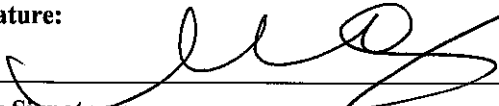









TITLE I SCHOOLWIDE PLAN

School Name: College Park Elementary	District Name: Fulton
Principal Name: Maisha Otway Ed.D	School Year: 2018-2019
School Mailing Address: 2075 Princeton Avenue College Park, GA 30337	
Telephone: 470-245-8040	
District Title I Director/Coordinator Name: Catherine Harper	
District Title I Director/Coordinator Mailing Address: 6201 Powers Ferry Rd., Atlanta, GA 30339	
Email Address: harpered@fultonschools.org	
Telephone: 470-254-0426	



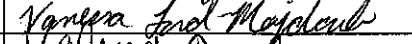
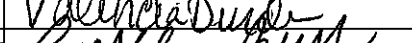
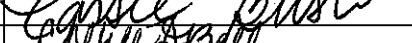


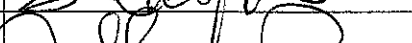

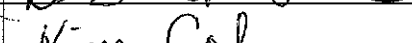

ESSA ACCOUNTABILITY STATUS

Comprehensive Support School <input checked="" type="checkbox"/>	Targeted Support School <input type="checkbox"/>
Principal's Signature: 	Date: 8/31/18
Title I Director's Signature:	Date:
Revision Date:	Revision Date:

District Strategic Plan Outcomes

Focus Area	Outcome
 <small>Strategic Plan 2022</small>	Our goal is to prepare all students to graduate ready to pursue and succeed on their chosen paths
 Student Achievement	<p>3rd grade literacy: Increase the percentage of students reading at or above grade level in 3rd grade</p> <p>Middleschool proficiency: Increase the percentage of students who score proficient on nationally norm-referenced assessments in core subject areas by 8th grade</p> <p>On-track for graduation: Increase the percentage of 9th graders earning course credits needed to be on-track for graduation and the percentage of 10th graders meeting the college readiness benchmark on the PSAT</p> <p>Student success skills: Increase the percentage of students who demonstrate mastery of academic and interpersonal skills needed for college, career and life success</p>
 People & Culture	<p>School and district culture: Increase the percentage of families and students who would recommend FCS as a place to attend school to a family member or friend</p> <p>Staff engagement: Increase the percentage of employees who would recommend FCS as a place to work to a family member or friend</p> <p>Teacher retention: Increase retention of teachers beyond their 5th year</p>
 Community Collaboration	<p>Partnerships: Increase the percentage of schools with impactful partnerships that align to school goals</p> <p>School governance: Increase the percentage of effective School Governance Councils</p> <p>Family engagement: Increase the percentage of families who feel empowered to support their students' educational journeys</p>
 Fiscal Responsibility	<p>Funding to schools: Maintain a high percentage of the overall budget that directly supports schools</p> <p>Budget management: Review and report the variance of budgeted and actual revenues and expenditures, while considering long-term budget impact</p> <p>Transparent and efficient management of local funds: Reduce the number of audit findings for Student Activity funds and ensure effective management of funds between schools and School Governance Councils</p>

Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Maisha Otway Ed.D		Principal
Shantara Crooks		Assistant Principal
Vanessa Ford-Majdoub		Curriculum Support Teacher
Valencia Durden		Instructional Coach
Cassandra Bush		Instructional Coach
Cheree Bell		Parent
SanChea Simmons		Parent Liaison
Deshunta Ross		K Teacher
Kim Cole		3 rd grade Teacher
Kristen McNeil		1 st grade Teacher
Denise Muller		2 nd Grade Teacher

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 for your Strategic Plan and/or 90-day plan.

Response

College Park ES leaders involved with executing the instructional aspects of the plan, parents, AZ area executive director and program specialist voluntarily worked together to devise the school's 90 day Plan to be used to develop our Title 1 strategic plan.

To develop our plan we went through the process of conducting a root cause analysis and determine our student achievement has been impacted by the lack of implementation of these top three items. College Park ES does not have a clear system in place to analyze data and take critical actions based upon the data. Our discipline data shows student suspensions are higher than 226 per year and students are not taught/supported on positive behaviors. Guided reading expectations and teacher planning does not include a teacher monitoring tool specific to each guided reading level aligned with the standards.

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

Response

Below you will find the percentage of learners that scored at the beginner level by grades 3-5 on the 2018 GMAS

	ED	EL	Black	SWD
ELA	60%	58%	60%	58%
Math	53%	51%	53%	51%

Below you will find the disparity in overall K-2 overall At-Risk performance in reading and math on the spring 2018 FastBridge © Online Benchmark Assessments

	Kdg	1 st	2 nd
Rdg	41%	48%	49%
Math	44%	53%	44%

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:

Attendance

Data to Show Need 1:

<=5 Abs	>=10 Abs	>=15 Abs
546	336	163

	Data to Show Need 2:
Need 3:	Data to Show Need 3:

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

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

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

Goal 1:

Literacy Goal: 30% of K-5 grade learners will demonstrate reading proficiency or higher on the spring 2019 K-2FastBridge/3-5 GA Milestones.

Math Goal: 30% of K-5 grade learners will demonstrate math proficiency or higher on the spring 2019 K-2FastBridge/3-5 GA Milestones.

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost	Person Responsible
Instructional Coach K-2	See Logic Model	August 2018-May 2019	Please refer to budget report per Principal	Principal
Instructional Coach 3-5	See Logic Model	August 2018-May 2019	Please refer to budget report per Principal	Principal
Leveled Literacy Intervention (LLI)	Strong (ESSA)	October 2018-May 2019	\$17,522	Intervention Reading Teachers

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

Economically Disadvantaged	Foster and Homeless
RTI Block small group interventions for Rdg. Saturday School small group rdg/math	RTI Block small group interventions for Rdg. Saturday School small group rdg/math
English Learners	Migrant
RTI Block small group interventions for Rdg. Saturday School small group rdg/math	N/A
Race/Ethnicity	Students with Disability
RTI Block small group interventions for Rdg. Saturday School small group rdg/math	RTI Block small group interventions for Rdg.

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

School based mental health services: Odyssey Family Counseling Center is assigned as a school based mental health therapy to work with learners in need of therapy.

Community Based Health Center: Health center to provide medical services for students and families in need.

Communities in Schools Program: support school attendance, social emotional and academic for 3-5 learners.

CEIS teachers: Support student behaviors on de-escalation practices, social emotional supports.

Path2Shine mentoring program: Once a week afterschool mentoring and homework support program.

School wide counseling lessons 2x a month for character education

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 Not applicable

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

We are in the GADOE Installing Tier of Positive Behavior Intervention and Supports. Our (PBIS)TIGER PAWS program is in place for grades PreK-5.

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

Response

Kindergarten Transition

The school holds a Kindergarten Day for Pre-K students enrolled in the school's Pre K program. Local Pre K providers bring their Pre K students to tour the school and visit kindergarten classrooms. The school holds a kindergarten "Round Up" event for rising students and their parents. Students spend two hours in kindergarten classrooms to experience some parts of a typical schedule, listen to stories, and take a tour of our building. Parents meet with the administrative team to learn about school expectations, curriculum, assessments and general policies and procedures.

Our administrative team meets with prospective parents if they request a tour.

Middle School Transition

- Fifth grade students take a tour of Woodland Middle School in the spring.
- Sixth grade students meet with fifth grade students to share suggestions for the transition to the middle school courses.

New Student

- School instructional meets with parents if needed to get information about any special services.
- Teacher assess students to determine instructional program.
- Teachers meet with parents upon request.

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

Stakeholder input was used over the course of 2018 to support the development College Park ES plan. As a Turn-Around School we have worked with the schoolwide data to include all stakeholders through multiple areas and methods of meetings to review the needs of the school and the needs for student achievement. We will review the plan with the district shepherd, community stakeholders and staff.

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

This plan aligns with the work developed in the 90-Day Plan process that is an inclusive process that includes the staff and the community. College Park ES parents were informed of the participation opportunities via our school call-out system, class dojo and paper flyers. Our team consists of the principal, instructional leadership team, teacher leadership team, parents, and SGC Members.

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

Data will be monitored three times a year and shared with the district, SGC and school community.

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

Once approved the plan will be placed in the school’s Family Engagement Center and local library for public access. Digital copies will also be available upon request.

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 school will request interpreters and send and provide communication in the known native language.

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

Not applicable

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

Not applicable

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
<ul style="list-style-type: none"> • Waste, Fraud, Abuse, and Corruption • Title I Complaint Process 	August 2018	\$0	Title I Office Monitoring	Agenda, Sign In Sheet, Handouts,
Guided Reading Training for K-5 Teachers	September 2018 November 2018 December 2019 January 2019	Local Resources	Instructional Coaches CST	Walkthrough/observations Fastbridge Growth Measure
Reading Data Analysis Support	September 2018 October 2018 February 2019 March 2019	District Provided	District Program Specialist	Walkthrough/observations Fastbridge Growth Measure
Reading Assessment Training	August 2018	District Provided	District Program Specialist	Walkthrough/observations Fastbridge Growth Measure
Math Data analysis Support	October 2018 December 2018 March 2019	Local resources	Instructional Coaches CST	Walkthrough/observations Fastbridge Growth Measure
Collaboration Structures	Monthly August 2018 – April 2019	Local resources	Principal	SLZ/AZ support circle meetings
College Park Teacher Academy (CPTA)	August 2018-May 2019	Local Funds	Teacher leaders New teachers	TKES TAPS

Parent and Family Engagement Plan

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)	<ul style="list-style-type: none"> Parent, staff revisions SP18 Distributed by October 31st Newly enrolled receive copies upon registration 	\$36 for copies	Parent liaison	GaDOE checklist (new template) parent feedback and suggestion for revisions to the PFEP's content Parent survey including questions which are relevant to content included in the PFEP	Parent/staff/student feedback and supporting documents from input meetings and opportunities evidence of distribution on or before Oct. 31 st ;
School-Family Compact	8/18 Revised with district and parent input 10/31/18 due date for all presently enrolled 12/18 final full school received	\$0	Parent Liaison Staff Parents Students (K-5)	GaDOE checklist (new template) Parent survey including questions which are relevant to content included in the compact	Parent/staff/student feedback and supporting documents from input meetings and opportunities Signature pages signed and dated on or before Oct. 31 st
Title I Annual Parent Meeting	<ul style="list-style-type: none"> September 25th 	\$0	Principal Parent Liaison Staff Parents	Georgia Department of Education Checklists for compact and PFEP	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, all parents/families invitations
Parent Input Meeting (1% Stakeholder input in Title I plan)	Input Meeting March/April 2019	\$0	Principal Parent Liaison Staff Parents	Georgia Department of Education Checklists for Parent Input and Stakeholder	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, all parents/families invitations incl. website, feedback forms, summary, surveys
Student Assessment & Results Parent Meeting	October CCRPI results	\$0	Parent Liaison Parents/families	Title I Parent Workshops/Meetings evaluations	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, all parents/families invitations
Transition Meetings (Preschool Programs; all transitions)	Sept Curriculum Night April/May transition mtg programs Prek and 5 th grade	\$0	CST Parent Liaison Parents/families	Title I Parent Workshops/Meetings evaluations	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, all parents/families invitations
Building Staff Capacity	Oct 17, 2018 March 13, 2019	\$0	Parent Liaison Teachers	Workshops/Meetings evaluations	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts
Parent Resource Center	Sept 25 Orientation Daily	\$0	Parent Liaison Teachers	Surveys	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts
Monthly Title I Parent Meetings/Family Nights	August 28- Parent Forum September 7 - Reading	Donations as needed	Parent Liaison Teacher leaders	Feedback forms	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts

w/Grandparent's Day (10:00 am-12:00 pm)
 25- Annual Title I Meeting followed by Curriculum Night (5:30 pm – 7:00 pm)
October
 16 - Literacy Parent Game Day (9:00 - 10:00am)
 16 – Literacy Family Game Night (6:00 - 7:30pm)
November
 13 – Family Math Game Day 9am-10am and 6pm- 7pm
 27 – Tiger's STEAM Fun Night (6:00 pm – 7:00 pm)
December
 3 – Men's Day followed by a Reading Workshop with your child (7:00 am- 9:00 am)
 4 – Tiger's Reading Night at the Public Library (6:00 pm- 7:00 pm)
 13– Social Studies Fair
 January
 16 – Technology Day 9am-10am and 6pm-7pm
 31 – HAPPY BIRTHDAY TO ME!!!

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	<p>February 12 – Math and Literacy Night at the local Grocery Store Wayfield</p> <p>March 12 – March Madness, Georgia Milestone Prep 9am-10am and 6pm-7pm</p> <p>April 9 - Training for Georgia Milestone</p> <p>May 2 – Moving up Day Pre-k from community and within **I will set up a Transitional Table during grade level Award Days and I will be giving out summer packets summer information.</p>				
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