

LEA Consolidated Application

District Code: 761 District Name: Atlanta Public Schools

Fiscal Year: 2014

Plan Descriptors

LEA has reviewed the Plan and no changes have been made for this school year.

1. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A and Part D; Title III; Title IV; IDEA; Perkins; EHCY

The district examines available data to conduct a needs assessment. Various stakeholder groups are engaged through surveys, focus groups and community meetings. Student achievement and teacher effectiveness data are also included as data points in the needs assessment.

The district examines all available data to conduct a needs assessment. The following data is used as data sources:

- District-wide Surveys**
- Student Achievement Data**
- Computer Adaptive Assessments**
- Formal and Informal Teacher and Leader Surveys**
- Student Surveys**
- Teacher Observation and Evaluation Results**
- System Leaders, Teachers, and Paraprofessionals Surveys**
- Parent and Community Member Surveys**
- Community Meeting Data**
- Highly Qualified Data**
- Certification Status/Data**

HiQ status of teachers: There have been numerous causes that have attributed to Atlanta Public Schools 95.89% highly qualified status. There have been numerous barriers that have directly impacted the districts highly qualified status. Atlanta Public Schools Leadership has been informed of the issues that are affecting the districts HiQ percentage. Assessments of the issues are being reviewed and APS is working diligently to come up with suitable resolutions and internal controls in order to achieve 100% highly qualified status for teachers and paraprofessionals.

HiQ status of paraprofessionals: The district's overall highly qualified status was reported as 96.91%.

Teacher experience:

The distribution of teacher experience in the district is consistent with national trends. Most teachers in the system fall under the "Middle Level" category with three to twenty years of experience. The highest amount of experienced teachers was found at the elementary school level while the lowest amount of experienced teachers was found at the middle school level.

Teacher experience in the district is as follows:

Annual evaluation data will be used in multiple ways to design strategies for more effective parental district and school policies. Data results from parent and stakeholder surveys will be used to create a "visual" of parental involvement programs and services in the district. The data will also be used to provide insight about the quantity/quality of services provided and determine program selection/elimination. Additionally, the data will be used to identify district and school needs (i.e., curriculum, resources, etc.) for the delivery of effective support to parents and students.

The Parent Involvement Plan was developed and is annually updated in conjunction with the following committee representatives: parents, teachers, principals, Parent Liaisons, Family Engagement Manager, Family Engagement Specialist, and deputy superintendent's office representative. The plan is distributed to all schools and copies are given to the parents at the beginning of school each year. This plan was last updated December 2012.

The District's Parent Involvement Plan is distributed to parents on an annual basis; however, district news, announcements, and information is relayed to parents weekly and monthly via workshops in the local schools, newsletters, through media coverage, local PTA meetings, parent conferences and Local School Councils.

How the LEA will involve parents in schoolwide activities:

The Atlanta Public School System recognizes that the parent/family connection is one of the greatest driving forces behind the achievement of our students and that parent participation is vital to high levels of student success not only in school, but also throughout life. Research supports the positive academic and social impact upon students when there is meaningful parent and/or other family involvement. Therefore, the Atlanta Public Schools has implemented programs and policies to ensure increased parental involvement in the educational process.

The Atlanta Public School System assures the rights of parents of children being served in programs funded by Title I in accordance with the Elementary and Secondary Education Act to participate in the design and implementation of these programs. All parents of eligible Title I children, public and private, are invited to annual system wide meetings held in the spring (District Parent Connection Meeting) and fall (District Annual Title I Meeting) of each year. The annual system wide meetings are held at different times to give parents the opportunity to assist in formulating mechanisms for maintaining communications among parents, schools, LEA's and communities. Family Engagement Specialist and Parent Liaisons will host school-wide workshops, information meetings, and trainings for parents to attend. Local School Councils and PTAs serve as communication liaisons charged to inform parents of these meetings, increase parental attendance, and assisting with disseminating program and representative contact information.

Parents are also involved in the joint development of the school-wide parent involvement plan and in the process of school review and improvement under Section 1112 and Section 1116 through the use of parent surveys and memberships on committees, school wide planning teams, and school improvement teams. Each Local School Council will establish a committee responsible for working collaboratively with a Family Engagement Specialist to present Title I parent involvement components and requirements at least twice per semester at LSC meetings. This work will include strengthening family and community involvement in a welcome school climate to close the achievement gap: Parental

Involvement, Title I, CLIP, FLIP, Parent Compact, and Parent District-wide Policy. The Parent Involvement Liaison works collaboratively with the Family Engagement Specialist to provide workshops in the school communities.

Parents are involved in the decision of how funds are allotted for parental involvement activities. These funds may be used to fund a variety of services including parent-school liaison positions, materials and supplies, equipment, conferences, etc. The district funds a Parent Involvement Liaison who coordinates district parent involvement activities and directs the Atlanta Public Schools Family Involvement Center. The Center provides a plethora of resources designed to address the needs of parents and their children. The Parent Involvement Liaison works collaboratively with the Family Engagement Specialist to provide workshops in the school communities.

How the LEA will build school and parents capacity for strong parental involvement including how the LEA builds capacity to support a partnership among the school, parents, and community.

To build school and parent capacity, Family Engagement Specialist (FES) were hired to coordinate parental programs and services. Family Engagement Specialists are housed in each of the four regions. FES and Parent Liaisons provide support to schools for parent involvement activities. These persons provide guidance for the development and/or revision of local school parent involvement policies, school-parent compacts, and on-site and system-wide parent workshops. They work collaboratively to host local and regional parent workshops on topics such as: Navigating Through Common Core, Test Preparation; Family Literacy Night, Developing Parent and Community Partnerships, Fingertip Technology, Building Capacity and Parent Resource Centers. Additionally, Title I funds a system Title I Family Engagement Manager to fulfill functions such as planning system parent meetings, providing parents with information about Title I, etc.

Each individual school is responsible for providing to parents a school profile and information related to school and parent programs, meetings and other activities in a language and format that can be easily understood. When system-wide meetings and workshops are planned, the district communications officer announces the meetings to the media and the public, and flyers are sent to all Title I parents.

Atlanta Public Schools encourages partners in education programs, and make available information about opportunities for organizations and businesses to work with parents and schools. These groups are excellent resources to schools by providing instructional, financial and technological support. Many of these organizations can be found in the schools' communities. These partners and members of the community are invited periodically to participate in projects, provide materials and serve as speakers, mentors, tutors and chaperones. They also are encouraged to give feedback when warranted.

Atlanta Public School will ensure that central office and local school administrators use multiple strategies to communicate information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. These strategies include: Communications about events, meetings and/or training events are

posted on the APS website as a running banner with links to meeting/workshop flyers provided in English and Spanish versions; Meeting and event flyers were disseminated to Family Engagement Specialists in each region for distribution to Parent Liaisons, school staff and community partners. School Administrators send communications (school website, Robo Call, Mass Text, newsletters, etc.) to parents regarding Title I meetings, workshops, events, and activities. Parent Liaisons post and distribute workshop/meeting flyers throughout the school and provided copies in the school and district parent resource centers.

Every Georgia state public school must have an active Local School Council comprised of at least seven members, whereby:

- Majority of the members are elected parents;
- At least two members elected are teachers;
- School principal is automatically a member; and
- Other members are appointed/selected if preferred by the council

The purpose of the Local School Council is to advise and make recommendations/suggestions to teachers, school principal, and when appropriate, the Superintendent and Local Boards of Education about issues that impact student learning. The Local School Council provides a forum for all stakeholders, including parents, to participate in an advisory capacity charged with making a difference.

The Local School Council Parent members work collectively with the other members to review and approved the school improvement plan. Training and support is provided to ensure that Local School Councils are equipped with the knowledge and skills to complete this task. Additionally, Local School Councils are legally authorized to select individuals to be members of their committees, task force, study groups and research teams to assist them with completing their work.

LSC will establish a Parent Engagement Committee. Parent Liaisons will be appointed to serve as members of the Parent Engagement Committee the Fall 2013. The Parent Liaisons will collaborate with Family Engagement Specialist to identify parental involvement events and activities for the region and school. The proposed events and activities will be shared by the Parent Liaison during LSC meetings. LSC will review and consider the events and activities for inclusion in the school-wide/school plan. Upon receipt from LSC, the Parent Liaison will provide feedback to the Family Engagement Specialist.

How the LEA will coordinate and integrate parental involvement strategies under NCLB with other community based programs such as Head Start, Reading First, Even Start, State operated preschool programs, etc.

Parental involvement programs and activities are coordinated and integrated with other Title I programs such as Evenstart, Headstart, Homeless, Home Instruction Program for Preschool Youngsters and State-run preschool programs. Workshops are conducted to train parents in ways they can contribute to their children's progress and achievement to ensure college to careers readiness. Programs are implemented and coordinated in order to build ties between home and school. Literacy and technology training is also provided. Opportunities are provided for the participation of all parents including parents with disabilities and non-English speaking parents by insuring that these parents are informed and providing interpreters as needed in system wide meetings.

A collaboration agreement was established between the Early Learning Department and Title I Parent Involvement. The agreement is designed to employ the Family Engagement Specialist and Parent Liaisons to host and promote regular parent involvement meetings. The Early Learning Specialists will assist by facilitating parent education workshops hosted by them. These workshops provide partnership benefits that:

- **Build capacity for parents**
- **Coordinates and Integrates parent involvement program with Early Learning Department programs and initiatives i.e. pre-school, Head Start, Parent Education, Community Outreach**
- **Promotes early literacy enhancement**
- **Establishes a comprehensive approach to parental involvement throughout the district**
- **Support life-long love of reading**

How the LEA will conduct an annual evaluation of the content and effectiveness of parental involvement.

Annual evaluation data will be design strategies to determine the effectiveness of parental involvement. Surveys, focus groups and workshop evaluations will be used to collect data about the:

- **Programs and services**
- **Processes and procedures**
- **Program selection and elimination**
- **Curriculum and resource needs**

The district will conduct, with the involvement of parents, an annual evaluation to ascertain the effectiveness and content of the parent involvement policy to determine if the policy:

- **Increased the participation of parents**
- **Gave particular attention to the disadvantaged, limited English proficient and individuals with disabilities**
- **Increased partner partnerships with their children**
- **Increased student achievement (i.e., use of Parent-School Compacts)**
- **Build Capacity for Parental Involvement**
- **Increased parental input and involvement in school and district parental involvement decisions**

APS Parent Advisory Committee (APAC) participates in the review and evaluation of district parental involvement programs and services. While participating in bimonthly meetings, updates received and reviewed to determine program changes, selections and elimination. Documents are reviewed and revised to ensure best practices are employed for increasing parent partnerships and student achievement.

The Office of Federal Grants and Program Compliance will identify four (4) Regional Cluster Local School Council representatives to be members of the District-Level Parent

development is made available to the APS teachers, it is also made available to the private school teachers of the Title I students in those private schools.

Atlanta Public Schools is currently serving seven private schools.

is Plan Descriptor Revised?

23. Professional Learning and all federal programs

A description of the process the LEA will conduct annually to review and revise the LEA Comprehensive Plan for Improving Student Academic Achievement.

The Comprehensive LEA Improvement Plan (CLIP) is reviewed and submitted to the GADOE in July annually. It is evaluated by multiple stakeholders and revised to reflect the current needs assessment priorities and initiatives of the district.

Student achievement data from state and national assessments provide the basis for the CLIP. A number of other indicators are also used such as, instructional audit reports for schools and regional offices, SAT and ITBS student performance, and benchmark assessments. These and other assessments are discussed in detail in Descriptor #1.

The district sets instructional priorities, and organizes and aligns programs and professional development to those priorities based upon the results of these success indicators. The CLIP is adjusted based upon the identified instructional and student needs. In addition, adjustments to professional development and programming are made based upon feedback and monitoring of individual programs. The following additional actions are completed annually:

Invitations, flyers, and emails are sent to all parents and guardians of eligible Title I students by the Office of Federal Grants and Program Compliance announcing the Title I fiscal year planning and input meeting for the community and school staff in April each year.

During the meeting, the Title I staff gathers feedback on the annual review, evaluation, and revision of the Comprehensive LEA Improvement Plan (CLIP).

Handouts are provided to parents to capture input on Title I programs. In an effort to capture more feedback, additional forms are distributed to parents to pass out at PTA meetings to those parents who are unable to attend the meeting:

Sign-in sheets and agendas are kept on file in the district office.

Forms are collected and feedback is requested throughout the remaining weeks of the current school year.

Based on parent, teacher, and principal feedback; test scores; and State and District initiatives; the information is then compiled and utilized to make revisions to the CLIP in June.

Program Assistants and a staff person identified for the purpose of monitoring Title III programs will observe and check bi-monthly on the progress and implementation of the Title III initiatives.

A needs assessment will be distributed to principals and administrators. Results will be used to tailor in-services and professional learning courses and will be kept on file at the ESOL office.

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