







Title I School Wide Plan

TITLE I SCHOOLWIDE PLAN		
School Name: Seaborn Lee Elementary School		District Name: Fulton County Schools
Principal Name: Kine' Geathers		School Year: 2023-2024
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, Georgia 30339		
Email Address: harpercd@fultonschools.org		
Telephone: 470-254-0200		
ESSA ACCOUNTABILITY STATUS		
Comprehensive Support (CSI) <input type="checkbox"/>	Targeted Support (TSI) <input type="checkbox"/>	Promise School <input type="checkbox"/>
BUDGET MODEL		
Traditional Budget <input type="checkbox"/>	Consolidated Budget: Title I, State, and Local Funds <input checked="" type="checkbox"/>	
SIGNATURES AND REVISION DATE		
Principal's Signature: <i>Kine' Geathers</i>		Date: 08/27/2023
Title I Director's Signature:		Date:
Revision Date: 02/23/2024	Revision Date:	Revision Date:

District Strategic Plan Outcomes

Our goal is to prepare all students to graduate ready to pursue and succeed on their chosen paths.			
 STUDENT ACHIEVEMENT <i>We prepare students with strong academic foundations and the skills needed to navigate life beyond graduation.</i>	 PEOPLE AND CULTURE <i>We provide a welcoming environment and positive school and district culture for students, families and employees.</i>	 COMMUNITY COLLABORATION <i>We engage families, community members and civic organizations as active partners.</i>	 FISCAL RESPONSIBILITY <i>We manage and protect public funds and assets through efficient and effective use of available resources.</i>
OUTCOMES: HOW WILL WE MEASURE SUCCESS?			
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	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	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	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
INITIATIVES: WHAT WILL WE DO TO ACHIEVE SUCCESS?			
Student-focused learning: Through our charter district, schools provide students the tools, strategies and learning environments to build the essential skills necessary to pursue their paths of choice	Focus on culture: Define what constitutes a "strong and welcoming culture," instruct and train school and district personnel and assess whether the culture is effectively implemented and practiced in our schools and departments	Shared governance and ownership: Provide schools, families and communities with a framework that includes training and coaching for shared governance and ownership through our charter district	Effective budgeting: Refine and adjust our modified zero-based budgeting process to ensure that resources are used effectively and efficiently to impact district goals
School Strategic Support Model: Provide differentiated resources and support to schools based on school performance	Leadership development: Build the capacity of principals	Community champions: Cultivate and sustain community champions to support student achievement	Competitive salary: Develop a long-term approach to salary and compensation to remain regionally competitive supported by available resources



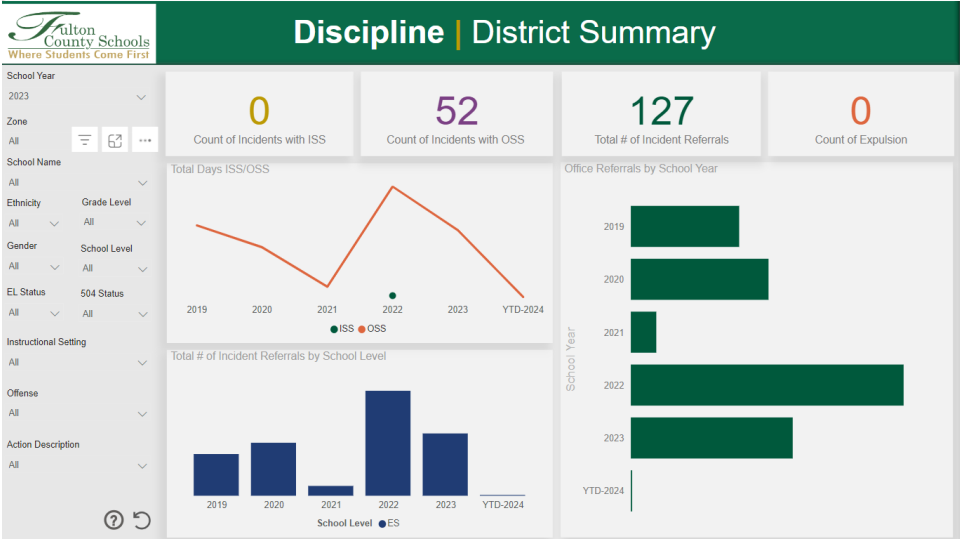
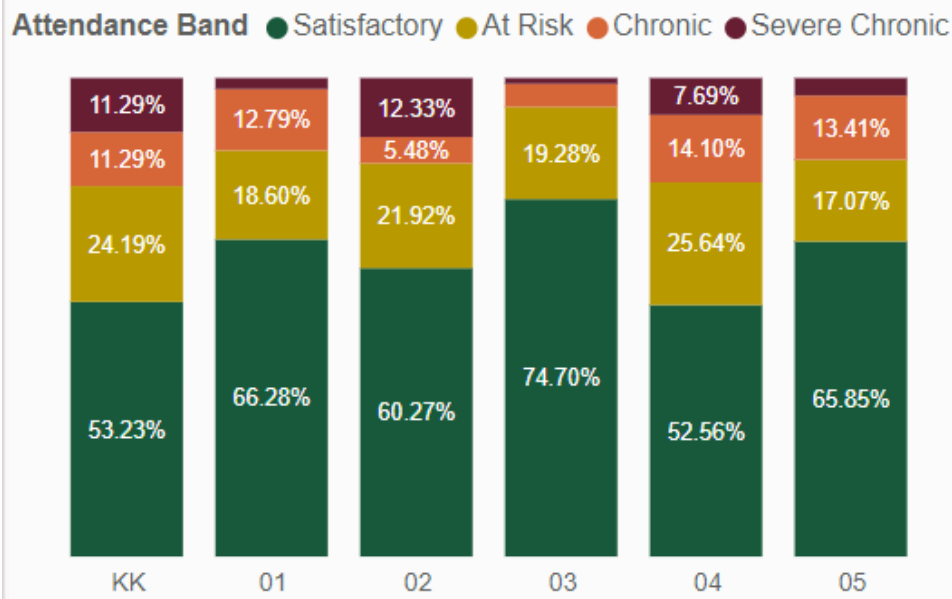
Title I School Wide Plan

The Principal attests that a Title I committee meeting was held, and 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	POSITION/ROLE
Kine' Geathers	Principal
Samantha Atchison	Assistant Principal
Kenjila Hammonds	CST
Alyse Showers	Literacy Coach
Kelvin Golden	Literacy Coach
Jermaine Coleman	Math Coach
Marquita Jones	GLC
Yolanda Wilcher	Counselor
Tracey Riley	GLC
Krystina King-Taylor	GLC
Delisha King	GLC
Veroncia Richards	GLC
Candace Sutton	GLC
Courtney Favors	GLC
Kelsey Ferguson	GLC
Calvin Claiborne	SGC
Monique Strong	SGC
Nicole Davis	GLC

Data:

Include student achievement data (screen shots of charts/graphs) Academics, Discipline, Attendance
Attendance Distribution by Grade Level



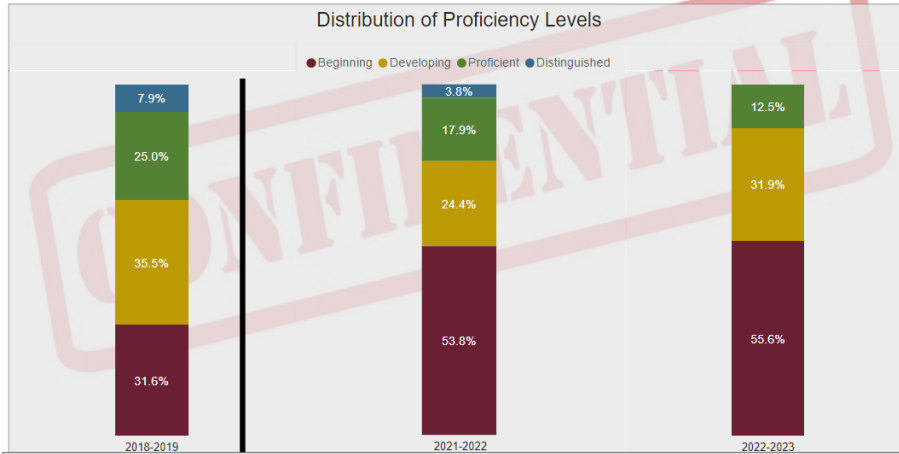
*Guidance for student achievement (iReady EOY, Access Reports, EOC, Milestones)

2022-2023 Preliminary Georgia Milestones Results

These results do not reflect the Content Mastery score for CCRPI reporting.
Information is provided as an indicator of GMAS results that will be released by the GaDOE in late July.

The results in this report are preliminary
and may not reflect all students tested.

Do Not Share!

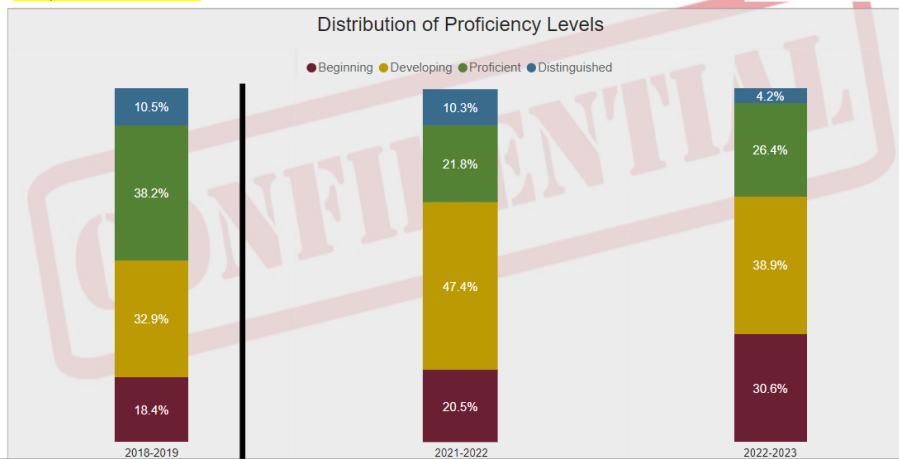


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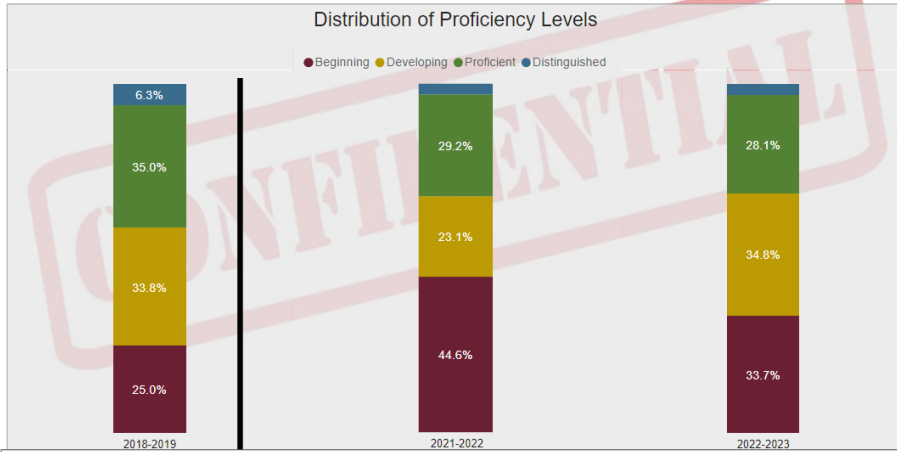


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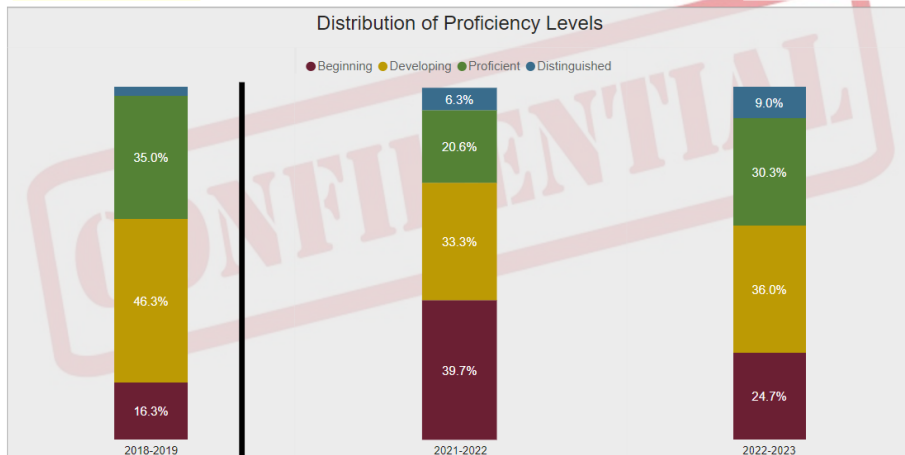


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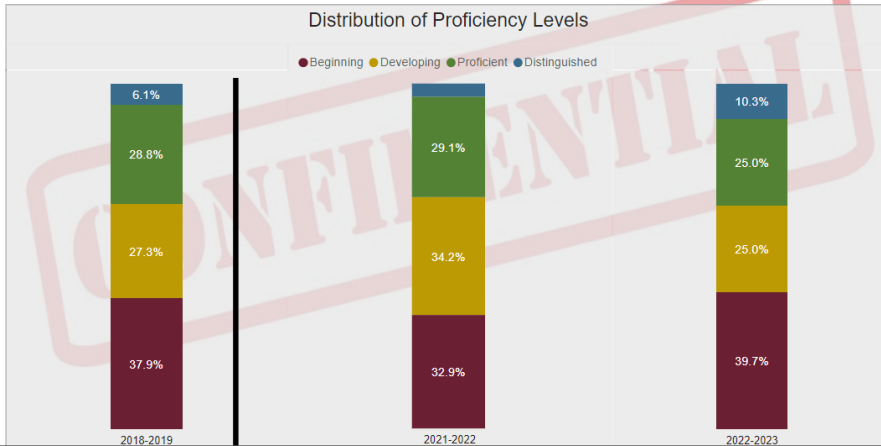


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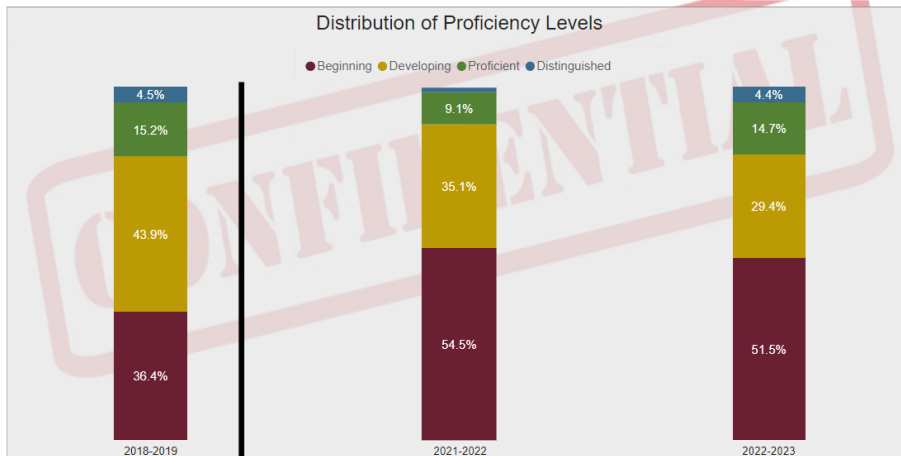


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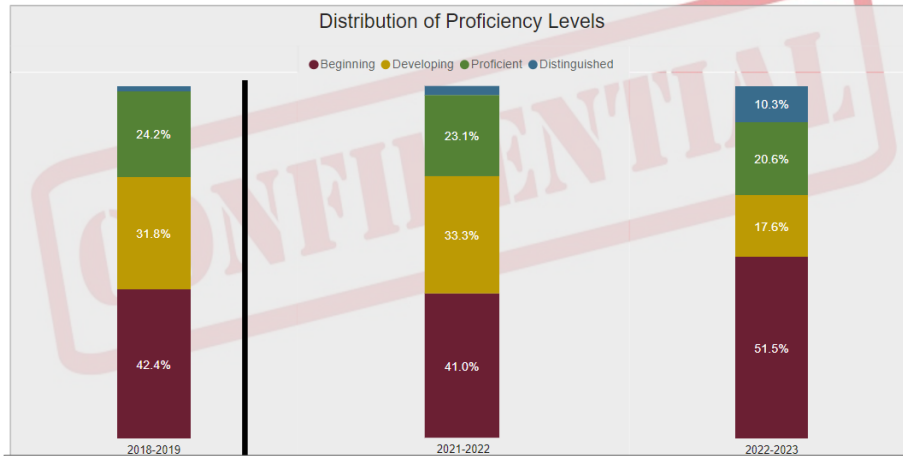


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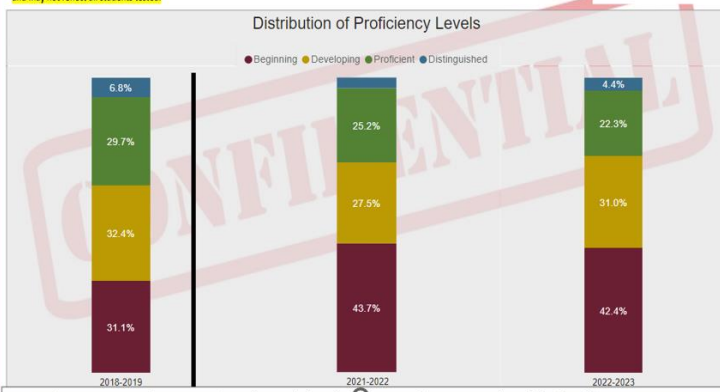
3rd, 4th & 5th ELA

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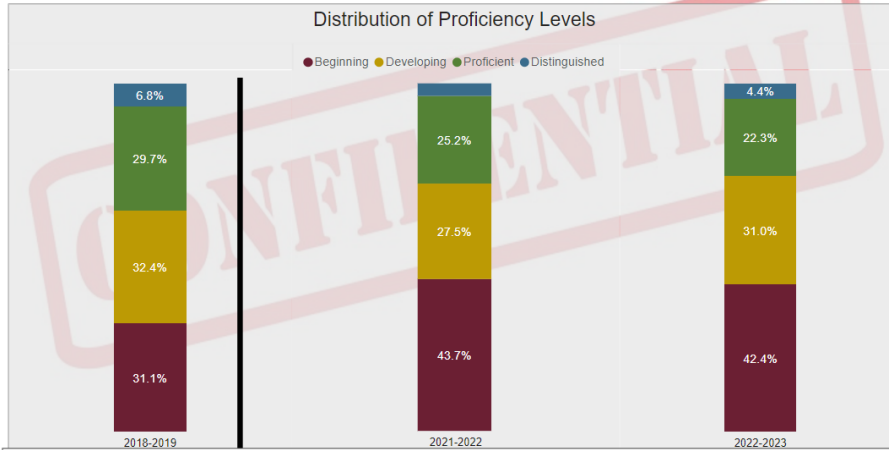


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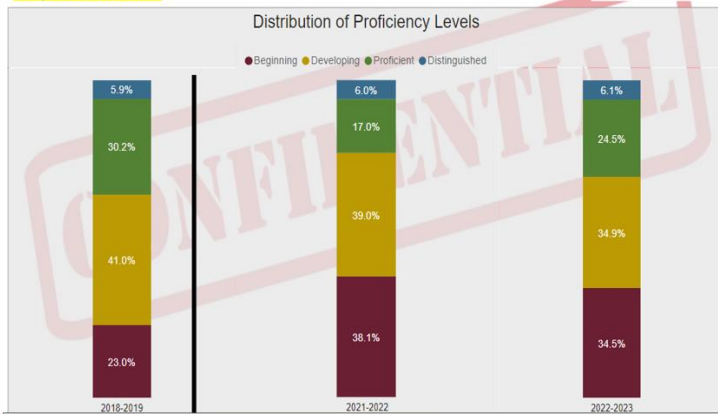
3rd, 4th & 5th Math

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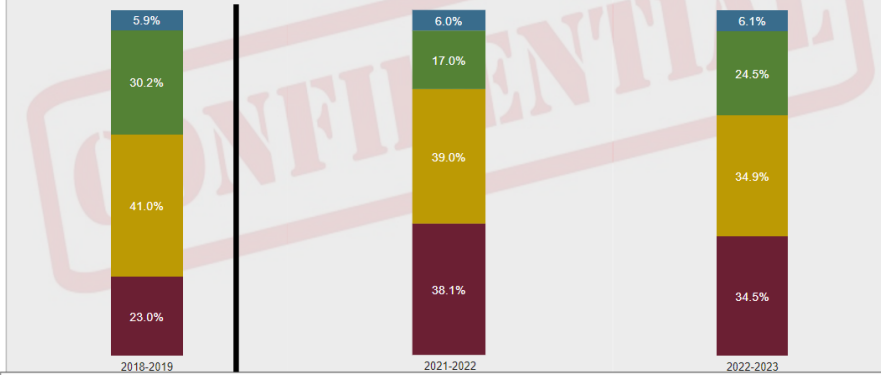
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Distribution of Proficiency Levels

● Beginning ● Developing ● Proficient ● Distinguished



Switch Table View

Placement Summary

Choose to Show Results By

Grade



Add secondary demographic to show results by

Showing 6 of 6

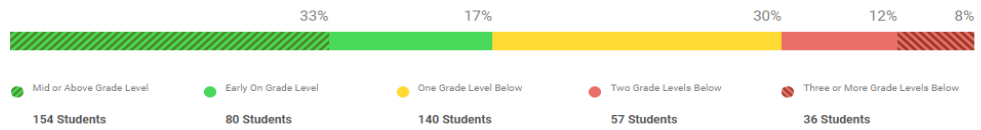
Grade	Overall Grade-Level Placement	Beginning	Developing	Proficient	Distinguished	Students Assessed/Total
Grade K	<div><div></div></div>	57%	19%	23%	0%	77/77
Grade 1	<div><div></div></div>	38%	12%	46%	4%	76/76
Grade 2	<div><div></div></div>	38%	16%	28%	18%	85/85
Grade 3	<div><div></div></div>	18%	25%	22%	24%	72/72
Grade 4	<div><div></div></div>	21%	17%	39%	10%	90/90
Grade 5	<div><div></div></div>	25%	13%	18%	19%	67/67



Title I School Wide Plan

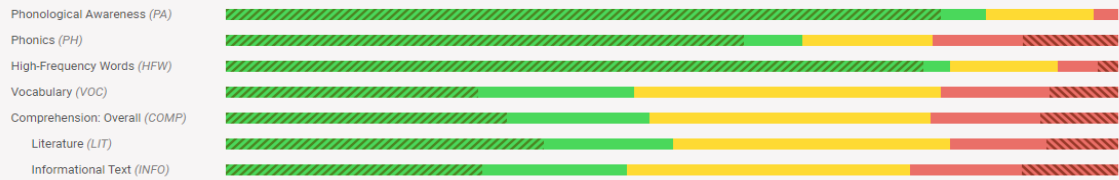
Overall Placement

Students Assessed/Total: 467/467



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



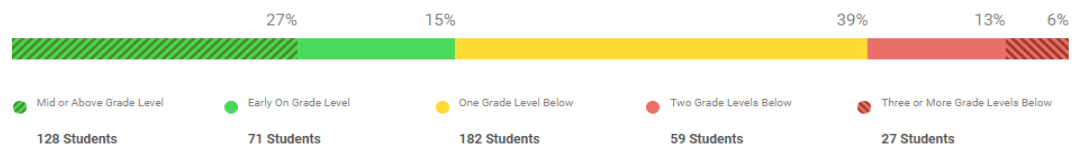
Criterion Referenced

3-Level Placement

Enhanced
5-Level Placement

Overall Placement

Students Assessed/Total: 467/467



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain





Title I School Wide Plan

Switch Table View

Placement Summary

Choose to Show Results By

Grade



Add secondary demographic to show results by

Showing 6 of 6

Grade



Overall Grade-Level Placement



Students Assessed/Total

Grade K



55%

14%

31%

0%

0%

77/77

Grade 1



24%

16%

54%

7%

0%

76/76

Grade 2



18%

15%

51%

16%

0%

85/85

Grade 3



17%

14%

36%

24%

10%

72/72

Grade 4



29%

21%

30%

14%

6%

90/90

Grade 5



22%

9%

31%

15%

22%

67/67



Comprehensive Needs Assessment:

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

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 and/or 90-day plan

Administration met with teachers, leadership team, and the 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 and data (iReady, GA Milestones, etc) to develop our Title I schoolwide plan for the 2023-24 school year. The plan was created with the participation of the staff. The committee was involved in disaggregating the school's academic and assessment data from the 2022-23 school year, and reviewing trends within subgroups (White, Black, Hispanic, Students with Disabilities, and Economically Disadvantaged). This group will meet throughout the year to revisit the 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. The team worked together to complete the school improvement plan with the focus and intent to support the needs of all students.

Review your data by subgroup and note areas of deficit, specifically the needs of those children who are failing, or are at-risk of failing. (ED, EL, Race, SWD)

ELA GA Milestones Assessment: Percentage of students scoring level 2 or higher by subgroups: Black: 56.4 %; SWD: 13.8 %

Math GA Milestones Assessment: Percentage of students scoring level 2 or higher by subgroups: Black: 64.4 %; SWD: 27.59 %



Title I School Wide Plan

Goals and Strategies:

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will:

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, and foster/homeless students) to meet the State's challenging academic standards;

b) use methods and instructional strategies an academic program in the school, will 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;

Goal 1:

By May 2024, the percentage of grades K-2 students will increase in reading at or above grade level by 10 percentage points as measured by the 2024 End-of-Year Benchmark Assessment System III administration.

By May 2024, increase the percentage of grades 3-5 students scoring at Proficient and Distinguished by 10 percentage points as determined by the ELA GMAS for the 2023-2024 school year.

Provide <u>2</u> or more 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
Acquiring instructional coach in ELA to assist and lead teachers in analyzing data and implementing evidence based instructional strategies to close the achievement gap for students in the following subgroups: Black student, Economically Disadvantaged (ED) and Students with Disabilities (SWD)	N/A	August 2023- May 2024	Consolidated Budget	Principal
Acquiring additional teacher to reduce class size. (ELA)	N/A	August 2023- May 2024	Consolidated Budget	Principal



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

Economically Disadvantaged	Foster and Homeless
Offer all ED students extended learning in 3rd-5th grades	Offer all foster and homeless students extended learning and/or check-ins with the counselor and/or MTSS teacher. SLES works closely with the school social worker
English Learners	Students with Disability
The ELL department provides 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.	The IST will monitor the SWD subgroup's data and will ask teachers to provide remediation and extension strategies based on data. The IST will also adjust support as needed. Support includes but are not limited to IRR, collaboration and co-teaching.

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will:

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, and foster/homeless students) to meet the State's challenging academic standards;

b) use methods and instructional strategies an academic program in the school, will 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;

Goal 2:

By May 2024, Increase the percentage of grades 3-5 students scoring at Proficient and Distinguished by 10 percentage points as determined on the Math GMAS for the 2023-2024 school year.

Provide <u>2</u> or more 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
Acquiring instructional coach in Math to assist and lead teachers in analyzing data and implementing evidence based	N/A	August 2023-May 2024	Consolidated Budget	Principal



Title I School Wide Plan

instructional strategies to close the achievement gap for students in the following subgroups: Black student, Economically Disadvantaged (ED) and Students with Disabilities (SWD)				
Acquiring additional teacher to reduce class size. (Math)	N/A	August 2023-May 2024	Consolidated Budget	Principal

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

Economically Disadvantaged	Foster and Homeless
Offer all ED students extended learning in 3rd-5 th grades	Offer all foster and homelessness students extended learning and/or check-ins with the counselor and/or MTSS teacher. SLES works closely with the school social worker
English Learners	Students with Disability
The ELL department provides 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.	The 1ST will monitor the SWD subgroup's data and will ask teachers to provide remediation and extension strategies based on data. The 1ST will also adjust support as needed. Supports will include but are not limited to IRR, collaboration, and co-teaching.

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will:

c) 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:

i) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas



Title I School Wide Plan

We offer classroom guidance, small groups and individual counseling. The CHRIS 180 Program offers school- based individual mental health counseling services to students. Attendance incentive programs reward students who improve their attendance. Our school utilizes the PBIS framework to acknowledge and reward positive behavior.

ii) 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

iii) 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 and interventions (Tier 2 and 3) to students.
- Biweekly (Tier 2) and weekly (Tier 3) progress monitoring
- SST Plans/Meetings
- 504 Plans
- PBIS

v) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

GKIDS (kindergarten) skills incorporated into reading/math stations

- Self-help/care skills taught to PreK students
- Pre-kindergarten class follows school wide transition schedule.
- Transition partnership with Sheltering Arms and neighboring day care centers.

Plan Development and Evaluation:

3. Evaluation of School-wide Plan

a) Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.



b) Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

c) Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program.

The Annual Title I Evaluation will be completed based on a review of multiple data points, including state assessments, to determine the effectiveness of the Title I Plan and inform actionable changes for the following school year. Evaluation documentation will be stored in Title I CRATE.

4. ESSA Requirements to Include in the Schoolwide Plan

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement plan, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the plan in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such plan shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

A school Parent and Family Engagement Plan (PFEP) will be jointly developed with parents and family members in a format that is easily understandable. It will be distributed to parents and families, posted on the school website, and will be made available to the local community.

5. Schoolwide Plan Development

a) is developed during a 1-year period

b) is developed with the involvement of parents and other members of the community including teachers, principals, school leaders, paraprofessionals, instructional support staff, and student (high school)

c) remains in effect for the duration of the school's participation in a Title I School-Wide Program



Title I School Wide Plan

d) is available to the school district, parents, and the public, in a language that parents can understand

e) is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

The schoolwide plan was developed with stakeholder input during a 1-year period. School data will be reviewed, and the plan will be revised annually in collaboration with the Title I Committee, which includes all required stakeholders. The revised plan will remain in effect for the school year. Schoolwide plans will be made available on the school's website. The plan is coordinated with Federal, State, and local resources.

Professional Development (question 2iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
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Title I School Wide Plan

TOPIC	PROFESSIONAL DEVELOPMENT WINDOW	TARGETED AUDIENCE	FACILITATOR
<u>PBIS</u> Understanding what PBIS is and how implementation with fidelity will help reach our schoolwide goals.	August 7 – August 31	PK – 5 Teachers	Dr. McNeill
<u>i-Ready Math/Reading</u> (Calibrating using SMF and Diagnostic Results)	September 1 – September 29	K-2 Literacy/Math 3-5 Literacy/Math	Hammonds/Coleman/ Golden/Showers
<u>Write Score</u> (Resources, lessons, expectations, GMAS correlation)	October 2 – October 31	ALL PK – 5 Teachers	Hammonds/Golden/ Showers
<u>PBIS/Technology</u> Understanding behavioral trends and strategies to for improved behavior Vanguard will share technological resources for the classroom	November 1 – November 30	K-1 Literacy/Math 2-5 Literacy/Math	Dr. McNeill Vanguard Team Members
<u>i-Ready Math/Reading</u> (Calibrating using SMF and Diagnostic Results, Growth Report, Resources, Differentiated Instruction)	January 2 – January 31	ALL PK – 5 Teachers	ALL PK – 5 Teachers
<u>PBIS</u> Understanding behavioral trends and strategies to for improved behavior	February 1 – February 29	ALL PK – 5 Teachers	Dr. McNeill
<u>Test Prep</u> (GMAS Assessment guides, Resources, Study Guides, EOG Assessment Practice)	March 1 – March 29	3-5 Literacy/Math	Hammonds/Coleman/ Showers
<u>GMAS</u> (Current predictions and continued test prep)	April 8 – April 30	3-5 Literacy/Math	Hammonds/Coleman/ Showers

Parent and Family Engagement

Parent Engagement Activities (include	Scheduled Date(s) of	Person / Position Responsible	Date Due in CRATE	Dates Principal will meet with the school's Parent /
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Title I School Wide Plan

title/subject of curriculum workshops)	Required Activity/Event			Family Engagement designee and PLC
Sent Home and Posted on School Website: <ul style="list-style-type: none"> ○ School-Family Compact ○ School PFEP ○ District PFEP 	Revised by September 29, 2023 Distributed by 10/13/23	Principal & Staff	Revisions 08/25/23 Distributed 10/13/23	September 1, 2023
School-Family Compact Discussion: <ul style="list-style-type: none"> ○ Parent-Teacher Conference (elementary) ○ Ongoing discussion (middle/high school) 	ongoing	Principal & Staff, PA, Parents, & Families	12/08/23	ongoing
Annual Title I Parent Meeting: <ul style="list-style-type: none"> ○ Meeting held ○ Documents posted on school website 	September 22, 2023	Principal & Staff, Parents, & Families	9/29/23	August 31, 2023
Building Parent Capacity Fall: F2F or TEAMS) <i>Required Parent Capacity Events</i> <i>(An event can be a workshop, night event, or a TEAMS workshop. Checklists are required with every event, and the event must be aligned with the school goals.</i> <ul style="list-style-type: none"> ○ Curriculum Workshop 1 	September 2023	Principal & Staff, Parents, & Families	12/1/23	August 31, 2023
Building Parent Capacity Fall: <ul style="list-style-type: none"> ○ Curriculum Workshop 2 	October 23, 2023	Principal & Staff, Parents, & Families	12/13/23	September 29, 2023
Building Parent Capacity Fall: <ul style="list-style-type: none"> ○ Technology/Copyright Piracy Workshop 	November/December 2023	Principal & Staff, Parents, & Families	11/15/23	October 27, 2023
Building Parent Capacity Fall: <ul style="list-style-type: none"> ○ EL Parent Workshop (if applicable) 	N/A		10/27/23	
Building Parent Capacity Continuous Communications (Fall) <ul style="list-style-type: none"> ○ Continuous Communication 1 ○ Continuous Communication 2 ○ Continuous Communication 3 	Ongoing	Principal & Staff, Parents, & Families	12/15/23	Ongoing
Building Staff Capacity (Fall):	December 2023	Principal & PA	12/1/23	November 30, 2023
Building Staff Capacity Continuous Communications (Fall): <ul style="list-style-type: none"> ○ Continuous Communication 1 ○ Continuous Communication 2 ○ Continuous Communication 3 	ongoing	PA	12/15/23	TBD
Fall October Data Dig: <ul style="list-style-type: none"> ○ PLC to review Dashboard Data 	TBD	Principal & instructional coaches, CST, admin	TBD	TBD
Fall December Data Dig: <ul style="list-style-type: none"> ○ PLC to review Dashboard Data 	TBD	Principal & instructional	TBD	TBD



Title I School Wide Plan

		coaches, CST, admin		
Building Staff Capacity (Spring):	March 2024	Principal and Staff	3/12/24	March 8, 2024
Building Parent Capacity Spring: ○ Curriculum Workshop 3	March 2024	Principal & instructional coaches, CST, admin	2/29/24	TBD
Building Parent Capacity Spring: ○ Assessment Workshop	March/April 2024	Principal & instructional coaches, CST, admin	3/8/24	TBD
Building Parent Capacity Spring: ○ Transition Meeting	May 2024	Principal & instructional coaches, CST, admin	5/3/24	TBD
Building Staff Capacity Continuous Communications (Spring): ○ Continuous Communication 1 ○ Continuous Communication 2 ○ Continuous Communication 3	ongoing	Principal & PA	5/10/24	May 10, 2024
Building Parent Capacity Continuous Communications (Spring) ○ Continuous Communication 1 ○ Continuous Communication 2 ○ Continuous Communication 3	ongoing	Principal & PA	5/10/24	May 10, 2024
Spring March Data Dig ○ PLC to review Dashboard data	TBD	Principal & instructional coaches, CST, admin	TBD	TBD
Spring May Data Dig ○ PLC to review Dashboard data	TBD	Principal & instructional coaches, CST, admin	TBD	TBD
Input Meeting (s) FY23: ○ Staff ○ Parents/Families ○ Students	March 2024	Principal, Staff, Parents and Families	3/29/24	March 1, 2024