year to determine how parents can be more involved in the educational process and how Title I funding can be spent. The Schoolwide Title Plan and Parent Involvement Plan will be reviewed each spring and at the beginning of the year to make appropriate changes determined by the members of the committee. Other meetings such as PTO, Curriculum night, ESOL nights, and Arts/Technology and Parent Involvement Night keep parents informed and involved in the successes of their children.

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

Response:

The following people have taken part in planning and reviewing the Title Plans:

- Principal
- Assistant Principal
- Parents
- Counselor
- Leadership Team (which includes a representative from each grade level and a representative from each special area group including special education, special areas, ESOL, EIP, paraprofessionals, and office staff)
- PTO Officers & Room Parents
- Buford Elementary School Council
- Parent Involvement Committee

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

Response:

The Schoolwide Title Plan, along with a Parent Involvement Plan, is shared and made available to all stakeholders (parents, teachers, principals, and other school staff). Furthermore, the plans are posted on the website and hard copies are available in the Buford Elementary School office and Parent Resource Center. Plans are also discussed with all stakeholders in various forums such as School Council meetings, leadership team meetings, PTO meetings, Curriculum night, ESOL nights, etc.

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

Response:

The Schoolwide Title Plan is translated in Spanish. Just like the English version, the Spanish translation is available to parents in the front office, the Parent Resource Center, and is posted on the Buford Elementary website.

18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

Response:

Not Applicable to Buford Elementary.

Buford Elementary scored a 96.7 out of 100 on the new CCRPI (College and Career Ready Performance Index), May 2013.

* Required component of SWP as set forth in section 1114 of ESEA