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| **TITLE I SCHOOLWIDE PLAN** |
| **School Name: The Main Street Academy** | **District Name: Fulton** |
| **Principal Name: Cheryl Parker** | **School Year: 2019-2020** |
| **School Mailing Address: 2861 Lakeshore Dr., College Park, GA 30337** |
| **Telephone: 404.768.0081** |
| **District Title I Director/Coordinator Name: Catherine Harper** |
| **District Title I Director/Coordinator Mailing Address: 6201 Powers Ferry Rd., Atlanta, GA 30339** |
| **Email Address: harpercd@fultonschools.org** |
| **Telephone: 470-254-0426** |
| **ESSA ACCOUNTABILITY STATUS** |
| **Comprehensive Support School** [ ]  | **Targeted Support School** [ ]   |
| **Principal’s Signature:**  | **Date:** |
| **Title I Director’s Signature:** | **Date:** |
| **Revision Date:** | **Revision Date:** | **Revision Date:** |

**District Strategic Plan Outcomes**

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

Committee Members:

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| **NAME** | **MEMBER’S SIGNATURE** | **POSITION/ROLE** |
| Cheryl Parker |  | Principal |
|  Yuvonka Avery |  | Assistant Principal |
| DeMarco Mitchell |  | Assistant Principal |
| H. Champale Brown |  | Director of Student Services |
| Dr. Marlon Tempro |  | Intervention Specialist |
| Virginia Smith |  | Vice President of Operations |
| Helene Brown |  | Math Instructional Coach |
| Adam Adebisi |  | Math Instructional Coach |
| Dr. Olamide Moore |  | Reading Instructional Coach |
| Asman Abdullahi |  | Reading Intervention Teacher |
| Christine Kavanagh |  | Math Intervention Teacher |
| Jamil Johnson-Pearson |  | Parent Liaison |
| Jessica Monti |  | Teacher |
|  Selena Tucker |  | Parent |
|  Lacey Nabors |  | Parent |
|  Shedric Roberts |  | Parent |
| Kristin Jackson |  | Governing Board Director |
|  Dr. Kelly Johnson |  | Governing Board Director |

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| **1. Comprehensive Needs Assessment: Sec. 1114(b)(6)** |
| 1. A comprehensive needs assessment is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; **Sec. 1114(b)(6)**
 |
| Describe the Comprehensive Needs Assessment Process used developing your needs and goals foryour Strategic Plan and/or 90-day plan.  |
| *Response*The Main Street Academy’s most recent strategic plan and charter contract were utilized to develop the 2019-2020 Title I school-wide plan. The school’s stakeholders (i.e. instructional staff, parents, parent liaison, etc.) collaborated to develop the plan. The work began by disaggregating academic and discipline data from the 2018-2019 school year for all students as well as subgroups. Additionally, the stakeholders reviewed the school-wide intervention plan and behavior supports that encourage student success. The Academic School Performance Committee will meet monthly to review school-wide data and interventions on the second Monday of every month. The plan will be evaluated by the school’s stakeholders during the last academic meeting of the year. The Academic and School Performance committee is comprised of administration, instructional coaches, parents and the governing board. To ensure that a school’s comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the rigorous state academic standards, the performance committee assigns different members to complete the comprehensive needs assessment and school improvement plan. The free/reduced lunch percentage for the school is 56.72% |
| Review your data by subgroup and note areas of deficit. (ED, EL, Race, SWD) |
| *Response*The source of the information about all students in the school and identified students and groups of students who are not yet performing to the State Academic content standards [the Georgia Standards of Excellence (GSE)] and demonstrating proficiency on the Georgia Milestones Assessments for 2018-2019.  **ALL students:*** The number of students demonstrating Developing or above on the Georgia Milestones for 3rd grade English Language Arts increased (72.5% to 80.9%)
* The number of students demonstrating Developing or above on the Georgia Milestones for 3rd grade Math decreased (88.2% to 78.7%)
* The number of students demonstrating Developing or above on the Georgia Milestones for 4th grade English Language Arts decreased (79.8% to 78.7%)
* The number of students demonstrating Developing or above on the Georgia Milestones for 4th grade Math increased (76.8% to 84.3%)
* The number of students demonstrating Developing or above on the Georgia Milestones for 5th grade English Language Arts decreased (83% to 82.4%)
* The number of students demonstrating Developing or above on the Georgia Milestones for 5th grade Math decreased (79% to 66.7%)
* The number of students demonstrating Developing or above on the Georgia Milestones for 6th grade English Language Arts increased (76.6% to 83.7%)
* The number of students demonstrating Developing or above on the Georgia Milestones for 6th grade Math decreased (84% to 80.4%)
* The number of students demonstrating Developing or above on the Georgia Milestones for 7th grade English Language Arts decreased (88.2% to 78.3%)
* The number of students demonstrating Developing or above on the Georgia Milestones for 7th grade Math increased (80% to 80.4%)
* The number of students demonstrating Developing or above on the Georgia Milestones for 8th grade English Language Arts increased (74% to 93.2%)
* The number of students demonstrating Developing or above on the Georgia Milestones for 8th grade Math increased (54.7% to 75.3%)

**Black Students:** * The number of students demonstrating Developing or above on the Georgia Milestones for English Language Arts increased (78% to 80.4%)
* The number of students demonstrating Developing or above on the Georgia Milestones for Math remained the same (78.1% to 78.0)

**White Students:** * The number of students demonstrating Developing or above on the Georgia Milestones for English Language Arts remained the same (100%)
* The number of students demonstrating Developing or above on the Georgia Milestones for Math remained the same (100%)

**Hispanic Students:** * The number of students demonstrating Developing or above on the Georgia Milestones for English Language Arts increased (80% to 94.7%)
* The number of students demonstrating Developing or above on the Georgia Milestones for Math decreased by (79.2% to 77.8%)
 |
| **SWD Students:** * The number of students demonstrating Developing or above on the Georgia Milestones for English Language Arts increased (9.7% to 29.4%)
* The number of students demonstrating Developing or above on the Georgia Milestones for Math increased by (19.4% to 20.6%)

**EL Students:** * The number of students demonstrating Developing or above on the Georgia Milestones for English Language Arts increased (65.9% to 85.7%)
* The number of students demonstrating Developing or above on the Georgia Milestones for Math decreased by (75% to 71.4%)
 |
| List any additional needs to be addressed with your Title I programs that are not in your strategic planor 90-day plan (if none, type N/A) |

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| Need 1: Increase fluency and comprehension for grades K-8th. Reading Street curriculum was purchased for the 2018-2019 school year to improve student academic achievement in Georgia Standards of Excellence. Reading intervention teacher was hired to address student deficit and support student growth. Reading coach was hired to support teacher professional development. | Data to Show Need 1:2018-2019 Georgia Milestones and i-Ready Diagnostic Results |
| Need 2: Increase the number of students in grades K-8th scoring proficient and above in mathematics. Two math coaches were hired to support teacher professional development. Math intervention teacher was hired to address student deficit and support student growth. | Data to Show Need 2:2018-2019 Georgia Milestones and i-Ready Diagnostic Results |
| Need 3:  | Data to Show Need 3: |

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| **2a.i:** School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;****2a.ii**: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **use methods and instructional strategies strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education** **4a:** Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B) |
| **Goal 1:** * The percentage of 2019 fourth grade students achieving proficient or distinguished learner on the Georgia Milestones math assessment will increase by 3% in 2020 for these same students in fifth grade (36% to 39%).
* The percentage of 2019 sixth grade students achieving proficient or distinguished learner on the Georgia Milestones math assessment will increase by 3% in 2020 for these same students in seventh grade (29.3% to 32.3%).
 |
| **Evidenced Based Strategies and Interventions**  | **Level of Evidence****(if level 4 – a logic model is required)** | **Timeline for Implementation** | **Cost** | **Person Responsible**  |
| Math Instructional Coach (2) | See Logic Model | August 2019 – May 2020 | Please refer to budget report per principal | Principal |
| Math Content Professional Development (Metro RESA; GCTM) | See Logic Model | August 2019 – May 2020 | Local Funds | Instructional CoachesPrincipal |
| iReady Intervention | See Logic Model | September 2019 – May 2020 | Local Funds | Dir. of Curriculum & InstructionInstructional Coaches |
| FastBridge | See Logic Model | August 2019 –May 2020 | District | Dir. of Curriculum & InstructionAssistant Principals |
| SLDS Professional Development (GaDOE) | See Logic Model | September 2019 – May 2020 | Local Funds | PrincipalAssistant Principals |
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| **Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

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| **Economically Disadvantaged** | **Foster and Homeless** |
| Early Intervention ProgramSaturday AcademyAfter School Tutorial | N/A |
| **English Learners** | **Migrant** |
| Early Intervention ProgramSaturday AcademyAfter School Tutorial | N/A |
| **Race/Ethnicity** | **Students with Disability** |
| Early Intervention ProgramSaturday AcademyAfter School Tutorial | Early Intervention ProgramSaturday AcademyAfter School Tutorial |

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| **2a.i:** School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;****2a.ii**: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **use methods and instructional strategies strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education** **4a:** Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B) |
| **Goal 2:** * The student growth percentile in English Language Arts for the 2019 fourth grade students will increase by 3% in 2020 for these same students in fifth grade; from 78.7% to 81.7%.
* The student growth percentile in English Language Arts for the 2019 seventh grade students will increase by 3% in 2020 for these same students in eighth grade; from 78.3% to 81.3%.
 |
| **Evidenced Based Strategies and Interventions**  | **Level of Evidence****(if level 4 – a logic model is required)** | **Timeline for Implementation** | **Cost** | **Person Responsible**  |
| Reading Intervention Teacher | See Logic Model | August 2019 – May 2020 | Please refer to budget report per principal | PrincipalIntervention Specialist |
| Mentor Texts  | See Logic Model | August 2019 –May 2020 | Local Funds | Assistant PrincipalsPrincipals |
| iReady Intervention | See Logic Model | September 2019 – May 2020 | Local Funds | Intervention SpecialistReading Intervention Teacher |
| FastBridge | See Logic Model | August 2019 –May 2020 | District | Intervention SpecialistAssistant Principals |
| **Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

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| **Economically Disadvantaged** | **Foster and Homeless** |
| Early Intervention ProgramSaturday AcademyAfter School Tutorial | N/A |
| **English Learners** | **Migrant** |
| Early Intervention ProgramSaturday AcademyAfter School Tutorial | N/A |
| **Race/Ethnicity** | **Students with Disability** |
| Early Intervention ProgramSaturday AcademyAfter School Tutorial | Early Intervention ProgramSaturday AcademyAfter School Tutorial |

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| **2a.i:** School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;****2a.ii**: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **use methods and instructional strategies strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education** **4a:** Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B) |
| **Goal 3:** Decrease the percent of students scoring below grade Lexile level on the 2020 Georgia Milestones. The 2019 sixth grade below level percentile of 31.5% will decrease to 28.5% for these same students in seventh grade. The 2019 fourth grade below level percentile of 32.6% will decrease to 29.6% for these same students in fifth grade. |
| **Evidenced Based Strategies and Interventions**  | **Level of Evidence****(if level 4 – a logic model is required)** | **Timeline for Implementation** | **Cost** | **Person Responsible**  |
| Reading Intervention Teacher | See Logic Model | August 2019 – May 2020 | Please refer to budget report per principal | PrincipalIntervention Specialist |
| Guided Reading  | See Logic Model | August 2019 –May 2020 | Local Funds | Assistant PrincipalsPrincipals |
| iReady Intervention | See Logic Model | September 2019 – May 2020 | Local Funds | Intervention SpecialistReading Intervention Teacher |
| FastBridge | See Logic Model | August 2018 –May 2019 | District | Intervention SpecialistAssistant Principals |
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| **Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

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| **Economically Disadvantaged** | **Foster and Homeless** |
| Early Intervention ProgramSaturday AcademyAfter School Tutorial | N/A |
| **English Learners** | **Migrant** |
| Early Intervention ProgramSaturday AcademyAfter School Tutorial | N/A |
| **Race/Ethnicity** | **Students with Disability** |
| Early Intervention ProgramSaturday AcademyAfter School Tutorial | Early Intervention ProgramSaturday AcademyAfter School Tutorial |

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| 2a.iii School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include:** |
| a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas |
| *Response*The Main Street Academy (TMSA) has hired a full-time counselor and social worker to provide school-based services and referrals for wrap-around services to address the needs of all children. Additionally, TMSA has partnered with Woodward Academy for weekly peer tutoring services. Georgia State University education department and Spelman College Bonner Scholars provide academic support through tutorials and mentoring. |
| b. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools); |
| *Response*The Main Street Academy (TMSA) offers three high school courses to 8th grade students. TMSA also host High School Night to expose students to an array of high school options as well as an annual Career Day. Teachers and students complete the career awareness lessons aligned to Georgia’s 17 Career Clusters. |
| c. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); |
| *Response*The Main Street Academy began implementing Positive Behavior Interventions and Support (PBIS) in 2017-2018 school year. Additionally, in August 2018, TMSA adopted the Leader In Me process to address school culture and climate as well as student behavior. TMSA will continue the Leader In Me process in 2019-2020 and began exploring house systems for the upcoming school year. |
| e.strategies for assisting preschool children in the transition from early childhood education |
| *Response* The Main Street Academy participates in Preschool Transition programs at various preschools throughout College Park, Hapeville, and East Point. Additionally, TMSA host an Open House for rising Kindergarten students and parents in February. School visits and tours are conducted monthly throughout the school year. |

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| **3**. **Schoolwide Plan Development: Sec. 1114(b)(1-5)** |
| a. is developed during a 1-year period, unless – the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section; |
| *Response*The Main Street Academy developed a school-wide plan for the 2019-2020 academic school year with the input of stakeholders. TMSA uses multiple methods of communication to invite all parents to provide input in the Title I school-wide planning process. With the participation and input of all school’s stakeholders, we have developed and will revisit the comprehensive school improvement plan annual for revisions.  |
| b. is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extend feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school; |
| *Response*The Main Street Academy invited the stakeholders (i.e. instructional staff; parents; parent liaison) to participate and provide input in the Title I school-wide planning process. The team members will develop the plan and will revisit the comprehensive school improve annually for revisions. |
| c. remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards; |
| *Response*The development plan will be monitored and revised based on the student needs. The plan will remain in effect for the 2019-2020 academic school year. The plan will be regularly monitored and revised as necessary based on student needs. The plan will remain in effect for the school year. |
| d.is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. |
| *Response* Open lines of communication between families and The Main Street Academy via email, the TMSA website, PTO meetings, and newsletters will be supported and increased during the 2019-2020 school year. The Parent and Family Engagement Plan and the School-Student-Parent Compact will partner and work collaboratively to help children achieve Georgia’ Standards by outlining how the parents, the school staff and the students achieve academic success. After the Title I school-wide plan, PFEP, and School-Student-Parent Compact are created, they will be posted on the school website and also in the Parent-Liaison office.  |

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| 4b: Describe how the school will use and implement effective parent and family engagementstrategies for parents of English Learners. Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) |
| *Response*The Main Street Academy will create an environment that welcomes, encourages, and connects family and community members to the school (i.e. Grandparents’ Day, Bring Your Parent to School Week, Read Across TMSA Day). Additionally, TMSA will establish structures that promote clear and open communication between the school and stakeholders. Moreover, TMSA will continue to develop the capacity of families to use support strategies at home that will enhance academic achievement, social and emotional learning, career awareness, post-secondary education, etc.  |
| 4c: If a middle or high school, describe how the school will implement strategies to facilitateeffective transitions for students from middle grades to high school and from high school topostsecondary education including, if applicable— |
| i. through coordination with institutions of higher education, employers, and other localpartners |
| *Response***Transition from 5th grade to Middle School*** Students in current 6th grade classes prepare an orientation packet for their upcoming peers. This packet is narrated by the actual students and shares peer-based advice and observations through transition.
* Fifth grade teachers implement a MOCK MIDDLE SCHOOL week where they walk their students through the structure of what a regular Middle School day might look like – exchanging classes and receiving new responsibilities.
* Parents and students attend “transitioning to middle school” series of workshops hosted by school counselor

**Transition from 8th grade to High School** * Students and parents attend “Magnet Night” in the fall. Fulton County high school counselors / magnet coordinators showcase their schools and provide admission information
* Students attend high school open house and tour days

**New Student Enrollees / All Students**Open House |
| ii. through increased student access to early college high school or dual or concurrentenrollment opportunities, or career counseling to identify student interests and skills |
| *Response*The Main Street Academy invites various professionals to the annual career day. Students also complete the career awareness lessons aligned to Georgia’s 17 Career Clusters to identify their interests and skills. |

**Professional Development Plan**

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| 2d. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects |
| **Professional Learning** **Strategy**  | **Professional Learning Timeline**  | **Estimated Cost, Funding Source, and/or Resources** | **Monitoring Teacher Implementation of Professional Learning** | **Evidenced Based Level****&****Artifacts/Evidence of Impact on Student Learning** |
| * Waste, Fraud, Abuse, and Corruption
* Title I Complaint Process
 | August 2019 | $0 | Title I Office Monitoring | Agenda, Sign In Sheet, Handouts |
| Teachers attend Institute for Multi-Sensory Orton-Gillingham training  | August, September, October 2019 | Title I -$6,450 General Funds - $15, 000  | Sign-in Sheet Agenda Prof. Dev. Leave PowerPoint  | Walkthrough/observationsQuarterly FastBridge Assessments/Data Lesson Plans  |
| Teachers attend Schoolwide Enrichment Model Sustained Support  | Ongoing | $0 |  Sign-In Sheet/ Agenda Focus Walk  | Focus Walk DataStudent Enrichment Fairs  |
| Teachers attend Georgia Center for Assessment – Literacy & Writing  | January 2020 | Gen. Funds - $3,575 | Sign-In Sheet/ Agenda Focus Walk  | Agenda/Handouts Student Writing Samples |
| Teachers attend Georgia Teacher of Social Studies Conference  | October 2019 | Gen. Funds - $2,000  | AgendaProf. Dev. Leave | Handouts/Lesson Plans Performance Tasks/Student Work  |
| Teachers attend Guided Reading/Reading Behaviors | Ongoing | $0 | Sign-in Sheet / Agenda / PowerPoint/ Focus Walk/ Lesson Plans  | Handouts/ Lesson plans Performance Tasks / Student Work/ Quarterly FastBridge Assessment |
| Teachers attend Georgia Science Teachers Association  | February 2020 | Gen. Funds - $2,000 | Agenda aProf. Dev. Leave Lesson Plans | Handouts/Lesson Plans/ Performance Tasks/ Student Work/ Science Fair Projects |
| Teachers attend Math Instruction Effective Delivery  | Ongoing | $0 | Sign-In Sheet/Agenda Focus Walk/ PowerPoint | Handouts/ Lesson Plans/ Performance Tasks / Student Work |
| Teachers attend Georgia Council on Economic Education Workshops  | September 2019- May 2020 | $0 | Agenda Prof. Dev. Leave Lesson Plans  | Handouts/ Lesson plans / Performance Tasks / Student Work / Social Studies Fair Projects  |
| Teachers attend Leader in Me Training | August 2019 | Local Funds  | Sign- In Sheet/ Lesson Plans/ Focus Walk  | Handouts/ Lesson plans / Student Work/ Leader In Me Pep Assemblies / Student Work  |

**Parent and Family Engagement Plan**

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| **Parent Engagement Activities** | **Timeline** | **Estimated Cost, Funding Source, and/or Resources** | **Person(s) Responsible** | **Evaluation Results** | **Artifacts/Evidence of Impact on Student Learning** |
| **Parent & Family Engagement Plan (PFEP)** | September 2019 | $0 | PrincipalParent Liaison | Georgia Department of Education Checklist for Compact and PFEPParent feedback and request for revisions | to Survey Results |
| **School-Family Compact** | Revised/Approved by October 2019100% Compacts collected by October 31, 2019 | $0 | PrincipalParent LiaisonTeachersStudentsParents | Georgia Department of Education Checklist for Compact and PFEPSummary of parent survey results | Staff Input Meetings / Grade Level CollaborationTitle I Annual MeetingParent Input Meetings* Agenda
* Minutes
* Feedback forms
 |
| **Title I Annual Parent Meeting** | September 2019 | $0 | PrincipalParent LiaisonTeachersStudentsParents | Georgia Department of Education Checklist for Compact and PFEP | AgendaSign-in SheetMinutesPowerPoint PresentationParent Invitation (Newsletter, Website, Marquee) |
| **Parent Input Meeting (1%)****Stakeholder input in Title I plan** | Spring 2020 | $0 | PrincipalParent LiaisonParentsStudentsTeachers | Parent SurveyGeorgia Department of Education Checklist for Compact and PFEP | AgendaSign-in SheetMinutesPowerPoint PresentationParent Invitation (Newsletter, Website, Marquee) |
| **Student Assessment & Results Parent Meeting** | Throughout the school year | $0 | PrincipalParent LiaisonTeachersStudentsParents | Title I Parent Workshops Evaluations | School-parent compactParent-Teacher conferencesParent workshopsAnnual Title I Meeting |
| **Transition Meetings****(Preschool Programs; all transitions)** | Throughout the school year | $1,000 – Parent Teacher Organization (PTO) | PrincipalParent LiaisonTeachersStudentsParentsSchool Counselor | Participant Surveys | AgendaSign-in SheetMinutesPowerPoint PresentationParent Invitation (Newsletter, Website, Marquee)Survey Results |
| **Building Staff Capacity** | August 2019March 2020 | $0 | Parent LiaisonAll Staff | Staff Assignments & Follow-up Evaluations | AgendaSign-in SheetMinutesPowerPoint PresentationSurvey Results |
| **Parent Resource Center** | August 2019 – May 2020 | $500 – Title I – Core Content Supplies | Parent LiaisonParents | Visitor LogResource check-out log | Flier with hours/days of operationVisitor log |
| **Monthly Title I Parent Meetings/****Family Nights** | September 2019 – May 2020 | $1,000 – PTO | PrincipalTeachersParent LiaisonStudentsParents | Title I Parent Workshop/Meetings Evaluations | CompactCalendar of eventsAgendaSign-in SheetMinutesPowerPoint PresentationParent Invitation (Newsletter, Website, Marquee)Survey Results |