



TITLE I SCHOOLWIDE PLAN

School Name: Holcomb Bridge Middle School

District Name: Fulton

Principal Name: Jennifer Cassidy

School Year: 2019-2020

School Mailing Address: 2700 Holcomb Bridge Road Alpharetta GA 30022

Telephone: 470-254-5280

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: 470-254-0200

ESSA ACCOUNTABILITY STATUS

Comprehensive Support School

Targeted Support School

Consolidated School

Principal's Signature:

Date:

Title I Director's Signature:






Date:

Revision Date:

Revision Date:

Revision Date:

District Strategic Plan Outcomes

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

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 to develop your needs and goals for your school for: Strategic Plan, 90-day plan, School Improvement Plan	
<i>Response: The School Governance Council conducted a full needs assessment in development of our strategic plan. This included reviewing achievement data, parent engagement data, community engagement data, and formative data taken from student academic programs in place (iReady, LEAP). The council is made up of parents, staff, and community members. Stakeholders were engaged in the process to support the quantitative data available to us. The SGC and school leadership team regularly review formative data in order to monitor progress toward goals.</i>	
Review your data by subgroup and note areas of deficit. (ED, EL, Race, SWD)	
<i>Response: Less than half of all students taking the EOG assessment are scoring proficient/distinguished in ELA (44.2%) and mathematics (35.8%). Presently students who are ED, EL, SWD, Black, and Hispanic are achieving below the All Students group. The gap between Black and Hispanic students and the All Students group is closing. EL and SWD students have the most significant achievement gap compared to the All Students group.</i>	
List your needs and goals based on your comprehensive needs assessment.	
Need 1: Improve achievement in ELA for EL students and SWD.	Data to Show Need 1: Milestones EOG Assessment 2019
Need 2: Improve achievement in Mathematics for EL and SWD students.	Data to Show Need 2: Milestones EOG Assessment 2019
Need 3: Improve achievement in ELA and mathematics for all students (proficient/distinguished).	Data to Show Need 3: Milestones EOG Assessment 2019

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 students reading at/above grade level by 8th grade to at least 75%.

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
N/A - consolidated				

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

Economically Disadvantaged	Foster and Homeless
<p>The ELA instructional coach will support teachers and provide professional learning on instructional strategies and research-based practices. Specifically, use of the workshop model in reading and ELA classes and formative assessment practices will be emphasized.</p>	<p>Social worker and counselors will connect with students and families to ensure that non-academic needs are being met (clothing, supplies, transportation, meals, etc.). This will support students in being better able to focus on learning while at school. Additionally, tutoring services are available to our homeless students.</p>
English Learners	Migrant
<p>EL students will be provided with access to specially designed instruction and curriculum as provided by the school</p>	<p>Presently we do not serve migrant students.</p>

<p>district. Instruction will be differentiated based on WIDA proficiency levels. All general education teachers will be trained to use the WIDA standards to differentiate instruction for language proficiency level.</p>	
<p>Race/Ethnicity</p>	<p>Students with Disability</p>
<p>We will continue offer professional learning through AVID participation on how to be Culturally Responsive to meet diverse needs within our school.</p>	<p>The Instructional Support Teacher will provide professional learning to all SEC teachers on using effective specially designed instruction to meet needs outlined in the IEP. Additionally, the district will provide us with a specially designed instruction coach who will work with teachers to improve instructional practices for SEC students.</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 2: Increase the percentage of students who have typical or high growth in math as measured by GA Milestones to at least 60%.

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
N/A - consolidated				

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

Economically Disadvantaged	Foster and Homeless
<p>The math instructional coach will support teachers and provide professional learning on instructional strategies and research-based practices. Specifically, use of the workshop model in math classes and formative assessment practices will be emphasized. Emphasis will be given to instructing to the standards of the FCS Numeracy Framework.</p>	<p>Social worker and counselors will connect with students and families to ensure that non-academic needs are being met (clothing, supplies, transportation, meals, etc.). This will support students in being better able to focus on learning while at school. Additionally, tutoring services are available to our homeless students.</p>
English Learners	Migrant

<p>EL students will be provided with access to specially designed instruction and curriculum as provided by the school district. Instruction will be differentiated based on WIDA proficiency levels. All general education teachers will be trained to use the WIDA standards to differentiate instruction for language proficiency level.</p>	<p>Presently we do not serve migrant students.</p>
<p>Race/Ethnicity</p>	<p>Students with Disability</p>
<p>We will continue offer professional learning through AVID participation on how to be Culturally Responsive to meet diverse needs within our school.</p>	<p>The Instructional Support Teacher will provide professional learning to all SEC teachers on using effective specially designed instruction to meet needs outlined in the IEP. Additionally, the district will provide us with a specially designed instruction coach who will work with teachers to improve instructional practices for SEC students.</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:

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

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

Response: *All students will participate in LEAP mentor/mentee program on a biweekly basis. Lessons will focus on cultural acceptance and positive relationships with both peers and adults. Professional learning will be offered to staff related to culturally relevant teaching practices. In addition to our two professional school counselors, we have an onsite counselor from Summit Counseling who provides private counseling to students. Students who are eligible for free and reduces meals can receive this service at no cost. The school social worker is also available to connect families with community-based resources to promote social emotional health.*

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);

Response: *Through AVID participation, students are exposed to postsecondary options and are introduced to skills that will allow them to be successfully prepared for college if this is their chosen path. Students enrolled in the AVID elective are given tutorial support to increase skills needed to access advanced and AP classes. Students participate in college visits, both at the college and through community visits to our school.*

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.);

Response: *RtI is utilized to facilitate successful use of Tier 2 and 3 interventions to support students not achieving at grade level. The graduation coach supports implementation of strategies for students who require Tier 2 or 3 behavioral interventions. The RtI team model is utilized and includes teachers, parents, and support staff to determine appropriate interventions and monitor progress.*

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

Response: *N/A*

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: *The plan was developed using the most currently available assessment results and other relevant data in the spring and summer of 2019.*

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: *School staff, parents, and community members collaborated to review data and make decisions about goals, use of funding, and improvement strategies.*

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: *All students receive instruction in alignment with the Georgia Standards of Excellence (GSE). The plan will be monitored using approved state and district assessment resources.*

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 approved plan will be posted on the school website and communicated with parents in person at the Annual Title I Parent Meeting. All stakeholders can ask questions and submit feedback.*

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: *We have a full time Bilingual Parent Liaison to encourage engagement of bilingual parents and parents of EL students. Translation is provided at parent-teacher conferences and all school events so that families can participate equally. The Bilingual Parent Liaison also offers workshops specifically tailored to the ESOL program at our school.*

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

Response: *The school counselors and administrative team coordinate transition activities that occur throughout the year. Fifth grade students are hosted at least twice for school visits in preparation for transitioning to 6th grade; a rising 6th grade parent night is offered to support parent engagement in the transition. Eighth grade students visit the high school in preparation for the transition and a rising 9th grade parent night is held. Prior to the start of the new school year, incoming sixth grade students participate in Camp Jump Start and get support on being prepared for the first day of school. This year a community business partner is providing the funding so that there is no cost to students to participate. Middle school staff works closely with elementary feeder schools and the high school to facilitate transitions.*

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

Response: *All middle school students participate in college and career exploration through the schoolwide AVID program and counseling curriculum. Students may take courses for high school credit if they qualify.*

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
Homegrown Summer Institute - implementing the Reading/Writing Units of Study	July 22-25, 2019 Ongoing support from ELA coach throughout the school year.	7 th and 8 th Grade ELA/Reading teachers	ELA Coach Principal
Six Essential Characteristics of a PLC: The FCS Framework Focus: Data-informed instruction	PL days September 3, October 10, February 14, March 12 and ongoing during content planning sessions.	All math, ELA/reading, science, and social studies teachers.	Principal Assistant Principals ELA Coach Math Coach

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	09/11/19 (pending timely approval) with 1 st 4.5-week progress report	Principal, AP's, and GLC's	9/6/19
School-Family Compact sent home and on the school website	10/15/19	09/11/19 (pending timely approval) with 1 st 4.5-week progress report	Principal, AP's, and GLC's	9/6/19
School-Family Compact discussed in parent-teacher conferences (elementary)	12/20/19	N/A		
Annual Title I Parent Meeting held and documents on school website	9/27/19	8/5/19 and 8/12/19	Principal	N/A
Parent Input Meeting Held	3/29/20	03/11/20	Principal/AP's	03/06/2020
Transition Meetings	5/15/20	8 th – February 2020 (Date TBD pending HS collaboration) 6 th – March 2020 03/26/20 Rising 6 th parent night	6 th Grade Counselor/AP 8 th Grade Counselor/AP	January 2020
Building Staff Capacity (Fall and Spring)	Fall: 12/6/19 Spring: 3/13/20	09/03/19 02/14/20	Principal	8/26/19 (fall) 02/03/20 (spring)
Parent Resource Center Open House held	12/6/19	08/29/19	Bilingual Community Liaison	August 6, 2019
Monthly Title I Parent Meetings/ Family Night <ul style="list-style-type: none"> • Literacy/Reading • Math • Curriculum Night • Testing and Assessment (Milestones) • Technology (HAC & Copyright Piracy) • English Learner Specific Events • Transition Meetings • Others 	Once a month is recommended. Enter your titles and dates in the next column.	Curriculum Nights: 6 th – 9/5/19 7 th – 9/12/19 Parent University: Literacy Night 11/07/19 Parent University: STEM Night 01/30/20 Parent Input Meeting 03/11/20	Principal/AP's Literacy Coach Math Coach Principal	Varies; at least one week prior to event

Annual Survey Distributed and on Website Annual Survey Results on website	4/30/20 5/15/20	04/01/20 (Distributed and on website) 05/11/20 (Results posted)	Principal/webmaster	N/A
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