



TITLE I SCHOOLWIDE PLAN

School Name: Seaborn Lee ES	District Name: Fulton County Schools
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Principal Name: Kine' Geathers	School Year: 2019-2020
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School Mailing Address: 4600 Scarborough Rd., College Park, GA 30349

Telephone: 470-254-8025

District Title I Director/Coordinator Name: Catherine Harper

District Title I Director/Coordinator Mailing Address: 6201 Powers Ferry Rd. NW, Atlanta, GA 30339

Email Address: harpercd@fultonschools.org

Telephone: 470-254-0200

ESSA ACCOUNTABILITY STATUS






Comprehensive Support School <input type="checkbox"/>	Targeted Support School <input type="checkbox"/>	Consolidated School <input type="checkbox"/>
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Principal's Signature:	Date:
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Title I Director's Signature:	Date:
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Revision Date:	Revision Date:	Revision Date:
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District Strategic Plan Outcomes

Focus Area	Outcome
	<p>Our goal is to prepare all students to graduate ready to pursue and succeed on their chosen paths</p>
 <p>Student Achievement</p>	<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>
 <p>People & Culture</p>	<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>
 <p>Community Collaboration</p>	<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>
 <p>Fiscal Responsibility</p>	<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>



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
Kine' Geathers		Principal
Denise A. Brown		Assistant Principal
Timmeko Parks		Curriculum Support Teacher
Thomas Gumes		Title 1 Math Coach
Ulysses Smallwood		MTSS Lead
Melissa Musto		Title 1 Literacy Coach
Merlin Knight		SGC Member
Jasmine Sarratt		SGC Member
Latonda Lewis		Teacher/SGC Member
Kelsey Ferguson		Teacher/SGC Member
Candace Sutton		Teacher/SGC Member
Patrice Dockery		Teacher/SGC Member
Alvia Brown		SGC Member
Vivian Peterson		SGC Member

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 your needs and goals for your school for: Strategic Plan, 90-day plan, School Improvement Plan

Response:

Administration met with teachers, leadership team, and school governance council to analyze key data points. As a result, areas of critical need were pinpointed and translated into our 90-day goals.

We utilized the school's recent Strategic Plan to develop our Title I schoolwide plan for the 2019-2020 school year. The plan was created with the participation of the staff. The committee was involved in disaggregating the school's academic and testing data from the 2018-19 school year, reviewing trends within subgroups (White, Black, Hispanic, Students with Disabilities, and Economically Disadvantaged). This group will meet throughout the year to revisit and adjust data. The plan will be revised yearly with the participation of individuals (staff, community members and parents).

The process used to select our Title I improvement planning committee includes all Title I funded employees and stakeholders. All stakeholders are invited by multiple forms of communication to participate in the process. The team worked together to complete the comprehensive needs assessment and school improvement plan, with the focus and intent to support the needs of all students. The free/reduced lunch percentage for the school is 100% based on a grant that the school receives.

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

Response:

ELA

ELA GA Milestones EOG Assessment (2018-2019) Percentage of students scoring level 2 or higher by subgroups: Black: 69%; ED: 70 %; SWD: 37%

BAS

Percentage of students scoring approaching expectations or higher by subgroups: Black: 66.5%; SWD: 32.3%

MATH

Math GA Milestones EOG Assessment (2018-2019) Percentage of students scoring level 2 or higher by subgroup: Black: 78% ; ED: 79% ; SWD: 52%

The SWD subgroup is performing significantly below the other subgroups.

List your needs and goals based on your comprehensive needs assessment.	
<u>Need 1:</u> To improve literacy performance for our SWD subgroup as measured by Ga Milestones and BAS	<u>Data to Show Need 1:</u> ELA Ga Milestones SWD: 37% BAS SWD: 32.3
<u>Need 2:</u> To improve math performance for our SWD subgroup as measured by GA Milestones	<u>Data to Show Need 2:</u> Math SWD: 52%
<u>Need 3:</u>	<u>Data to Show Need 3:</u>

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) (Logic Model can be used for Title I, but not for 1003a)

Goal 1: By May 2020, K-5 grade students will increase literacy proficiency rates as indicated by a growth of 2 levels or more from the mid-year to end of year BAS administration (K-2), and the percentage of students in performing at Developing and above on the ELA Georgia Milestones will increase by 3%, from 68% to 71% for the 2019-2020 school year.

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost and Budget Used (Title I or 1003a)	Person/Position Responsible
Literacy Coach	Strong	July 2019-May 2020		Principal
Parent Liaison	Strong	July 2019-May 2020		Principal
iReady	Strong	July 2019-May 2020		Admin. Team and Teachers

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

Economically Disadvantaged	Foster and Homeless
Offer all ED students extended learning in 3 rd -5 th grades.	Offer all foster and homeless students extended learning and check-ins with the counselor and/or MTSS teacher. SLES works closely with the school social worker.
English Learners	Migrant
The ELL department is providing students with balanced literacy support. Students who receive ELL services are tested and then placed appropriately. Students in grades 3-5 will also get the opportunity to attend Extended Learning.	
Race/Ethnicity	Students with Disability
CST and Instructional Coaches 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, 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: The percentage of students in performing at Developing and above in Mathematics on the Georgia Milestones will increase by 3%, from 76% to 79% for the 2019-2020 school year.

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost and Budget Used (Title I or 1003a)	Person/Position Responsible
Math Coach	Strong	July 2019-May 2020		Principal
Parent Liaison	Strong	July 2019-May 2020		Principal
iReady	Strong	July 2019-May 2020		Admin. Team and Teachers

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

Economically Disadvantaged	Foster and Homeless
Offer all ED students extended learning in 3 rd -5 th grades.	Offer all foster and homeless students extended learning and check-ins with the counselor and/or MTSS teacher. SLES works closely with the school social worker.
English Learners	Migrant
The ELL department is providing students with balanced literacy support. Students who receive ELL services are tested and then placed appropriately. Students in grades 3-5 will also get the opportunity to attend Extended Learning.	
Race/Ethnicity	Students with Disability
CST and Instructional Coaches 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, 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

We offer classroom guidance, small groups and individual counseling for study skills, anger management and grief counseling. The Odyssey Family Counseling Program offers school-based individual and small group mental health counseling services to students. Attendance incentive programs reward students who have perfect attendance. Our school utilizes the PBIS framework to acknowledge and reward positive behavior.

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);

n/a

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.);

- RTI: 30-minute scheduled block (daily) for teachers to provide enrichment (Tier 1) and interventions (Tier 2 and 3) to students.
- Biweekly (Tier 2) and weekly (Tier 3) progress monitoring
- SST Plans/Meetings
- 504 Plans
- PBIS

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

- GKIDS (kindergarten) skills incorporated into reading/math stations
- Self-help/care skills taught to PreK students
- Pre-kindergarten classes follow school wide transition schedule.
- Transition partnership with neighboring day care centers.

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;

At Seaborn Lee ES, we developed the schoolwide plan with stakeholder input. We invited stakeholders to participate and provide input in the Title I schoolwide-planning process by multiple means of communication. We have developed, and will revise yearly, our school improvement plan with the participation and input of all invited parents/stakeholders (staff, community members and parents) who will participate in carrying out our comprehensive school improvement plan.

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;

We invited stakeholders to participate and provide input in the Title I schoolwide planning process through multiple means of communication. We developed and will annually revise our plan with individuals who will support the implementation of our comprehensive school improvement plan. Our team consists of the principal, Admin. team, teachers, parents, PTA officers, 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;

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.

The school will create a Parent and Family Engagement Plan (PFEP) and School-Family Compact to educate the parents and students on programs, strategies and workshops to foster continued academic achievement and student success overall. A copy of our Title I schoolwide plan, PFEP, as well as our School-Family Compact, will be available after it is written and reviewed with the assistance of the committee, parents, and community members. Plans will be made available on the school website, as requested during school council meetings, and will also be housed in the parent resource center. Additional copies of the plans will be made available upon request. The plan will be translated into the language necessary to accommodate stakeholders. Translation services will be requested by the county so that documents can be converted to any language needed.

<p>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)</p>
<p>Seaborn Lee ES has developed its schoolwide plan with stakeholder input. We invited all parents to participate and provide input in the Title I schoolwide-planning process by multiple means of communication. We have developed our school improvement plan with the participation and input of all invited parents/stakeholders (staff, community members and parents) who will participate in carrying out our comprehensive school improvement plan.</p> <p>Examples of involvement opportunities include attending various parent workshops including Literacy and Math nights, attending parent/student Open House night, curriculum night and visiting our Title I parent resource room.</p>
<p>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—</p>
<p>i. through coordination with institutions of higher education, employers, and other local partners</p>
<p><i>n/a</i></p>
<p>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</p>
<p><i>n/a</i></p>

Professional Learning Strategy	Professional Learning Timeline	Audience (grade level /subject)	Person/Position Responsible
Literacy Instructional Scope and Sequence Session 1: <ul style="list-style-type: none"> Managing Reading Workshop Illuminate Workshop Math Instructional Scope and Sequence Session 1: <ul style="list-style-type: none"> Guided Math Framework Number Talks 	September 27 – October 30	K-2/Literacy K-5/Math K-5/Math	Melissa Musto-Title I Literacy Coach Mr. Gumes Title I Math Coach Mr. Gumes Title I Math Coach
Literacy Instructional Scope and Sequence Session 2: <ul style="list-style-type: none"> Choosing a Read Aloud Text and Skill Making Read Alouds Interactive Supporting Whole Class Conversation Math Instructional Scope and Sequence Session 2: <ul style="list-style-type: none"> Student Centers 	October 30 – November 22	K-5/Literacy K-5/Math	Melissa Musto-Title I Literacy Coach Mr. Gumes Title I Math Coach
Literacy Instructional Scope and Sequence Session 3: <ul style="list-style-type: none"> Increasing Students' Reading Volume Building Students Reading Stamina Math Instructional Scope and Sequence Session 3: <ul style="list-style-type: none"> Teacher Lead Centers 	November 22- January 24	K-5/Literacy K-5/Math	Melissa Musto-Title I Literacy Coach Mr. Gumes Title I Math Coach
Literacy Instructional Scope and Sequence Session 4: <ul style="list-style-type: none"> Toolkit Workshop 	January 24 – February 28	K-5/Literacy	Melissa Musto-Title I Literacy Coach
Literacy Instructional Scope and Sequence Session 5: <ul style="list-style-type: none"> Mid Workshop Purpose and Practice Share Purpose and Practice 	February 28 – March 27	K-5/Literacy	Melissa Musto-Title I Literacy Coach
Literacy Instructional Scope and Sequence Session 6: <ul style="list-style-type: none"> The Nuts and Bolts of Book Clubs 	March 27 – May 22	K-5/Literacy	Melissa Musto-Title I Literacy Coach
Monthly Webinars <ul style="list-style-type: none"> Unpacking and Planning Unit 1 Coding and Quantitative Analysis of a Running Record Comprehension Conversations Defining Cueing Systems Conducting a Miscue Analysis Systems of Strategic 	August 5, 2019 August 20, 2019 September 10, 2019 October 22, 2019 November 21, 2019 January 7, 2020 February 4, 2020 March 3, 2020	K-5/Literacy	Tracey Clark-Literacy Lead

<ul style="list-style-type: none"> • Dynamic Grouping • Gradient Text as a Tool for Teaching • Select and Analyze Characteristics of Text • Thinking Within, Beyond, and About Objectives • Crafting an Effective Book Introduction • Developing a Strong Teaching Point 			
<p>Writing Units of Study</p> <ul style="list-style-type: none"> • Mini-Lesson • Conferring • Strategy Groups 	Occurs Once Weekly	K-5/Literacy	Melissa Musto-Title I Literacy Coach

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	Revised by September 30, 2019. Distributed by October 15, 2019.	Principal Parent Liaison Staff Parents and Families	September 1, 2019
School-Family Compact sent home and on the school website	10/15/19	Revised and Approved by Sept. 30, 2019 100% compacts collected by Oct. 15, 2019	Principal Parent Liaison Staff Parents and Families Students	September 1, 2019 October 1, 2019
School-Family Compact discussed in parent-teacher conferences (elementary)	12/20/19	Ongoing	Principal Parent Liaison Staff Parents and Families	Ongoing
Annual Title I Parent Meeting held and documents on school website	9/27/19	September 25, 2019	Principal Parent Liaison Staff Parents and Families	October 2, 2019
Parent Input Meeting Held	3/29/20	March 27, 2020	Principal Parent Liaison Staff Parents and families Community Members Business Partners	March 1, 2020
Transition Meetings	5/15/20	One per semester	PK, KK staff Parent Liaison	November 1, 2020 April 1, 2020



Building Staff Capacity (Fall and Spring)	Fall: 12/6/19 Spring: 3/13/20	One per semester (August 7, 2019) (January 2020)	Parent Liaison	August 1, 2019 January 8, 2020
Parent Resource Center Open House held	12/6/19	August 20, 2019	Parent Liaison	August 12, 2019
Monthly Title I Parent Meetings Provide listing on meetings	Monthly	August 2019-May 2020 August Volunteer Orientation Parent Resource Center Open House September Coffee with the Principal October Literacy Carnival November Math Night Transition Meeting December STEM Night January Math Nigh at Publix February Coffee with the Principal March Milestone Workshop Literacy Workshop April Input Meeting Transition Meeting	Principal Parent Liaison Staff Parents and families Community Members Business Partners	August 12, 2019 September 1, 2019 October 1, 2019 November 1, 2019 December 1, 2019 January 8, 2020 March 1, 2020 April 1, 2020
Annual Survey Distributed and on Website Annual Survey Results on website	4/30/20	April 1, 2020 Distributed April 15, 2020 Results posted on website	Principal Parent Liaison Staff Parents and families Community Members Business Partners	March 15, 2020