






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 <input checked="" type="checkbox"/>		Targeted Support School <input type="checkbox"/>
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:

District Strategic Plan Outcomes

Focus Area	Outcome
	Our goal is to prepare all students to graduate ready to pursue and succeed on their chosen paths
 Student Achievement	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
 People & Culture	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
 Community Collaboration	Partnerships: Increase the percentage of schools with impactful 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
 Fiscal Responsibility	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

<p>1. Comprehensive Needs Assessment: Sec. 1114(b)(6)</p>
<p>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)</p>
<p>Describe the Comprehensive Needs Assessment Process used developing your needs and goals for your Strategic Plan and/or 90-day plan.</p>
<p><i>Response</i></p> <p>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.</p> <p>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.</p> <p>The free/reduced lunch percentage for the school is 56.72%</p>
<p>Review your data by subgroup and note areas of deficit. (ED, EL, Race, SWD)</p>

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 plan or 90-day plan (if none, type N/A)

Need 1: Increase the number of students in grades K-8 th scoring proficient and above in mathematics.	Data to Show Need 1: 2018-2019 Georgia Milestones and i-Ready Diagnostic Results
Need 2: Increase fluency and comprehension for grades K-8 th .	Data to Show Need 2: 2018-2019 Georgia Milestones and i-Ready Diagnostic Results
Need 3: N/A	Data to Show Need 3:

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

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

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

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%).

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 #1	See Logic Model	August 2019 – May 2020	Please refer to budget report per principal	Principal

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

Economically Disadvantaged	Foster and Homeless
Early Intervention Program Saturday Academy After School Tutorial Math Content Professional Development (Metro RESA; GCTM) iReady Intervention SLDS Professional Development (GaDOE) SLDS Professional Development (GaDOE)	N/A
English Learners	Migrant
Early Intervention Program Saturday Academy After School Tutorial Math Content Professional Development (Metro RESA; GCTM) iReady Intervention SLDS Professional Development (GaDOE)	N/A
Race/Ethnicity	Students with Disability
Early Intervention Program Saturday Academy After School Tutorial	Early Intervention Program Saturday Academy After School Tutorial Math Content Professional Development (Metro RESA; GCTM) iReady Intervention SLDS Professional Development (GaDOE)

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

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

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

Goal 2:

- 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

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

Economically Disadvantaged	Foster and Homeless
Early Intervention Program Saturday Academy After School Tutorial Math Content Professional Development (Metro RESA; GCTM) iReady Intervention SLDS Professional Development (GaDOE) SLDS Professional Development (GaDOE)	N/A
English Learners	Migrant
Early Intervention Program Saturday Academy After School Tutorial Math Content Professional Development (Metro RESA; GCTM) iReady Intervention SLDS Professional Development (GaDOE)	N/A
Race/Ethnicity	Students with Disability
Early Intervention Program Saturday Academy After School Tutorial	Early Intervention Program Saturday Academy After School Tutorial Math Content Professional Development (Metro RESA; GCTM) iReady Intervention SLDS Professional Development (GaDOE)

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

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

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

Goal 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.

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	Principal Intervention Specialist

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

Economically Disadvantaged	Foster and Homeless
Early Intervention Program Saturday Academy After School Tutorial Guided Reading Implementation iReady Intervention	N/A
English Learners	Migrant
Early Intervention Program Saturday Academy After School Tutorial Guided Reading Implementation iReady Intervention	N/A
Race/Ethnicity	Students with Disability
Early Intervention Program Saturday Academy After School Tutorial Guided Reading Implementation iReady Intervention	Early Intervention Program Saturday Academy After School Tutorial Guided Reading Implementation iReady Intervention

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.

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 extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

Response

The 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.

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

Response

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 facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—

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

Response

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 concurrent enrollment 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

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
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/observations Quarterly FastBridge Assessments/Data Lesson Plans
Teachers attend Schoolwide Enrichment Model Sustained Support	Ongoing	\$0	Sign-In Sheet/ Agenda Focus Walk	Focus Walk Data Student 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	Agenda Prof. 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 a Prof. 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





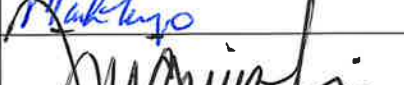

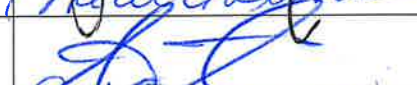
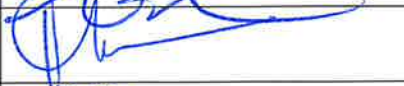

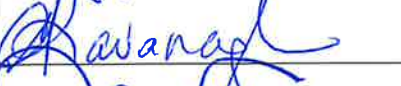








Parent and Family Engagement Plan

* Title I Parent and Family Engagement requirements are mandated.

Parent Engagement Activities	District Requirement Deadline	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible	Date Principal will meet with the school's Parent / Family Engagement designee to ensure requirements are completed with fidelity
School and District Parent & Family Engagement Plan (PFEP) sent home and on school website	10/15/19	10/15/19	Parent Liaison, Principal, Assistant Principal, Communications Director	10/15/19
School-Family Compact sent home and on the school website	10/15/19	10/15/19	Parent Liaison, Principal, Assistant Principal	10/15/19
School-Family Compact discussed in parent-teacher conferences (elementary)	12/20/19	Oct 2019-Dec 2019	Teachers, Principal, Assistant Principal	Jan 2020
Annual Title I Parent Meeting held and documents on school website	9/27/19	9/25/19	Parent Liaison, Principal, Assistant Principal, Communications Director	9/23/19
Parent Input Meeting Held	3/29/20	3/10/20	Parent Liaison, Principal, Assistant Principal	3/5/20
Transition Meetings	5/15/20	5/5/20	Parent Liaison, Principal, Assistant Principal	4/28/20
Building Staff Capacity (Fall and Spring)	Fall: 12/6/19 Spring: 3/13/20	Fall: Oct 2019-Nov 2019 Spring Jan 2020-Mar 2020	Parent Liaison, Principal, Assistant Principal	Oct 2019-Nov 2019
Parent Resource Center Open House held	12/6/19	10/23/19	Parent Liaison, Principal, Assistant Principal	10/25/19
Monthly Title I Parent Meetings/ Family Night <ul style="list-style-type: none"> Literacy/Reading Math Curriculum Night Testing and Assessment (Milestones) Technology (HAC & Copyright Piracy) English Learner Specific Events Transition Meetings Others 	Once a month is recommended. Enter your titles and dates in the next column.	Oct 2019-April 2020 <ul style="list-style-type: none"> Literacy/Reading Math Curriculum Night Testing and Assessment (Milestones) Transition Meetings Responsible Cyber Use and Bullying 	Parent Liaison, Principal, Assistant Principal, Staff, Teachers	Oct 2019-April 2020

Annual Survey Distributed and on Website Annual Survey Results on website	4/30/20 5/15/20	4/30/20 5/15/20	Parent Liaison, Principal, Assistant Principal, Communications Director	4/20/20 5/13/20

The following stakeholders collaborated on this Title I Plan. Agendas and sign-in sheets for all Title I planning meetings must be uploaded in Crate.

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 Temprow		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