






TITLE I SCHOOLWIDE PLAN

School Name: Hembree Springs Elementary School			District Name: Fulton		
Principal Name: Laurie Woodruff			School Year: 2019-2020		
School Mailing Address: 815 Hembree Road, Roswell, GA 30076					
Telephone: 470-254-2902					
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					
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ESSA ACCOUNTABILITY STATUS					
Comprehensive Support School <input type="checkbox"/>		Targeted Support School <input type="checkbox"/>		Consolidated School <input type="checkbox"/>	
Principal's Signature: <i>Laurie Woodruff</i>			Date: <i>8-31-19 / 10-29-19</i>		
Title I Director's Signature:			Date:		
Revision Date: August 31, 2019		Revision Date: October 29, 2019		Revision Date:	

District Strategic Plan Outcomes

Focus Area	Outcome
 <small>2019 - 2022</small>	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
	Middleschool 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

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
Laurie Woodruff	Laurie Woodruff	Principal
AJ Smith	A J Smith	Assistant Principal
Lani Davies	Lani Davies	1ST
Carrie Mcatee	Carrie Mcatee	CST
JoAnne Dicks	JoAnne Dicks	Bookkeeper
Vignia B. Whitwell	Vignia B. Whitwell	Title I Parent Liaison
Hannah Cook	Hannah Cook	First Grade Teacher
Laura Calvert	Laura Calvert	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 to develop your needs and goals for your school for: Strategic Plan, 90-day plan, School Improvement Plan

Response:

We utilized the school's recent Strategic Plan to develop our Title I schoolwide plan for the 2019-20 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 2018-19 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 2018-19.

ALL students:

- The percentage of students demonstrating Developing or above on the Georgia Milestones for 3rd grade Reading/Language Arts decreased (82% to 78%)
- The percentage of students demonstrating Developing or above on the Georgia Milestones for 4th grade Reading/Language Arts decreased (83% to 82%)
- The percentage of students demonstrating Developing or above on the Georgia Milestones for 4th grade Math decreased (89% to 85%)

Black students: ****No comparative subgroup data for 3rd, 4th, or 5th grade****

SWD students: ****No comparative subgroup data for 3rd, 4th, or 5th grade****

ELL students:

- The percentage of students demonstrating Developing or above on the 3rd grade Georgia Milestones for Reading/Language Arts decreased from 50% to 45%.
- The percentage of students demonstrating Developing or above on the 4th grade Georgia Milestones for Reading/Language Arts decreased from 67% to 53%.
- The percentage of students demonstrating Developing or above on the 4th grade Georgia Milestones for Math decreased from 66% to 47%.

****No comparative subgroup data for 5th Grade****

Economically Disadvantaged students:

- The number of students demonstrating Developing or above on the Georgia Milestones for Reading/Language Arts decreased (68% to 66%)

Attached is an appendix to the plan is a graphic model of our school's subgroup academic performance on the 2018-2019 Georgia ELA/Math Milestones.

Attached is an appendix for the strategic plan indicating the school's subgroup academic performance on the 2018-2019 Georgia ELA/Math Milestones.

List your needs and goals based on your comprehensive needs assessment.	
<p>Need 1: 85% of 3rd Grade students will read at or above grade level.</p>	<p>Data to Show Need 1: 78% of 3rd Grade students scored in the passing range on the Georgia Milestones in the area of reading.</p> <p>The percentage of students demonstrating Developing or above on the 3rd grade Georgia Milestones for Reading/Language Arts decreased from 50% to 45%.</p>
<p>Need 2: 85% of 5th Grade students will perform at or above grade level in Math.</p>	<p>Data to Show Need 2: The percentage of students demonstrating Developing or above on the Georgia Milestones for 4th grade Math decreased (89% to 85%).</p> <p>The percentage of ELL students demonstrating Developing or above on the 4th grade Georgia Milestones for Math decreased from 66% to 47%.</p>
<p>Need 3: Increase the level of economically disadvantaged students scoring at developing or above in the area of Reading/Language Arts.</p>	<p>Data to Show Need 3: The number of students demonstrating Developing or above in grades 3-5 on the Georgia Milestones for Reading/Language Arts decreased (68% to 66%).</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) (Logic Model can be used for Title I, but not for 1003a)

Goal 1:

- The percentage of students in grade 3 performing at Developing and above on the Math Georgia Milestones will increase by 3%, from 90% to 93% for the 2019-2020 school year.
- The percentage of students in grade 4 performing at Developing and above on the Math Georgia Milestones will increase by 3%, from 85% to 88% for the 2019-2020 school year.
- The percentage of students in grade 5 performing at Proficient and above on the Math Georgia Milestones will increase by 3%, from 54%

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
Teacher for Class Size Reduction – Teacher will provide core instruction in reading and math in order to ensure that students are at/above grade level benchmarks when they exit first grade	see Logic Model	August 2019 to May 2020	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 math</p> <p>Reduced class size EIP model (Local funds to purchase additional teacher)</p> <p>Standards Mastery Framework and use of Prioritized Standards in math</p> <p>Small group instruction in key subject areas</p>	<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>Standards Mastery Framework and use of Prioritized Standards in math</p> <p>Small group instruction in key subject areas</p>
English Learners	Migrant
<p>First grade teacher and paraprofessional to reduce class size and to provide small group instruction in math</p> <p>ESOL Teacher to provide specialized instruction</p> <p>Reduced class size EIP model (Local funds to purchase additional teacher)</p> <p>Standards Mastery Framework and use of Prioritized Standards in math</p> <p>Small group instruction in key subject areas</p>	<p>If Migrant Students Enroll:</p> <p>First grade teacher and paraprofessional to reduce class size and to provide small group instruction in math</p> <p>Reduced class size EIP model (Local funds to purchase additional teacher)</p> <p>Standards Mastery Framework and use of Prioritized Standards in math</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 EIP model (Local funds to purchase additional teacher)</p> <p>Standards Mastery Framework and use of Prioritized Standards in math</p> <p>Small group instruction in key subject areas</p>	<p>First grade teacher 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>Reduced class size EIP model (Local funds to purchase additional teacher)</p> <p>Standards Mastery Framework and use of Prioritized Standards in math</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 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:

- The percentage of students in grade 3 performing at Developing and above on the Reading Georgia Milestones will increase by 3%, from 78% to 81% 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 82% to 85% for the 2018-2019 school year.
- The percentage of students in grade 5 performing at Proficient and above on the Reading Georgia Milestones will increase by 3%, From 68% to 71% 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 and Budget Used (Title I or 1003a)	Person/Position Responsible
Teacher for Class Size Reduction – Teacher will provide core instruction in reading and math in order to ensure that students are at/above grade level benchmarks when they exit first grade	see Logic Model	August 2019 – May 2020	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 reading Reduced class size EIP model (Local funds to purchase	First grade teacher and paraprofessional to reduce class size and to provide small group instruction in reading Reduced class size EIP model (Local funds to purchase additional teacher)

<p>additional teacher)</p> <p>Professional Development in the area of guided reading</p> <p>Small group instruction</p>	<p>Professional Development in the area of guided reading</p> <p>Small group instruction</p>
<p style="text-align: center;">English Learners</p>	<p style="text-align: center;">Migrant</p>
<p>First grade teacher and paraprofessional to reduce class size and to provide small group instruction in reading</p> <p>ESOL Teacher to provide specialized instruction</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>If Migrant Students Enroll:</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>
<p style="text-align: center;">Race/Ethnicity</p>	<p style="text-align: center;">Students with Disability</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>	<p>First grade teacher and paraprofessional to reduce class size and to provide small group instruction in reading</p> <p>IEP-defined services to support in co-taught or resource environment during reading/language arts class time</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>

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:

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);

Response:

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

Response:

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 2019-200 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

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 servicers 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

Response:

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

Response:

N/A

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
Best Practices in Literacy for Instructional Staff	Monthly with CST and NWLC Program Specialist	K-5 RELA Teachers	Principal Instructional Coaches CST
DBQ Training	Monthly	5 th Grade Social Studies Teachers	Principal CST
Reading Units of Study Training	Monthly	5 th Grade RELA Teachers	Principal CST
Standards Mastery Framework Training	August	K-5 Teachers in RELA and Math	Principal Assistant Principal CST
Lindamood Bell Training	Monthly	Special Education Teachers	Principal IST Instructional 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	10/15/19	Parent Liaison Teachers Webmaster Principal	10/10/19
School-Family Compact sent home and on the school website	10/15/19	10/15/19	Parent Liaison Teachers Webmaster Principal	10/10/19
School-Family Compact discussed in parent-teacher conferences (elementary)	12/20/19	10/3/19	Parent Liaison Teachers CST Principal	10/3/19
Annual Title I Parent Meeting held and documents on school website	9/27/19	9/19/19	Principal Webmaster Parent Liaison	9/18/19
Parent Input Meeting Held	3/29/20	3/5/20	Principal Parent Liaison	3/3/20
Transition Meetings	5/15/20	5/20	Principal CST	4/15/20
Building Staff Capacity (Fall and Spring)	Fall: 12/6/19 Spring: 3/13/20	9/16/19 and 1/3/20	Parent Liaison	9/12/19 and 12/19/20
Parent Resource Center Open House held	12/6/19	8/9/19	Parent Liaison	8/6/19
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.	<ul style="list-style-type: none"> • Open House 8/9/19 • Curriculum Nights 8/26-27/19 • Title I Annual Meeting 9/19/19 • Georgia Milestones – Score Interpretation 9/19/19 • Night to SOAR Literacy/Math Night 10/3/19 • Technology Workshop – 10/16/19 	Principal Assistant Principal CST Parent Liaison Media Specialist Bilingual Community Liaison	Monthly meetings

		<ul style="list-style-type: none"> • Family Literacy Night – 11/18/19 • Math Night – 2/13/20 • Title I Parent Input Meeting 3/5/20 • Kindergarten Roundup 5/2020 • 5th Grade Transition Meetings for EPMS/NMS 5/2020 		
Annual Survey Distributed and on Website Annual Survey Results on website	4/30/20 5/15/20	4/14/20 5/12/20	Principal Title I Parent Liaison Webmaster	4/2/20 and 5/20/20