

**Fulton County Schools
School Improvement Plan
2009-2012**

School: HOLCOMB BRIDGE MS

Principal: JOY SCHROERLUCKE

What is a priority area for improving Student Achievement at your school? (Include no more than five, complete one form per objective.)									
Objective # 1	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
To improve student performance in Reading	All Students	668	100%	<ul style="list-style-type: none"> ○ % of all students meeting or exceeding expectations on CRCT ○ % of students with disabilities meeting or exceeding expectations on CRCT ○ % of all Hispanic students meeting or exceeding expectations on CRCT ○ % of English Language Learners meeting or exceeding expectation on CRCT 	89.3%	93.6%	95%		
					77.3%	78%	80%		
					79.3%	86.3%	89%		
					56.3%	Not a subgroup	73.3%		
What interim indicators will be used to monitor progress during the year for this objective?									
Data to be collected during 2009-10					Position Responsible			Frequency	
1. Percentage of students who meet or exceed on Checkpoints in December & CRCT					Matthew Vance			2 x year	
2. Percentage of students who exceed on Checkpoints in December & CRCT									
What initiatives/improvements will be implemented in the area of School Initiatives/Professional Development to support this objective?									
Implementation Plan for 2009-10					Position Responsible			Budget/Resources	
1. Teachers will participate in weekly collaboration for both content and student issues, following a discussion model designed by the Professional Learning Community Coalition.					1. Guiding Coalition of Teachers			1. 0	
2. Teachers will receive staff development on Reading Across the Curriculum strategies during the Early Release Days and reflect on these strategies through their monthly vertical meetings as well as their instructional folders.					2. Instructional Coaches			2. Position allotted in budget by FCS	

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<p>3. Through our G.A.T.E. program, all students will meet with their mentors throughout the year to set goals for both academic and personal achievement.</p>	<p>3. Mentors (all staff)</p>	<p>3. 0</p>
<p>4. TAG teachers will utilize Renzulli activities to enrich and differentiate their curriculum.</p>	<p>4. Dwayne Gregory</p>	<p>4. 0</p>
<p>5. Language Arts and Reading Teachers will participate in a book study of Nancie Atwell's <u>In the Middle</u>, a study of reading and writing workshops.</p>	<p>5. Dana Ferrara and Aubrey Chaffin</p>	<p>5. \$300.00</p>
<p>6. Teachers will develop collaborative assessments and analyze results to determine future instructional plans and/or use of Learning Labs.</p>	<p>6. All Reading and Language Arts Teachers</p>	<p>6. 0</p>

<p>What initiatives/improvements will be implemented in the area of Stakeholder Involvement to support this objective?</p>

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<p>1. Project Hawk: Rotary, Community, and Staff Members will volunteer on a consistent basis to read one-on-one with students identified for extra support</p>	<p>Schroerlucke, Springman</p>	<p>1. 0</p>

<p>What initiatives/improvements will be implemented in the area of School Management to support this objective?</p>

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<p>1. Instructional Coaches will monitor subgroup data regarding formative assessments in the classrooms, Checkpoints, and cumulative grades. They will present this data to administration on a regular basis, determining needs and celebrating successes throughout the year.</p>	<p>1. Instructional Coaches</p>	<p>1. Position allotted in budget by FCS</p>
<p>2. Every morning, time for learning will be guarded through supervision of students and duty posts. This time will be used for collaboration and help sessions.</p>	<p>2. Administrative Team</p>	<p>2. 0</p>

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<ol style="list-style-type: none"> 3. The Graduation Coach provides Learning Lunches on a daily basis, where students can receive not only time and organizational strategies but assistance with their work from teachers who volunteer on a regular basis. 4. Teachers will meet weekly to monitor the success of curriculum implementation, using a discussion format designed and monitored by the Professional Learning Coalition, and these meetings will be attended / monitored by administration. 5. Teachers will hold monthly vertical meetings to insure consistency across grade levels and to reflect on best practices. 6. Teachers will meet weekly and utilize personalized pyramid of interventions, developed by PLC Coalition, to monitor both struggling students and students in need of enrichment. Title I Data Support Specialist and Graduation Coach will attend these meetings to discuss strategies and collect data on student success. 7. Bell Schedule is restructured to allow for Learning Lab to take place for twenty minutes daily. Students will receive academic support, remediation, and enrichment during this time. Learning Labs will be determined through analysis of common assessment results as well as team discussions. 	<ol style="list-style-type: none"> 3. Graduation Coach and Teachers 4. Curriculum Assistant Principal & PLC Coalition 5. Content Chairs and Administrative Team 6. Grade Level Chairs, Graduation Coach, & DSS 7. Admin Team, PLC Team Leaders 	<ol style="list-style-type: none"> 3. Grad Coach position allotted in budget by FCS 4. 0 5. 0 6. Grad Coach allotted by FCS & funding from Title I to fund DSS 7. 0
<p>Actions Taken – Mid-Year Update Checkpoints, Reading/Language Arts, Semester Two Post Test</p> <p>Percentage of Students Mastering 50% or More of Standards Assessed: All Students: 77.5% Hispanic Students: 56% LEP: 55% Students with Disabilities: 42%</p>		<p>ACTION:</p> <ul style="list-style-type: none"> - Continue to monitor progress through analysis of common assessments. - Utilize December Checkpoint results for remediation through Saturday School. and to revise / prioritize curriculum map for second semester. - Utilize February Checkpoint results for remediation during March.
<p>Actions Taken – End of Year Report</p>		

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<i>Mid-Year Summary</i>
<p>Preliminary conclusions regarding progress on this objective: Comparison between pre and post test data demonstrate improvement in Reading.</p>
<p>Additional action to be taken during remainder of this school year: Sub-groups need to be closely monitored and targeted through H.A.W.K. and Saturday School.</p>
<i>End of Year Summary</i>
Overall Conclusions regarding this Objective:
Future Steps to Address this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

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Objective # 2	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
To improve student performance in Language Arts	All Students	668	100%	<ul style="list-style-type: none"> ○ % of all students meeting or exceeding expectations on CRCT ○ % of students with disabilities meeting or exceeding expectations on CRCT ○ % of all Hispanic students meeting or exceeding expectations on CRCT ○ % of English Language Learners meeting or exceeding expectation on CRCT 	86%	88.6%	90%		
What interim indicators will be used to monitor progress during the year for this objective?									
Data to be collected during 2009-10					Position Responsible			Frequency	
3. Percentage of students who meet or exceed on Checkpoints in December & CRCT					Matthew Vance			2 x year	
4. Percentage of students who exceed on Checkpoints in December & CRCT									
What initiatives/improvements will be implemented in the area of School Initiatives/Professional Development to support this objective?									
Implementation Plan for 2009-10					Position Responsible			Budget/Resources	
1. Teachers will receive staff development on Writing Across the Curriculum strategies during the Early Release Days and reflect on these strategies through their monthly vertical meetings as well as their instructional folders.					1. Instructional Coaches			1. Allotted by FCS	
2. Students will participate in writing opportunities for the GA Learn & Serve Character Education Program.					2. GA Learn & Serve Contact			2. 0	
3. School-wide participation in the Reflections Contest					3. Media Specialist & LA Teachers			3. 0	

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4. Teachers will design an alternate schedule to target both remediation and enrichment through writing workshop strategies.	4. Language Arts Teachers	4. 0
5. Through our G.A.T.E. program, all students will meet with their mentors throughout the year to set goals for both academic and personal achievement.	5. Mentors (all staff)	5. 0
6. Language Arts and Reading Teachers will participate in a book study of Nancie Atwell's <u>In the Middle</u> , a study of reading and writing workshops.	6. Dana Ferrara and Aubrey Chaffin	6. \$300.00
7. Teachers will develop collaborative assessments and analyze results to determine future instructional plans and/or use of Learning Labs.	7. All Reading and Language Arts Teachers	7. 0

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What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
1. School-wide initiative for teachers and parents to sign agendas daily	1. Leadership Team	0
2. Bi-weekly communications through newsletters and electronic progress reports	2. Leadership Team	
3. School-wide participation in the Reflections Contest	3. Media Specialist & LA Teachers	
4. Project Hawk: Rotary, Community, and Staff Members will volunteer on a consistent basis to read one-on-one with students identified for extra support	4. Principal & Curriculum AP	

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What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
8. Instructional Coaches will monitor subgroup data regarding formative assessments in the classrooms, Checkpoints, and cumulative grades. They will present this data	8. Instructional Coaches	1. Position allotted in budget by FCS

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<p>to administration on a regular basis, determining needs and celebrating successes throughout the year.</p> <p>9. Every morning, time for learning will be guarded through supervision of students and duty posts. This time will be used for collaboration and help sessions.</p> <p>10. The Graduation Coach provides Learning Lunches on a daily basis, where students can receive not only time and organizational strategies but assistance with their work from teachers who volunteer on a regular basis.</p> <p>11. Teachers will meet weekly to monitor the success of curriculum implementation, using a discussion format designed and monitored by the Professional Learning Coalition, and these meetings will be attended / monitored by administration.</p> <p>12. Teachers will hold monthly vertical meetings to insure consistency across grade levels and to reflect on best practices.</p> <p>13. Teachers will meet weekly and utilize personalized pyramid of interventions, developed by PLC Coalition, to monitor both struggling students and students in need of enrichment. Title I Data Support Specialist and Graduation Coach will attend these meetings to discuss strategies and collect data on student success.</p> <p>14. Bell Schedule is restructured to allow for Learning Lab to take place for twenty minutes daily. Students will receive academic support, remediation, and enrichment during this time. Learning Labs will be determined through analysis of common assessment results as well as team discussions.</p>	<p>9. Administrative Team</p> <p>10. Graduation Coach and Teachers</p> <p>11. Curriculum Assistant Principal & PLC Coalition</p> <p>12. Content Chairs and Administrative Team</p> <p>13. Grade Level Chairs, Graduation Coach, & DSS</p> <p>14. Admin Team, PLC Team Leaders</p>	<p>2. 0</p> <p>3. Grad Coach position allotted in budget by FCS</p> <p>4. 0</p> <p>5. 0</p> <p>6. Grad Coach allotted by FCS & funding from Title I to fund DSS</p> <p>7. 0</p>
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<p>Actions Taken – Mid-Year Update Checkpoints, Reading/Language Arts, Semester Two Post Test</p> <p><u>Percentage of Students Mastering 50% or More of Standards Assessed:</u> All Students: 77.5% Hispanic Students: 56% LEP: 55% Students with Disabilities: 42%</p>	<p>ACTION:</p> <ul style="list-style-type: none"> - Continue to monitor progress through analysis of common assessments - Utilize December Checkpoint results for remediation through Saturday School and to revise / prioritize curriculum map for second semester. - Utilize February Checkpoint results for remediation during March.
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Actions Taken – End of Year Report
Mid-Year Summary
<p>Preliminary conclusions regarding progress on this objective: Comparison between pre and post test data demonstrate improvement in Language Arts.</p>
<p>Additional action to be taken during remainder of this school year: Sub-groups need to be closely monitored and targeted through H.A.W.K. and Saturday School.</p>
End of Year Summary
Overall Conclusions regarding this Objective:
Future Steps to Address this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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Objective # 3	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
To improve student performance in Mathematics	All Students	668	100%	o % of all students meeting or exceeding expectations on CRCT	67%	69.3%	73%		
				o % of students with disabilities meeting or exceeding expectations on CRCT	35%	40%	67.6%		
				o % of all Hispanic students meeting or exceeding expectations on CRCT	52.6%	52.3%	67.6%		
				o % of English Language Learners meeting or exceeding expectations on CRCT	28.6%	Not a subgroup	67.6%		
What interim indicators will be used to monitor progress during the year for this objective?									
Data to be collected during 2009-10					Position Responsible			Frequency	
5. Percentage of students who meet or exceed on Checkpoints in December & CRCT					Matthew Vance			2 x year	
6. Percentage of students who exceed on Checkpoints in December & CRCT									
What initiatives/improvements will be implemented in the area of School Initiatives/Professional Development to support this objective?									
Implementation Plan for 2009-10					Position Responsible			Budget/Resources	
7. Teachers will participate in weekly collaboration for both content and student issues, following a discussion model designed by the Professional Learning Community Coalition.					1. Guiding Coalition of Teachers			1. 0	
8. Teachers will discuss best practices and evaluate past practices on Early Release Days and monitor these through their weekly collaborations and instructional portfolios.					2. Instructional Coaches			2. Position allotted in budget by FCS	

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<p>9. Through our G.A.T.E. program, all students will meet with their mentors throughout the year to set goals for both academic and personal achievement.</p> <p>10. Teachers will develop collaborative assessments and analyze results to determine future instructional plans and/or use of Learning Labs.</p> <p>11. Math Learning Labs in place on Day One – students identified through CRCT scores from prior school year.</p>	<p>3. Mentors (all staff)</p> <p>4. All Math Teachers</p> <p>5. Math Teachers and Matt Vance (Learning Lab Administrator)</p>	<p>3.0</p> <p>4.0</p> <p>5.0</p>
<p>What initiatives/improvements will be implemented in the area of Stakeholder Involvement to support this objective?</p>		
<p>Implementation Plan for 2009-10</p>	<p>Position Responsible</p>	<p>Budget/Resources</p>
<p>5. School-wide initiative for teachers and parents to sign agendas daily</p> <p>6. Bi-weekly communications through newsletters and electronic progress reports</p> <p>7. Family Math Nights will be held during the school year to allow parents the opportunity to interact with the Math teachers and learn more about the blended curriculum.</p>	<p>1. Leadership Team</p> <p>2. Leadership Team</p> <p>3. Math Teachers, Instructional Coach</p>	<p>1. 0</p> <p>2. 0</p> <p>3. Instructional Coach position allotted in budget by FCS</p>
<p>What initiatives/improvements will be implemented in the area of School Management to support this objective?</p>		
<p>Implementation Plan for 2009-10</p>	<p>Position Responsible</p>	<p>Budget/Resources</p>
<p>15. Instructional Coaches will monitor subgroup data regarding formative assessments in the classrooms, Checkpoints, and cumulative grades. They will present this data to administration on a regular basis, determining needs and celebrating successes throughout the year.</p> <p>16. Every morning, time for learning will be guarded through supervision of students</p>	<p>15. Instructional Coaches</p> <p>16. Administrative Team</p>	<p>1. Position allotted in budget by FCS</p> <p>2.0</p>

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<p>and duty posts. This time will be used for Learning Labs and collaboration.</p> <p>17. The Graduation Coach provides Learning Lunches on a daily basis, where students can receive not only time and organizational strategies but assistance with their work from teachers who volunteer on a regular basis.</p> <p>18. Teachers will meet weekly to monitor the success of curriculum implementation, using a discussion format designed and monitored by the Professional Learning Coalition, and these meetings will be attended / monitored by administration.</p> <p>19. Teachers will hold monthly vertical meetings to insure consistency across grade levels and to reflect on best practices.</p> <p>20. Teachers will meet weekly and utilize personalized pyramid of interventions, developed by PLC Coalition, to monitor both struggling students and students in need of enrichment. Title I Data Support Specialist and Graduation Coach will attend these meetings to discuss strategies and collect data on student success.</p> <p>21. Bell Schedule is restructured to allow for Learning Lab to take place for twenty minutes daily. Students will receive academic support, remediation, and enrichment during this time. Learning Labs will be determined through analysis of common assessment results as well as team discussions.</p>	<p>17. Graduation Coach and Teachers</p> <p>18. Curriculum Assistant Principal & PLC Coalition</p> <p>19. Content Chairs and Administrative Team</p> <p>20. Grade Level Chairs, Graduation Coach, & DSS</p> <p>21. Admin Team, PLC Team Leaders</p>	<p>3. Grad Coach position allotted in budget by FCS</p> <p>4. 0</p> <p>5. 0</p> <p>6. Grad Coach allotted by FCS & funding from Title I to fund DSS</p> <p>7. 0</p>		
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Actions Taken – Mid-Year Update Checkpoints, Mathematics, Semester Two Post Test</p> <p><u>Percentage of Students Mastering 50% or More of Standards Assessed:</u> All Students: 52% Hispanic Students: 39% LEP: 30% Students with Disabilities: 25%</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ACTION:</p> <ul style="list-style-type: none"> - Continue to monitor progress through analysis of common assessments - Utilize December Checkpoint results for remediation through Saturday School and Learning Labs - Utilize December Checkpoint results to revise / prioritize curriculum map for second semester. - Utilize February Checkpoint results for remediation during March. </td> </tr> </table>			<p>Actions Taken – Mid-Year Update Checkpoints, Mathematics, Semester Two Post Test</p> <p><u>Percentage of Students Mastering 50% or More of Standards Assessed:</u> All Students: 52% Hispanic Students: 39% LEP: 30% Students with Disabilities: 25%</p>	<p>ACTION:</p> <ul style="list-style-type: none"> - Continue to monitor progress through analysis of common assessments - Utilize December Checkpoint results for remediation through Saturday School and Learning Labs - Utilize December Checkpoint results to revise / prioritize curriculum map for second semester. - Utilize February Checkpoint results for remediation during March.
<p>Actions Taken – Mid-Year Update Checkpoints, Mathematics, Semester Two Post Test</p> <p><u>Percentage of Students Mastering 50% or More of Standards Assessed:</u> All Students: 52% Hispanic Students: 39% LEP: 30% Students with Disabilities: 25%</p>	<p>ACTION:</p> <ul style="list-style-type: none"> - Continue to monitor progress through analysis of common assessments - Utilize December Checkpoint results for remediation through Saturday School and Learning Labs - Utilize December Checkpoint results to revise / prioritize curriculum map for second semester. - Utilize February Checkpoint results for remediation during March. 			
<p>Actions Taken – End of Year Report</p>				

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<i>Mid-Year Summary</i>
<p>Preliminary conclusions regarding progress on this objective: Comparison between pre and post test data demonstrate improvement in Mathematics.</p>
<p>Additional action to be taken during remainder of this school year: Sub-groups need to be closely monitored and targeted through H.A.W.K. and Saturday School.</p>
<i>End of Year Summary</i>
Overall Conclusions regarding this Objective:
Future Steps to Address this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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