








TITLE I SCHOOLWIDE PLAN		
<b>School Name: RISE Prep</b>		<b>District Name: Fulton</b>
<b>Principal Name: Christian Harden</b>		<b>School Year: 2019-2021</b>
<b>School Mailing Address: 2626 Hogan Road East Point, Georgia 30344</b>		
<b>Telephone: 404-669-8060 ext.134</b>		
<b>District Title I Director/Coordinator Name: Catherine Harper</b>		
<b>District Title I Director/Coordinator Mailing Address: 6201 Powers Ferry Rd., Atlanta, GA 30339</b>		
<b>Email Address: harpercd@fultonschools.org</b>		
<b>Telephone: 470-254-0200</b>		
ESSA ACCOUNTABILITY STATUS		
<b>Comprehensive Support School</b> <input type="checkbox"/>	<b>Targeted Support School</b> <input type="checkbox"/>	<b>Consolidated School</b> <input type="checkbox"/>
<b>Principal's Signature:</b>		<b>Date:</b>
<b>Title I Director's Signature:</b>		<b>Date:</b>
<b>Revision Date:</b>	<b>Revision Date:</b>	<b>Revision Date:</b>

## District Strategic Plan Outcomes

Focus Area	Outcome
	Our goal is to prepare all students to graduate ready to pursue and succeed on their chosen paths
  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>Student 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>



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
Christian Harden		Principal
Gwendolyn Lorthridge		Assistant Principal
Ken Kemp		Counselor
Tracy Weekes		Instructional Coach
Tyrone Bottley		Staff
Angelia Wimbush		Parent
Elizabeth Jones		Parent
Marsha Anderson		Title I School Support - FCS
Anastacia Johnson		Assistant Principal
Jackie Goodman-Cook		Parent Liaison
Kevin Marquez		Instructional Coach

<p><b>1. Comprehensive Needs Assessment: Sec. 1114(b)(6)</b></p>
<p>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; <b>Sec. 1114(b)(6)</b></p>
<p>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</p>
<p>RISE Preparatory Charter began its comprehensive needs assessment process with a review and analysis of data from the Georgia Milestones Assessment System (GMAS) and iReady Fall-Spring growth data to determine overall strengths and areas for improvement. Next, a comparative analysis of data was conducted by grade and indicator to determine prioritized needs. Finally, the data was analyzed by a subgroup of scholars and grade levels, noting areas of strength and weakness. As a team, we decided English/Language Arts and Mathematics would be a focus for the 2019-2020 school year at RISE Prep. Given the lack of the GMAS, RISE Prep will analyze data from iReady to determine the level of growth for scholars in ELA and Mathematics at least twice a year.</p> <p>Our school extended an invitation to all parents, staff, and community members to create a committee that represents the total student body and school community to review and revise the schoolwide plan. The previous years' plan is revised, and the data is used as the framework to develop the current year's plan.</p> <p>RISE Prep will decrease the number of scholars scoring in Level 1 (Beginning Learner) and Level 2 (Developing Learner) by three (3) percentage points or greater according to the Georgia Milestones Assessment. Data from Georgia Milestones and iReady will be used to determine scholars to place in our support classes for ELA and/or Mathematics. The support classes will meet for 80 minutes a day for four days and each Wednesday for 50 minutes for nine weeks. Scholars who demonstrate typical growth via MobyMax will exit the support class after nine weeks. In addition, all scholars will take the Benchmark exam in iReady and MobyMax for ELA and Mathematics in order to determine their Individual Learning Pathway. After the completion of the Benchmark exam, each scholar will be placed in one of these categories: Foundation, Basic, Intermediate or Advanced. Scholars will use Power 30 to advance their level of mastery for both pathways. Teachers will meet with scholars each week to determine the level of mastery for each scholar. Power 30 will take place each day during the second period for 30 minutes at least four days a week when we return to face to face instruction..</p>
<p>Review your data by subgroup and note areas of deficit. (ED, EL, Race, SWD)</p>
<p>RISE Prep's Title I schoolwide plan considers the needs of all scholars in the school, but particularly the needs of identified scholars and subgroups of scholars who are not yet achieving the challenging State academic standards and demonstrating proficiency based on the 2017-2018 Georgia Milestones End-of-Grade Assessments.</p> <p><b>ALL Students</b>  28.7% of all scholars (grades 6-8) performed as Proficient and Distinguished Learners (3 and 4) on the 2018 GMAS <b>ELA</b> Assessment.  12.7% of all scholars (grades 6-8) performed as Proficient and Distinguished Learners (3 and 4) on the 2018 GMAS <b>Math</b> Assessment.  15.0% of all scholars (grades 6 and 8) performed as Proficient and Distinguished Learners (3 and 4) on the 2018 GMAS <b>Science</b> Assessment.  65.5% of all scholars (grades 6 and 8) performed as Beginning Learners (level 1) on the 2018 GMAS <b>Science</b> Assessment.  22.8% of all scholars (grades 6 and 8) performed as Proficient and Distinguished Learners (3 and 4) on the 2018 GMAS <b>Social Studies</b> Assessment.</p> <p><b>Economically Disadvantaged (ED)</b>  30.1% of ED scholars (grades 6-8) performed as Proficient and Distinguished Learners (3 and 4) on the 2018 GMAS <b>ELA</b> Assessment.  8.5% of ED scholars (grades 6-8) performed as Proficient and Distinguished Learners (3 and 4) on the 2018 GMAS <b>Math</b> Assessment.</p>



**Students with Disabilities (SWD)**

7.7% of scholars (grades 6-8) performed as Proficient Learners (level 3) and 0% as Distinguished (level 4) on the 2018 GMAS **ELA** Assessment. 0% of scholars (grades 6-8) performed as Proficient and Distinguished Learners (3 & 4); 30.8% Developing (level 2) on the 2018 GMAS **Math** Assessment.

**Black Students**

30.5% of scholars (grades 6-8) performed as Proficient and Distinguished Learners (3 and 4) on the 2018 GMAS **ELA** Assessment. 16% of scholars (grades 6-8) performed as Proficient and Distinguished Learners (3 and 4) on the 2018 GMAS **Math** Assessment. 10.9% of scholars (grades 6 and 8) performed as Proficient (level 3) and 0% as Distinguished (level 4) on the 2018 GMAS **Science** Assessment. 23.2% of scholars (grades 6 and 8) performed as Proficient and Distinguished Learners (3 and 4) on the 2018 GMAS **Social Studies** Assessment.

**White Students**

Too few students (data unavailable)

**Hispanic Students**

Too few students (data unavailable)

**English Learners**

Too few students (data unavailable)

Rise Prep’s FY19 Title I Schoolwide Plan will be amended upon availability of the 2019 Georgia Milestones Assessment data. Georgia Milestones were cancelled for the 2020 school year; therefore, RISE Prep will implement iReady to determine the level of growth.

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

<p>Need 1: Increase ELA achievement (<i>Vocabulary &amp; Reading Comprehension</i>) and Math achievement (<i>Number Systems, Geometry, Algebra I, and Functions</i>) in grades 6-8.</p>	<p>Data to Show Need 1: iReady and MobyMax assessment data from teachers during Data Meetings</p>
<p>Need 2: Ongoing collaboration between ELA and social studies teachers with Instructional Coach</p>	<p>Data to Show Need 2: Classroom walkthroughs data by Instructional Coach and administration</p>
<p>Need 3: Level of growth for scholars in Power 30 and support classes.</p>	<p>Data to Show Need 3: Data from iReady and MobyMax</p>

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

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

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

**Goal 1:**

Increase the percentage of scholars in grades 6, 7, and 8 who perform at the Proficient Learner Level and above in ELA by three (3) percentage points via the 2020 Georgia Milestones Assessment.

Decrease the percentage of scholars in grades 6, 7, and 8 who perform at the Beginning Learner Level in ELA by three (3) percentage points via the 2020 Georgia Milestones Assessment.

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
Instructional Coach-Support ELA and Social Studies Teachers	Level 4 – Logic Model	August 2019-May 2021	Title I, Part A	Mrs.Weekes/Instructional Coach & Mr. Harden/Principal
Power 30- All scholars will work on their Individual Learning Pathway in ELA and Mathematics		August 2019-May 2021	Cost Center	Teachers/Instructional Coach/Administration
ELA Support Classes		August 2019-May 2021	Cost Center	Ms. Atkins/Teacher, Mrs. Weekes/Instructional Coach & Administration
Strategies from Responsive Classroom and Management in the Active Classroom & Expeditionary Learning		August 2019-May 2021	Cost Center	Teachers/Instructional Coach/Administration

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

All Students (ED, EL, SWD)	Foster and Homeless
Provide <b>Power 30</b> daily during second period for 30 minutes at least four days a week(M, T, TH, F) and 30 minutes (Wed) each week.	Support will be provided by Parent Liaison and Counselor.
Provide <b>Power 30</b> daily during second period for 30 minutes at least four days a week	Provide <b>Power 30</b> daily during the liaison period for 50 minutes (M, T, TH, F) and 30 minutes (Wed) each week.
Administer <b>iReady and MobyMax Benchmark ELA Exam</b> to determine scholars' Individual Learning Pathway (Foundation, Basic, Intermediate, Advanced).	Provide <b>support classes</b> will be held daily for 90 minutes (M, T, TH, F) and 50 minutes (Wed) for nine weeks.
Implement <b>Response-to-Intervention (RTI)</b> strategies for scholars who need additional support.	Implement <b>Response-to-Intervention (RTI)</b> strategies for scholars who need additional support.
Analyze data during <b>weekly data meetings</b> for this group to determine and support fluency, vocabulary, and reading comprehension.	Schedule <b>weekly data meetings</b> for this group to monitor progress and support fluency, vocabulary, and reading comprehension.
English Learners	Migrant
In addition to the above, ESOL services will be provided for eligible English Learners.	N/A
Race/Ethnicity	Students with Disability

See the All Students subgroup for listing of supplemental action steps.	See the All Students subgroup for listing of supplemental action steps.
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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 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:**

Increase the percentage of scholars in grades 6, 7, and 8 who perform at the Proficient Learner Level and above in Mathematics by three (3) percentage points via the 2020 Georgia Milestones Assessment.

Decrease the percentage of scholars in grades 6, 7, and 8 who perform at the Beginning Learner Level in Mathematics by three (3) percentage points via the 2020 Georgia Milestones Assessment.

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
Instructional Coach-Support Mathematics	Level 4 – Logic Model	August 2019-May 2021	Title I	Instructional Coach & Mr. Harden/Principal
Power 30- All scholars will work on their Individual Learning Pathway in ELA and Mathematics		August 2019-May 2021	Cost Center	Teachers/Instructional Coach/Administration
Mathematics Support Classes		August 2019-May 2021	Cost Center	Mr. Mims/Teacher, Instructional Coach & Administration
Strategies from Responsive Classroom and Management in the Active Classroom & Responsive Classroom		August 2019-May 2021	Cost Center	Teachers/Instructional Coach/Administration

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

All Students (ED, EL, SWD)	Foster and Homeless
Provide <b>Power 30</b> daily during the second period for 30 at least four days a week. Provide <b>support classes</b> will be held daily for 90 minutes (M, T, TH, F) and 50 minutes (Wed) for nine weeks.  Administer <b>iReady and MobyMax Benchmark Mathematics Exam</b> to determine scholars' Individual Learning Pathway (Foundation, Basic, Intermediate, Advanced).  Implement <b>Response-to-Intervention (RTI)</b> strategies for scholars who need additional support.  Schedule <b>weekly data meetings</b> for this group to monitor progress and support numeracy fluency.	Support will be provided by Parent Liaison and Counselor.  Provide <b>Power 30</b> daily during the second period for 50 minutes (M, T, TH, F) and 30 minutes (Wed) each week.  Provide <b>support classes</b> will be held daily for 90 minutes (M, T, TH, F) and 50 minutes (Wed) for nine weeks.  Implement <b>Response-to-Intervention (RTI)</b> strategies for scholars who need additional support.  Schedule <b>weekly data meetings</b> for this group to monitor progress and support numeracy fluency.
English Learners	Migrant
In addition to the above, ESOL services will be provided for eligible English Learners.	N/A
Race/Ethnicity	Students with Disability
See the All Students subgroup for listing of supplemental action steps.	See the All Students subgroup for listing of supplemental action steps.

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

RISE Prep's counseling services entail classroom guidance lessons, individual counseling, small-group counseling (with parent consent), crisis intervention, coordination with outside agencies and therapists, and referrals for community services. The small-group counseling topics were surveyed at the beginning of the school year by all scholars. Each scholar had an opportunity to select multiple topics that they thought they could benefit from. The small-group counseling sessions last for 6 weeks, with a total of 8 scholars per session. Individual counseling is offered to any student who deem to need it. Scholars are referred to by parents and teachers. Scholars are counseled for 50 minutes on their designated day and time. Mentoring programs are implemented at the beginning of the school year. They are designed to be gender specific.

Zek's Program, led by Mr. Zekial, entails a curriculum correlated with academic success, as well as character building. The Add Beauty Mentorship program is a program to help our young ladies build self-esteem and to understand that true beauty lies inside. Many classroom lessons are implemented on a monthly basis to educate scholars on their soft skills. Character building, along with the core values of the school, are a part of the curriculum that is giving scholars the opportunity to improve skills outside of the academic areas. Some of the topics are bullying, self-confidence, conflict-resolution, anxiety, depression, building relationships, and decision-making skills. The bullying program includes teachers receiving a YouTube clip on anti-bullying every Friday and presenting it in their homeroom. After the clip, teachers discuss, as a class, what was observed. If scholars need to talk more in detail about their experience or concerns, they are allowed to come to the counselor's office during their recess time. Every 2nd and 4th Friday, Buddies Against Bullying would meet with the Counselor to talk about bullying that was happening in school and ways to combat it.

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);

Through the counseling program, each scholar completes the Career Interest Inventory and saves their results in their career profile. The 7th graders complete an additional Career Interest Inventory and explore three (3) Career Clusters based on their career inventory results. The 8th graders complete a Career Aptitude Inventory and start on an Individual Graduation Plan to guide them for registration for 9th grade courses. Also, 8th graders receive information about the Georgia Dual Enrollment program.

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.);

The schoolwide tiered model that is used to prevent and address behavior and intervening services is Response to Intervention (RTI). As it pertains to behavior, those students who have been identified as Tier II, a questionnaire is completed by educators and parents, H/V screening and Student Support Team (SST) meeting is conducted to look at the antecedents to the behavior and implement interventions that have effective positive outcomes. Early intervention relating to serious behavior problems, under the Individuals with Disabilities Education Act (IDEA), is to create an intervention plan based on a Functional Behavior Assessment (FBA) known as the Behavior Intervention Plan (BIP). This includes intervention strategies with positive behavioral supports. Along with the aforementioned support, summative evaluations are used at the end of the year to plan for the following academic year, and the Effective Behavior Support Self-Assessment Survey is used with the intention of reviewing the following to reduce In-School Suspensions (ISS) and Out-of-School Suspensions (OSS):

- School wide discipline systems
- Non-classroom management
- Classroom management systems



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

Not applicable to RISE Preparatory

**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;

RISE Preparatory has developed its schoolwide plan during a 1-year period for the 2019-2020 school year, with stakeholders' input. Parents, scholars and community members were invited to provide input in the Schoolwide Title I process through various communication methods including face-to-face meetings and online forms. The school improvement plan has been developed with input from stakeholders and will be revised annually. The plan will be implemented and carried out by all staff and stakeholders.

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;

Parents were invited to provide input in the Schoolwide Title I planning process through various communication methods including OneCall (school wide messaging system), newsletters, school website, ClassDojo, school calendar invitations and monthly parent council meetings. The input mediums are always available through the main office and family resource suite. The school improvement plan has been developed with input from stakeholders and will be revised annually at minimum. The plan will be implemented and carried out by all staff and stakeholders. The team consists of the following: principal, administrative team, teachers, parents, scholar government association (SGA), specifically, but the scholar body in general.

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 monitored and revised as deemed necessary by scholars' needs and data. The plan will be fully revised annually.

d. is available to the local educational agency, parents, and the public, and the information contained in such a plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

RISE Preparatory will revise a Parent and Family Engagement Plan (PFEP) and School-Family Compact to educate parents and scholars on programs and strategies that foster continued academic achievement and overall scholar success. A final digital and hard copy of the Title I Schoolwide Plan, PFEP and School-Parent Compact, in both English and Spanish, will be available after they are reviewed by the committee, staff and stakeholders. A physical copy of the plan in both languages will be kept in the parent resource suite, the main office as well as the libraries at: College Park, Hapeville, Metropolitan and South Fulton. All documents will be translated into the language necessary to accommodate stakeholders needs. All invitations will contain ample notification that

translation services will be made available. All documents, upon approval, will be made accessible digitally through the school website.

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)

RISE Preparatory will use and implement effective parent and family engagement strategies for parents of English Learners with the help of our Parent Liaison (Ms. Goodman-Cook) to **translate** and **interpret** documents, **workshops**, **teacher conferences**, and in **all areas** where assistance is needed. RISE Preparatory is also working with the organization, Bilingual Brown Babies (Dr. Kami Anderson, Ph.D.), to help our parents to improve their communications and to successfully impact academic success of our English Learners.

**English Speaking Classes are provided by the school through our Parent Resource Suite of Services.** Classes will be provided with study hall and academic support for children of the parents in the classes. These classes will be an academic bridge for the scholars and the families between home and school.

**Spanish Speaking Classes are provided by the school through our Parent Resource Suite of Services.** Classes will be provided with study hall and academic support for children of the parents in the classes. These classes will be an academic bridge for the families to communicate with each other, increasing comfort through communication.

**Dedicated time** is set aside to encourage cultural education so that all parents and scholars have exposure. Hispanic Heritage Month is an annual observation along with Cinco de Mayo. Family Engagement is inviting non-English speakers to share in the parent resource suite out of their native culture so that parents build a better rapport.

Parents and guardians are invited to experience **Responsive Classroom** (an evidence-based approach to teaching and learning for RISE Prep scholars in grades six through eight). Responsive Classroom focuses on the strong link between academic success and social-emotional skills (once per semester) for the Responsive Advisory Meeting which scholars engage in each morning. This is a 20-minute daily routine that meets the needs of our scholars by building positive, meaningful relationships with caring adults and peers.

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

Family Engagement Coordinator actively seeks programs for real-world skills application, over the break/holiday internships (when available), training programs for entrepreneurship, and career exposure opportunities.

Scholars will take a tour of a high school to experience a day as a high school scholar. Families and scholars will have the opportunity to participate in High School Night. This will allow them to visit public, magnet and private schools to learn what high school is a possible location to enhance their knowledge and skill sets.

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

Eligible scholars will have access to the following high school courses and credits: 9th Grade Literature, Algebra I and High School Physical Science.

Consultation will be provided with academic support organizations (A Better Chance, Odyssey, Your College-Bound Kid). Experiences and surveys will help scholars to begin considering what their possible career interests are. (The same will be available to parents as many times parents have not had the same kind of support or counseling.) Career Day is an opportunity to expose scholars to different careers. Individuals are invited to come and explain what their daily activities consist of. They also answer questions scholars have and give them advice as to what education requirements are needed. The benefits of having a variety of presenters, from different fields, are to expose our scholars to as many careers as possible. Afterwards, each scholar writes a paragraph identifying which presenter they liked the most. Scholars have a chance to exchange information with each presenter to build relationships that may be useful in the future.

## 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
<b>Data Meetings</b> are held each Tuesday to analyze and discuss assessment data and develop action plan to improve the teaching and learning process	August 2019-May 2021	All Teachers and Grade Levels	Harden/Principal
<b>PLCs</b> are held each Wednesday to support all teachers to enhance instruction to gain and maintain scholars' attention	August 2019-May 2021	All Teachers and Grade Levels	Lorthridge/AP & Harden/Principal
<b>Gifted Endorsement Program</b> - Support teachers with additional pedagogy	September 2019-May 2021	Selected Teachers	Harden/Principal
<b>Scholar-Led Conferences</b> improve parent involvement, allow scholars to take ownership of their learning, and hold scholars accountable for their learning as they present artifacts of their learning to parents.	Spring Semester 2021	Teachers, Scholars and Parents	Teachers/ Instructional Coach /Administration
<b>Responsive Classroom</b> - Daily advisory meetings, closing circle to create and enhance a positive teaching and learning environment	August 2019-May 2021	Teachers and Scholars	Teachers & Administration
Interactive Protocols from Management in the Active Classroom and Expeditionary Learning	August 2019-May 2021	Teachers	Teachers & Administration

## Parent and Family Engagement Plan

* Title I Parent and Family Engagement requirements are mandated.				
Parent Engagement Activities	District Requirement Deadline	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible	Date Principal will meet with the school's Parent / Family Engagement designee to ensure requirements are completed with fidelity
School and District Parent & Family Engagement Plan (PFEP) sent home and on school website	10/15/19	Revised from secondary parent input by 9/11/19  Distributed by 9/25/19  Ongoing distribution throughout the year for new, incoming scholars (will be documented).	Family Engagement Coordinator/ Principal	9/30/2020
School-Family Compact sent home and on the school website	10/15/19	Revised from secondary parent input by 9/11/19  Distributed by 9/25/19  Signed and returned by 10/15/19  GOAL: 100% compacts collected by 10/31/19	Family Engagement Coordinator/ Principal	9/30/2020
School-Family Compact discussed in parent-teacher conferences (PTC) - elementary	By 12/4/19  (Hold Input Meeting) March 2020	Post first 9 weeks, PTC – 10/23/20	School Administration Staff Families	10/30/2020
Annual Title I Parent Meeting held and documents on school website	(Deadline is September 30)	By 9/29/20 (Deadline is September 30)	Family Engagement Coordinator/ Principal	9/29/2020
Parent Input Meeting Held		3/25/2020	Family Engagement Coordinator/ Principal	3/25/2021
Transition Meetings		High School Night- November 2020	Transitions Coordinator/ Family Engagement Coordinator/ Principal	12/20/2020  2/4/20
Building Staff Capacity (Fall and Spring)		Fall: 8/30/19 Spring: 1/3/20	Family Engagement Coordinator/ Principal	Fall: 7/30/19 Spring: 12/3/19
Parent Resource Suite Open House held	Operation Hours: 9:00 a.m. – 2:00 p.m.	Open House by 8/30/19 Available: August 2019-May 2020	Family Engagement Coordinator	7/30/19
Monthly Title I Parent Meetings/ Family Night  <ul style="list-style-type: none"> <li>● Literacy/Reading</li> <li>● Math</li> <li>● Curriculum Night</li> <li>● Testing and Assessment (Milestones)</li> <li>● Technology (HAC &amp; Copyright Piracy)</li> <li>● English Learner Specific Events</li> <li>● Transition Meetings</li> <li>● Others</li> </ul>	Ongoing October –May	<b>Curriculum Night-</b> September 9, 2020  <b>Annual Title I (6:00-7:30) PM</b> <b>September 23, 2020</b>  <b>Hispanic Heritage Month (6:00-7:30PM)</b> October 7, 2020  <b>Million Fathers March</b>	Family Engagement Coordinator/ Teachers Principal	Calendar invitations sent during pre-planning on 7/30/19. Each event will be added to the “Principal’s Huddle” one month prior to each event.

	<p>September 27, 2019 (Virtual ???)</p> <p><b>Data:</b> <b>iReady/Mobyax(PTC)</b> <b>Math &amp; Literacy Night</b> November 4, 2020 6:00pm-7:30pm</p> <p><b>Parent Council</b> <b>CCRPI/Copyright</b> <b>Piracy (District survey,</b> <b>SLC)</b> November 18, 2020 (6:00pm-7:30pm)</p> <p><b>Connections Showcase</b> December 16, 2020</p> <p><b>iReady Report and</b> <b>2nd Semester</b> <b>Expectations</b> January 27, 2021</p> <p><b>African American</b> <b>History Month</b> February 24, 2021</p> <p><b>Women Month-</b> <b>Announcements and</b> <b>Bulletin Boards-</b> <b>March 2021</b></p> <p><b>Title I Input Meeting</b> <b>(SLC)</b> <b>(Fast Bridge Data)</b> March 24, 2021</p> <p><b>May 5, 2021</b> Mothers' Luncheon</p>		
<p>Annual Survey Distributed <u>and</u> on website Annual Survey Results on website</p>	<p>4/27/2021 5/15/2021</p>	<p>Family Engagement Coordinator/ Principal</p>	<p>Annual Survey Design – 4/25/2021 Status Check - 4/19/21</p>