



TITLE I SCHOOLWIDE PLAN		
School Name:	KIPP South Fulton Academy	District Name: <b>Fulton County Schools</b>
Principal Name:	Brandom Jones	School Year: <b>2025-2026</b>
School Mailing Address: 1286 East Washington Avenue East Point, Georgia 30334		
Telephone:	678-278-0160	
District Federal Program Director Name:	Catherine Harper	
District Federal Program Director Address:	6201 Powers Ferry Rd. NW Atlanta, Georgia 30339	
Email Address:	harpercd@fultonschools.org	
Telephone:	470-254-0200	
ESSA ACCOUNTABILITY STATUS – ONLY FEDERALLY IDENTIFIED SCHOOLS		
Comprehensive Support (CSI) <input type="checkbox"/>	Additional Targeted Support and Improvement (ATSI) <input type="checkbox"/>	
BUDGET MODEL		
Traditional Budget <input checked="" type="checkbox"/>	Consolidated Budget: Title I, State, and Local Funds <input type="checkbox"/>	
SIGNATURES AND REVISION DATE		
Principal's Signature: Brandom Jones		Date: <b>8/18/2025</b>
Federal Program Director's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



**Title I Committee:**

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
Brandom Jones	Principal
Nicole May	Lower School Assistant Principal
Marianita Chambers	Assistant Principal of Scholar Support
Kamaria Lockhart	Upper School Assistant Principal
Tamika Harris	Director of Operations
Tanisha Bouchelion	School Operations Manager
Tanya Wilson	Counselor
Elissa Chaplin	Social Worker
Deluv Landry	Parent
Ronetta Colton	Parent



KIPP ATL Goals

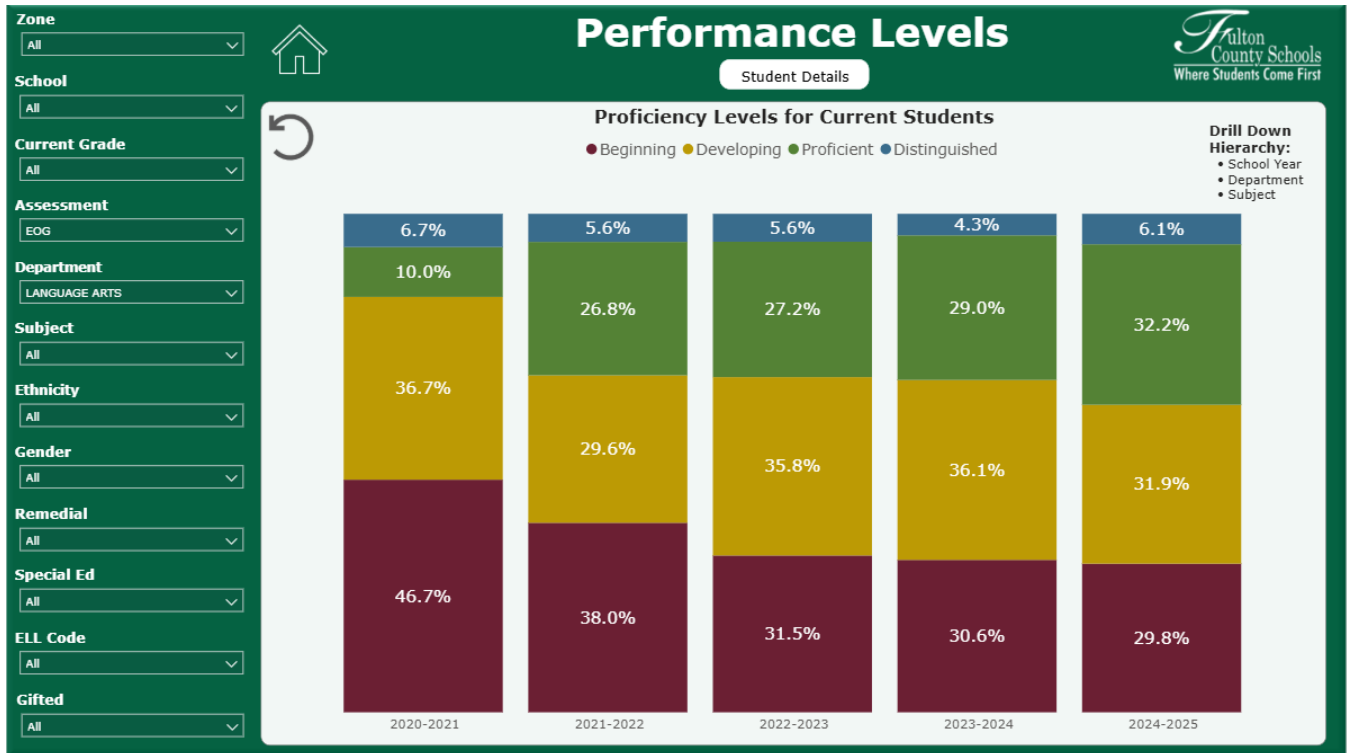
Teaching & Learning   PERFORMANCE GOALS	
Measure	Goal
Attendance	72% of scholars attend school more than 90% of the school year
Milestones Achievement	35% of KIPPsters will score <b>Proficient</b> or above and 70% will score <b>Developing</b> or above on the Georgia Milestones EOG/EOC Reading Assessment (3-8 + Core 4)
Lexile Achievement	51%+ KIPPsters reading on grade level lexile target (K-12)
iReady Growth	75% of scholars <b>meet</b> or <b>exceed</b> their typical growth target on The iReady <b>Math Screener</b> Assessment
	75% of scholars <b>meet</b> or <b>exceed</b> their typical growth target on The iReady <b>Reading Screener</b> Assessment

8 KIPP ATLANTA SCHOOLS



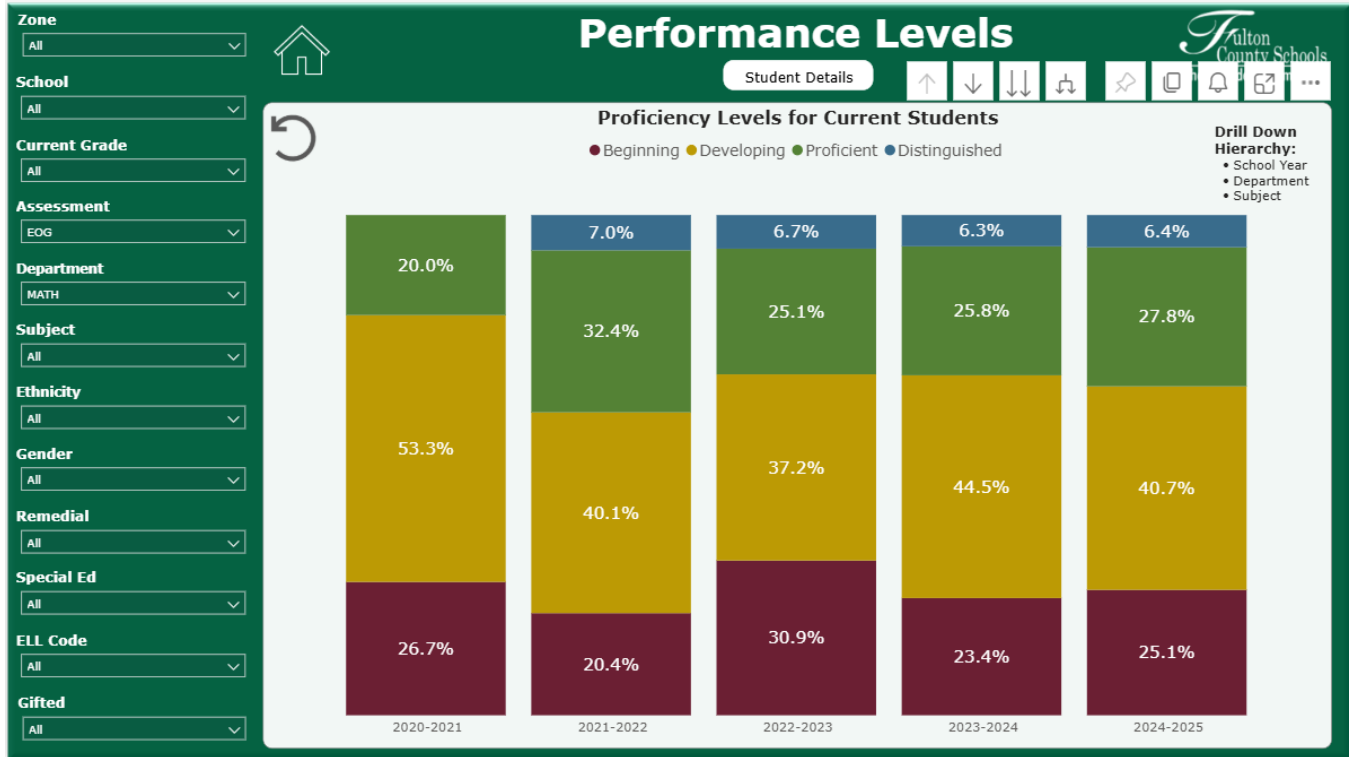
**Data:**

**Georgia Milestones: English Language Arts 5<sup>th</sup>-8<sup>th</sup>**

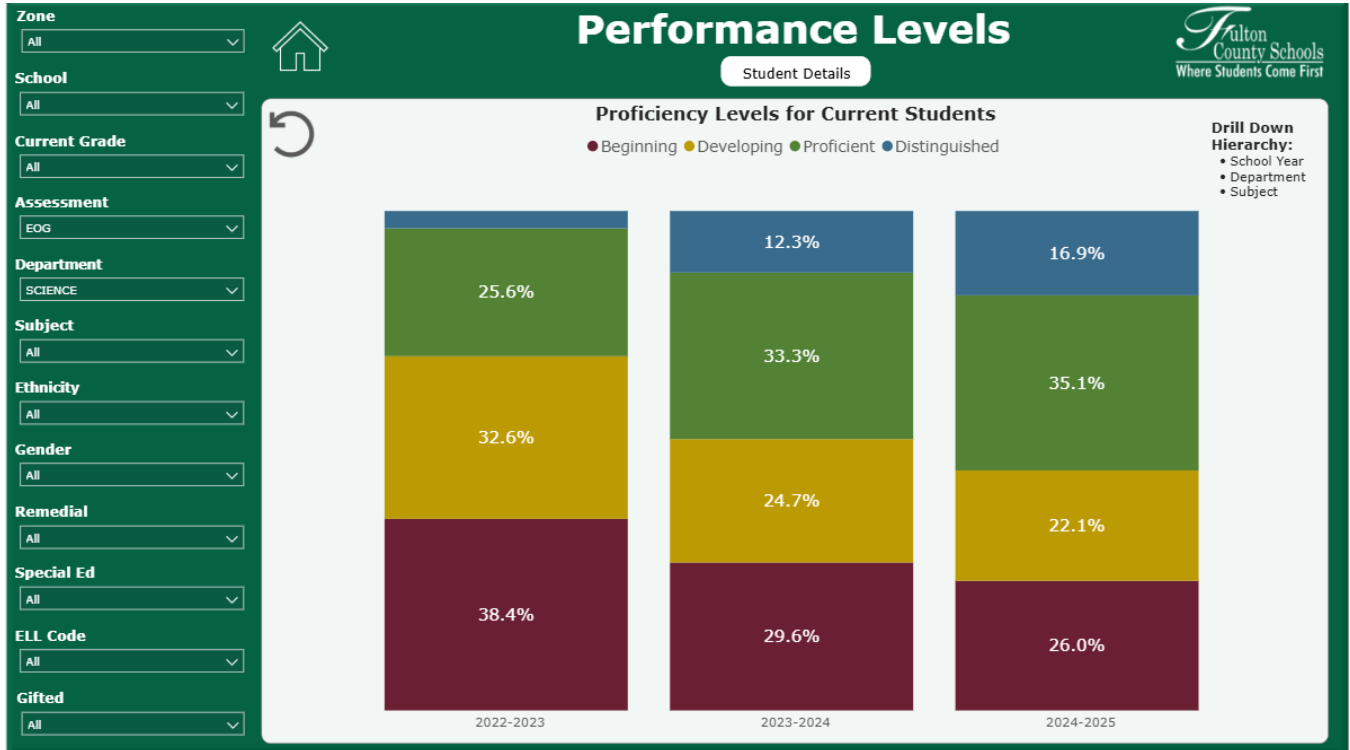




Science – 5<sup>th</sup>-8<sup>th</sup>

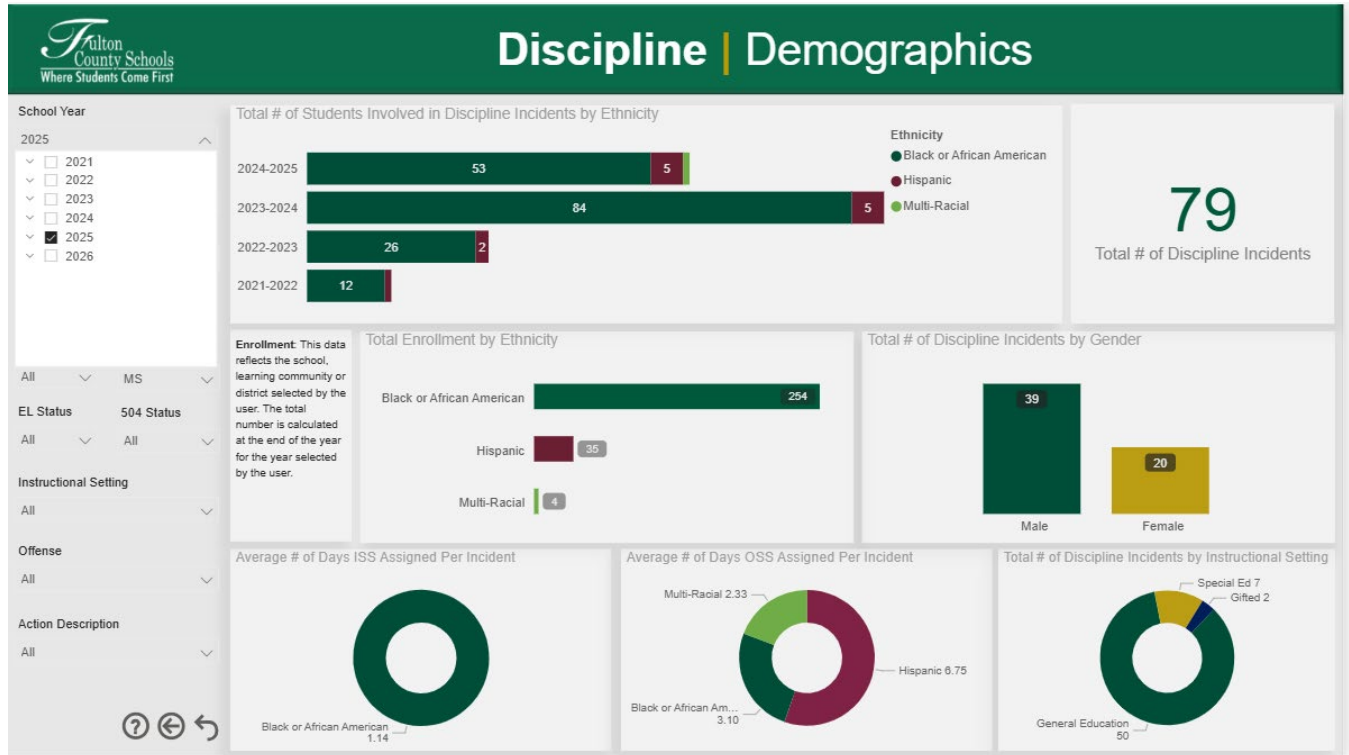


5<sup>th</sup> and 8<sup>th</sup> Grade Science



**Discipline Data:**

**5<sup>th</sup>-8<sup>th</sup>**



**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**

We utilized the school's recent Strategic Plan to develop OUR Title 1 school wide plan for the 2025 - 2026 school year. The plan was done with the participation of individuals who will carry out the comprehensive school wide program plan. Those people involved are indicated in the above Committee Members page. They were involved in disaggregating the school's academic and testing data from the 2020-2021, 2021-2022, 2022-2023, and the 2024-2025 school year, reviewing the trends within subgroups (Black, Hispanic, and Economically Disadvantaged) reviewing the Positive Behavior Discipline and Intervention Plan, and implementing mentoring and incentive programs to encourage student success. This group will meet as needed throughout the year to revisit and adjust data and interventions. The plan will be revisited yearly with the participation of staff, community members and parents.

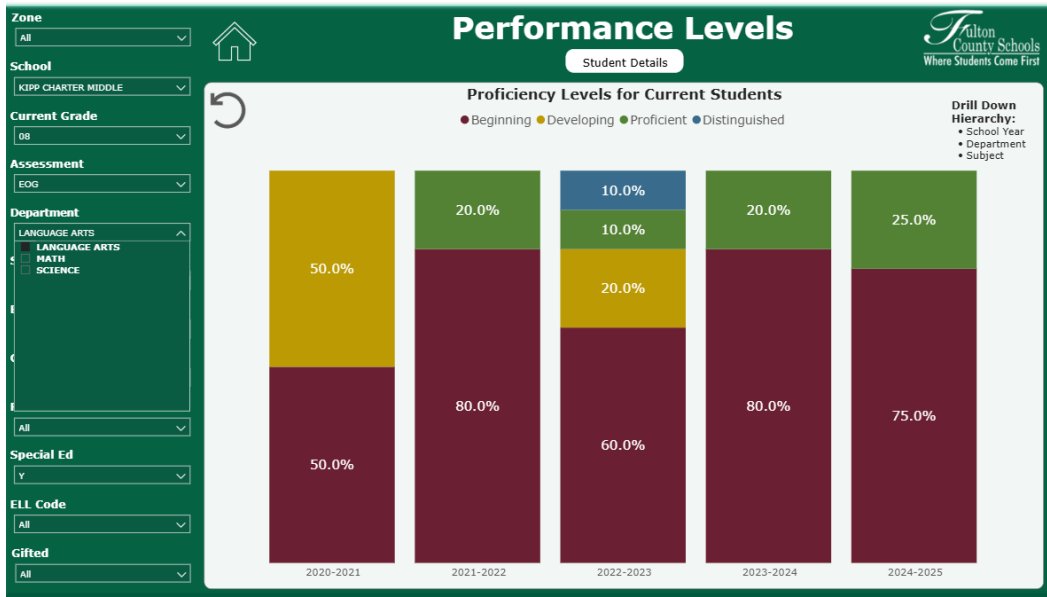
The process used to select our Title I improvement planning committee is a voluntary -based procedure. All stakeholders are invited by multiple forms of communication to participate in the process. Team members are assigned a part(s) in the completion of our comprehensive needs assessment and school improvement plan, with the focus and intent to support the needs of all students and particularly, those who are failing or in danger of failing.



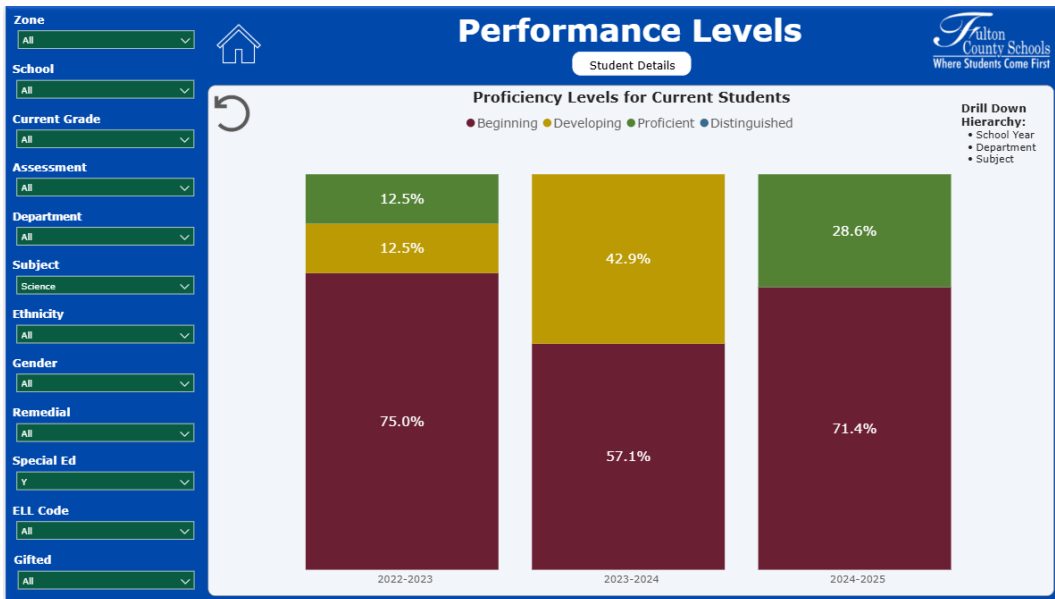
Review your data by subgroup and note areas of deficit, specifically the needs of those children who are failing, or are at-risk of failing. (ED, EL, Race, SWD)

**Students With Disability:**

**English Language Arts**

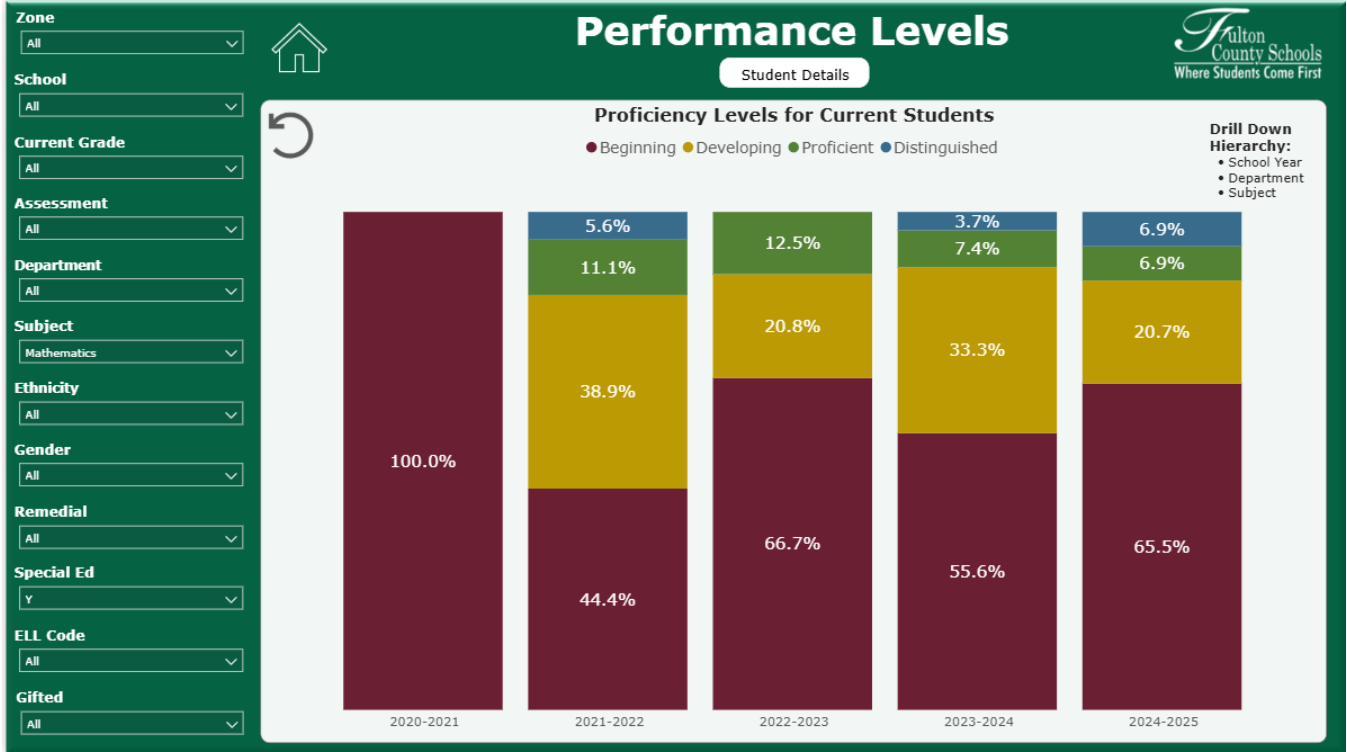


**Science:**





**Math Data**





**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:**

75% of scholars meet or exceed their growth target on iReady Reading.

<b>Provide <u>2</u> or more Evidenced Based Strategies and Interventions</b>	<b>Level of Evidence (if level 4 – a logic model is required)</b>	<b>Timeline for Implementation</b>	<b>Cost and Budget Used (Title I or 1003a)</b>	<b>Person/Position Responsible</b>
Reading Foundation Teacher to provide additional instructional support to students in the area of ELA	Level 4	August 2025- May 2026	Title I, Part A	Principal
Paraprofessional to provide additional support in the area of Reading	Level 4	August 2025- May 2026	Title I, Part A	Principal

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

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Math Foundations Classes – Mon-Friday 60 min	Social Worker support and Intervention
<b>English Learners</b>	<b>Students with Disability</b>
Math Foundation Classes and ESOL teacher to pull small groups during class	Math Foundation Classes and Support teacher to pull small groups during class



**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:**

75% of scholars meet or exceed their growth target on iReady Math.

<b>Provide <u>2</u> or more Evidenced Based Strategies and Interventions</b>	<b>Level of Evidence (if level 4 – a logic model is required)</b>	<b>Timeline for Implementation</b>	<b>Cost and Budget Used (Title I or 1003a)</b>	<b>Person/Position Responsible</b>
Math Teacher Resident to provide additional instructional support to students in the area of Math	Level 4	August 2025- May 2026	Title I	Principal
Paraprofessional to provide additional support in the area of Math	Level 4	August 2025- May 2026	Title I	Principal

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

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Math Foundations Classes – Mon-Friday 60 min	Social Worker support and Intervention
<b>English Learners</b>	<b>Students with Disability</b>
Math Foundation Classes and ESOL teacher to pull small groups during class	Math Foundation Classes and Support teacher to pull small groups during class

**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**

The counselor/social worker pulls students individually and in small groups once a week. Small group settings are groups of approximately two to eight scholars that usually meet once a week to address a specific topic. Small groups offer more in depth information, instruction and opportunities to practice than large group settings. Common topics addressed in small groups settings may be: Social Skills, CBT (Cognitive Behavioral Therapy) for Anxiety and or Depression, Anger Management, etc. Both small and large group settings can yield powerful results, especially when working with adolescents, who, developmentally, are more interested in engaging with their own peer group (versus with adults).

**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.);**

In order to ensure that our school community and core values are respected at all times, the scholar management system at KIPP South Fulton Academy is centered on keeping their F.I.R.E (Family and Friendship, Integrity, Responsibility, and Excellence) burning within, We believe that scholars should be empowered to understand that the decisions they make have a meaningful impact the opportunities available to them. Scholars who choose to uphold the F.I.R.E burning Title I School Wide Plan Development and Evaluation: within are rewarded, but scholars who choose to not uphold them are accountable for their actions. This philosophy is reflected in the school's behavior management system, Dean's List, in which scholars receive "scholar dollars" for displaying the school's core values of family and friendship, integrity, responsibility, and excellence but receive "scholar deductions" for not upholding the school's values.



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

N/A

**Plan Development and Evaluation:**

**3. Evaluation of School-wide Plan**

**4) 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 © 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
- 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
Staff Orientation All Instructional Staff attend one to two weeks before school begins	July 2025	Staff	Leadership Team
Professional Development and Coach	July 2025 – May 2026	Teachers	Principal and Assistant Principal
ELA Professional Development	Bi-weekly department meetings Professional development sessions	Teachers	Principal and Assistant Principal
Math Professional Development	Bi-weekly department meetings Professional development sessions	Teachers	Principal and Assistant Principal



**Parent and Family Engagement**

*(Below schedule is subject to modifications per State/District updates and guidance)*

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible	Date Due in CRATE	Dates Principal will meet with the school's Parent / Family Engagement designee and PLC
<b>Sent Home and Posted on School Website:</b> <ul style="list-style-type: none"> <li>○ School-Family Compact</li> <li>○ School PFEP</li> <li>○ District PFEP</li> </ul>	September 2025	Tamika Harris Director of Operations  Tanisha Bouchelion School Operations Manager	Revisions Due 08/22/25  Distributed 10/10/25	
<b>School-Family Compact Discussion:</b> <ul style="list-style-type: none"> <li>○ Parent-Teacher Conference (elementary)</li> <li>○ Ongoing discussion (middle/high school)</li> </ul>	Parent Teacher Conference – September 2025 – May 2026  Middle/ High School September 2025– May 2026	Tamika Harris Director of Operations  Tanisha Bouchelion School Operations Manager	12/05/25	
<b>Annual Title I Parent Meeting:</b> <ul style="list-style-type: none"> <li>○ Meeting held</li> <li>○ Documents posted on school website</li> </ul>	September 2025	Tamika Harris Director of Operations  Tanisha Bouchelion School Operations Manager	9/26/25	
<b>Building Parent Capacity Fall: F2F or TEAMS)</b> <i>Required Parent Capacity Events (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"> <li>○ Curriculum Workshop 1</li> </ul>	Character and Curriculum Night – August 2025	Tamika Harris Director of Operations  Tanisha Bouchelion School Operations Manager	9/26/25	
<b>Building Parent Capacity Fall:</b> <ul style="list-style-type: none"> <li>○ Curriculum Workshop 2</li> </ul>	Literacy and Reading Night – November 2025	Tamika Harris Director of Operations  Tanisha Bouchelion School Operations Manager	12/12/25	
<b>Building Parent Capacity Fall:</b> <ul style="list-style-type: none"> <li>○ Technology/Copyright Piracy Workshop</li> </ul>	February 2025	Tamika Harris Director of Operations  Tanisha Bouchelion School Operations Manager	11/14/25	
<b>Building Parent Capacity Fall:</b> <ul style="list-style-type: none"> <li>○ EL Parent Workshop (if applicable)</li> </ul>	November 2025	Tamika Harris Director of Operations  Tanisha Bouchelion School Operations Manager	10/24/25	



<b>Building Parent Capacity Continuous Communications (Fall)</b> <ul style="list-style-type: none"> <li>○ Continuous Communication 1</li> <li>○ Continuous Communication 2</li> <li>○ Continuous Communication 3</li> </ul>	September 2025 October 2025 November 2025	Tamika Harris Director of Operations  Tanisha Bouchelion School Operations Manager	9/26/25 10/24/25 11/28/25	
<b>Building Staff Capacity (Fall) Required Data Dig:</b>	September 2025	Tamika Harris Director of Operations  Tanisha Bouchelion School Operations Manager	9/12/25	
<b>Building Staff Capacity Continuous Communications (Fall):</b> <ul style="list-style-type: none"> <li>○ Continuous Communication 1</li> <li>○ Continuous Communication 2</li> <li>○ Continuous Communication 3</li> </ul>	September 2025 October 2025 November 2025	Tamika Harris Director of Operations  Tanisha Bouchelion School Operations Manager	9/26/25 10/24/25 11/28/25	
<b>Building Staff Capacity (Spring):</b>	October 2025	Tamika Harris Director of Operations  Tanisha Bouchelion School Operations Manager	3/13/26	
<b>Building Parent Capacity Spring:</b> <ul style="list-style-type: none"> <li>○ Curriculum Workshop 3</li> </ul>	December 2025	Tamika Harris Director of Operations  Tanisha Bouchelion School Operations Manager	2/27/26	
<b>Building Parent Capacity Spring:</b> <ul style="list-style-type: none"> <li>○ Assessment Workshop</li> </ul>	February 2026	Tamika Harris Director of Operations  Tanisha Bouchelion School Operations Manager	3/6/26	
<b>Building Parent Capacity Spring:</b> <ul style="list-style-type: none"> <li>○ Transition Meeting</li> </ul>	December 2025	Tamika Harris Director of Operations  Tanisha Bouchelion School Operations Manager	5/1/26	
<b>Building Staff Capacity Continuous Communications (Spring):</b> <ul style="list-style-type: none"> <li>○ Continuous Communication 1</li> <li>○ Continuous Communication 2</li> <li>○ Continuous Communication 3</li> </ul>	February 2026	Tamika Harris Director of Operations  Tanisha Bouchelion School Operations Manager	3/27/26 4/24/26 5/8/26	
<b>Building Parent Capacity Continuous Communications (Spring)</b> <ul style="list-style-type: none"> <li>○ Continuous Communication 1</li> <li>○ Continuous Communication 2</li> <li>○ Continuous Communication 3</li> </ul>	May 2026	Tamika Harris Director of Operations  Tanisha Bouchelion School Operations Manager	3/27/26 4/24/26 5/8/26	
<b>Input Meeting (s) FY25:</b> <ul style="list-style-type: none"> <li>○ Staff</li> <li>○ Parents/Families</li> <li>○ Students</li> </ul>	February 2025 March 2025 April 2025	Tamika Harris Director of Operations  Tanisha Bouchelion	3/28/25	



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		School Operations Manager		
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