TITLE I SCHOOLWIDE PLAN			
School Name:	Camp Creek Middle School		**District Name:** Fulton County Schools
Principal Name:	Leah McDaniel		**School Year:** 2026-2027
School Mailing Address:	4345 Welcome All Road SW , College Park, Georgia 30349		
Telephone:	(470) 254-8030 (Phone #)		
District Federal Program Director Name:	Catherine Harper		
District Federal Program Director Address:	6201 Powers Ferry Rd. NW Atlanta, Georgia 30339		
Email Address:	harpercd@fultonschools.org		
Telephone:	470-254-0200		
ESSA ACCOUNTABILITY STATUS – ONLY FEDERALLY IDENTIFIED SCHOOLS			
Comprehensive Support (CSI)		**Additional Targeted Support and Improvement (ATSI)** ☐	
Targeted Support and Improvement (TSI) ☐			
BUDGET MODEL			
Traditional Budget ☐		**Consolidated Budget: Title I, State, and Local Funds** X	
SIGNATURES AND REVISION DATE			
Principal's Signature:			**Date:** 9/17/2026
Federal Program Director's Signature:			**Date:**
Revision Date:	**Revision Date:**		**Revision Date:**

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
Leah McDaniel	Principal
Latoya Baker	Assistant Principal
Deborah Blackley	Assistant Principal
Adrian Gibson	Assistant Principal
Byron Kellam	Counselor
Denise Moore	Reading Teacher
Wanda Oliver	ELA Instructional Coach
Dina Savage	Math Instructional Coach
Janay Pulliam	Asst. Administrator
Chandra Williams	Behavior Dispro
Charisse Walker-James	IST
Krystal Rainey	AVID
Lori Pullins	PBIS

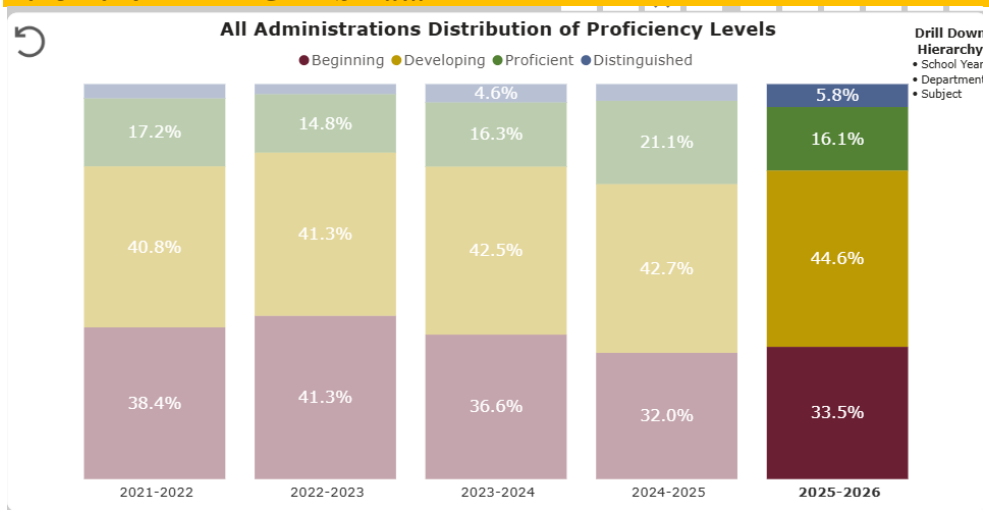
Title I Committee:

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
Karen Johnson	Math Teacher
Candace Afoakwah	IRR Math Teacher
Lisa Leonard	IRR Teacher
Leon Gray	SS Teacher
Shani Freeman	ELA Teacher
Tony Rudolph	Asst. Administrator

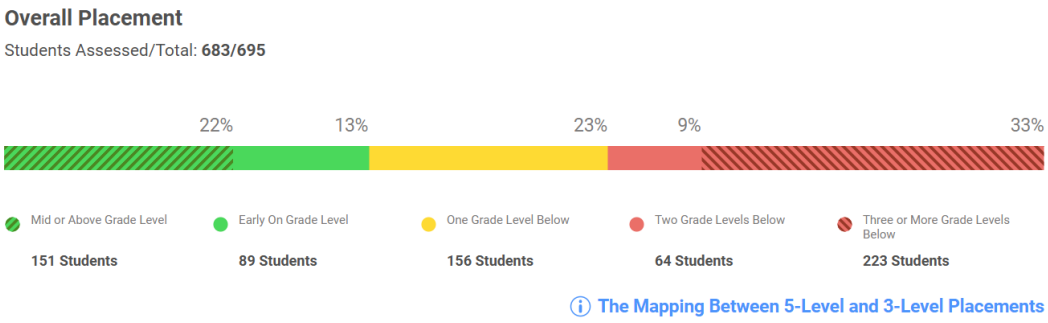
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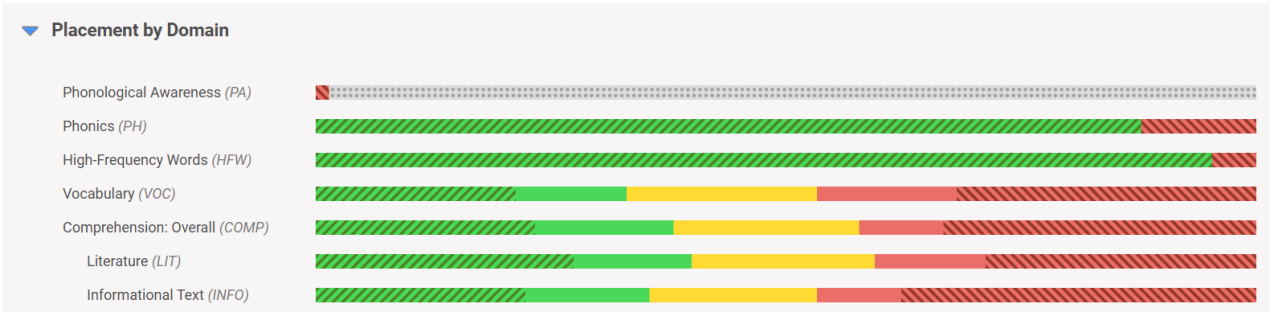
2025-2026 MATH GMAS Data



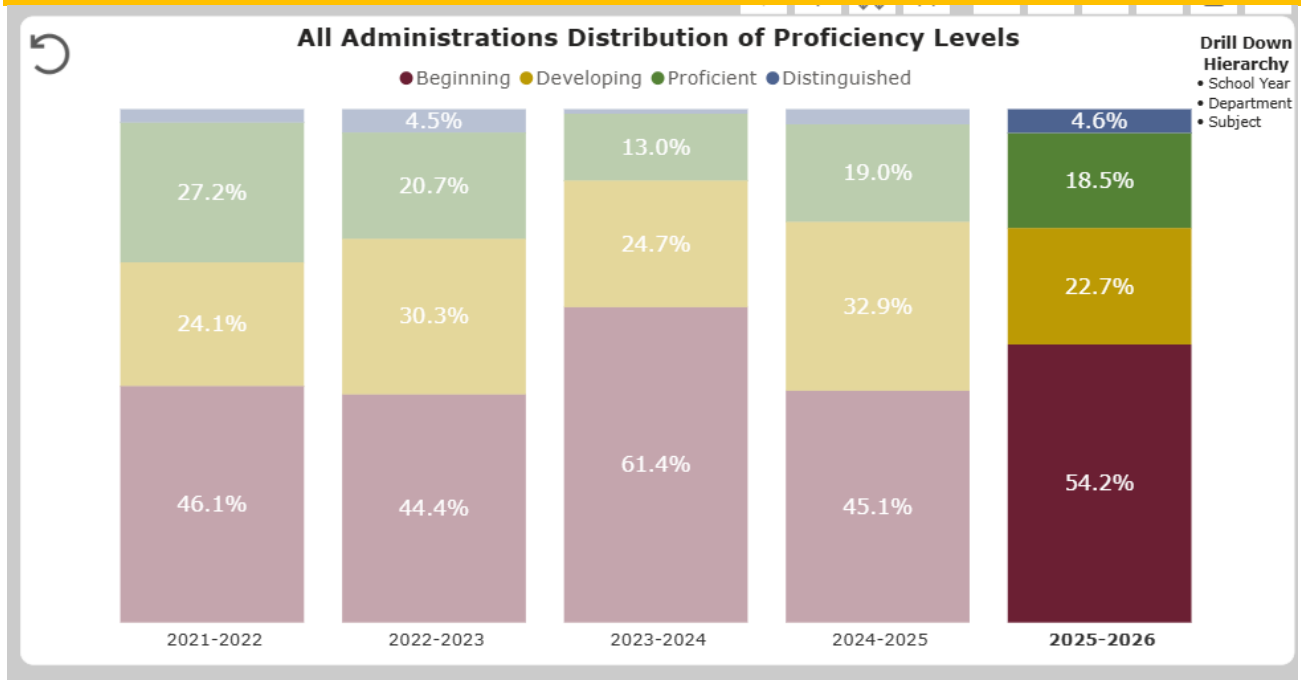
ELA/Reading iReady Fall 2026 Data

Note: ELA GMAS Data is not available at the time Plan was created. I-Ready Data is being used to inform next steps.

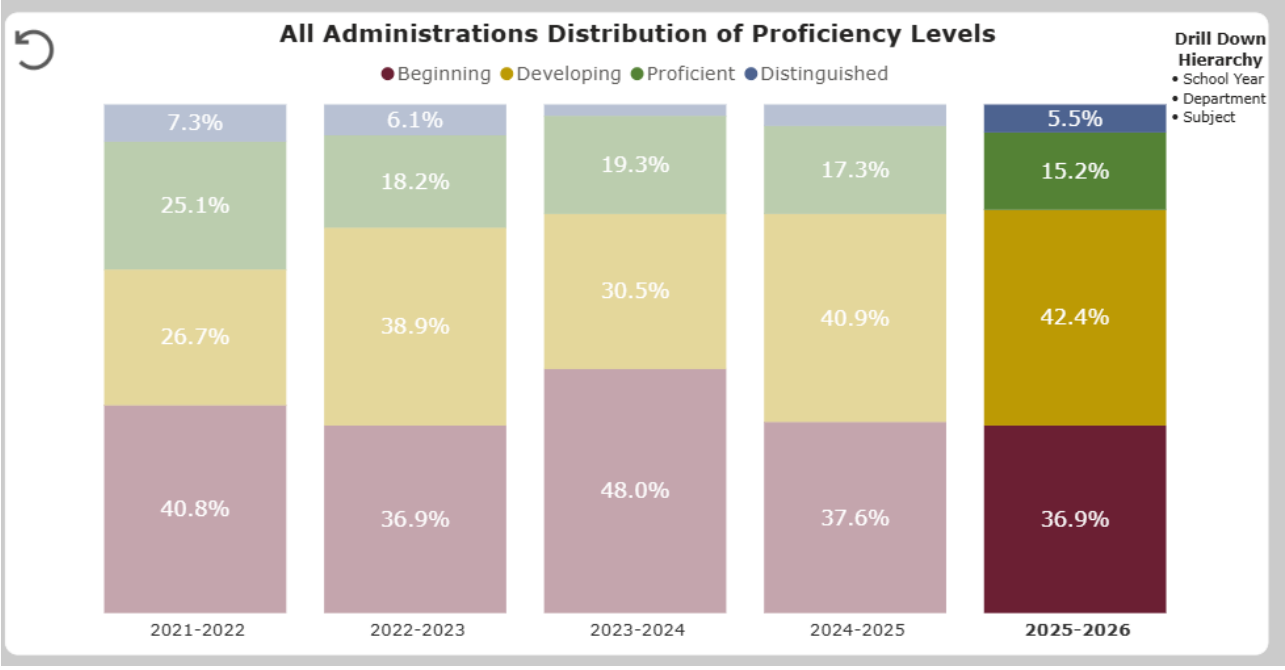




2025-2026 8th Grade Science GMAS Data

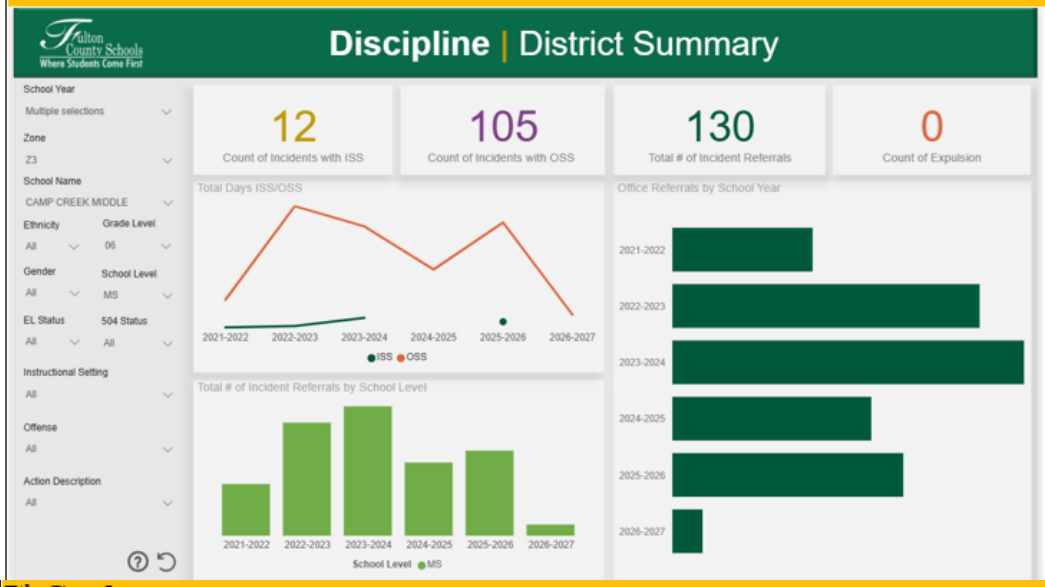


2025-2026 8th Grade Social Studies

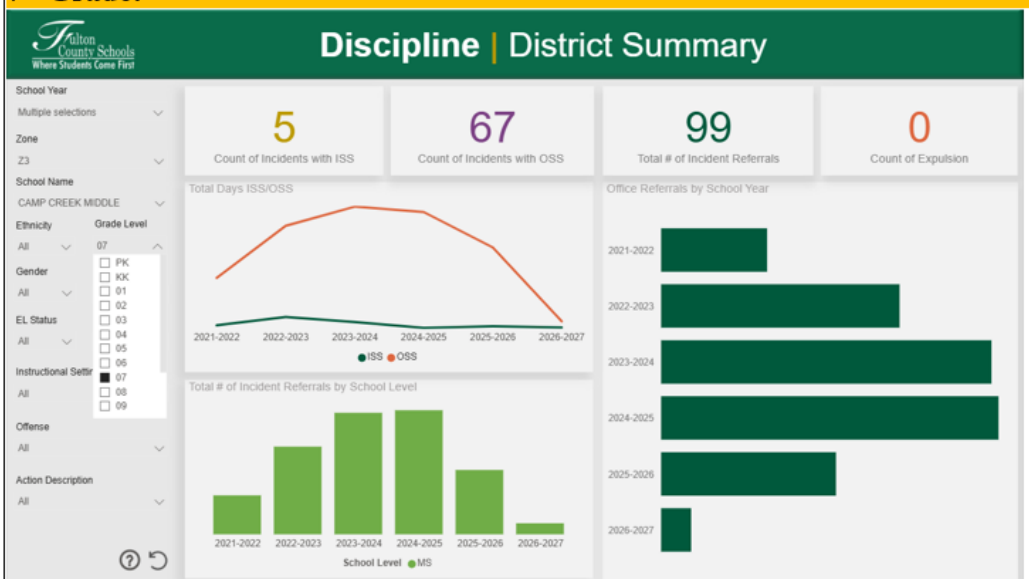


Discipline Data 2025-2026:

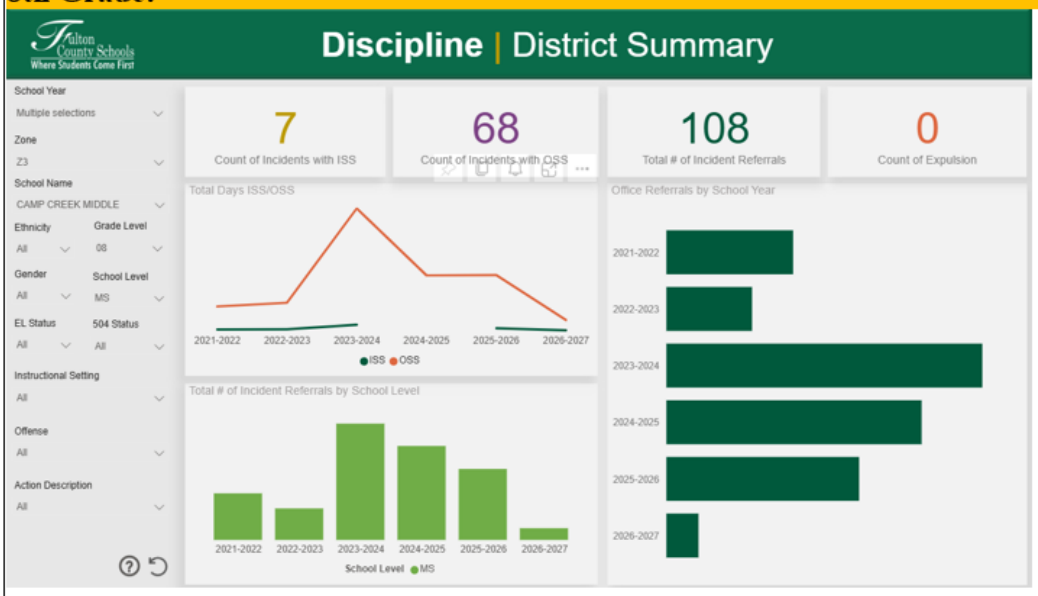
6th Grade:



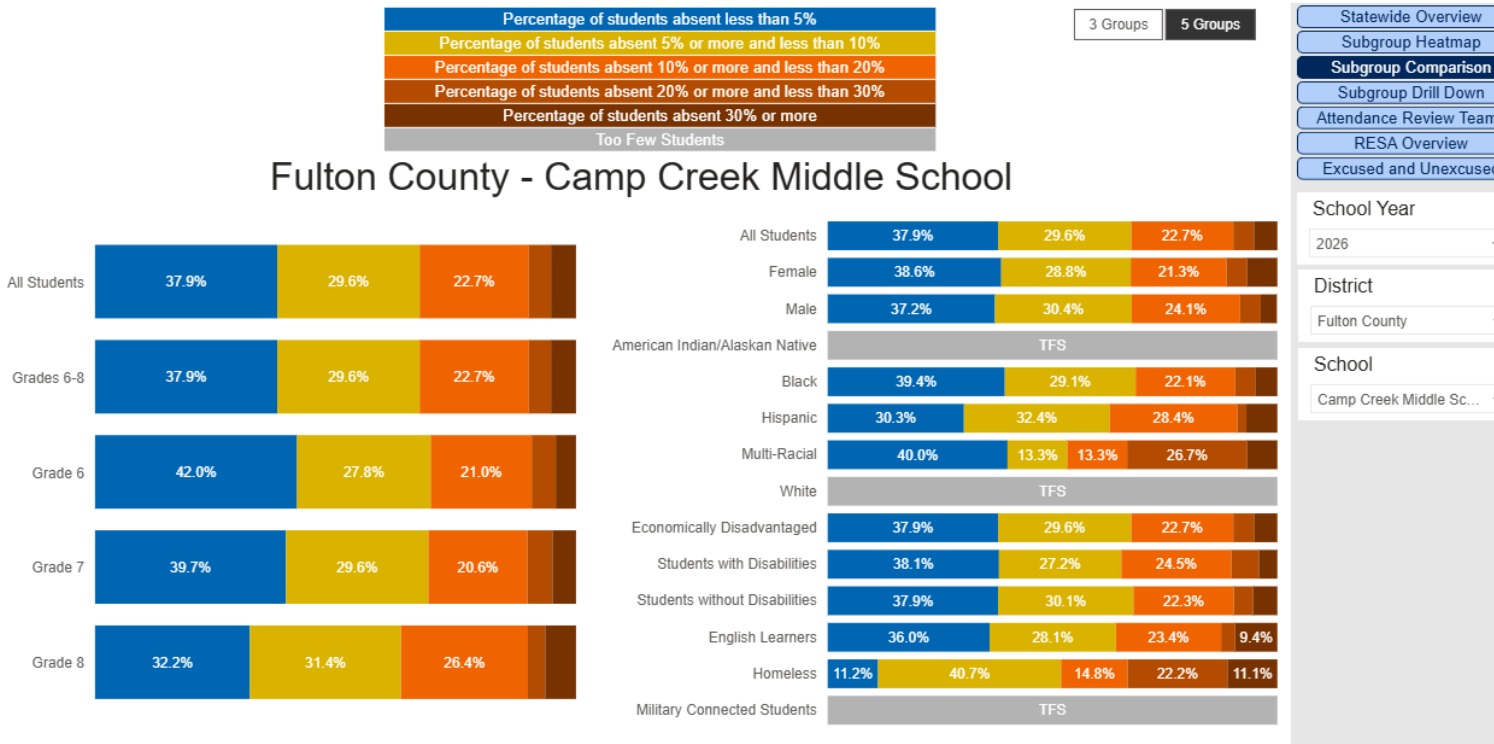
7th Grade:



8th Grade:



2025-2026 Attendance Data



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

The committee utilized the 2025-2026 Strategic Plan, Annual Strategic Plan (FY2026) and the 90 Day Plan to develop the Title I school wide plan for 2026-2027 school year. The plan was completed with participants that will carry out the comprehensive school-wide program plan. The members are indicated on the Committee Members page. The committee disaggregated the Interim Assessment data and the Georgia Milestone Assessment data of 2025 -2026 school year, reviewed the trends within subgroups (Black, Hispanic, Students with Disabilities, and Economically Disadvantaged), reviewed the Positive Behavioral Interventions and Supports (PBIS), and implemented mentorship (male only, female only, and co-ed) and incentive programs to encourage student success. The Title I committee will meet the 4th Tuesday of the month revisit and adjust data and interventions. The plan will be revised annually with the participation of stakeholders from the faculty, community, and parents. Please note that GMAS data for ELA will not be available until November 2026, so data from the Spring 2025 was considered in setting goals for this upcoming school year.

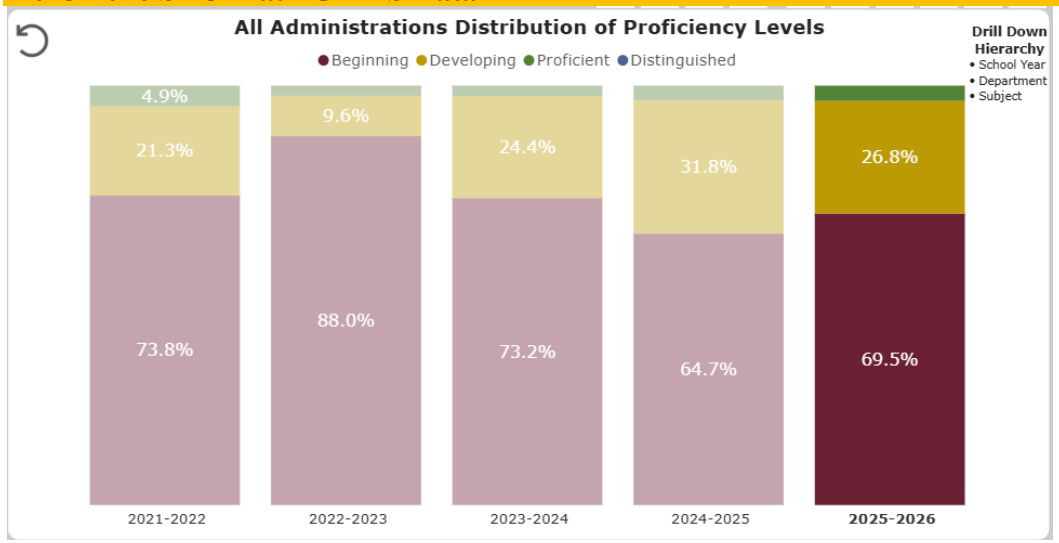
The process used to select out Title I improvement planning committee is a voluntary-based procedure. All stakeholders are invited by multiple forms of communication to participate in the process. Team members are

assigned a part(s) in the completion of the comprehensive needs assessment and school improvement plan, with the focus and intent to support the needs of all students particularly students that are under performing academically and that in danger of failing a course or Milestone Assessment.

The free/reduced lunch percentage for Camp Creek Middle School is 100%. All students receive free breakfast and lunch.

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)

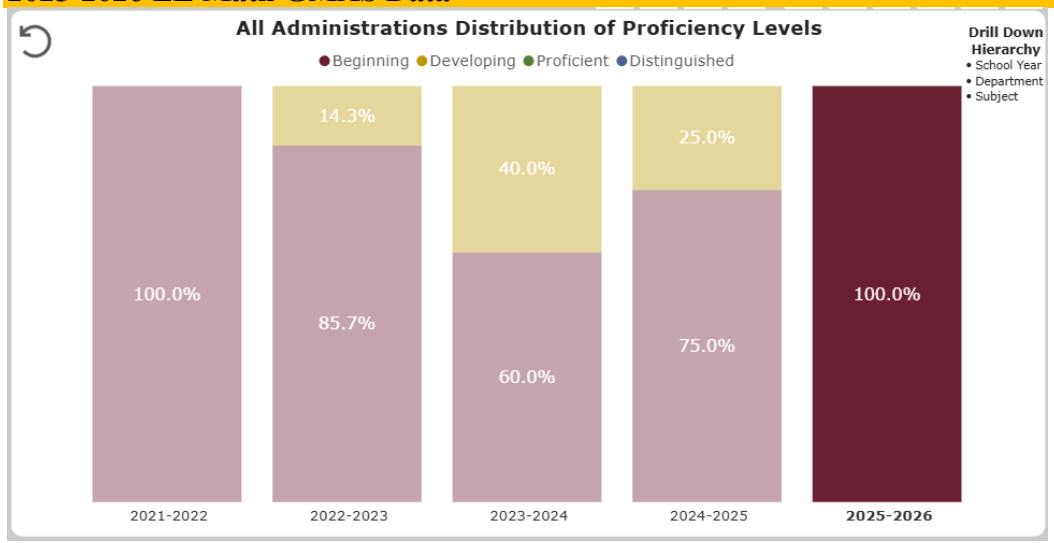
2025-2026 SEC Math GMAS Data



More than 50% of our SEC population are performing below proficiency.

2025-2026 SEC ELA GMAS Data-Not available at the time this plan was created.

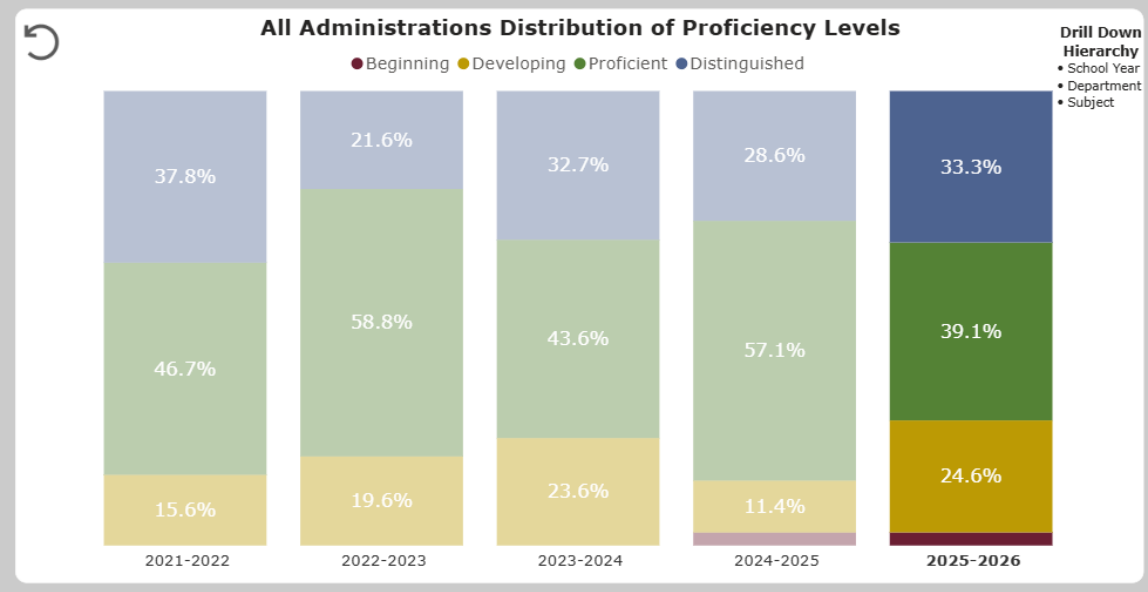
2025-2026 EL Math GMAS Data



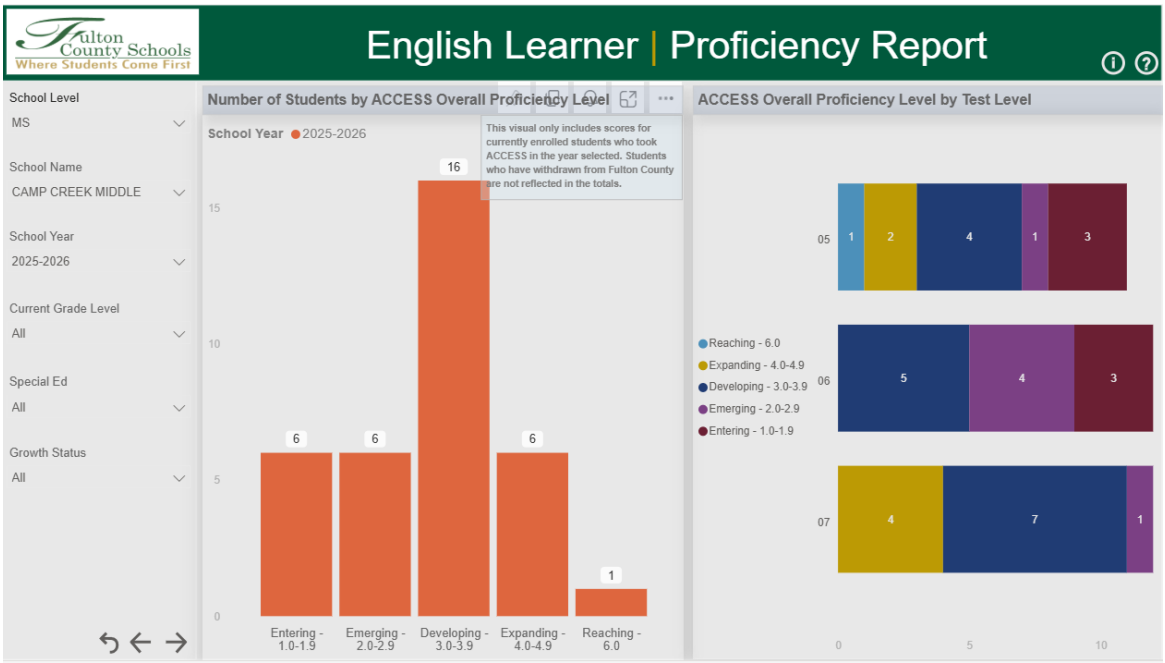
100% of our EL population are performing below proficiency in Math.

2025-2026 SEC EL ELA GMAS Data-Not available at the time this plan was created.

2025-2026 Gifted GMAS Data



2025-2026 ACCESS Data



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: By May 2027, the percentage of students demonstrating proficient and above on the 6th – 8th Grade Georgia Milestones Assessment in ELA will increase by 5%.				
Provide 2 or more Evidenced Based	**Level of Evidence**	**Timeline for Implementation**	**Cost and Budget Used (Title I or 1003a)**	**Person/Position Responsible**

Strategies and Interventions	(if level 4 – a logic model is required)			
Acquiring ELA instructional coaches to assist and lead teachers in analyzing data and implementing evidence-based instructional strategies	N/A	August 2026 – May 2027	Fund 150	Principal; Assistant Principal; Instructional Coaches
Monitoring and maintaining a structured Professional Learning Community (PLC) framework, in which each content area team collaborates to improve instructional practices to improve learning outcomes for all students (ELA)	N/A	August 2026– May 2027	Fund 150	Principal; Assistant Principal; Instructional Coaches

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

Economically Disadvantaged	Foster and Homeless
• Student will be progress monitored through Fast Bridge • Student will be provided ongoing diagnostic assessment accompanied with personalized learning models through i-Ready Reading • Reading/RTI Intervention serve 13 students per 4 classes a day to increase reading proficiency through iLit.	• Students will be progress monitored through Fast Bridge • Student will be provided ongoing diagnostic assessment accompanied with personalized learning models through i-Ready Reading • Reading/RTI Intervention serve 13 students per 4 classes a day to increase reading proficiency through iLit.
English Learners	**Students with Disability**
• Students will be progressed monitored through Fast Bridge • Student will be provided ongoing diagnostic assessment accompanied with personalized learning models through i-Ready Reading	• Students will be progress monitored through Fast Bridge • Student will be provided ongoing diagnostic assessment accompanied with personalized learning models through i-Ready Reading

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: By May 2027, the percentage of students demonstrating proficient and above on the 6th, 7th, & 8th Grade Georgia Milestone Assessment in Mathematics will increase by 5%.

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
Acquiring Math instructional coaches to assist and lead teachers in analyzing data and implementing evidence-based instructional strategies	N/A	August 2026 – May 2027	Fund 150	Principal; Assistant Principal; Instructional Coaches
Monitoring and maintaining a structured Professional Learning Community (PLC) framework, in which each content area team collaborates to improve instructional practices to improve learning outcomes for all students (Math)	N/A	August 2026 – May 2027	Fund 150	Principal; Assistant Principal; Instructional Coaches
High Dosage Small Group Tutoring	N/A	October 2026-March 2027	Fund 150	Principal; Assistant Principal; Instructional Coaches

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

Economically Disadvantaged	Foster and Homeless

	• Students will be progress monitored through Fast Bridge • Student will be provided ongoing diagnostic assessment accompanied with	• Students will be progress monitored through Fast Bridge • Student will be provided ongoing diagnostic assessment accompanied with	

personalized learning models through i-Ready Reading • Reading/RTI Intervention serve 13 students per 5 classes a day to increase reading proficiency through iLit.	personalized learning models through i-Ready Reading
English Learners	**Students with Disability**
• Students will be progressed monitored through Fast Bridge • Students will be provided ongoing diagnostic assessment accompanied with personalized learning models through iReady Reading	• Students will be progressed monitored through Fast Bridge • Students will be provided ongoing diagnostic assessment accompanied personalized learning models through iReady Reading.

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

Response

- Leverage Partner in Ed, (CRIS 180) to support underserved youth and families in the areas of mental health, family counseling, and in-school therapy.

- Teach AVID strategies in every classroom to provide strategies in WICOR (Writing in Inquiry, Collaboration, Organization, and Reading) and marking the text

- Mentorship programs: gender based and coed. Mentoring Program & Girl Scout Program
  - **(1)** Provide classes for girls to improve self-esteem and social skills
  - **(2)** Mentoring program for boys to improve social skills.

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

Response

- 6th and 7th Grade students will learn the Junior Achievement curriculum in Social Studies classes
- 6th and 7th Grade students will visit the Junior Achievement Discovery Center BizTown and Finance Park
- 8th Grade students will visit the South Fulton Career Center to observe programs offered through the College and Career Academy

Response

- Students will participate in PBIS reward system for students who exhibit good behavior. They will participate in "Chat and Snack" where students can mingle with friends.

Federal Programs
Fulton County Schools

Title I School Wide Plan

v) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs
N/A

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 © 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.