



## Family – School Action Plan

**2017-2018**

for

Georgetown K-8

1516 King George Blvd., Savannah, GA 31419

Savannah-Chatham County Public Schools

Mrs. Hamilton

Submission Date: August 21, 2017

Revision Date: October 16, 2017

**Titler**  
a Division of Savannah-Chatham County Public Schools

**SIGNATURES:**

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

10/19/17

Program Manager's Signature \_\_\_\_\_

Date \_\_\_\_\_

10/24/17








Title 1 Director's Signature \_\_\_\_\_

Date \_\_\_\_\_

(Title 1 Schools only)

**Family –School Action Committee Members**

(Minimum Seven Members: Only one administrator and two staff members can be on the committee the balance must be family and community members.)

Name	Position/Role	Signature
1. Tameka Tribble	Parent and Community Relations Specialist	
2. Dr. Joy Boyd	Assistant Principal	
3. Michelle Hayes	Academic Specialist	
4. Latresa Ivy	Parent	
5. Mary Fletcher	Parent	
6. Natalie Podolski	Parent	
7. Kelly Bringman	Community Member	

**Goal: To increase student academic achievement.**

**Supporting Objectives Related to Family Engagement: (minimum of three)**

1. Engage and collaborate with families to conduct/participate in trainings and events that will improve students' academic and behavior progress
2. Staff will communicate student's needs as well as successes in a timely manner to parents and students using positive approaches
3. To support student academics, behavior and community awareness by collaborating with community leaders to tutor, mentor and train students and staff

**Results: (How will you know when your school reaches this goal? What does success look like?)**

Title I Capacity and National PTA Standard	Activities, Practices, Polices	Persons Responsible, Including PCRS	Timeline	Resources (what do you need and who can supply?)	Evaluation (How will you determine if the activity achieved its desired results?)
<b>Standard 2: Communicating Effectively-</b> Family and School staff engage in regular two-way, meaningful communication about student learning  <b>Title I Capacity 1:</b> Build capacity to assist parents in understanding state standards,	Work samples/examples sent home via student and/or website  Upcoming Events and activities will be announced to students, staff and parents; via fliers; school-wide announcements and website  Staff training: Provide resources/professional learning to staff to encourage and teach	PCRS, Administrator, Teachers, Parents, Students, Office staff	August-May	Paper for fliers, Printer Ink, school web-master, computers, print shop	Parent-Teacher surveys, Parent-Teacher conferences, event/activity success, sign-in sheets to show level of participation, academic progress

<p>academic achievement standards, assessments, monitoring a child's progress and working with educators.</p>	<p>effective communication with parents and students.</p>				
<p><b>Title I Capacity 3:</b> Train staff in partnering with parents.</p> <p><b>Title I Capacity 5:</b> Communication is an understandable language.</p>					
<p><b>Standard 3: Supporting student success—</b> Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>	<p>Parent Training: How to Navigate Power School and Assessment Awareness</p> <p>Math Night- Provide differentiated activities involving Eureka Math for parents/students</p> <p>Reading Night- Provide differentiated activities (involving Balanced Literacy and middle school reading initiatives) for parents/students</p> <p>PBIS Quarterly and End of Year events</p>	<p>PCRS, Administrator, Teachers, Parents, Students, Office staff, School Counselor, Power School Access, Class Dojo</p>	<p>August-May</p>	<p>Paper for flyers, Printer Ink, school web-master, computers, print shop, tables, poster boards, I pad/cell-phone to manage class dojo in hallways and cafeteria</p>	<p>Parent-Teacher surveys, Parent-Teacher conferences, event/activity success, sign-in sheets to show level of participation, academic and behavior progress</p>

<p><b>Title I Capacity 1:</b> Build capacity to assist parents in understanding state standards, academic achievement standards, assessments, monitoring a child's progress and working with educators.</p>	<p>Conducting Kindergarten Orientation: Meet and Greet Teachers for parents and students</p> <p>Collaborate with local High Schools to tour and/or meet staff for eligibility requirements/pathways and transition.</p>				
<p><b>Title I Capacity 2:</b> Build Capacity to provide materials and training to parents so they can assist their children including but not limited to literacy and technology.</p>					
<p><b>Title I Capacity 4:</b> Build capacity by coordinating with other agencies including transitions and parent centers to support parents</p>					
<p><b>Title I Capacity 5:</b> Communication is an understandable language.</p>					

<p><b>Title I Capacity 5:</b> Build capacity to offer reasonable support to parents as requested.</p>					
<p><b>Standard 6: Collaborating with community—</b> Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation</p> <p><b>Title I Capacity 5:</b> Communication is an understandable language.</p> <p><b>Title I Capacity 6:</b> Build capacity to offer reasonable support to parents as requested.</p>	<p>Metro Police: Training- What to do if? Family challenges and resources to help support positive behaviors and PBIS</p> <p>Georgia Southern: Nutrition and balanced living (incorporating, math, reading and science)</p> <p>100 Black Men: Mentor and Mediation (practice effective communication; coping skills and community service in collaboration with counselors-PBIS)</p> <p>Love Mentors: One on One and/or whole group reading practice; helping with reading fluency and building stamina with Balanced Literacy</p>	<p>PCRS, Administrator, Teachers, Parents, Students, Office staff, community leaders</p>	<p>August-May</p>	<p>Paper for flyers, Printer Ink, school web-master, computers, print shop, tables, poster boards, projector screen, classroom/office space</p>	<p>Parent, Teacher &amp; Community surveys, Parent-Teacher conferences, event/activity success, sign-in sheets to show level of participation, academic and behavior progress</p>