TITLE I SCHOOLWIDE PLAN		
School Name: Bear Creek Middle School		District Name: Fulton County Schools
Principal Name: Felipe O. Jackson		School Year: 2022-2023
School Mailing Address: 7415 Herndon Road Fairburn, GA 30213		
Telephone: 470.254.6080		
District Title I Director/Coordinator Name: Catherine Harper		
District Title I Director/Coordinator Mailing Address: 6201 Powers Ferry Rd. NW Atlanta, Georgia 30339		
Email Address: harpercd@fultonschools.org		
Telephone: 470-254-0200		
ESSA ACCOUNTABILITY STATUS		
Comprehensive Support (CSI) ☐	Targeted Support (TSI) ☐	Promise School ☐
BUDGET MODEL		
Traditional Budget ☐	Consolidated Budget ☒	
SIGNATURES AND REVISION DATE		
Principal's Signature: Felipe O. J		Date: 9/28/22
Title I Director's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:

District Strategic Plan Outcomes

Our goal is to prepare all students to graduate ready to pursue and succeed on their chosen paths.

STUDENT ACHIEVEMENT	PEOPLE AND CULTURE	COMMUNITY COLLABORATION	FISCAL RESPONSIBILITY
We prepare students with strong academic foundations and the skills needed to navigate life beyond graduation.	*We provide a welcoming environment and positive school and district culture for students, families and employees.*	*We engage families, community members and civic organizations as active partners.*	*We manage and protect public funds and assets through efficient and effective use of available resources.*
OUTCOMES: HOW WILL WE MEASURE SUCCESS?			
3rd grade literacy: Increase the percentage of students reading at or above grade level in 3rd grade	**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	**Partnerships:** Increase the percentage of schools with impactful partnerships that align to school goals	**Funding to schools:** Maintain a high percentage of the overall budget that directly supports schools
Middle school proficiency: Increase the percentage of students who score proficient on nationally norm-referenced assessments in core subject areas by 8th grade	**Staff engagement:** Increase the percentage of employees who would recommend FCS as a place to work to a family member or friend	**School governance:** Increase the percentage of effective School Governance Councils	**Budget management:** Review and report the variance of budgeted and actual revenues and expenditures, while considering long-term budget impact
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	**Teacher retention:** Increase retention of teachers beyond their 5th year	**Family engagement:** Increase the percentage of families who feel empowered to support their students' educational journeys	**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
Student success skills: Increase the percentage of students who demonstrate mastery of academic and interpersonal skills needed for college, career and life success			
INITIATIVES: WHAT WILL WE DO TO ACHIEVE SUCCESS?			
Student-focused learning: Through our charter district, schools provide students the tools, strategies and learning environments to build the essential skills necessary to pursue their paths of choice	**Focus on culture:** Define what constitutes a "strong and welcoming culture," instruct and train school and district personnel and assess whether the culture is effectively implemented and practiced in our schools and departments	**Shared governance and ownership:** Provide schools, families and communities with a framework that includes training and coaching for shared governance and ownership through our charter district	**Effective budgeting:** Refine and adjust our modified zero-based budgeting process to ensure that resources are used effectively and efficiently to impact district goals
School Strategic Support Model: Provide differentiated resources and support to schools based on school performance	**Leadership development:** Build the capacity of principals	**Community champions:** Cultivate and sustain community champions to support student achievement	**Competitive salary:** Develop a long-term approach to salary and compensation to remain regionally competitive supported by available resources

Title I Committee:

The Principal attests that a Title I committee meeting was held, and 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	POSITION/ROLE
Felipe Jackson	Principal
Lynda Higgs	Parent Liaison
Donna Alexander	Assistant Principal
Sharee Brinkley	Assistant Principal
Shamika Key	Assistant Principal
Lanisa Hines	RTI/SST Support Specialist
Marquise Delany	Instructional Coach Literacy
Jemica Gumbs	Instructional Coach Math
Kayla Price	Graduation Coach
Tanya Woods	IST
Bryan Gearing	Teacher
Julian Stallings	Teacher
Adria Smith	Teacher
Brooke Upshaw	Administrative Assistant
ArTwell Blue	Parent
Vincent Edmonds	Parent

Data:

Georgia Milestones ELA				
Grade	Beginning	Developing	Proficient	Distinguished
6th	47%	31%	30%	2%
7th	39%	38%	21%	2%
8th	29%	44%	23%	4%

Georgia Milestones Math				
Grade	Beginning	Developing	Proficient	Distinguished
6th	49%	33%	14%	4%
7th	40%	47%	12%	1%
8th	51%	33%	15%	1%

Georgia Milestones Science				
Grade	Beginning	Developing	Proficient	Distinguished
8th	59%	23%	16%	2%

Georgia Milestones Social Studies				
Grade	Beginning	Developing	Proficient	Distinguished
8th	44%	37%	16%	3%

Georgia Milestones Math SWD				
Grade	Beginning	Developing	Proficient	Distinguished
6th	85%	13%	2%	0%
7th	63%	35%	2%	0%
8th	89%	11%	0%	0%

Georgia Milestones ELA SWD				
Grade	Beginning	Developing	Proficient	Distinguished
6th	96%	4%	0%	0%
7th	92%	6%	2%	0%
8th	78%	20%	2%	0%

Georgia Milestones Science SWD				
Grade	Beginning	Developing	Proficient	Distinguished
8th	94%	6%	0%	0%

Georgia Milestones Social Studies SWD				
Grade	Beginning	Developing	Proficient	Distinguished
8th	72%	22%	4%	2%

Georgia Milestones ELA Subgroups				
Subgroups	Beginning	Developing	Proficient	Distinguished
Black/ African American	38%	38%	22%	2%
Hispanic	34%	36%	25%	5%
White	39%	46%	15%	0%
Asian	80%	0%	20%	0%

Georgia Milestones Math Subgroups				
Subgroups	Beginning	Developing	Proficient	Distinguished
Black/ African American	46%	39%	13%	2%
Hispanic	47%	34%	15%	4%
White	46%	38%	8%	8%
Asian	33%	33%	33%	0%

Comprehensive Needs Assessment:

1. Comprehensive Needs Assessment: Sec. 1114(b)(6)

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 and/or 90-day plan

Bear Creek utilized the school's most recent Strategic Plan to develop our Title I schoolwide plan for the 2022-2023 school year. The plan was done 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 2021-2022 school year, reviewing trends within the following subgroups: White, Black, Hispanic, English Language Learner, Students with Disabilities, and Economically Disadvantaged), reviewing/revising the Positive Behavior Intervention Supports (PBIS) Discipline and Intervention Plan, and implementing mentoring and incentive programs to encourage student success. This group will meet monthly throughout the year to revisit and adjust data and interventions throughout the year on the second Friday of every month excluding December. The plan will be revised yearly with the participation of Bear Creek staff, families, and the community.

The process used to select our Title I improvement planning committee is a voluntary-based procedure. All stakeholders are invited by multiple forms of communication to participate in

he process. Team members are assigned a part(s) in the completion of our comprehensive need's assessment and school improvement 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, and progress monitor components of the plan during administrator and leadership team meetings.

The free/reduced lunch percentage for the school is 100%

Review your data by subgroup and note areas of deficit, specifically the needs of those children who are failing, or are at-risk of failing. (ED, EL, Race, SWD)

Bear Creek's 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 performing at developing or above on the Georgia Milestones Assessment.

Georgia Milestones Math Data ALL Students (2020-21 to 2021-2022 School Year)

Th percentage of 6th - 8th grade students performing at developing or above decreased from 58% to 54%.
The percentage of 6th grade students performing at developing or above decreased from 60% to 52%.
The percentage of 7th grade students performing at developing or above decreased from 62% to 60%.
The percentage of 8th grade students performing at developing or above decreased from 52% to 49%.
The percentage of SWD 6th – 8th performing at developing or above increased from 9% to 21%.

Georgia Milestones ELA Data ALL Students (2020-21 to 2021-2022 School Year)

Th percentage of 6th - 8th grade students performing at developing or above increased from 58% to 62%.
The percentage of 6th grade students performing at developing or above decreased from 57% to 55%.
The percentage of 7th grade students performing at developing or above increased from 53% to 60%.
The percentage of 8th grade students performing at developing or above increased from 64% to 70%.
The percentage of SWD 6th – 8th performing at developing or above increased from 3% to 12%.

Goals and Strategies:

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will:

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, and foster/homeless students) to meet the State's challenging academic standards;

b) use methods and instructional strategies an academic program in the school, will 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;

Goal 1: The percentage of students in grades 6th - 8th performing at developing or above on the Georgia

Milestones Math Assessment will increase by 5%, from 54% to 59% for the 2022-2023 school year.

Provide 2 or more 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 Teachers	N/A	8/2022 – 5/2023	N/A	Teachers
Math Coach	N/A	8/2022 – 5/2023	N/A	Savage
i-Ready Math	N/A	8/2022 – 5/2023	N/A	Teachers, Admin, Coach
Small Group Instruction	N/A	9/2022 – 5/2023	N/A	Teachers, Admin, Coach

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

Economically Disadvantaged	Foster and Homeless
The strategies are implemented schoolwide – all students are included.	The strategies are implemented schoolwide – all students are included.
English Learners	**Students with Disability**
The strategies are implemented schoolwide – all students are included.	The strategies are implemented schoolwide – all students are included.

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will:

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, and foster/homeless students) to meet the State's challenging academic standards;

b) use methods and instructional strategies an academic program in the school, will 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;

Goal 2: The percentage of students in grades 6th - 8th performing at developing or above on the Georgia Milestones ELA Assessment will increase by 5%, from 62% to 67% for the 2022-2023 school year.

Provide 2 or more 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 Teachers	N/A	8/2022 – 5/2023	N/A	Teachers
ELA Coach	N/A	8/2022 – 5/2023	N/A	Delaney
i-Ready Reading	N/A	8/2022 – 5/2023	N/A	Teachers, Admin, Coach
Small Group Instruction	N/A	8/2022 – 5/2023	N/A	Teachers, Admin, Coach

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

Economically Disadvantaged	Foster and Homeless
The strategies are implemented schoolwide – all students are included.	The strategies are implemented schoolwide – all students are included.
English Learners	**Students with Disability**
The strategies are implemented schoolwide – all students are included.	The strategies are implemented schoolwide – all students are included.

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will:

c) 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:

i) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

At-risk students receive support from an outside agency, Communities in Schools, as well as a Disproportionality Specialist who works with our students to decrease behaviors which impact academic and social performance.

ii) 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
Bear Creek Middle School offers several high school courses to include Algebra, Physical Science, 9th grade Literature, French I, and Spanish I. Advanced ELA and Math, as well as TAG courses for Science and Social Studies are offered. Implementation of AVID School-wide is visible across all content classes including connections.
iii) 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.);
Bear Creek implements Positive Behavior Intervention Supports school wide. The matrix is visible in all areas of the school. Teachers and students participate in Student Success Skills' lessons at least a week.
v) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

Plan Development and Evaluation:

3. Evaluation of School-wide Plan
a) Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.
b) Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.
c) Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program.

The Annual Title I Evaluation will be completed based on a review of multiple data points, including state assessments, to determine the effectiveness of the Title I Plan and inform actionable changes for the following school year. Evaluation documentation will be stored in Title I CRATE.

4. ESSA Requirements to Include in the Schoolwide Plan

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement plan, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the plan in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such plan shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

A school Parent and Family Engagement Plan (PFEP) will be jointly developed with parents and family members in a format that is easily understandable. It will be distributed to parents and families, posted on the school website, and will be made available to the local community.

5. Schoolwide Plan Development

a) is developed during a 1-year period
b) is developed with the involvement of parents and other members of the community including teachers, principals, school leaders, paraprofessionals, instructional support staff, and student (high school)
c) remains in effect for the duration of the school's participation in a Title I School-Wide Program
d) is available to the school district, parents, and the public, in a language that parents can understand
e) is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under

section 1111 (d), if appropriate and applicable.
The schoolwide plan was developed with stakeholder input during a 1-year period. School data will be reviewed, and the plan will be revised annually in collaboration with the Title I Committee, which includes all required stakeholders. The revised plan will remain in effect for the school year. Schoolwide plans will be made available on the school's website. The plan is coordinated with Federal, State, and local resources.

Professional Development (question 2iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
Guided Reading	September 2022	ELA Teachers 6th – 8th	Literacy Instructional Coach
Small Group Instruction	August 2022 – May 2023	ELA and Math Teachers 6th – 8th	Math/Literacy Instructional Coach
Professional Learning Communities for Math	August 2022 – May 2023	Math Teachers 6th – 8th Teachers	Math Instructional Coach
Professional Learning Communities for ELA	August 2022 – May 2023	ELA Teacher 6th – 8th Teachers	Literacy Instructional Coach

Parent and Family Engagement

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible	Date Due in CRATE	Dates Principal will meet with the school's Parent / Family Engagement designee and PLC
Sent Home and Posted on School Website: o School-Family Compact o School PFEP o District PFEP	9/7/2022	Parent Liaison	Revisions 08/31/22 Distributed 10/14/22	
School-Family Compact Discussion: o Parent-Teacher Conference (elementary) o Ongoing discussion (middle/high school)	8/2022 – 5/2023	Parent Liaison Principal	12/09/22	
Annual Title I Parent Meeting: o Meeting held o Documents posted on school website	9/7/2022	Principal	9/30/22	
Building Parent Capacity Fall: F2F or TEAMS) *Required Parent Capacity Events* *(An event can be a workshop, night event, or a TEAMS workshop. Checklists are required with every event, and the event must be aligned with the school goals.* o Curriculum Workshop 1	9/7/22	Principals Teachers Parent Liaison	12/3/22	
Building Parent Capacity Fall: o Curriculum Workshop 2	11/10/22	Math Coach	12/2/22	
Building Parent Capacity Fall: o Technology/Copyright Piracy Workshop	10/27/22	Media Specialist	12/2/22	
Building Parent Capacity Fall: o EL Parent Workshop (if applicable)	10/18/22	Parent Liaison ESOL Teacher	12/2/22	
Building Parent Capacity Continuous Communications (Fall) o Continuous Communication 1 o Continuous Communication 2 o Continuous Communication 3	8/15/22 9/29/22 11/29/22	Parent Liaison	12/16/22	
Building Staff Capacity (Fall):	10/12/22	Principal	12/2/22	
Building Staff Capacity Continuous Communications (Fall): o Continuous Communication 1 o Continuous Communication 2 o Continuous Communication 3	8/23/22 9/13/22 11/29/22		12/16/22	
Fall October Data Dig: o PLC to review Dashboard Data			TBD	
Fall December Data Dig: o PLC to review Dashboard Data			TBD	
Building Staff Capacity (Spring):	2/21/23	Principal	3/17/23	
Building Parent Capacity Spring: o Curriculum Workshop 3	2/16/23	ELA Coach	3/24/23	
Building Parent Capacity Spring: o Assessment Workshop	3/16/23	Testing Coordinator	3/24/23	
Building Parent Capacity Spring: o Transition Meeting	4/27/23	Creekside	5/12/23	

		Cluster Liaison		
Building Staff Capacity Continuous Communications (Spring): ○ Continuous Communication 1 ○ Continuous Communication 2 ○ Continuous Communication 3	1/24/23 2/28/23 4/18/23	Parent Liaison	5/12/23	
Building Parent Capacity Continuous Communications (Spring) ○ Continuous Communication 1 ○ Continuous Communication 2 ○ Continuous Communication 3	1/24/23 2/28/23 4/18/23	Parent Liaison	5/12/23	
Spring March Data Dig ○ PLC to review Dashboard data			TBD	
Spring May Data Dig ○ PLC to review Dashboard data			TBD	
Input Meeting (s) FY23: ○ Staff ○ Parents/Families ○ Students	3/9/23	Principal Parent Liaison	3/24/23	