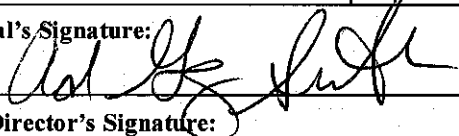

















TITLE I SCHOOLWIDE PLAN		
School Name: Hamilton E. Holmes		District Name: Fulton
Principal Name: Adrienne Grainger Smith		School Year: 2019-2020
School Mailing Address: 2301 Connally Dr. East Point, Ga 30331		
Telephone: 470-254-3092		
District Title I Director/Coordinator Name: Catherine Harper		
District 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 <input type="checkbox"/>	Targeted Support School <input type="checkbox"/>	Consolidated School <input type="checkbox"/>
Principal's Signature: 		Date: 10/30/19
Title I Director's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:

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

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
Suzette Payne		Assistant Principal
Shalina Hill Germany		Curriculum Support Teacher
Kenneth Greene		Administrative Assistant
Novella Billups		Instructional Support Teacher
Adisa Jones		ELA Instructional Support
Crystal Walton Wyche		ELA Instructional Support
Ember Foster		Math Instructional Support/Parent
Shekita Lee		Counselor
Adrienne Grainger Smith		Principal
LaShay Johnson		EIP Teacher
Onyea Ponder		Instructional Paraprofessional

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 have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement plan. Those persons involved were:

- Members of our Title I Planning Committee
- Members of our Leadership Team
- Faculty and staff members

The ways they were involved is summarized below.

- Our administrative team met with the faculty and staff to analyze our school's 2019-2020 data. Faculty and staff members provided input on how the budget should be aligned to support our plan, and provided suggestions for school-wide strategies that should be implemented to improve student achievement.
- The principal conducted a leadership retreat to review and analyze our school's 2019-2020 academic data.

We have used the following instruments, procedures, and/or processes to obtain this information:

- We reviewed and analyzed our 2018-2019 GMAS scores; 2019-2020 iReady Reading and Math diagnostic. The Title I Planning Committee, members of our Leadership Team, and faculty and staff members brainstormed ideas for the implementation of school-wide strategies.

Georgia Milestones (GMAS 3-5)

2018-2019 Georgia Milestones EOG (3rd-5th) Data

Achievement Levels	Student Numbers and Percentages							
	3rd Grade (103 Students)		4th Grade (118 Students)		5th Grade (109 Students)			Soc. Studies
	ELA	Math	ELA	Math	ELA	Math	Science	
Developing Learner-2	25 (24%)	40 (39%)	36 (31%)	49 (42%)	40 (37%)	41 (38%)	29 (27%)	42 (39%)
Proficient Learner-3	19 (18%)	35 (34%)	13 (11%)	23 (20%)	19 (17%)	14 (13%)	18 (17%)	5 (5%)
Distinguished Learner-4	5 (5%)	7 (7%)	9 (8%)	5 (4%)	1 (.9%)	1 (.9%)	0 (0%)	0 (0%)

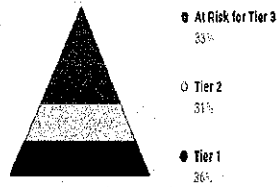
iRead 2018-2019 (All Students K-2)

	Unit # Out of 15	Series In Unit	Topics In Unit	Unit Description	Students by Initial & Current Unit					
					Kindergarten Initial	Kindergarten Current	First Grade Initial	First Grade Current	Second Grade Initial	Second Grade Current
Kindergarten Reading Content (Level A)	1	1-3	16	Uppercase Letter Recognition	82	1	16		7	1
	2	4-6	16	Lowercase Letter Recognition		6		1		
	3	7-12	36	Letter Sounds	19	8	44		23	1
	4	13-18	35 (103)	Introduction to Blending & Segmentation	4	53	16	23	10	7
First Grade Reading Content (Level B)	5	19-26	46	Reactivate CVCs, Read Words With Blends and Final Consonants		35	21	61	22	27
	6	26-27	11	Consonant Digraphs and Multisyllabic Words		2		1		6
	7	28-30	18	Long Vowels (CVCe)			12	7	10	10
	8	31-32	13	Long Vowels Digraphs		1		2		2
	9	33	6	r-Controlled Vowels				2		
	10	34-35	11	More Multisyllabic Words				2		
	11	36	7 (112)	Diphthongs & Variant Vowels				2		3
Second Grade Content (Level C)	12	37-40	25	Short Vowels Reactivate & Extend				6	30	8
	13	41-48	51	Long Vowels Reactivate & Extend				2		17
	14	49	7	Reactivate Diphthongs & Variant Vowels						1
	15	50-51	12 (95)	Reading & Spelling Challenges						20
Hamilton E. Holmes Elementary * Totals					105		108		102	

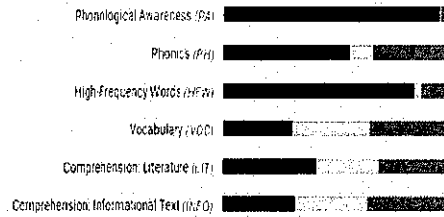
- 33% of Kindergarten students successfully exited the Level A band width.
- 6.5% of First grade students successfully exited the Level B band width.
- 24% of Second grade students successfully exited the Level C band width.

2018-2019 iReady Reading (2-5)

Overall Placement



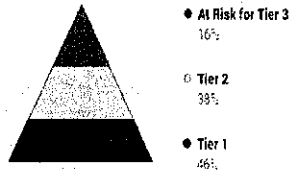
Placement By Domain



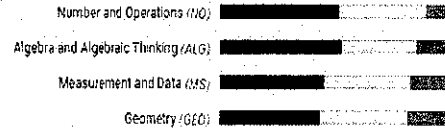
2018-2019 iReady Math (K-5)

Students Assessed/Total: 644/658

Overall Placement



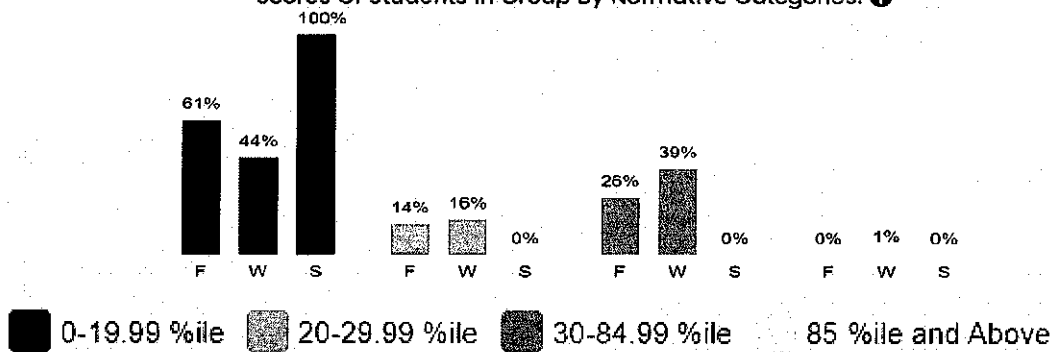
Placement By Domain



2018-2019 Spring Reading Fast Bridge Data (K-5)

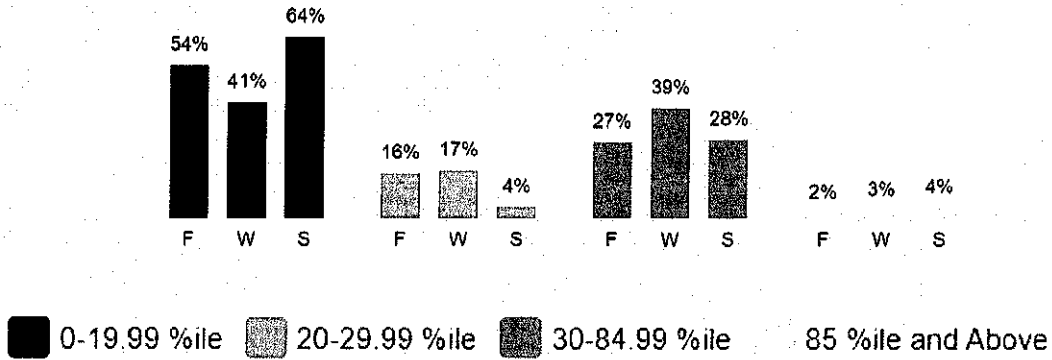
Kindergarten

Scores Of Students In Group By Normative Categories: ?

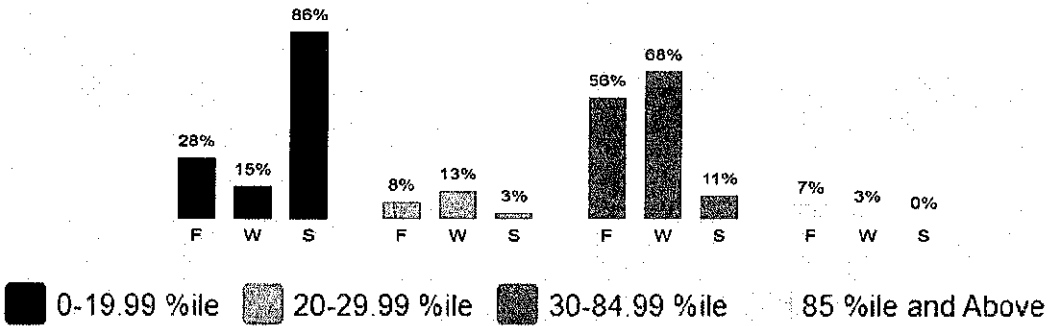


First Grade

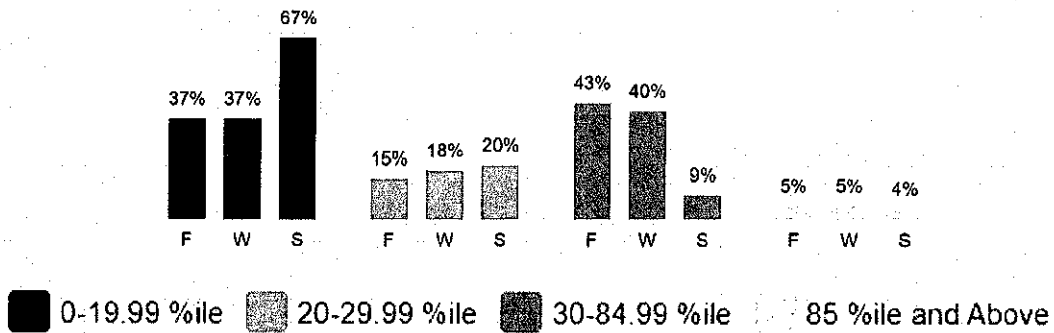
Scores Of Students In Group By Normative Categories: ①



Second Grade

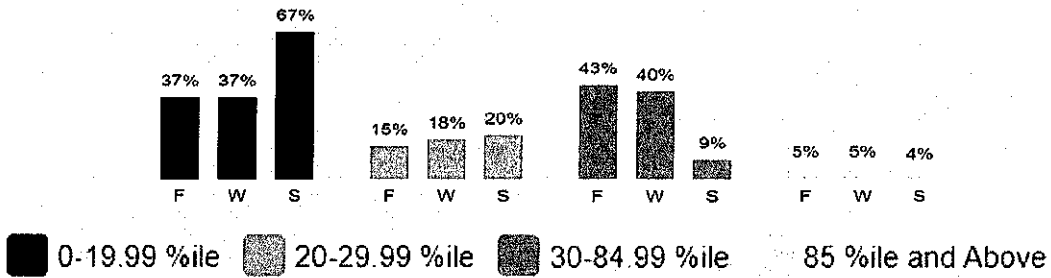


Third Grade



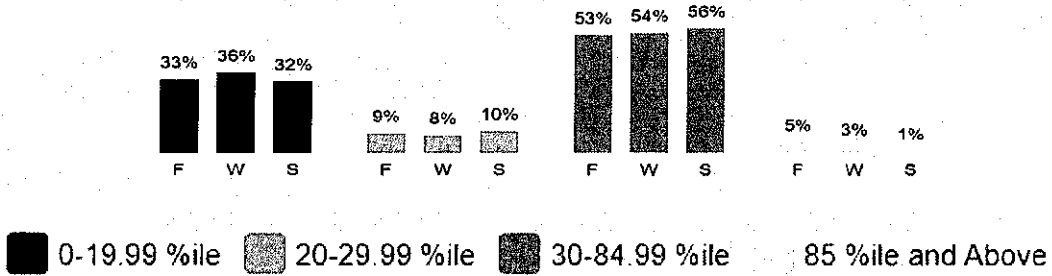
Fourth Grade

Scores Of Students In Group By Normative Categories: ?



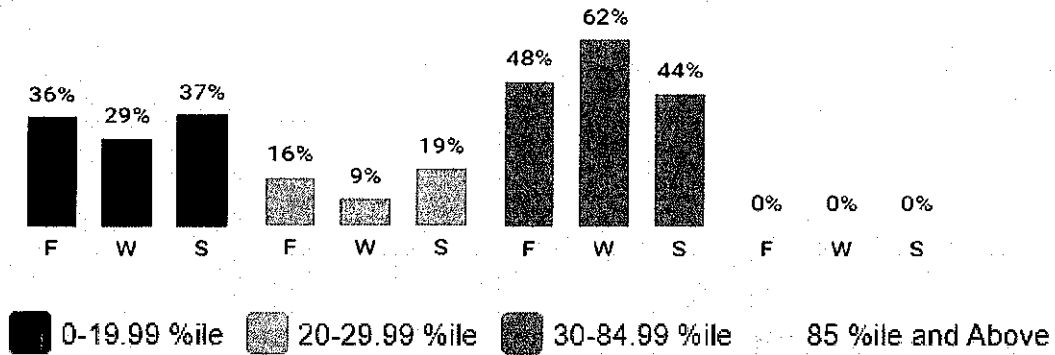
Fifth Grade

Scores Of Students In Group By Normative Categories: ?

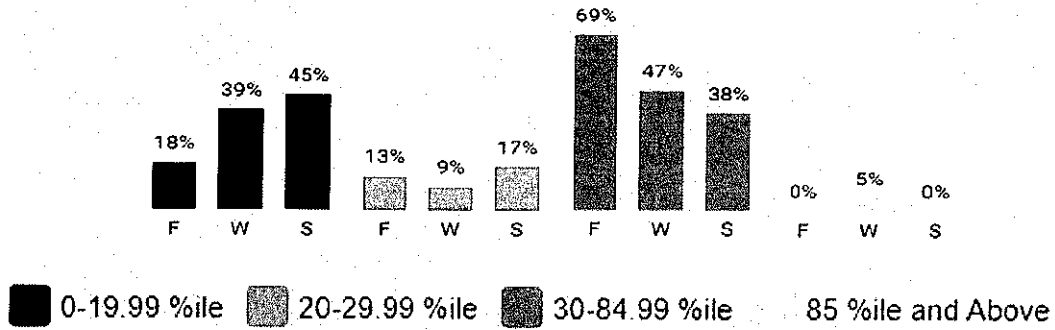


2018-2019 Spring Math Fast Bridge Data (K-5)

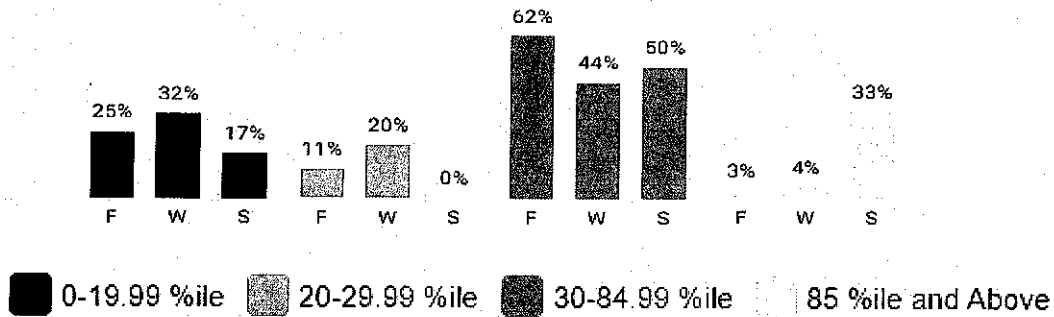
Kindergarten



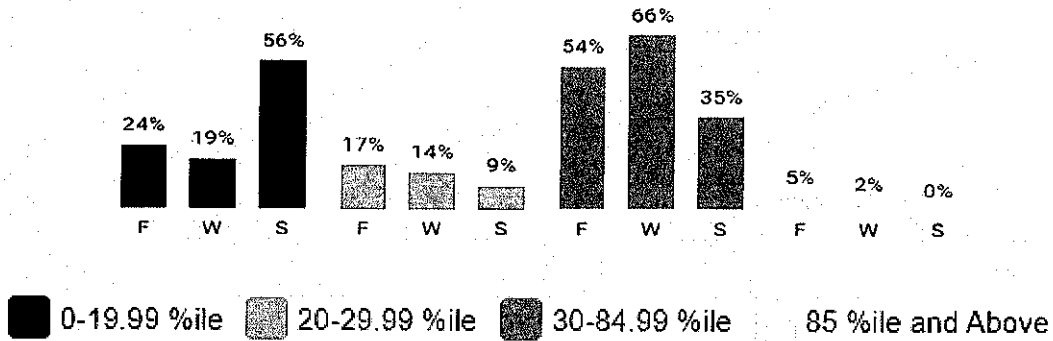
First Grade



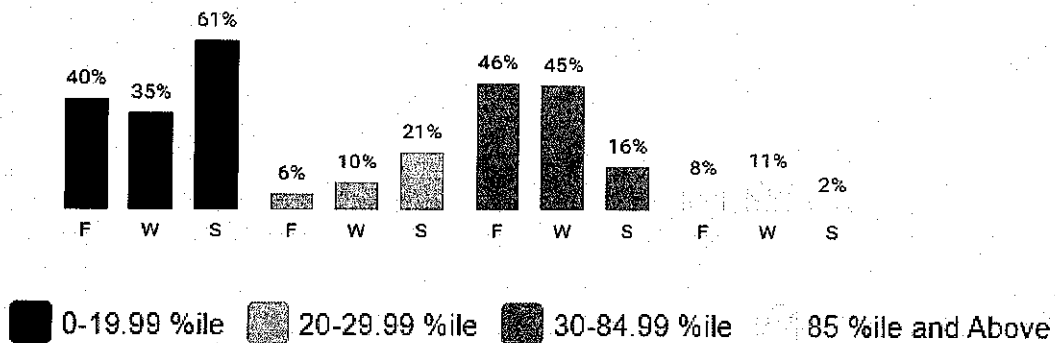
Second Grade



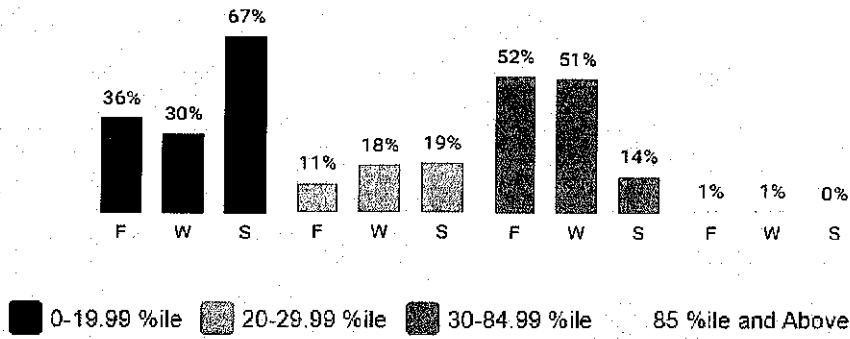
Third Grade



Fourth Grade



Fifth Grade



We have based our plan on information about all students in our school and identified students and groups of students who are not yet mastering the state academic content standards, the Georgia Standards of Excellence (GSE), and the State student academic achievement standards including:

- Economically disadvantaged students
- Students from major racial and ethnic groups
- Students with disabilities
- English Language Learners

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

Response:

Our subgroup data encompasses EL and SWD. Since our school is 100% Title 1, free and reduced lunch our entire school population falls in the ED category. This data supports our deficits in Foundations of Reading elements and Guided Math, Science, and Social Studies Instruction with emphasis on Word Problems and Critical Thinking Application.

The following data is English Learner (Active and Monitored) based on 2018-2019 school year. After disaggregating the data the following was identified:

- 3rd Grade (15 EL Students): Based on the ELA EOG 27% of students were Beginning; 53% were Developing; and 20% were Proficient. Based on the MATH EOG 19% of students were Beginning; 27% were Developing; 47% were Proficient and 7% were Distinguished.

List your needs and goals based on your comprehensive needs assessment.

Need 1:

Hire 2 school improvement literacy coaches to assist with schoolwide goals to increase student achievement in literacy.

Data to S
Need 1:
IRead/IR
Georgia
Milestone
Assessme

Need 2:

Hire a school improvement math coach to assist with schoolwide goals to increase student achievement in math.

Data to S
Need 2:
IReady n
Georgia
Milestone
Assessme

Need 3: N/A	Data to S 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 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 percent of students in grades 3-5 scoring at Developing Learner or Above on GMAS RELA from 55.2% to 60% for the 2019-20 school year.
Decrease the percentage of students in grades K-2 scoring At Risk Tier 3 by 15% as measured on the End of Year iReady diagnostic for the 2019-20 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
ELA Instructional Coach	See logic model	August 2019-May 2020	Please refer to the Title I expenditure report	Principal
ELA Instructional Coach	See logic model	August 2019-May 2020	Please refer to the Title I expenditure report	Principal
Extended Learning		September 2019 – March 2020	\$0	Extended Learning Coordinator
Guided Reading		August 2019-May- 2020	\$0	CST
Balanced Literacy Framework		August 2019-May 2020	\$0	CST

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

Economically Disadvantaged	Foster and Homeless
Early Intervention Program, Response to Intervention, Extended Learning, Community Tutoring Partnership, Community in Schools, Linda Mood Bell	Early Intervention Program, Response to Intervention, Extended Learning, Community Tutoring Partnership, Community in Schools

English Learners	Migrant
Early Intervention Program, Response to Intervention, Extended Learning, Community Tutoring Partnership, Community in Schools, Imagine Learning 60 minutes weekly to improve language acquisition.	Early Intervention Program, Response to Intervention, Extended Learning, Community Tutoring Partnership, Community in Schools
Race/Ethnicity	Students with Disability
Early Intervention Program, Response to Intervention, Extended Learning, Community Tutoring Partnership, Community in Schools	Early Intervention Program, Response to Intervention, Extended Learning, Community Tutoring Partnership, Community in Schools

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 percent of 3-5 students scoring at Developing Learner or Above on GMAS Math from 68.8% to 74% for the 2018-19 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
Math Instructional Coach	See Logic Model	August 2019-2020	Please refer to the Title I expenditure report	Principal
Extended Learning		September 2019 – March 2020	\$0	Extended Learning Coordinator
Early Intervention Program	2a.ii	August 2019-2020	Please refer to the Title I expenditure report	CST/ EIP Teachers
Balanced Math Block	2a.ii	August 2019-2020	\$0	Math Instructional Coach and Classroom Teachers
Re-Teach/Re-Assessment Plan	2a.ii	August 2019-2020	\$0	Math Instructional Coach and Classroom Teachers
iReady Math	2a.ii	August 2019-2020	\$0	CST, Instructional Coach and Classroom Teachers

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

Economically Disadvantaged	Foster and Homeless
-----------------------------------	----------------------------

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:

Odyssey- provides social emotional support for students having some SE challenges to help them be available for learning

Communities and Schools- They support increasing attendance, academic achievement and decreasing behavior concerns.

SOSSI (Saving Our Sons and Sister International)- provides weekly small group (3-5 students) explicit phonics instruction using the Words Their Word supplemental materials. The intent of the work conducted by these retired teacher volunteers is to increase phonics proficiency for students in K-2 as measured by the iReady EOY Diagnostic.

Teens at Work- provides small group, supplemental instruction to 1st and 5th grade students in the Numbers and Operations and Algebraic Thinking domains. Student identification is based on iReady and Illuminate assessment data.

100 Black Men of Atlanta- provide financial resources, mentors and volunteers to support students and the school

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:

N/A

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:

The PBIS/Discipline team will work with the HEH School and all stakeholders to ensure that behavioral expectations are clear with processes committed to providing a safe environment that positively promote student academic and behavioral success.

The MTSS (Multi-Tiered Systems of Support) team will ensure that the teachers and staff at HEH are implementing the MTSS process with fidelity. Additionally, the MTSS team will collaborate with parents, teachers, and other stakeholders to identify students who have persistent, academic, behavioral problems. Then use data to determine if the student has a physical or mental impairment substantially limits one or more major activity and provide appropriate accommodations and modification.

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

Response:

Hamilton E. Holmes Elementary operates a Georgia Funded Pre-K program which services 42 students, ages 4-5. During the spring all, Pre-K classes are invited to the kindergarten classes as part of the transition process. Students who are eligible to attend kindergarten but who are not participating in our district Pre-K program, are also invited to attend all the orientation activities. Pre-k students are paired with kindergarten students to complete activities. The school provides early registration in April of the current school and continues until all spaces are filled based on Georgia's Pre-k class size. Pre-K teachers and kindergarten teachers host an informational meeting in May to assist parents with understanding kindergarten expectations and routines. Parents are given a checklist of kindergarten registration requirements and are offered assistance in attaining necessary documents such as immunization records, Ear Eye and Dental Forms, and birth certificates. During the first two weeks of school, teachers focus on providing students with an introduction to the school and school procedures. Teachers collect Georgia Kindergarten Inventory of Developing Skills (GKIDS) Readiness Data the first six weeks of school based on the following Domains: Foundations of School Success, Reading and Mathematics

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:

Hamilton E. Holmes ES has developed its schoolwide plan during a one year period for the 2019-2020 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 participation and input of all invited parents/stakeholders 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:

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement plan. Those persons involved were members of our Title I Planning Committee, members of our Leadership team, faculty and staff 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 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:

A copy of our Title I schoolwide plan will be available on the school website and housed in the parent resource room. Additional copies of the plan will be made available upon request.

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:

Two-way communication English and Spanish, parental guidance to help increase positive home support of school, hand-written note, phone calls, e mail, reporting positive as well as negative behaviors, home visits, open lines of communication between parents and the school through our Parent Liaison, FCS Translation Service and our bilingual staff.

Educate parents more directly about the ways in which they can help their children with schoolwork. Encourage parents to volunteer in the school, provide resources in Spanish showing that you value their language, create opportunities for parents to engage in sharing their home cultures and their own expertise in events like our International Night

Royal Lions Day Volunteers / Parent & Community Engagement

The last Friday of each month will be designated as Royal Lions Day. This will be the day to celebrate and support our school. We will open the building to parents and community members (who have completed the training) to come and support the school by volunteering, helping students in classes, learning by students and more. Volunteers can help with organizing manipulatives, cutting out interactive journal information, reading to students, practicing fact fluency, organizing items in the Media Center, and more. Make sure volunteers do not have access to confidential information.

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
Number Talks	August 2019	K-5	Math instructional Coach
Standard Mastery Framework PLC Design	August 2019-September 2019	K-5	Instructional Coaches and Curriculum Support Teacher
Questioning Strategies	November 2019	K-5	Instructional Coaches and Curriculum Support Teacher
Student Agency Deep Dive	October 2019	K-5	Instructional Coaches and Curriculum Support Teacher
Creating and Vetting Assessments	October 2019	K-5	Instructional Coaches and Curriculum Support Teacher
Manipulative Usage	September 2019	K-5	Math Instructional Coach and Curriculum Support Teacher
Math in Practice & Re-Teach Planning/Implementation	October 2019	K-5	Math 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	10/30/19	Parent Liaison	10/30/19
School-Family Compact sent home and on the school website	10/15/19	10/15/19	Parent Liaison	10/30/19
School-Family Compact discussed in parent-teacher conferences (elementary)	12/20/19	12/20/19	Principal/ Teachers	12/5/19
Annual Title I Parent Meeting held and documents on school website	9/27/19	8/29/19	Principal	8/28/19
Parent Input Meeting Held	3/29/20	3/27/20	Principal	3/6/20
Transition Meetings	5/15/20	5/15/20	CST/Teachers	5/1/20
Building Staff Capacity (Fall and Spring)	Fall: 12/6/19 Spring: 3/13/20	12/6/19 3/12/20	Principal/Parent Liaison	12/3/19 3/6/20
Parent Resource Center Open House held	12/6/19	12/6/19	Parent Liaison	12/2/19
Monthly Title I Parent Meetings/ Family Night <ul style="list-style-type: none"> • Literacy/Reading • Math Festival • 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.	Literacy/Reading 3/2/20 Math Festival 3/31/20 & 4/1/20 Curriculum Night 8/29/19 Testing & Assessment (Milestones) 2/7/20 Technology (HAC & Copyright Piracy) 12/20/19 English Learner Specific Events 8/29/19 Transition Meetings 5/15/20 Others	Principal, CST, ICs and Parent Liaison	Monthly check ins with responsible staff
Annual Survey Distributed and on Website	4/30/20	4/30/20	Principal	4/16/20
Annual Survey Results on website	5/15/20	5/15/20		5/1/20