







TITLE I SCHOOLWIDE PLAN

School Name: Renaissance ES			District Name: Fulton		
Principal Name: Dr. Neill Crosslin			School Year: 2019-2020		
School Mailing Address: 7250 Hall Road, Fairburn, GA 30213					
Telephone: 4702544320					
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 <input type="checkbox"/>		Targeted Support School <input type="checkbox"/>		Consolidated School <input type="checkbox"/>	
Principal's Signature: 				Date: 8/28/19	
Title I Director's Signature:				Date:	
Revision Date:		Revision Date:		Revision Date:	

District Strategic Plan Outcomes

Focus Area	Outcome
 <small>Strategic Plan 2022</small>	Our goal is to prepare all students to graduate ready to pursue and succeed on their chosen paths
 Student Achievement	<p>3rd grade literacy: Increase the percentage of students reading at or above grade level in 3rd grade</p> <p>Middle school proficiency: Increase the percentage of students who score proficient on nationally norm-referenced assessments in core subject areas by 8th grade</p> <p>On-track for graduation: Increase the percentage of 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>
 People & Culture	<p>School and district culture: Increase the percentage of families and students who would recommend FCS as a place to attend school to a family member or friend</p> <p>Staff engagement: Increase the percentage of employees who would recommend FCS as a place to work to a family member or friend</p> <p>Teacher retention: Increase retention of teachers beyond their 5th year</p>
 Community Collaboration	<p>Partnerships: Increase the percentage of schools with impactful partnerships that align to school goals</p> <p>School governance: Increase the percentage of effective School Governance Councils</p> <p>Family engagement: Increase the percentage of families who feel empowered to support their students' educational journeys</p>
 Fiscal Responsibility	<p>Funding to schools: Maintain a high percentage of the overall budget that directly supports schools</p> <p>Budget management: Review and report the variance of budgeted and actual revenues and expenditures, while considering long-term budget impact</p> <p>Transparent and efficient management of local funds: Reduce the number of audit findings for Student Activity funds and ensure effective management of funds between schools and School Governance Councils</p>

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
Dr. Neill Crosslin	<i>Dr. Neill Crosslin</i>	Principal
Mrs. Nikki R. Porter	<i>Nikki R. Porter</i>	Assistant Principal
Mrs. Davetta Cannon	<i>Davetta Cannon</i>	Literacy Coach
Mrs. Tara Adams	<i>Tara Adams</i>	Literacy Coach
Mrs. Charma Shaw	<i>Charma Shaw</i>	Parent Liasion
Ms. Margally Hoque	<i>Margally Hoque</i>	Kindergarten Teacher
Ms. Amy Long	<i>Amy Long</i>	1 st Grade Teacher
Mrs. Sheoronda Stubbs-Carter	<i>Sheoronda Stubbs-Carter</i>	2 nd Grade Teacher
Ms. Terrica Sloan	<i>Terrica Sloan</i>	3 rd Grade Teacher
Ms. Twine	<i>Shawarde Twine</i>	4 th Grade Teacher
Mr. Phillip Lee		Parent
<i>HARRIS GRIFFIN</i>	<i>Harris Griffin</i>	PARENT
<i>Darwin Moore</i>	<i>Darwin Moore</i>	Parent
<i>DEMETRE MOORE</i>	<i>Demetre Moore</i>	PARENT
<i>Craig Fields</i>	<i>Craig Fields</i>	Parent
<i>Willie Hicks</i>	<i>Willie Hicks</i>	Parent
<i>Stanley Everage</i>	<i>Stanley Everage</i>	
<i>DEJUAN NASH</i>	<i>DeJuan Nash</i>	Parent
<i>Obie Smith</i>	<i>Obie Smith</i>	Parent
<i>Barry Brown</i>	<i>Barry Brown</i>	Parent

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

Using the DMAIC process, the leadership team (comprised of school administrators and grade-level/department chairs) engaged in a root-cause analysis. Using data analysis protocols, the team listed components central to best next steps for school improvement. These components (Methods, Environment, Management, Students, Staff, & Implementation) served as categories for input for team members along with parental input from previous meetings. As a result, the following focus areas were determined; Literacy, Math, & Data Analysis and Action.

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

Response: Response

The plan is based on information about all students in the school and identified students and groups of students regarding their demonstrated proficiency according to GMAS (Georgia Milestones Assessment System).

ALL students:

- *The percentage of students demonstrating Developing or above on the Georgia Milestones Assessment for 3rd grade Reading/Language Arts increased from 58% to 67%.*
- *The percentage of students demonstrating Developing or above on the Georgia Milestones Assessment for 4th grade Reading/Language Arts decreased from 67.9% to 61.2%. Increased proficiency and above 22.6% to 32.7% .*
- *The percentage of students demonstrating Developing or above on the Georgia Milestones Assessment for 5th grade Reading/Language Arts increased from 65.3% to 70.4%. Increased proficiency and above 28.8% to 32.7%.*
- *The percentage of students demonstrating Developing or above on the Georgia Milestones Assessment for 3rd grade Math increased from 68% to 75.9%. Increased proficiency and above 26% to 38.4%.*
- *The percentage of students demonstrating Developing or above on the Georgia Milestones Assessment for 4th grade Math decrease from 68.9% to 68%. Increased proficiency and above 24.5% to 34%.*
- *The percentage of students demonstrating Developing or above on the Georgia Milestones Assessment for 5th grade Math increased from 59.3% to 63.3%.*

Black students:

- *The percentage of students demonstrating Developing or above on the Georgia Milestones Assessment in Math for in this subgroup grade increased from 65.1% to 69.4%.*
- *The percentage of students demonstrating Developing or above on the Georgia Milestones Assessment in Reading/Language Arts for in this subgroup increased from 62.7% to 66.2%.*

SWD students:

- *The percentage of students demonstrating Developing or above on the Georgia Milestones Assessment in Reading/Language Arts for in this subgroup decreased from 32% to 19%.*

List your needs and goals based on your comprehensive needs assessment.

Need 1: Increase percentage of students achieving level 3 & 4 in reading and math.	Data to Show Need 1: Summative data according to the GMAS 2018-2019.
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: Literacy

	Developing and Above	Proficient and Above
3	71%	33%
4	71%	33%
5	65%	36%

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 K-2	See Logic Model	August 2019-May 2020	Please refer to budget report per Principal	Principal
Literacy Coach 3-5	See Logic Model	August 2019-May 2020	Please refer to budget report per Principal	Principal
Revise the literacy plan that targets the needs of the school.		July 2019		Mrs. Adams Ms. Cannon Literacy Coach

<p>Literacy Coaches and CST will attend train the trainer sessions once a month addressing essential components of the Balanced Literacy Framework and redeliver the content to teachers.</p>		<p>August 2019-May 2020</p>		<p>Mrs. Adams Ms. Cannon Ms. Carpenter/CST</p>
<p>Session 1 Managing Reading Workshop Ways to Facilitate Safe Practice</p>		<p>September 24</p>		<p>Mrs. Adams Ms. Cannon Ms. Carpenter/CST</p>
<p>Session 2 Choosing a Read-Aloud Text and Skill Making Read-Aloud Interactive Supporting Whole-Class Conversation</p>		<p>October 29</p>		<p>Mrs. Adams Ms. Cannon Ms. Carpenter/CST</p>
<p>Session 3 Increasing Student Reading Volume Building Student's Reading Stamina</p>		<p>November 19</p>		<p>Mrs. Adams Ms. Cannon Ms. Carpenter/CST</p>
<p>Session 4 • Hosting a Toolkit Workshop Session</p>		<p>January 22</p>		<p>Mrs. Adams Ms. Cannon Ms. Carpenter/CST</p>
<p>Session 5 Mid-Workshop Purpose and Practice Share Purpose and</p>		<p>February 25</p>		<p>Mrs. Adams Ms. Cannon Ms. Carpenter/CST</p>

<p>Session 6</p> <p>The Nuts and Bolts of Book Clubs</p> <p>Ways to Get Clubs Started</p> <p>Teaching Club Conversations</p>		March 24		<p>Mrs. Adams Ms. Cannon</p> <p>Ms. Carpenter/CST</p>
<p>Session 7</p> <p>Reflection and Revisions</p>		May 12		<p>Mrs. Adams Ms. Cannon</p> <p>Ms. Carpenter/CST</p>
<p>Adapt and clearly define uninterrupted reading block and add writing with a separate time.</p>		July 31, 2019		<p>Mrs. Adams & Ms. Cannon, Literacy Coaches</p>
<p>Literacy Coaches and CST will conduct 3 announced walkthroughs or analysis teacher video submissions observing teacher implementation essential components of the Balanced Literacy Framework, come to a consensus of scoring, and enter data into a comprehensive spread sheet.</p> <p>Literacy Coaches and CST will use spreadsheet data to analyze school trends and determine</p>		<p>September 16, 17, 18, 19</p> <p>October 25, 28, 29, 30</p> <p>December 9, 10, 11, 12</p> <p>February 10, 11, 12, 13</p> <p>March 23, 24, 25, 26</p> <p>May 11, 12, 13, 14</p>		<p>Mrs. Adams & Ms. Cannon, Literacy Coaches</p> <p>Ms. Carpenter/CST</p>

<p>teaching action steps for teachers that do not meet the progress indicator as well as school and/or grade level support needed.</p> <p>Literacy coaches and CST will conduct 3 running record notebook checks on 2 notebooks per grade level every 30 days. Analyze the administration and enter data into a comprehensive spreadsheet.</p>				
<p>How to administer and score BAS Grades K-2 Grades 3-5</p>		<p>August 15</p>		<p>Mrs. Adams & Ms. Cannon</p>
<p>Renaissance will incorporate a bookroom and classroom libraries to provide teachers with resources to assist with guided reading lessons and independent/partner reading time</p>		<p>August 26</p>		<p>Ms. Cannon & Mrs. Adams</p>
<p>Intro to bookroom and check out system Classroom library organization system</p>		<p>September 3</p>		<p>Ms. Cannon & Mrs. Adams</p>
<p>K-5 Teachers will attend Training on the Effective Mini lesson Internalizing the lesson K-2 Teachers</p>		<p>August 4</p>		<p>Ms. Cannon & Mrs. Adams</p>
<p>K-5th grade teachers will attend a monthly</p>		<p>8/20 9/10 10/22</p>		<p>Dr. Tracey D. Clark</p>

<p>Systematic Observation and Assessment</p>		<p>11/21</p>		
<p>Literacy Leads and Program Specialist will conduct 1 announced walkthrough with the school Instructional Leadership team to observe teacher implementation essential components of the Balanced Literacy Framework, come to a consensus of scoring, and enter data into a comprehensive spreadsheet.</p> <p>Literacy Leads and Program Specialist will assist the school Instructional leadership team to analyze school trends and determine coaching action steps for teachers that do not meet the progress indicator as well as school and grade level support needed.</p>		<p>October 3 January 29</p>		<p>Dr. Tracey D. Clark Altanya Porter</p>
<p>Implement a Principal Intervention Plan for teachers who have completed all levels of coaching support unsuccessfully (as indicated by the Teacher Decision Tree).</p>		<p>Ongoing</p>		<p>Dr. Crosslin Mrs. Porter</p>
<p>Literacy Coach and CST will conduct 1</p>				<p>Mrs. Adams & Ms. Cannon, Literacy</p>

notebook check on 1 notebook per grade band (K-1, 2-3, 4-5) analyze the administration, and enter data into a comprehensive spreadsheet.				Coaches Ms. Carpenter/CST
K-5 teachers will review the components of the mini-lesson		August 22 nd 3- 5		Ms. Cannon & Mrs. Adams
Grade-level specific learning walks will be conducted to progress monitor the effectiveness of "I Do "portion of the mini lesson Safe Practice August 26-30		September 2-6		Ms. Cannon & Mrs. Adams
3-5 teachers will engage in unpacking of Focus lessons August Lesson September Lesson		August 22 nd September 24 th		Mrs. Adams & Ms. Cannon
K-5 teacher and staff will engage in reading stamina chat to set school and classroom goals		September 3 rd		Mrs. Adams & Ms. Cannon
3 rd -5 th grade teachers will receive PD on strategy groups		September 3 rd		Mrs. Adams & Ms. Cannon
3 rd -5 th grade teachers learning walks will be conducted to progress monitor the effectiveness of "Strategy Groups"		September 24, 25, 26, 27 October 14, 15, 16, 17 December 16, 17, 18 February 18, 19, 20,		Ms. Cannon Mrs. Adams

Bi-Weekly safe practice		21		
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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Saturday School 12 days; 5 hrs each day RTI Level-Up Student Group	N/A
English Learners	Migrant
N/A	N/A
Race/Ethnicity	Students with Disability
	Co-Teaching model used.

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:Math

	Developing and Above	Proficient and Above
3	78%	40%
4	80%	41%
5	71%	37%

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 Consultant	See Logic Model	August 2019-May 2020	Please refer to budget report per Principal	Principal
Connect with Valerie Thomas and Monique Johnson to schedule visits for the 1 st semester Create math teacher survey to gauge teacher interests in PLC topics/confidence level in teaching math/curriculum feedback		August 1, 2019		Carpenter
Create math baseline data tracker (to mirror Lucy		August 9, 2019		Carpenter

(Lesson template)				
Informal classroom observations/support push-in to collect baseline data to create Math Action Plan (PLC topics, individualized grade level/teacher needs, whole school rock(s))		August 19 – August 30, 2019		Carpenter
Create Math Action Plan		September 2, 2019		Carpenter
Strategies for re-teaching are evident along with specific strategies for addressing the needs of advanced, ELL and special needs students		ongoing		Carpenter & Walker
Provide professional development and support and ensure teachers: Understand how to create individualized student acceleration plans based on specific data-based needs		ongoing		Carpenter
Provide professional development and support and ensure teachers: Understand and unpack district math curriculum and how to monitor effectiveness of instruction through assessment.		ongoing		Carpenter
SLC Support/ Math Program Specialist provides real-time support by modeling an FCS Focus Lesson for teachers in grades 3-5		Ongoing (specific dates TBD based on her schedule)		Monique Johnson

WATN Consultant provides feedback and real-time support for teachers in grades K-5		Ongoing (specific dates TBD based on her schedule)		Valerie Thomas
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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Math consultant to support student	
English Learners	Migrant
Race/Ethnicity	Students with Disability

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
Data Analysis and Action	See Logic Model		Please refer to budget report per Principal	Principal
Model effective and ongoing data use: weekly meetings, strategic decision making, allocation of resources, etc.		Ongoing		Crosslin, Porter, Carpenter, Adams, Cannon, Walker
Review intervention/enrichment data to determine the effectiveness of strategies		Ongoing		Carpenter, Cannon, & Adams
Set clear expectations for using data, communicate expectations, and create systems for monitoring implementation		August 2019		Crosslin & Porter

Building a positive school-level data culture that promotes transparent teacher/student data sharing, analysis and support		Ongoing	Crosslin, Porter, Carpenter, Adams, Cannon, Walker
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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:

*Counselor maintains small groups based on school-wide surveys. Said groups meet weekly.
PBIS*

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:

AVID

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:
RTI process
PBIS

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

Response:

Kindergarten roundup. The school has Pre-K

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:

This comprehensive plan was developed as a collaborative effort amongst school administrators, teacher leaders, and community stakeholders. Parents were given additional input opportunity through formal and informal means. Systemic communication in preparation for this input was vital. Using multiple platforms (social media, school messenger, e-mail listservs) community and parent input was elicited.

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;

Response:

Renaissance ES invited all parents to participate and provide input in the schoolwide improvement planning process. Using longitudinal data, the plan was revised according to student/community trends and school needs. The team charged with moving this work forward consists of the principal, administrative team members, teacher leaders, 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;

Response:

Fidelity checks for implementation of this plan are ongoing. The plan will guide the work throughout this school year (2019-2020).

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 maintains a highly functional Parent Advisory Council. In concert with the Parent Liaison, they create/revise a Student/Parent Compact to educate the community on programs, strategies and workshops to foster continued academic achievement and student success. A copy of our Title I schoolwide plan, along with our Student/Parent Compact, is available to all stakeholders and subject to their review.

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:

N/A

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:

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:

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
Math consultant	August 2019-May 2020	K-5	CST
Execute the literacy plan (previously developed) that targets the needs of the school	August 2019-May 2020	K-5	Literacy Coaches

*** 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			
School-Family Compact sent home and on the school website	10/15/19			
School-Family Compact discussed in parent-teacher conferences (elementary)	12/20/19			
Annual Title I Parent Meeting held and documents on school website	9/27/19			
Parent Input Meeting Held	3/29/20			
Transition Meetings	5/15/20			
Building Staff Capacity (Fall and Spring)	Fall: 12/6/19 Spring: 3/13/20			
Parent Resource Center Open House held	12/6/19			
Monthly Title I Parent Meetings/ Family Night <ul style="list-style-type: none"> • Literacy/Reading • Math • Curriculum Night • Testing and Assessment (Milestones) • Technology (HAC & Copyright Piracy) • English Learner Specific Events 	Once a month is recommended. Enter your titles and dates in the next column.			

Transition Meetings <ul style="list-style-type: none"> • Others 				
Annual Survey Distributed and on Website Annual Survey Results on website	4/30/20 5/15/20			