






TITLE I SCHOOLWIDE PLAN		
School Name: Evoline C. West Elementary		District Name: Fulton County
Principal Name: Jennifer Burton		School Year: 2018-2019
School Mailing Address: 7040 Rivertown Road; Fairburn, GA 30213		
Telephone: 470-254-3460		
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		
ESEA ACCOUNTABILITY STATUS		
Comprehensive Support School <input 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
	<p>Our goal is to prepare all students to graduate ready to succeed on their chosen paths.</p>
 Student Achievement	<p>3rd Grade Literacy: Increase the percentage of students reading at or above grade level in 3rd grade.</p> <p>Middle School 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 ninth 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>

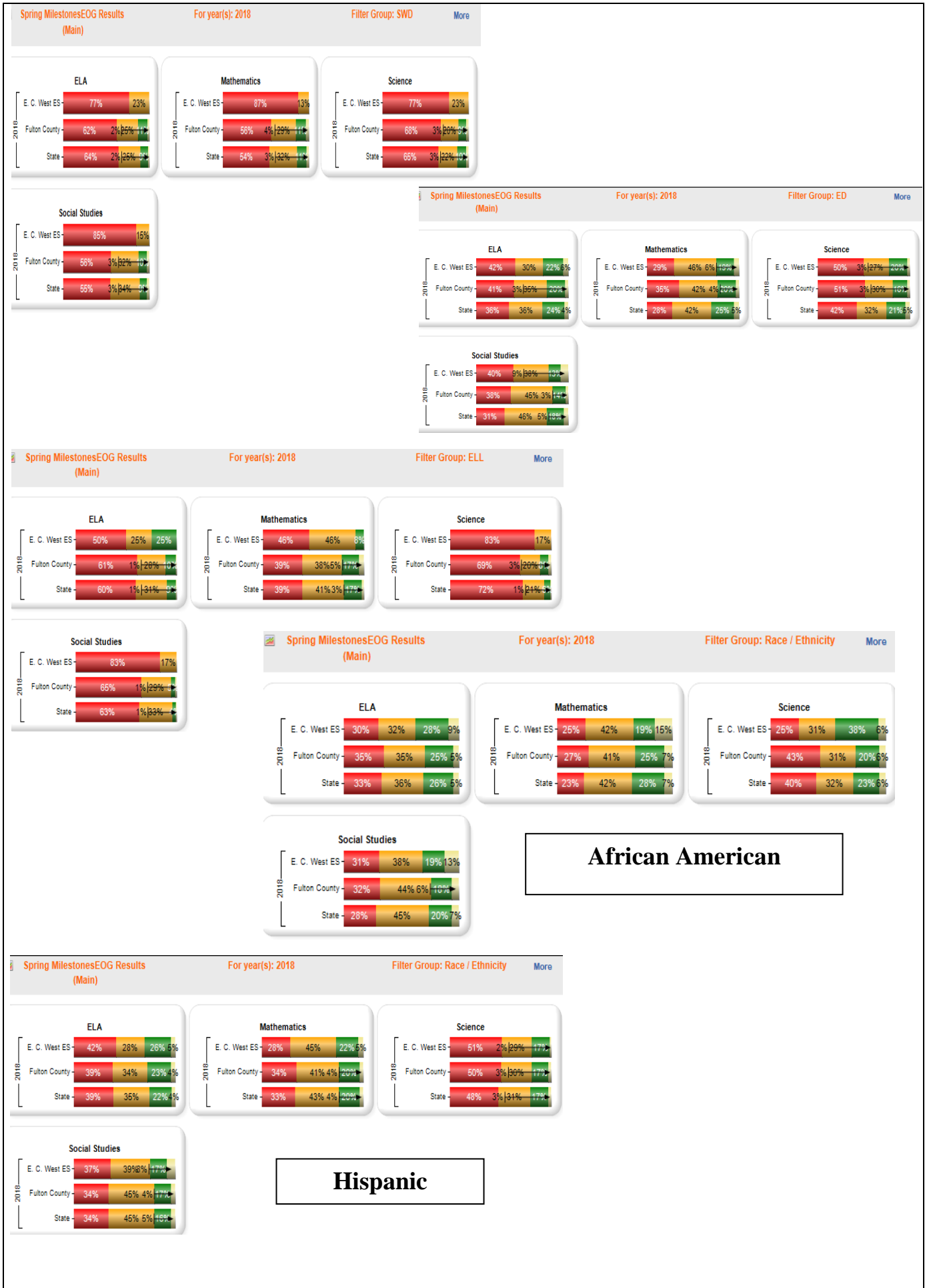
1. Comprehensive Needs Assessment: Sec. 1114(b)(6)

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 to develop the needs and goals for your Strategic Plan and/or 90-day plan.

Evoline C. West ES's 90-Day Plan is developed with the collaboration of all stakeholders: administrators, teachers, support staff, parents, and community members. Stakeholders are solicited for their input and feedback via annual surveys, strategic planning meetings, leadership meetings, improvement teams, and school governance activities. Survey links are disseminated in April to allow all stakeholders to provide feedback on current activities and strategies. The results are compiled and discussed with the Comprehensive Needs Assessment (CNA) Committee. Once the needs assessment is completed, all stakeholders are invited to a meeting to review and give feedback for the upcoming Title I Schoolwide Plan. Focus groups are held to identify areas of deficit and strengths for the upcoming school year. All the information is collected, analyzed and long term goals are developed based on the input received.

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



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:	Data to Show Need 1:
Need 2:	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 to 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: Increase the number of students scoring Level 3 and 4 on the Math and ELA GMAS by 10% (ELA goals: 3rd grade's goal is 29%, 4th grade's goal is 43%, and 5th grade's goal is 44%. Math goals: 3rd grade's goal is 33%, 4th grade's goal is 37% and 5th grade's goal is 47%).

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	Level 4 – Rationale (Logic Model)	July 1, 2018 – June 30, 2019	FY19 Title I SWP budget	Math Coach/Principal/Title I Department
Instructional Paraprofessional	Level 4 – Rationale (Logic Model)	July 1, 2018 – June 30, 2019	FY19 Title I SWP budget	Instructional Para/Principal Title I Department

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

Economically Disadvantaged (ED)	Foster and Homeless
CST and ICs will monitor the ED subgroup's data and provide remediation and extension strategies based on the data. These students will also get the opportunity to attend Extended Learning.	Offer all foster and homeless students extended learning and check-ins with the counselor. ECW works closely with the school social worker. These students will also get the opportunity to attend Extended Learning.
English Learners (EL)	Migrant
The ELL department is providing students with balanced literacy support. In addition, the ELL teachers are providing Orton Gillingham phonics instruction. Students also receive Imagine Learning licenses. Which is an adaptive online language and literacy software. These students will also get the opportunity to attend Extended Learning.	N/A
Race/Ethnicity	Students with Disability (SWD)

CST and ICs will monitor the various race/ethnicity subgroup's data and provide remediation and extension strategies based on the data. These students will also get the opportunity to attend Extended Learning.

The IST will monitor the SWD subgroup's data and provide remediation and extension strategies based on the data. The IST will also adjust support as needed. Supports include but are not limited to IRR, collaboration (5th grade only), and co-teaching.

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: Increase the number of students scoring in the 30% percentile and above on the aMath and aReading FastBridge assessment by 10% (ELA goals: Kindergarten grade’s goal is 56%, 1st grade’s goal is 74%, and 2nd grade’s goal is 75%. Math goals: Kindergarten grade’s goal is 62%, 1st grade’s goal is 53% and 2nd grade’s goal is 69%).

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	Level 4 – Rationale (Logic Model)	July 1, 2018 – June 30, 2019	FY19 Title I SWP budget	Math Coach/Principal/Title I Department
Instructional Paraprofessional	Level 4 – Rationale (Logic Model)	July 1, 2018 – June 30, 2019	FY19 Title I SWP budget	Instructional Para/Principal Title I Department

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

Economically Disadvantaged (ED)	Foster and Homeless
CST and ICs will monitor the ED subgroup’s data and provide remediation and extension strategies based on the data. These students will also get the opportunity to attend Extended Learning.	Offer all foster and homeless students extended learning and check-ins with the counselor. ECW works closely with the school social worker. These students will also get the opportunity to attend Extended Learning.
English Learners (EL)	Migrant
The ELL department is providing students with balanced literacy support. In addition, the ELL teachers are providing Orton Gillingham phonics instruction. Students also receive Imagine Learning licenses. Which is an adaptive online language and literacy software. These students will also get the opportunity to attend Extended Learning.	N/A
Race/Ethnicity	Students with Disability (SWD)
CST and ICs will monitor the various race/ethnicity subgroup’s data and provide remediation and	The IST will monitor the SWD subgroup’s data and provide remediation and extension strategies based on

extension strategies based on the data. These students will also get the opportunity to attend Extended Learning.

the data. The IST will also adjust support as needed. Supports include but are not limited to IRR, collaboration (5th grade only), and co-teaching.

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;

The school's guidance counselor meets with students who are at risk of not performing to their potential through classroom guidance, individual, and small-group counseling practices to address issues in the social-emotional area that may impede core academic learning.

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);

Not applicable to Evoline C. West ES

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.);

Evoline C. West ES implements the integration of specially designed instruction within a multi-tiered system of supports (MTSS). Instruction and interventions for all students are implemented using a data-based problem-solving process that matches the intensity of support to meet student needs (both strengths and weaknesses). Effective universal instruction and interventions are provided for all students, including students with disabilities, who need various levels of supports to master grade-level academic standards. Under the reauthorization of the IDEA in 2004, students with disabilities are legally entitled to specially designed instruction, including intensive interventions, when the intensity of their needs warrants this level of support.

At Tier 1, instruction and support are designed and differentiated for all students in all settings to ensure mastery of challenging, state academic standards and universal instructional goals and expectations. At Tier 2, students will receive more focused, targeted instruction and supplemental intervention support aligned with the standards and universal instructional goals/expectations. At Tier 3, the most intense intervention will be implemented based upon individual student need and aligned with universal curriculum, instruction, and supplemental supports. Students at Tier 3 will engage in increased time per session for delivery, practice and feedback; narrowed focus; reduced group size; the most explicit and systematic instruction; and most frequent progress monitoring.

The Student Support Team (SST) will offer recommendations regarding action plans for intervention using the RtI process. Further data will be collected to determine the success of the intervention and if student placement in the Early Intervention Program (EIP) or specially designed instruction should be recommended.

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

Evoline C. West Elementary School will plan activities for assisting preschool children in the transition from early childhood programs. Pre-K parents are provided with transition activities and information throughout the year. Local childcare facilities are invited to visit our school to assist upcoming kindergarten students in the transition.

Fifth grade students are provided an opportunity to visit Bear Creek Middle School in May. Personnel from Bear Creek Middle School meet with fifth grade students to answer questions about middle school.

Tours of Evoline C. West Elementary School are given, upon request, to parents and students who move in, or are considering moving in, throughout the school year. New students, who enroll at the beginning of the year or during the year, are assessed to ensure they are receiving appropriate instruction. School information is provided to new families transitioning from private schools or public schools.

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;

Evoline C. West ES’s Title I SWP Plan was developed during a one-year period with the collaborative input from school staff; and multiple forms of communication were used to invite all parents, families, and community stakeholders to provide input and feedback.

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;

The Title I Schoolwide Program (SWP) Plan was jointly developed by teams of parents, administrators, teachers, and academic support staff who served on the CNA Committee, Building Leadership Team, and School Governance Council. All parents and other members of the community were invited to give input in the review and revision of the schoolwide plan. However, volunteers served on the planning committee to collaboratively analyze current and historical data, noting academic strengths and areas of deficit, and brainstorming evidence-based strategies to support prioritized needs. Participants were encouraged to give verbal feedback at the planning meeting sessions, as well as through the document reviews and email. Grade level chairs solicited input from their teams and shared the information at grade level meetings.

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;

The 90-Day Plan and Title I SWP Plan and its implementation will be regularly monitored and revised as necessary based on student needs. Student achievement data will be analyzed and reviewed monthly during PLC meetings. Feedback from stakeholder surveys will be analyzed annually.

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.

Evoline C. West ES’s Title I Schoolwide Program (SWP) Plan will be made available to the local educational agency, parents, and other stakeholders via the school’s website and upon request at the school. Additionally, the Title I plan will be communicated through an Annual Title I Parent Meeting to inform parents of district and schoolwide data. The principal will serve as the primary contact at the school for parents wishing to obtain additional information about the Title I SWP Plan.

Translation/interpretation services will be made available for speakers of languages other than English by the school staff and the district’s Title III Department. Translation and/or interpretation of the plan, to the extent feasible, shall be provided in any language, where there is a significant percentage of parents of participating students, whose primary language is a language other than English. The Title I Department will assist in this endeavor based upon the student need of the school’s demographic population.

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)

Evoline C. West ES will use and implement effective parent and family engagement strategies for parents of English Learners as follows:

- Educate parents about the ways in which they can help their children with school work.
- Offer bilingual parent workshops on scheduling, materials, child care, and transportation.
- Help teachers to understand the out-of-school experiences of ELs and their families and how they may differ from the skills demonstrated at the school.
- Encourage EL parents to volunteer in the classroom as well as at school events.
- Provide resources in multiple languages.
- Have the school or Community Liaison to pair parents of similar backgrounds together at information nights and back-to-school events.
- Provide accommodations to families of ELs to enhance the effectiveness of parent engagement activities (e.g., provide audio books and materials for home use in the primary language; hire an interpreter).
- Include EL parents in the education of their child(ren).
- Encourage EL parents to participate in the PTA, planning committees, and school governance groups.

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

Not applicable to Evoline C. West ES

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

Not applicable to Evoline C. West ES

Professional Development Plan

2iii.d. 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 3, 2018	\$0	Title I Office Monitoring	Agenda, Sign In Sheet, Handouts,
Guided Reading Training for K-2 Teachers	August, September, October 2018	Local Funds	Principal Instructional Coaches CST	Walkthrough/observations FastBridge Growth Measure Lesson Plans EOG TKES
Smart Start PD on Guided Reading	August 27, 2018	\$0/Guided Reading Look-fors	Aja McNair, CST	Walkthrough/observations FastBridge Growth Measure Lesson Plans EOG
Wildcat University: Guided Reading	Sept. 19, 2018 – October 17, 2018	\$0/Guided Reading Look-fors	Aja McNair, CST	Walkthrough/observations FastBridge Growth Measure Lesson Plans EOG
Wildcat University: Orton-Gillingham	Sept. 19, 2018 – October 17, 2018	\$0/Orton-Gillingham Look-fors	Eboni Betts, ELA Coach	Walkthrough/observations Lesson Plans
Benchmark Assessment System (BAS) 3 rd Edition Training	August/September 2018	\$0	Eboni Betts, ELA Coach	BAS 3 Interim Running Records
Data Analysis	July 2018 – December 2018	\$0/School Data Protocol, Assessment Data	Aja McNair, CST	
Standards Mastery Framework	August 2018 – February 2019	\$0/SMF Learning Maps	District Lead ELA and Math Coaches	Walkthrough/observations Teachers' use of SMF Proficiency Scales Alignment of Standards-Based Lesson Plans, Student Activities, and Assessments

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)	PFEP revised from parent input. October 31, 2018	\$0	Parents/Families School Staff		Parent/staff/student feedback and supporting documents from input meetings and opportunities; evidence of distribution on or before October 31 st ; teacher dissemination statement; photos; distribution checklist
School-Family Compact	School-Family Compact revised from parent input. Signed and returned by October 31, 2018	\$0	School Staff Parents Students		Parent/staff/student feedback and supporting documents from input meetings and opportunities; evidence of distribution on or before October 31 st ; teacher dissemination statement; photos; distribution checklist
Annual Title I Parent Meeting	September 26, 2018	\$0	Principal Parent Liaison		Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, "All parents/families" invitations including school website
Parent Input Meeting (1%) Stakeholder input in Title I plan	May 17, 2018 7:10 am and 5:30 pm	\$0	Parents/Families School Staff Community		Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, "All parents/families" invitations including school website, feedback forms, summary, surveys
Student Assessment & Results Parent Meeting	Ongoing – May 2019	\$0	Principal Parent Liaison Instruct. Coaches CST Parents/Families		Presentation Agenda Sign-In Sheet
Transition Meetings (Preschool Programs; all transitions)	May 2019	\$0	Principal Parent Liaison Counselor Parents/Families		Agenda, sign-in sheet, evaluation, presentation, handouts, "All parents/families" invitations including school website
Building Staff Capacity	November 16, 2018 March 15, 2019	\$0	All Staff Parents	Staff assignments and follow-up; evaluations required	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, invitations, assignments w/follow-up, parent input
Parent Resource Center: open house, tours, & orientations	Open Daily 8am-9am; 10am-11:30am; 1pm-3:30pm	\$0	Parent Liaison Parents/Families School Staff		Visitation Log-In Sheets
Monthly Title I Parent Meetings/ Family Nights (aligned to compact and school goals)	September 11, 2018 Literacy Night at Kroger September 14, 2018 Grandparents Literacy Luncheon September 20, 2018 Annual Title I Meeting October 10, 2018 Donuts for Dads Math focus November 14&15, 2018 Thanksgiving Literacy Feasts December 6, 2018 Family M.I.S.T. Night January 17, 2019 Milestone Parent Night February 12, 2019 Humanities Night February 28, 2019 Publix Math Night	Local Funds	Parent Liaison Parents/Families School Staff		Agenda, sign-in sheet, evaluation, presentation, handouts, "All parents/families" invitations including school website

	March 1, 2019 Talent Show Math Tips April 9, 2019 Literacy Muffins for Mom				
Technology, including harms of copyright piracy and how to monitor child's progress (HAC)	October 16, 2018 It's all about the Numbers Workshop – Data workshop	\$0	Media Specialist Parent Liaison Parents/Families		Agenda, sign-in sheet, evaluation, presentation, handouts, "All parents/families" invitations including school website
Building Parent Capacity (See GaDOE checklist and reference the 6 SHALLS.)	September 11, 2018 Literacy Night at Kroger September 14, 2018 Grandparents Literacy Luncheon September 20, 2018 Annual Title I Meeting October 10, 2018 Donuts for Dads Math focus November 14&15, 2018 Thanksgiving Literacy Feasts December 6, 2018 Family M.I.S.T. Night January 17, 2019 Milestone Parent Night February 12, 2019 Humanities Night February 28, 2019 Publix Math Night March 1, 2019 Talent Show Math Tips April 9, 2019 Literacy Muffins for Mom	\$0	Parent Liaison School Staff Community Parents/Families		Agenda, sign-in sheet, evaluation, presentation, handouts, "All parents/families" invitations including school website