






TITLE I SCHOOLWIDE PLAN		
School Name: Renaissance Middle School		District Name: Fulton
Principal Name: Creseda Hawk		School Year: 2020-2021
School Mailing Address: 7155 Hall Rd Fairburn, GA 30213		
Telephone: 470-254-4330		
District Title I Director/Coordinator Name: Catherine Harper		
District Title I Director/Coordinator Mailing Address: 6201 Powers Ferry Rd., Atlanta, GA 30339		
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ESEA ACCOUNTABILITY STATUS		
Comprehensive Support School <input checked="" type="checkbox"/>		Targeted Support School <input type="checkbox"/>
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:

## District Strategic Plan Outcomes

Focus Area	Outcome
	<p>Our goal is to prepare all students to graduate ready to pursue and succeed on their chosen paths</p>
 Student Achievement	<p><b>3rd grade literacy:</b> Increase the percentage of students reading at or above grade level in 3rd grade</p>
	<p><b>Middle school proficiency:</b> Increase the percentage of students who score proficient on nationally norm-referenced assessments in core subject areas by 8th grade</p>
	<p><b>On-track for graduation:</b> 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><b>Students success skills:</b> Increase the percentage of students who demonstrate mastery of academic and interpersonal skills needed for college, career and life success</p>
 People & Culture	<p><b>School and district culture:</b> 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><b>Staff engagement:</b> Increase the percentage of employees who would recommend FCS as a place to work to a family member or friend</p>
	<p><b>Teacher retention:</b> Increase retention of teachers beyond their 5th year</p>
 Community Collaboration	<p><b>Partnerships:</b> Increase the percentage of schools with impactful partnerships that align to school goals</p>
	<p><b>School governance:</b> Increase the percentage of effective School Governance Councils</p>
	<p><b>Family engagement:</b> Increase the percentage of families who feel empowered to support their students' educational journeys</p>
 Fiscal Responsibility	<p><b>Funding to schools:</b> Maintain a high percentage of the overall budget that directly supports schools</p>
	<p><b>Budget management:</b> Review and report the variance of budgeted and actual revenues and expenditures, while considering long-term budget impact</p>
	<p><b>Transparent and efficient management of local funds:</b> 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 for developing your needs and goals for your Strategic Plan and/or 90-day plan.

The Title I schoolwide plan for the 2020-2021 school year was developed with the use of the disaggregated school academic data, testing data for the 2018-2019 school year, and the goals and objectives as outlined in our Strategic Plan. The plan was created with the help and participation of key individuals who play a major role in executing our school-wide program initiatives. Team members oversee the completion of our comprehensive needs assessment and school improvement plan focusing their support and intent around the needs of all students with emphasizes on those who are failing or in danger of failing. In addition to the data and Strategic Plan, the team considered feedback from the University of Virginia progress meetings that identified key moves needed to produce the greatest changes. The Title I team meets twice a month to review school data and adjust interventions as needed. Selection of our Title I Improvement Planning Committee is voluntary-based and includes various instructional leaders who leverage support and processes in the building. Additionally, all stakeholders are invited by multiple forms of communication to participate in the process.

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

The information below identifies the student groups that are currently not demonstrating proficiency on the Georgia Milestone Assessment as the 2018-2019 school year:

**All Students:**

- The number of students demonstrating Developing or above on the Georgia Milestones for 6<sup>th</sup> grade Reading/Language Arts *increased* (54.43% to 65.33%)
- The number of students demonstrating Developing or above on the Georgia Milestones for 6<sup>th</sup> grade Math *increased* (51.44% to 62.48%)
- The number of students demonstrating Developing or above on the Georgia Milestones for 7<sup>th</sup> grade Reading/Language Arts *decreased* (63.84% to 57.94%)
- The number of students demonstrating Developing or above on the Georgia Milestones for 7<sup>th</sup> grade Math *decreased* (62.09% to 54.68%)
- The number of students demonstrating Developing or above on the Georgia Milestones for 8<sup>th</sup> grade Reading/Language Arts *increased* (64.82% to 68.59%)
- The number of students demonstrating Developing or above on the Georgia Milestones for 8<sup>th</sup> grade Math *increased* (50.14% to 50.58%)
- The number of students demonstrating Developing or above on the Georgia Milestones for 8<sup>th</sup> grade Science *increased* (36.89% to 45.51%)
- The number of students demonstrating Developing or above on the Georgia Milestones for 8<sup>th</sup> grade Social Studies *increased* (63.72% to 73.40%)

**Black Students:**

- The number of students demonstrating Developing or above on the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade Georgia Milestones for Reading/Language Arts *increased* (54.30% to 63.9%)
- The number of students in the 6<sup>th</sup> grade demonstrating Developing or above on the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade Georgia Milestones for Math *increased* (51.63% to 55.54%)
- The number of students demonstrating Developing or above on the Georgia Milestones for 8<sup>th</sup> grade Science *increased* (33.88% to 46.72%)
- The number of students demonstrating Developing or above on the Georgia Milestones for 8<sup>th</sup> grade Social Studies *increased* (61.48% to 73%)

**SWD:**

- The number of students demonstrating Developing or above on the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade Georgia Milestones for Reading/Language Arts *increased* (13.74% to 23.06%)
- The number of students demonstrating Developing or above on the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade Georgia Milestones for Math *increased* by (13.85% to 17.3%)
- The number of students demonstrating Developing or above on the Georgia Milestones for 8<sup>th</sup> grade Science *increased* (10.00% to 13.6%)
- The number of students demonstrating Developing or above on the Georgia Milestones for 8<sup>th</sup> grade Social Studies *increased* (22.50% to 27.3%)

**ELL Students:**

- The number of students demonstrating Developing or above on the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade Georgia Milestones for Reading/Language Arts *increased* (7.69% to 17.84%)
- The number of students demonstrating Developing or above on the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade Georgia Milestones for Math *increased* by (15.38% to 42.87%)

**Economically Disadvantage Students:**

- The number of students demonstrating Developing or above on the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Georgia Milestones for Reading/English Language Arts *increased* (11.71% to 60.48%)
- The number of students demonstrating Developing or above on the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Georgia Milestones for Math *increased* (13.51% to 65%)
- The number of students demonstrating Developing or above on the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Georgia Milestones for Social Studies *increased* (27.27% to 68.60%)
- The number of students demonstrating Developing or above on the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Georgia Milestones for Science *increased* (12.12% to 42.68%)

**White Students:**

- The number of students demonstrating Developing or above on the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Georgia Milestones for Reading/English Language Arts *decreased* (81.82% to 66.6%)
- The number of students demonstrating Developing or above on the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Georgia Milestones for Math *decreased* (80% to 55.5%)

List any additional needs to be addressed with your Title I program that are not in your strategic plan or 90-day plan (if none, type N/A)

Need 1:

N/A

Data to Show Need 1:

N/A

Need 2:

N/A

Data to Show Need 2:

N/A

Need 3:

N/A

Data to Show Need 3:

N/A



**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: Reading/Language Arts-The percentage of students demonstrating Developing or above on the Language Arts Georgia Milestones will increase from 57.94% to 60.94%.**

<b>Evidenced Based Strategies and Interventions</b>	<b>Level of Evidence (if level 4 – a logic model is required)</b>	<b>Timeline for Implementation</b>	<b>Cost</b>	<b>Person Responsible</b>
ELA Teachers to support reduction of class size	N/A	August 2020-May 2021	Please refer to budget report per Principal	Principal Hawk

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

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Extended Learning Extended Day (Saturday School) Communities in Schools (CIS)	Extended Learning Extended Day (Saturday School) Communities in Schools (CIS) The Salvation Army Angel Tree Program
<b>English Learners</b>	<b>Migrant</b>
Extended Learning Extended Day (Saturday School) Communities in Schools (CIS)	Extended Learning Extended Day (Saturday School) Communities in Schools (CIS) The Salvation Army Angel Tree Program
<b>Race/Ethnicity</b>	<b>Students with Disability</b>
Extended Learning Extended Day (Saturday School) Communities in Schools (CIS)	Extended Learning Extended Day (Saturday School) Communities in Schools (CIS)

**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: Math-The percentage of students demonstrating Developing or above on the Mathematics Georgia Milestones will increase from 54.68% to 57.68%.**

<b>Evidenced Based Strategies and Interventions</b>	<b>Level of Evidence</b> (if level 4 – a logic model is required)	<b>Timeline for Implementation</b>	<b>Cost</b>	<b>Person Responsible</b>
Math Teachers to support reduction of class size	N/A	August 2020-May 2021	Please refer to budget report per Principal	Principal Hawk

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

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Extended Learning Extended Day (Saturday School) Communities in Schools (CIS)	Extended Learning Extended Day (Saturday School) Communities in Schools (CIS) The Salvation Army Angel Tree Program
<b>English Learners</b>	<b>Migrant</b>
Extended Learning Extended Day (Saturday School) Communities in Schools (CIS)	Extended Learning Extended Day (Saturday School) Communities in Schools (CIS) The Salvation Army Angel Tree Program
<b>Race/Ethnicity</b>	<b>Students with Disability</b>
Extended Learning Extended Day (Saturday School) Communities in Schools (CIS)	Extended Learning Extended Day (Saturday School) Communities in Schools (CIS)

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

Currently, Mental Health Awareness is of dire concern in our community. As a school, we are vested into ensuring that the whole child's needs are met. Annually, we celebrate Red Ribbon Week and Suicide Prevention Week. As an ongoing effort to increase awareness and ensure students have a safety net in place, our counselor's conduct classroom guidance rotations where they enrich our students with strategies for how to handle social issues. In addition to this, we empower the students with being a part of our "No Place for Hate" initiative, as well as, our "See It, Say It" program that task our students with using their voice to report incidences of wrong doing. Our entire counseling department supports school initiatives with ensuring students are arriving to school on time and not missing academic days. Furthermore, our PBIS Coordinator provides teachers with lesson plans to support positive behavioral supports.

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);



Renaissance Middle School is in its third year of implementation of the Advancement via Individual Determination program, affectionately known as “AVID”, which exposes our scholars to opportunities that enhance their knowledge of college and career readiness. Since the program’s inception, over 400 students have been admitted into the program and 140 students in the 2018-19 academic school year were enrolled in 9<sup>th</sup> Grade Literature Composition, 9<sup>th</sup> grade Algebra, or 9<sup>th</sup> Grade Physical Science. In the 2018-19 school, the 9<sup>th</sup> grade Physical Science course was added as well as, numerous CTAE course pathways that align with our surrounding high schools.

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.);

Fulton County Schools has recently aligned its support services under a multi-tiered support system, or MTSS. At RMS, students receive their initial academic support during Tier 1 instruction. The RTI Coordinator supports teachers with the process of developing and monitoring the Tier 2 and Tier 3 RTI process using the i-Ready screener and bi-monthly progress monitoring checks. The staff is given professional development to ensure students are moved through the tiers appropriately. Student’s in need of intensive support receive it through Tier 4 or the 504 process. In 2019-20, RMS will continue to support the behavioral intervention process with the use of PBIS, supports from our RTI Disproportionality Teacher and our Communities in Schools Coordinator.

Additionally, RMS will be intentional and deliberate with reinforcing literacy standards school-wide by implementing a daily literacy block. All staff members will monitor student use of i-Ready to ensure that the weekly requirement of 60 minutes is achieved with at least 70% accuracy. Using scripted lessons, teachers will model strategies for data-determined reading skills and reinforce specific prioritized standards.

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

N/A

**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;

Renaissance MS has developed its schoolwide plan during a year period for the 2020-2021 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 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;

Renaissance MS 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;



The plan will be regularly monitored and revised as necessary based on student needs. The plan will remain in effect for the duration of the 2020-2021 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 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)

Our ESOL and Spanish teachers will aid our Spanish speaking parents by serving as a translator, when needed, during parent-teacher conferences, Title One Parent Nights, and other school-related meetings and programs. Additionally, parental communication will be transcribed into Spanish. Also, our weekly newsletter will provide useful tips for ELL parents to use at home to support their child's learning. ESOL teacher will conference with ELL parents to review results of the ACCESS and assist students with developing learning goals for the year.

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

- Eighth Grade students will hear from Experts in the fields of Computer Science, Entrepreneurship, Finance, Graphic Design, Healthcare Science, Business & Marketing and the Automotive Industry during our annual CTAE Pathway Expo.
- College Student Volunteers will be used as academic tutors to support student learning
- Vertical Team Meetings with LHHS teachers will be conducted to hone in on foundational skills needed for a successful transition to high school
- Local high schools will showcase magnet programs and the benefits of their program through our "Gearing Up for HS Night"
- Exposure to a variety of viable careers through "Career Week" in March
- Students will complete GCIS College and Career Path Assessment, and counselors will review the results with them and assist them with developing college and career goals
- Sixth and seventh grade students will be offered the AVID elective course
- During the AVID Summer Bridge Program, eighth grade students will be given foundational skills needed for successful in high school and receive a preview of ninth grade high school courses
- 8<sup>th</sup> Grade Transition Meeting
- Rising 9<sup>th</sup> Grade All-Stars Program

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

Using the AVID program W.I.C.O.R. strategy, scholars will be exposed to enhanced literacy across the curriculum. Teachers will receive training on what the Close Reading strategy is and how to use it successfully in each grade level content area. Prior to this year, there was no school-wide expectation or process by which the teachers effectively plan and implemented close reading strategies into the classroom. This year, there will be a school-wide process by which literacy strategies are consistently implemented and monitored throughout the school. In addition to utilizing this research-based strategy, 8<sup>th</sup> grade students are given the opportunity to sit for 9<sup>th</sup> grade course in the following areas:

- Marketing
- Engineering
- Graphic Design
- Transition to High School
- 9<sup>th</sup> Literature and Composition
- 9<sup>th</sup> Algebra
- 9<sup>th</sup> Physical Science
- Spanish and French

Students will also attend college tours and participate in a “Gear Up” to high school night that features the surrounding area school’s that students can apply to enroll in.



## 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
Communities of Practice	August 2020- May 2021	\$0	Principal Assistant Principals Instructional Coaches	Walkthrough/observations  i-Ready Growth Measure
Summer Curriculum Planning	July 2020	\$0	Designated Teacher	Lesson Plans, Assessments, Data Analysis
Data Analysis meeting	August 2020- May 2021	\$0	Grade level Administrators, Grade level chairs	Agenda, Sign-in sheets
PLC Uniformity (Instructional Framework)	September 2020- May 2021	\$0	Mr. Stewart Mrs. Botley- Glenn Mrs. Jones Mrs. Knight	Lesson Planning, Weekly PLC's, Weekly Data Analysis meetings, Monthly Content meetings
Close Reading	August 2020- December 2021	\$0	Teachers	Sign-in sheets, Observations/Walkthrough
Attitudes & Aspirations	August 2020- May 2021	\$0	Dr. Govan Mrs. Boazman	SEC awareness and perception of exceptional education students Awareness of the SDI program
iReady	5 training sessions (August 2020- May 2021)	\$0	iReady Representative	Increase student reading scores

## 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
<b>Parent &amp; Family Engagement Plan (PFEP)</b>	Revised from Parent Input.  April 24, 2021  Due by May 1, 2021	\$150 (paper/ink/pens)	Parent/Families School Staff/Parent Liaison		Parent/Staff/Student feedback and supporting documents from input meetings and opportunities. Evidence of distribution on or before October 31 <sup>st</sup> , teacher dissemination statement, photos, distribution checklist
<b>School-Family Compact</b>	Revised from Parent input  April 24, 2021  Signed and returned by May 1, 2021	\$125 (paper/ink/pens)	School Staff/Parents/Students/Parent Liaison		Parents/Staff/Student feedback and supporting documents from input meetings and opportunities, signature pages signed and dated on or before Oct. 31 <sup>st</sup> , teacher dissemination statement, photos, distribution checklist
<b>Title I Annual Parent Meeting</b>	September 19, 2020  Due by September 28, 2020	\$75 (paper/ink)	Principal/Leadership Team/Parent Liaison		Agenda, sign-in sheet, minutes, evaluation presentation, handouts, all Parents/Families invitation including website
<b>Parent Input Meeting (1% Stakeholder input in Title I plan)</b>	March 13, 2021  Due by March 27, 2021  Foundation of PFE program	\$160 (paper/ink)	Parents/Families School Staff/ Community/Parent Liaison		Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, all Parent/Families invitations including website, feedback forms, summary, surveys
<b>Student Assessment &amp; Results Parent Meeting</b>	March 13, 2021  Due by March 27, 2021	\$20 (paper/ink)	Administration/ School Staff/ Parent Liaison/ Parents/Families		Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, all parent/family invitations including website
<b>Transition Meetings (Preschool Programs; all transitions)</b>	May 8, 2021  Due by May 15, 2021	\$12,850 (Summer Bridge books for all grade levels)	Counselor/School Staff/ Parent Liaison/ Parent Families		Agenda, sign-in sheet, evaluation, presentation, handouts, all Parents/Families, invitations including website
<b>Building Staff Capacity</b>	November 22, 2020 & March 6, 2021  Due by December 6, 2020 & March 13, 2021	\$30 (paper, ink)	All Staff/Parents/ Parent Liaison	Staff assignments/ follow up evaluations required	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, invitation, assignments w/ follow-up, parent input
<b>Family Resource Center</b>	August 2020 – May 2021	\$1,000 (Instructional materials, books, periodicals, & supplies)	Parent Liaison, Parents/Families School Staff/Parent Liaison		Sign In sheet, Resource Form, handouts, workshops, feedback
<b>Monthly Title I Parent Meetings/ Family Nights</b>	October 2020 – May 2021	\$240 (paper, ink)	Parent Liaison Parent/Families/ School Staff		Agenda, sign-in sheet, evaluation, presentation, handouts, all Parents/Families, invitation including website
<b>Technology including harms of copyright piracy and how to</b>	December 13, 2020  Due by December 20, 2021	\$40 (paper/ink)	Media Specialist/ Parent Liaison/ Parents/Families		Agenda, sign-in sheet, evaluation, presentation, handouts, all Parents/Families invitations including website



<b>monitor child's program (HAC)</b>					
Building Student/Parent Capacity	March 6, 2021  Due by March 13, 2021	\$20 (Paper/ink)	Parent/Liaison Parents/ Students		Agenda, sign-in sheet, evaluation, presentation, handouts, all Parents/Families, invitations including website