





TITLE I SCHOOLWIDE PLAN		
School Name: Hembree Springs ES		District Name: Fulton
Principal Name: Laurie Woodruff		School Year: 2018-2019
School Mailing Address: 815 Hembree Road, Roswell, GA 30076		
Telephone: 470-254-2905		
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:		470-254-0426
ESSA ACCOUNTABILITY STATUS		
Comprehensive Support School <input checked="" type="checkbox"/>		Targeted Support School <input type="checkbox"/>
Principal's Signature: <i>Laurie Woodruff</i>		Date: 11-14-18
Title I Director's Signature: <i>Catherine Harper</i>		Date: 11/14/18
Revision Date: August 31, 2018	Revision Date: October 10, 2018	Revision Date:

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District Strategic Plan Outcomes

Focus Area	Outcome
FULTON	Our goal is to prepare all students to graduate ready to pursue and succeed on their chosen paths
 Student Achievement	3rd grade literacy: Increase the percentage of students reading at or above grade level in 3rd grade
	Middle school proficiency: Increase the percentage of students who score proficient on nationally norm-referenced assessments in core subject areas by 8th grade
	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
	Student success skills: Increase the percentage of students who demonstrate mastery of academic and interpersonal skills needed for college, career and life success
 People & Culture	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
	Staff engagement: Increase the percentage of employees who would recommend FCS as a place to work to a family member or friend
	Teacher retention: Increase retention of teachers beyond their 5th year
 Community Collaboration	Partnerships: Increase the percentage of schools with impactful partnerships that align to school goals
	School governance: Increase the percentage of effective School Governance Councils
	Family engagement: Increase the percentage of families who feel empowered to support their students' educational journeys
 Fiscal Responsibility	Funding to schools: Maintain a high percentage of the overall budget that directly supports schools
	Budget management: Review and report the variance of budgeted and actual revenues and expenditures, while considering long-term budget impact
	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

Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Laurie Woodruff	<i>Laurie Woodruff</i>	Principal
Andrea J. Smith	<i>Andrea J. Smith</i>	Asst. Principal
Shannon Reynolds	<i>Shannon Reynolds</i>	Counselor
Carrie McAtee	<i>Carrie McAtee</i>	Curriculum Support Teacher
Chelsea Bucci	<i>Chelsea Bucci</i>	Title I Teacher – 1 st Grade
Lisa Raden	<i>Lisa Raden</i>	Title I Instructional Paraprofessional (50%)
Beth Dilworth	<i>Beth Dilworth</i>	Parent Liaison
Laura Calvert	<i>Laura Calvert</i>	Parent
Tracy Cocquyt-McKernan	<i>Tracy Cocquyt-McKernan</i>	Parent
Adriana Daniel	<i>Adriana Daniel</i>	Parent
Lucy Gilbert	<i>Lucy M. Gilbert</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 developing your needs and goals for your Strategic Plan and/or 90-day plan.

Response:

We utilized the school's recent Strategic Plan to develop our Title I schoolwide plan for the 2018-2019 school year. The plan was completed with the participation of individuals who will carry out the comprehensive school-wide program plan. Those persons involved are indicated in the above Committee Members page. They were involved in disaggregating the school's academic and testing data from the 2017-2018 school year, reviewing trends within subgroups (White, Black, Hispanic, English Language Learner, Students with Disabilities, and Economically Disadvantaged), reviewing/revising the Positive Behavior Discipline and Intervention Plan, and implementing mentoring and incentive programs to encourage student success. This group will meet quarterly this year to revisit and adjust data and interventions. The plan will be revised annually with the participation of individuals (staff, community members and parents)

The process used to select our Title I improvement planning committee is on a voluntary basis. 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 strategic plan, with the focus and intent to support the needs of all students and particularly, those who are failing or in danger of failing.

It should be noted that team members work together on the school's strategic plan, as well.

The free/reduced lunch percentage for the school is 46%.

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

Response

The plan is based on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards [the Georgia Standards of Excellence (GSE)] and demonstrating proficiency on the Georgia Milestones Assessments for 2017-2018.

ALL students:

- The number of students demonstrating Developing or above on the Georgia Milestones for 3rd grade Reading/Language Arts decreased (83% to 82%)
- The number of students demonstrating Developing or above on the Georgia Milestones for 4th grade Reading/Language Arts decreased (86% to 83%)
- The number of students demonstrating Developing or above on the Georgia Milestones for 5th grade Reading/Language Arts decreased (85% to 78%)
- The number of students demonstrating Developing or above on the Georgia Milestones for 3rd grade Math decreased (93% to 88%)

Black students:

****No subgroup data for 3rd, 4th, or 5th grade****

SWD students:

****No subgroup data for 3rd, 4th, or 5th grade****

ELL students:

- The number of students demonstrating Developing or above on the 3rd grade Georgia Milestones for Math decreased (81% to 61%)

****No subgroup data for 4th or 5th grade****

Economically Disadvantaged students:

- The number of students demonstrating Developing or above on the Georgia Milestones for Reading/Language Arts decreased (78% to 68%)
- The number of students demonstrating Developing or above on the Georgia Milestones for Math decreased (77% to 73%)

White students:

- The number of students demonstrating Developing or above on the 4th grade Georgia Milestones for Reading/Language Arts decreased (90% to 89%)
- The number of students demonstrating Developing or above on the 5th grade Georgia Milestones for Reading/Language Arts decreased (94% to 91%)
- The number of students demonstrating Developing or above on the 4th grade Georgia Milestones for Math decreased (93% to 76%)

Attached is an appendix to the plan is a graphic model of our school's subgroup academic performance on the 2017-2018 Georgia ELA/Math Milestones.

Attached is an appendix for the strategic plan indicating the school's subgroup academic performance on the 2017-2018 Georgia ELA/Math Milestones.

List any additional needs to be addressed with your Title I programs that are not in your strategic plan or 90-day plan (if none, type N/A)

Need 1: N/A	Data to Show Need 1:
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)

Goal 1: The percentage of students in grade 3 performing at Developing and above on the Math Georgia Milestones will increase by 3%, from 88% to 91% for the 2018-2019 school year.
The percentage of students in grade 4 performing at Developing and above on the Math Georgia Milestones will increase by 3%, from 89% to 92% for the 2018-2019 school year.
The percentage of students in grade 5 performing at Developing and above on the Math Georgia Milestones will increase by 3%, from 78% to 81% for the 2018-2019 school year.

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost	Person Responsible
Teacher for Class Size Reduction	see Logic Model	August 2018 – May 2019	Please refer to budget report per Principal	Principal
Instructional Paraprofessional for student support and intervention	see Logic Model	August 2018 – May 2019	Please refer to budget report per Principal	Principal

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

Economically Disadvantaged	Foster and Homeless
First grade teacher and paraprofessional to reduce class size and to provide small group instruction in math Reduced class size EIP model (Local funds to purchase additional teacher) Math in Practice Professional Development for teachers in grades 3-5 Small group instruction in key subject areas	First grade teacher and paraprofessional to reduce class size and to provide small group instruction in math Reduced class size and pull out EIP services for math (Local funds to purchase additional teacher) Math in Practice Professional Development for teachers in grades 3-5 Small group instruction in key subject areas
English Learners	Migrant
First grade teacher and paraprofessional to reduce class size and to provide small group instruction in math Reduced class size and pull out EIP services for math (Local funds to purchase additional teacher)	N/A

<p>Math in Practice Professional Development for teachers in grades 3-5</p> <p>Small group instruction in key subject areas</p>	
Race/Ethnicity	Students with Disability
<p>First grade teacher and paraprofessional to reduce class size and to provide small group instruction in math</p> <p>Reduced class size and pull out EIP services for math (Local funds to purchase additional teacher)</p> <p>Math in Practice Professional Development for teachers in grades 3-5</p> <p>Small group instruction in key subject areas</p>	<p>First grade teachers and paraprofessional to reduce class size and to provide small group instruction in math</p> <p>IEP-defined services to support in co-taught or resource environment during math class time</p> <p>Math in Practice Professional Development for teachers in grades 3-5</p> <p>Small group instruction in key subject areas</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 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: The percentage of students in grade 3 performing at Developing and above on the Reading Georgia Milestones will increase by 3%, from 82% to 85% for the 2018-2019 school year.
 The percentage of students in grade 4 performing at Developing and above on the Reading Georgia Milestones will increase by 3%, from 83% to 86% for the 2018-2019 school year.
 The percentage of students in grade 5 performing at Developing and above on the Reading Georgia Milestones will increase by 3%, from 78% to 81% for the 2018-2019 school year.

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost	Person Responsible
Teacher for Class Size Reduction	see Logic Model	August 2018 – May 2019	Please refer to budget report per Principal	Principal
Instructional Paraprofessional for student support and intervention	see Logic Model	August 2018 – May 2019	Please refer to budget report per Principal	Principal

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

Economically Disadvantaged	Foster and Homeless
<p>First grade teacher and paraprofessional to reduce class size and to provide small group instruction in reading</p> <p>Reduced class size EIP model (Local funds to purchase additional teacher)</p> <p>Professional Development in the area of guided reading</p> <p>Small group instruction</p>	<p>First grade teacher and paraprofessional to reduce class size and to provide small group instruction in reading</p> <p>Reduced class size EIP model (Local funds to purchase additional teacher)</p> <p>Professional Development in the area of guided reading</p> <p>Small group instruction</p>
English Learners	Migrant
<p>First grade teacher and paraprofessional to reduce class size and to provide small group instruction in reading</p> <p>Reduced class size EIP model (Local funds to purchase additional teacher)</p> <p>Professional Development in the area of guided reading</p> <p>ESOL services for reading instruction</p> <p>Small group instruction</p>	<p>N/A</p>
Race/Ethnicity	Students with Disability
<p>First grade teacher and paraprofessional to reduce class size and to provide small group instruction in reading</p> <p>Reduced class size EIP model (Local funds to purchase additional teacher)</p> <p>Professional Development in the area of guided reading</p> <p>Small group instruction</p>	<p>First grade teachers and paraprofessional to reduce class size and to provide small group instruction in math</p> <p>IEP-defined services to support in co-taught or resource environment during reading/language arts class time</p> <p>Professional Development in the area of guided reading</p> <p>Small group instruction</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)

Goal 3:

N/A

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost	Person Responsible

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

We offer guidance lessons to students in grades K-5, as well as the Second Step social/emotional learning curriculum which is presented by our K-5 homeroom teachers weekly. All students are invited to participate in Think First, Stay Safe, a student personal safety unit annually. We work regularly with our school social worker to ensure that needs for outside counseling resources are aligned for families, as well.

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);

5th grade students take part in lessons for career pathways each year. All students participate in career day, in which a variety of presenters showcase their work.

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.);

To be proactive and to promote positive discipline, we have a robust PBIS program, "The Best of the Nest," with a committee of teachers and administrators leading the work. As for intervention, students with academic or behavioral

concerns may be referred and monitored through our Tier 2 (Informal Collaboration/Kid Talk) program, or in a more formal Tier 3 (Student Support Team) model.

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

Preschool/Pre-K students and their parents are invited to our annual transition meeting, called Kindergarten Sneak-a-Peek. Students spend time in classrooms enjoying a variety of activities, while parents hear a presentation about the school, curriculum, and resources. A tour of the school is also provided on this day.

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

Hembree Springs ES has developed its schoolwide plan during a 1 year period for the 2018-2019 school year, with stakeholder input. We invited all parents to participate and provide input in the Title I schoolwide planning process by multiple means of communication. We have developed, and will revise yearly, our school improvement plan with the participation and input of all invited parents/stakeholders (staff, community members and parents) who will participate in carrying out our comprehensive school improvement plan.

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

Hembree Springs ES invited all parents to participate and provide input in the Title I schoolwide planning process by multiple means of communication. We have developed, and will revise yearly, our plan with the participation of individuals (staff, community members and parents) who will participate in carrying out our comprehensive school improvement plan. Our team consists of the principal, administrative team, teachers from core academic areas, parents, PTA officers, school foundation 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

The plan will be regularly monitored and revised as necessary based on student needs. The plan will remain in effect for the entirety of the school year.

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 will create a Parent and Family Engagement Plan (PFEP) and Student-Compact to educate the parents and students on programs, strategies and workshops to foster continued academic achievement and student success overall. A copy of our Title I schoolwide plan, PFEP, as well as our School-Parent Compact, will be available after it is written and reviewed with the assistance of the committee, parents, and community members. Plans will be made available on the school website, at PTA meetings, and school council meetings, and will also be housed in the parent resource room and

media center. Additional copies of the plans will be made available upon request and via School Messenger, and postings in the Parent Resource Room. The plan will be translated into the language necessary to accommodate stakeholder needs.

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

The school will:

- Conduct meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the PFEP
- Provide regular Parent University sessions in both English and Spanish to ensure equal access
- As applicable, partner with appropriate translation services or interpreters or staff members to develop and promote various types of classes for parents who speak languages besides English

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

N/A

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

N/A

2d. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects

Professional Learning Strategy	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Monitoring Teacher Implementation of Professional Learning	Evidenced Based Level & Artifacts/Evidence of Impact on Student Learning
<ul style="list-style-type: none"> Waste, Fraud, Abuse, and Corruption Title I Complaint Process 	August 2018	\$0	Title I Office Monitoring	Agenda, Sign In Sheet, Handouts,
Guided Reading Training for Instructional Staff	September, October, November, January, March, April	SEED/Cost Center Funds	Principal Instructional Coaches CST	Walkthrough/observations Fastbridge Growth Measure BAS Scores Georgia Milestones Scores GKids Scores
Math in Practice Training	Monthly	Cost Center Funds	Principal Instructional Coaches CST	Walkthrough/observations FCS Math Unit Test Scores Fastbridge Growth Measure Georgia Milestones Scores GKids Scores
PLC Lead Training	August 2018-December 2018	Cost Center Funds	Principal Instructional Coaches CST	Agendas PLC Notes Weekly Observation

Parent and Family Engagement Plan

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
Parent & Family Engagement Plan (PFEP)	<ul style="list-style-type: none"> Revised from parent input. Distributed by October 31st Ongoing distribution throughout the year for new, incoming students – should be documented 	<ul style="list-style-type: none"> Title I Parent Liaison to help build parent /staff capacity (PFEP) revision, compact, parent wkshp./ meetings) to help improve student achievement See budget spreadsheet 	Parents/families School staff	GaDOE checklist (new template) Must include a parent feedback and suggestion option at the end which must have a question or request for revisions to the PFEP's content (This is separate from the input meeting feedback form.) Parent survey including questions which are relevant to content included in the PFEP Summary of survey results (ongoing)	Parent/staff/student feedback and supporting documents from input meetings and opportunities; evidence of distribution on or before Oct. 31 st ; teacher dissemination statement; photos; distribution checklist
School-Family Compact	<ul style="list-style-type: none"> Revised from parent input Signed and returned by October 31st 100% compacts collected by December 14, 2018 	\$0	Principal Parent Liaison Staff Parents Students (K-12)	GaDOE checklist (new template) Parent survey including questions which are relevant to content included in the compact Summary of survey results	Parent/staff/student feedback and supporting documents from input meetings and opportunities; signature pages signed and dated on or before Oct. 31 st ; teacher dissemination statement; photos distribution checklist
Parent Input Meeting (1%) Stakeholder input in Title I plan	<ul style="list-style-type: none"> By August 31st Foundation of PFE program Hold Input Meeting March/April 2019 	\$0	Principal Parent Liaison Staff Parents	Georgia Department of Education Checklists for compact and PFEP	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, all parents/families invitations incl. website, feedback forms, summary, surveys
Title I Annual Parent Meeting	<ul style="list-style-type: none"> September 20, 2018 at 7:15 a.m. and 5:15 p.m. 	\$0	Principal Parent Liaison Staff Parents	Georgia Department of Education Checklists for compact and PFEP	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, all parents/families invitations incl. website
Student Assessment & Results Parent Meeting	Throughout the year	\$0	Parent Liaison Parents/families	Title I Parent Workshops/Meetings evaluations	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, all parents/families invitations incl. website
Transition Meetings (Preschool Programs; all transitions)	Throughout the year and at least once per semester Aug. 2018-May 2019	\$0	Parent Liaison Parents/families	Title I Parent Workshops/Meetings evaluations	Agenda, sign-in sheet, evaluation, presentation, handouts, all parents/families invitations incl. website
Building Staff Capacity	November and March staff meetings	\$0	All Staff Parents	Staff assignments/ follow-up, evaluations req'd	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, invitations, assignments w/follow-up, parent input
Parent Resource Center (open house, tours and orientations)	August 2018-May 2019	\$0	Parent Liaison Parents/families School staff	Surveys	Sign-in book
Monthly Title I Parent Meetings/ Family Nights aligned to compact and school goals	Ongoing October -May	\$0	Principal Parent Liaison Teachers	Title I Parent Workshops/Meetings evaluations	Agenda, sign-in sheet, evaluation, presentation, handouts, all parents/families invitations incl. website
Technology including harms of copyright piracy and how to monitor child's progress (HAC)	Ongoing October -May	\$0	Media Specialist Parent Liaison Parents/families	Title I Parent Meetings	Agenda, sign-in sheet, evaluation, presentation, handouts, all parents/families invitations incl. website
Building Parent Capacity <ul style="list-style-type: none"> See GaDOE checklist and reference the 6 SHALLS 	Ongoing October -May	\$0	Principal Parent Liaison Teachers	Title I Parent Workshops/Meetings evaluations	Agenda, sign-in sheet, evaluation, presentation, handouts, all parents/families invitations incl. website

Fulton County Schools Logic Model

School Name: Hembree Springs Elementary School

Name of Intervention	Current Research Available that demonstrates a rationale that it might work	Intervention Population	Plan of Action	How will success be measured? <i>What is the LEA's theory of change for this intervention?</i>	What are the outcomes or milestones that will evaluate success?			Person(s) Responsible/Monitoring Plan
					Start	Mid-Year	End-of-Year	
First Grade Teacher	http://www.nea.org/assets/docs/PB08_ClassSize08.pdf Class Size Reduction https://www.classsize matters.org/research-and-links/ Class Size Reduction	First Grade	Small Group Instruction Guided Reading Professional Learning iRead/iReady Reading and Math Fastbridge Reading and Math	Fastbridge growth from Fall 2018 to Spring 2019	Fastbridge aMath: 0-19.99 %ile - 35% 20-29.99 %ile - 8% 20-29.99 %ile - 31% 85 %ile and Above - 26% aReading: 0-19.99 %ile - 41% 20-29.99 %ile - 7% 20-29.99 %ile - 21% 85 %ile and Above - 31%	Fastbridge	Fastbridge	Principal
Part Time Instructional Paraprofessional	http://www.nea.org/assets/docs/PB08_ClassSize08.pdf Class Size Reduction https://www.classsize matters.org/research-and-links/ Class Size Reduction	First Grade	Small group instruction in RELA and Math Assist teacher in progress monitoring	Fastbridge growth from Fall 2018 to Spring 2019	Fastbridge aMath: 0-19.99 %ile - 35% 20-29.99 %ile - 8% 20-29.99 %ile - 31% 85 %ile and Above - 26% aReading:	Fastbridge	Fastbridge	Classroom teacher Principal

