TITLE I SCHOOLWIDE PLAN		
School Name: Palmetto Elementary School	**District Name: Fulton**	
Principal Name: Jacqueline Bowens	**School Year: 2019-2020**	
School Mailing Address: 505 Carlton Road Palmetto, Georgia 30268		
Telephone: 470-254-6100		
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: 470-254-0200		
ESSA ACCOUNTABILITY STATUS		
Comprehensive Support School ☐	**Targeted Support School** ☐	**Consolidated School** ☐
Principal's Signature:	**Date:**	
Title I Director's Signature:	**Date:**	
Revision Date:	**Revision Date:**	**Revision Date:**

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District Strategic Plan Outcomes

Focus Area	Outcome
FULTON Strategic Plan 2022	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

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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
Jacqueline Bowens		Principal
Romona White, Ed.D		Assistant Principal
Kiana Pinckney		Title One Teacher
Traci Dickens		Parent
Marcie Lewis		Title One Literacy Coach
Khalilah Brown		Parent
Tijuana Williams		Counselor
Latesha Jordan		Parent Liaison
Gustarva Foster		Math Coach
Rachel Williams		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 to develop your needs and goals for your school for: Strategic Plan, 90-day plan, School Improvement Plan
Response: We used recent data to determine goals based on academic needs. The goals are aligned to the Strategic Plan as well as the 90-day plan. The Administrative Team reviewed academic data from Spring 2018, alongside the second semester 90-day plan, to determine needs and goals for the 2018-2019 academic year.
Review your data by subgroup and note areas of deficit. (ED, EL, Race, SWD)

Response:

All Students

- The number of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones increased from 57.4% to 62.5% in 3rd grade Reading/Language Arts.
- The number of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones increased from 65.7% to 71.2% in 4th grade Reading/Language Arts.
- The number of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones increased from 61.7% to 71% in 5th grade Reading/Language Arts.
- The number of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones increased from 74.6 % to 76.4% in 3rd grade Math.
- The number of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones increased from 74.6 % to 80.8% in 4th grade Math.
- The number of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones increased from 62.5 % to 72.6% in 5th grade Math.

ELL

- The number of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones increased from 46% to 59% in Reading/Language Arts.
- The number of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones increased from 46% to 75% in Math.

SWD

- The number of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones increased from 23% to 31% in Reading/Language Arts.
- The number of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones increased from 37% to 56% in Math.

Economically Disadvantaged

- The number of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones increased from 61% to 68% in Reading/Language Arts.
- The number of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones increased from 70% to 77% in Math.

Race Ethnicity

Black

- The number of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones increased from 59% to 69% in Reading/Language Arts.
- The number of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones increased from 69% to 78% in Math.

Hispanic

- The number of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones increased from 65% to 66% in Reading/Language Arts.

The number of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones increased remained at 74% in Math.

White

- The number of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones increased from 58% to 75% in Reading/Language Arts.
- The number of students demonstrating Proficient on the Georgia Milestones increased from 25% to 50% in Math.

List your needs and goals based on your comprehensive needs assessment.	
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 disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;**

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

4a: Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B) (Logic Model can be used for Title I, but not for 1003a)

Goal 1:

- The percentage of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones will increase from 62.5 % to 66 % 3rd grade Reading/Language Arts by May 2020.
- The percentage of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones will increase from 3% from 71.2% to 75% in 4th grade Reading/Language Arts by May 2020.
- The number of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones will increase from 71% to 74% in 5th grade Reading/Language Arts by May 2020.

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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	Level 4	August 2, 2019 – May 27, 2020	Refer to the Title One budget report for the school.	Principal
Title One Teacher	Level 4	August 2, 2019 – May 27, 2020	Refer to the Title One budget report for the school.	Principal

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

Economically Disadvantaged	Foster and Homeless
ED students included in the population mentioned in school wide plan	All are included in the School wide plan
English Learners	**Migrant**
Fulton County Schools provides use of Imagine Learning (an adaptive literacy program) in ESOL classes	We are not aware of any Migrant student at this time; however, should any be identified they will be included in the SWP.
Race/Ethnicity	**Students with Disability**
All are included in the School wide plan	All are included in the School wide plan

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

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

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

Goal 2:

- The percentage of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones will increase from 76.4 % to 79.4% in 3rd grade Math by May 2020.
- The percentage of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones will increase from 80.8% to 83.8% in 4th grade Math by May 2020.
- The number of students demonstrating Developing, Proficient, or Distinguished on the Georgia Milestones will increase from 72.6% to 75.6% in 5th grade Math by May 2020.

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
iReady Tool Kit	Level 1	August 6, 2018 – May 27, 2019	$7,939.00	Principal

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

Economically Disadvantaged	Foster and Homeless
ED students included in the population mentioned in school wide plan	All are included in the School wide plan
English Learners	**Migrant**
Fulton County Schools provides use of Imagine Learning (an adaptive literacy program) in ESOL classes	We are not aware of any Migrant student at this time; however, should any be identified they will be included in the SWP.
Race/Ethnicity	**Students with Disability**
All are included in the School wide plan	All are included in the School wide plan

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

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

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

Goal 3:

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

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

Economically Disadvantaged	Foster and Homeless
English Learners	**Migrant**
Race/Ethnicity	**Students with Disability**

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: N/A
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: 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.);
Response: *PBIS, RTI, 504*
e. strategies for assisting preschool children in the transition from early childhood education
Response: • School visits and tours are conducted in May of each year. • Local day care centers bring their Pre-K students to tour kindergarten classes.

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: We developed our schoolwide plan during a 1-year period for the 2018-2019 school year, 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, 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 extend feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
Response: We invited all parents 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 plan with the participation of individuals (staff, community members and parents) who will participate in carrying out our comprehensive school improvement plan. Our team consists of the principal, Admin team, teachers from core academic areas, parents, PTSA 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;
Response: 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: The school will create a Parent and Family Engagement Plan (PFEP) and Student-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-Parent 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, PTSA meetings, and school council meetings, and will also be housed in the parent resource room and

media center. Additional copies of the plans will be made available upon request and Via School Messenger, and postings in the Parent Resource Room or Counseling Suite. The plan will be translated into the language necessary to accommodate stakeholder needs.

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: *Response* The school will: • Conduct meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness the PFEP • As applicable, partner with appropriate translation servicers or interpreters or staff members to develop and promote various types of classes for parents who speak languages besides English
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: N/A
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: N/A

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Professional Development Plan

List planned professional learning activities related to your goals.

Professional Learning Strategy	Professional Learning Timeline	Audience (grade level/subject)	Person/Position Responsible
Standards Mastery Framework Training	August 2019 -March 2020	$0	Principal Literacy Coach Math Coach Title One Teacher CST
Guided Math	August 2019 – March 2020	$0	Principal Math Coach CST
Reading Units of Study Training	August 2019 -March 2020	$0	Principal Literacy Coach CST
Independent Reading and Conferring	August 2019 – March 2020	$0	Literacy Coach CST
Reading and Writing Across the Curriculum	August 2019 – March 2020	$0	Literacy Coach Title One Teacher CST

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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	8/22/19	Principal Parent Liaison Classroom Teachers	8/16/19
School-Family Compact sent home and on the school website	10/15/19	8/22/19	Principal Parent Liaison Classroom Teachers	8/16/19
School-Family Compact discussed in parent-teacher conferences (elementary)	12/20/19	10/16/19	Principal Parent Liaison Classroom Teachers	10/1/19
Annual Title I Parent Meeting held and documents on school website	9/27/19	9/18/19	Principal Parent Liaison	8/16/19
Parent Input Meeting Held	3/29/20	3/20/20	Principal Parent Liaison	8/16/19, 2/3/20, 3/2/20
Transition Meetings	5/15/20	5/8/20	Principal Parent Liaison	4/1/20
Building Staff Capacity (Fall and Spring)	Fall: 12/6/19 Spring: 3/13/20	10/1/19 3/3/20	Parent Liaison	8/16/19, 8/26/19
Parent Resource Center Open House held	12/6/19	9/18/19	Parent Liaison	8/16/19, 8/21/19
Monthly Title I Parent Meetings/ Family Night • **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.	ESOL Parent Meeting – 9/4/19 Curriculum Night – 9/18/19 APTT – 9/26/19 Math Night – 10/29/19 10/31 – Parent Read Day APTT – November 14 Literacy Stations – 12/20/19 GMAS Lunch and Learn – 1/28/20 Technology Parent Information Meeting – 2/20	Principal Parent Liaison METI Instructional Coaches Classroom Teachers	The principal will conduct meetings as necessary to ensure accuracy of planning for events. Specially, one month prior, two weeks, and the week of the event.

		APTT – 3/19 STEM and Transition Night – 5/8/20 All dates are tentative and subject to change		
Annual Survey Distributed and on Website **Annual Survey Results on website**	4/30/20 5/15/20	4/30/20 5/15/20	Principal Parent Liaison	3/30/20 4/15/20