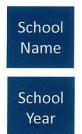
- Student
 Achievement
- Human Capital & Development
- Community
 Collaboration
- Fiscal Responsibility



School Improvement Plan



Hickory Hills Elementary School

2022-2023

Members

7 Kristen Beaudin, Principal Delight Corbin, Assistant Principal

Marisa Gonzales, Assistant Principal Annie Radding, Literacy Specialist

Rachel Scott, Academic Coach

Kay Appelgate, Family Engagement Specialist
Kim Littlejohn, SGT

Kaitlynn Washington, Kindergarten Teacher
Erin Babb, First Grade Teacher

Marietta city schools
A Georgia Charter System

Melanie Wilson, Third Grade Teacher

Kayla Allen, Fourth Grade Teacher Jennifer Halloran, Fifth Grade Teacher

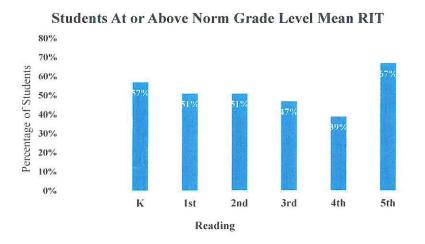
Mary Gagliardi, Drama Teacher
Renae Kiger, TSS Penaelligle
Jillian Horsey, Counselor

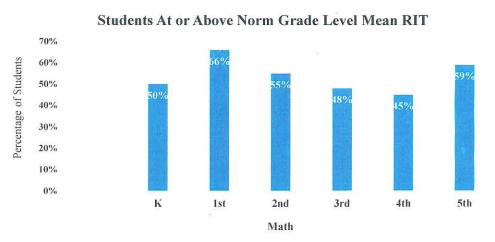
Misty Davis, PTA

Needs Assessment



Fall 2022 MAP Assessment Data

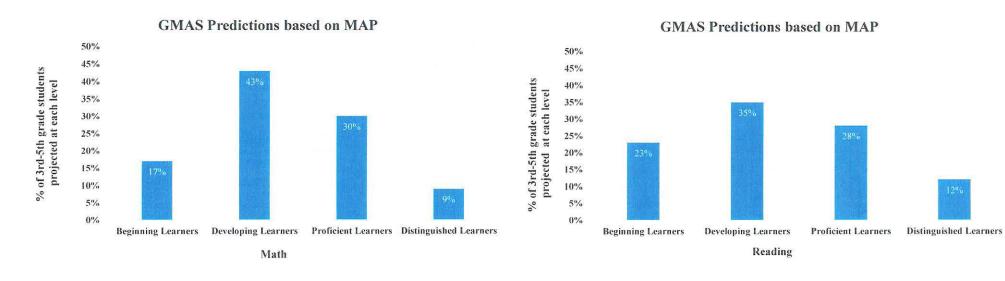




Needs Assessment



Fall 2022 MAP Assessment Data



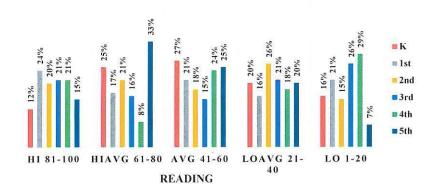
Needs Assessment



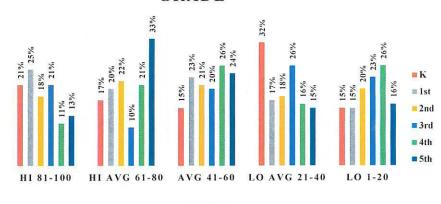
Fall 2022 MAP Assessment Data

% OF STUDENTS AT EACH LEVEL

MAP ACHIEVEMENT PERCENTILE BY GRADE



MAP ACHIEVEMENT PERCENTILE BY GRADE



MATH

Strategic Plan:









Outcomes/Goals: What will success look like for our school? (Smart Goals)

Initiatives: What will

we do to achieve

saccess

3rd-5th Grade English Language Arts 50% of 3rd - 5th graders will perform at proficient or distinguished levels as

determined by GMAS

3rd-5th Grade Math 50% of 3rd-5th graders will perform at proficient or distinguished levels as determined by GMAS

Structured Literacy Framework

Implement literacy instruction that supports students to build literacy skills needed to read and write on grade level

Balanced Math Framework

Implement math instruction that supports students to build content knowledge and fluency skills needed to solve complex word problems

Professional Learning

Increase the level of support for teachers in the area of professional learning, collaboration and accountability for student progress

Social Emotional Wellbeing

Increase the number of social emotional, professional development, and wellness opportunities for staff and students

PLC & Feedback

Grade level teams will participate in weekly PLC to refine teaching practices by utilizing student data. On a monthly basis, teacher teams will participate in PD and collaborative planning in the areas of ELA and math

SEL

Teachers and students will be given monthly opportunities to support their emotional well being and to increase teacher sustainability at our school

Mentorships

Meaningful mentorships for students in grades 3-5 to be focused on increasing achievement and social emotional growth

Partnerships

Increase and utilize community partnerships in a meaningful way to positive impact the overall culture of the school

Mentorships

Mentorships will not only focus on SEL of students, but support academic gaps

Partnership

Increased focus on increasing partnerships with community partners, as well as, increasing opportunities for partners to support student learning

Budget Alignment

Local and consolidated funds will be closely monitored to support goals as identified in the School Improvement Plan

Focused Budgeting

All spending of consolidated funds will be directly connected to the School Improvement Plan

Structured Literacy Framework



Prepare every student for college and career success.

> Balanced Math Framework

Critical actions: What major actions will we complete and by when (student groups)?

- Implement a structured literacy program utilizing the strategies from Science of Reading. Additionally, work from the Writing Units of Study will be utilized to support writing instruction within the literacy block
- All students will receive daily small group instruction
- Reduce the teacher student ratio by providing an additional certified teacher during literacy work time
- Implement research-based interventions to support students not responding to Tier I instruction: System 44, Read 180, Lexia, MindPlay, and 95% phonics
- Identify targeted students at each grade level who will be monitored and focused for instructional gains
- Implement a balanced math workshop model to include an opening, work time and closing
- All students will receive daily small group math instruction
- Utilize the 5 step Data team proves utilizing district common assessments
- Provide small group intervention tutoring groups for students below and above grade level
- Implement and pilot MindPlay Math program for identified students.
- Identify targeted students at each grade level who will be monitored and focused for instructional gains

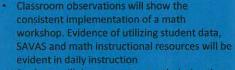
Evidence of progress: How will we know that the initiative is working? (Timeline)

- Classroom observations will show the consistent implementation of nonnegotiables and the components of Science of Reading
- Students will show growth on MAP, IDI,
 Benchmark Phonics assessment and writing
 assessments
- In grades k-3, students will show growth on phonics assessment cycles
- Students in intervention groups (System, Read 180, Lexia, MindPlay, and 95% group) will show consistent growth on MAP and within the programs' monitoring systems

Outcomes: What will success look if we provide opportunities for all children (student groups)?

3rd-5th Grade English Language Arts

50% of students will demonstrate Distinguished or Proficient Levels of Performance on GMAS



 Students will demonstrate growth during the data team process on common formative assessments

· Students will show growth on MAP

3rd and 5th Grade Mathematics

50% of students will demonstrate Distinguished or Proficient Levels of Performance on GMAS





Structured Literacy Framework

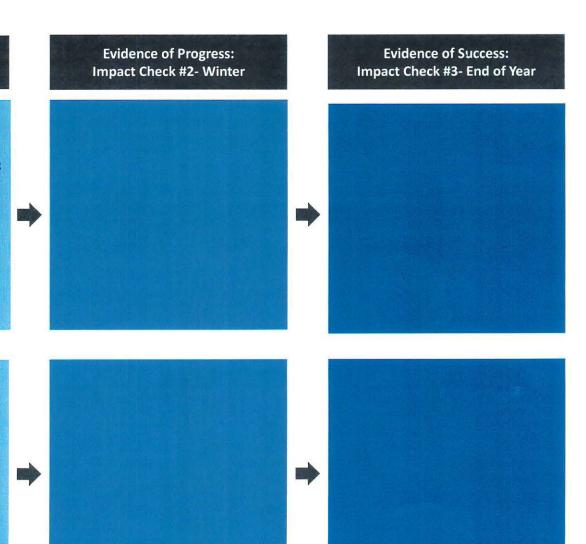


Prepare every student for college and career success.

> Balanced Math Framework

Evidence of Progress: Impact Check #1- Fall

- Fall ELA data has been reviewed. Targeted students have been identified in each class.
 Teachers have created learning plans to support students. Individual learning goals have also been developed to support moving student achievement data.
- Fall IDI and phonics data has been reviewed and discussed. Additional interventions have been implemented to support students not meeting expectations.
- Lexia data has been reviewed. Individual learning goals for students utilizing Lexia has been created.
- System 44/Read 180 groups are being monitored.
- Fall Math data has been reviewed. Targeted students have been identified in each class.
 Teachers have created learning plans to support students.
- Common assessments have been administrated for each unit across grade levels. Strategies and interventions have been implemented based on student performance and achievement.
- Math clubs have been created in grades 4 and 5 to support students performing above grade level.



Professional Learning



Recruit and retain effective teachers and staff who meet the district's diverse needs.

Teacher and Student Well-Being

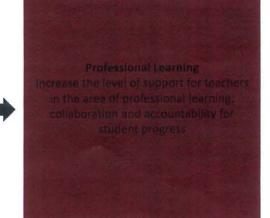
Critical actions: What major actions will we complete and by when (student groups)?

- Teachers will participate in weekly PLC meetings tied to student achievement needs, as well as, professional learning needs in the area of reading and math
- Once a month, teachers will participate in day long professional learning and collaboration to support the work of Science of Reading
- Team Leads will meet on a monthly basis with instructional coaches to determine PD needs for the following month
- Teachers will participate in monthly Edtalks on an as needed basis
- Three times a year teachers will participate in data digs and collaboration to adjust teaching practices and interventions based on targeted students and intervention needs
- Each month will have a school wide focus aimed at increasing social emotional growth of teachers
- Each month a teacher of the month will be recognized tied to our school goals
- A principal advisory committee will be developed to inform administration of teacher and staff needs
- A student of the month program will be recognized each month tied to our school goals

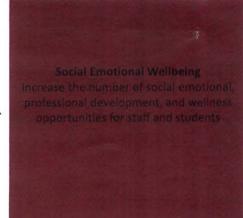
Evidence of progress: How will we know that the initiative is working?
(Timeline)

- Teachers will be actively engaged in the PLC and monthly collaboration meetings.
 Additionally, a transfer of the strategies learned in PLC meetings will be seen in daily classroom instruction through walk throughs and observations.
- Monthly team lead meetings with instructional coaches will be monitored for topics and growth
- Attendance at EdTalks will be monitored to ensure the number in attendance is increasing each month
- Data on data digs will show positive movement of students engaged interventions and targeted students.

Outcomes: What will success look if we provide opportunities for all children (student groups)?



- Surveys will be given to staff three times a year monitoring their social emotional well being
- Observations of classroom teachers and the implementation of instructional strategies to also support emotional well being of their students
- Monitoring of student discipline reports
- Monitoring of student counseling referrals





Professional Learning

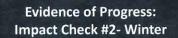


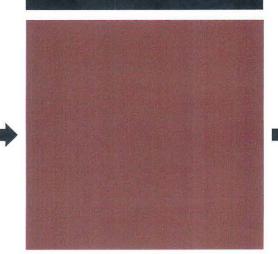
Recruit and retain effective teachers and staff who meet the district's diverse needs.

Social Emotional Well -Being

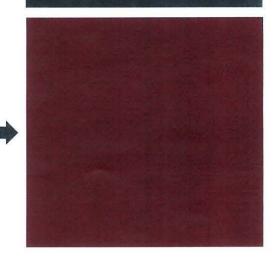
Evidence of Progress: Impact Check #1- Fall

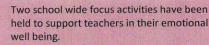
- Teachers have participated in weekly PLC meetings tied to either ELA or Math.
- Coaches have held monthly PD/Collaborative sessions since August. These sessions have provided PD in the morning and release time to collaboratively plan in the afternoon.
- Team leads have met monthly with coaches and admin to determine PD needs for the upcoming month.
- Data dig meeting was held. Data was reviewed and targeted students were identified. Learning plans were developed for the targeted student groups.
- · Two school wide focus activities have been held to support teachers in their emotional well being.
- · Each classroom has been provided with the materials to create a calm down corner for students. The calm down corners have been

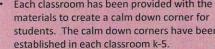


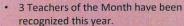


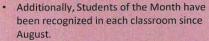
Evidence of Success: Impact Check #3- End of Year

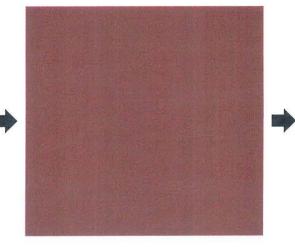














Mentorships

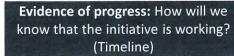


Increase community engagement across the district.

Partnerships

Critical actions: What major actions will we complete and by when (student groups)?

- All students in grades 3-5 will be paired with a mentor.
- Improve the mentoring training by adding research-based trauma-sensitive strategies and activities
- Increase activities & areas for mentoring relationships to occur in the school building
- Provide trauma informed training to our mentors and teachers to support the mentor relationship
- Work with mentors and teachers to identify specific needs and supports needed through the Corner for students

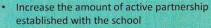


- Decrease in student office referrals
- Increase in positive teacher/student relationships
- · Increase in student achievement
- Improve attendance rate of targeted students

Outcomes: What will success look if we provide opportunities for all children (student groups)?



Meaningful mentorships for students in grades 3-5 to be focused on increasing achievement and social emotional growth



- Hold 3 partner networking breakfasts at the school to build relationships
- Team leads will provide needs list to be shared with partners to increase visibility of partners in the building
- Partnerships will be established with community members to support career awareness among our students.
- Parent and Family engagement activies will be planned throughout the year to support our English Language Learner families

- Increase of current amount of active partners
- Increase participation at each of the three partner breakfast events
- Increase opportunities for partners to engage in activities at the school through field trips and educational experiences

Partnerships

partnerships in a meaningful way to positive impact the overall culture of the school



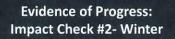


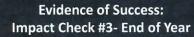
Mentoring

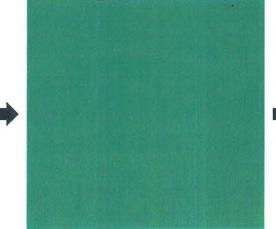


Evidence of Progress: Impact Check #1- Fall

- All students in grades 3-5 have been assigned
- All mentors have participated in mentor training. Additionally, they receive monthly emails that provide additional strategies to support the mentor relationship.





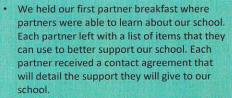






Increase community engagement across the district.





- Team leads provided a list of items to admin to share with partners at the breakfast.
- Reading in the Park is scheduled for November to support literacy among our ELL families.





Focused Budgeting



Establish fiscal processes that align to the needs of students and staff.

> **Focused Charter** Budgeting

Critical actions: What major actions will we complete and by when (student groups)?

- · Identify areas of critical need based on student performance data
- · Allow academic coaches to identify resources/strategies that need to be purchased to meet academic goals
- · Monitor mid-year to determine any adjustments and shifts that need to be made based on student achievement data and progress

Evidence of progress: How will we know that the initiative is working? (Timeline)

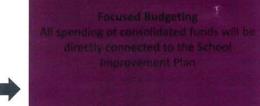
- Monthly data digs with Administrative
- Mid-year data dig to adjust

Outcomes: What will success look if we provide opportunities for all children (student groups)?



- Provide support and funding to our arts teachers to support integrated Arts specifically students who qualify for Advanced Arts Pathway (AAP)
- Provide support and funding to The Corner to continue Social and Emotional Support of high-risk students
- Increase classroom libraries with the purchase of supplemental classroom libraries

- Monitoring disruptive behavior and discipline referrals of students who are
- Monitoring of MAP ELA data to ensure identified student groups are making









Focused Budgeting

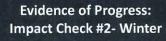


Establish fiscal processes that align to the needs of students and staff.

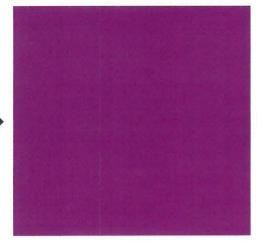
> **Focused Charter** Funding

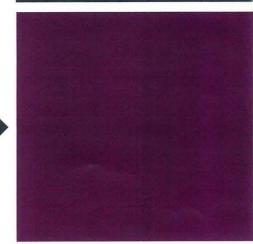
Evidence of Progress: Impact Check #1- Fall

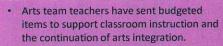
- All critical items have been identified and the budget has been created to support these needs.
- Academic coaches provided a list of items needed to support achievement and PD in the building. All items have been ordered or being processed.



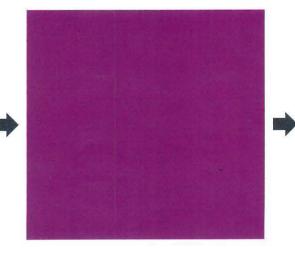








- · All items for the calm down corner have been created to support SEL learning with students.
- · Items needed to support teacher well being have been purchased.





Charter Funding - Strategic Support

-SGT Request Form-

School:

Hickory Hills Elementary

Amount Requested:

\$30,249

Date of SGT Approval/Vote¹:

<u>Strategic Alignment</u>: Explain how your proposed use of charter funds aligns to your school improvement plan (and/or the district strategic plan) and the long-term outcomes or goals highlighted in your plan.

Funding Activities: Use the table below to state the project activities, strategic alignment, anticipated outcomes and long-term impact for your students.

Implementation: (Project Activities – including any Enhanced Roles²)	Strategic Plan Alignment:	Program Effectiveness: (Project Outcomes)	Program Impact: (Long-term Outcomes)	Budget:
Increase opportunities for Arts Integration/wellness	Increase student achievement of students Increase the overall wellness/social emotional health of all students and staff	Students will participate in arts integration lessons. We will see an increase of reading comprehension and writing skills.	Students will utilize the arts to increase their reading and writing skills as measured.	\$5,000
Purchase leveled readers to support the Literacy and Justice for All initiative	Increase student achievement of students in the area of reading	Students will participate in small group lessons during daily instruction. The teachers will use these resources to support the implementation of SOR.	Students will utilize the resources to increase their overall reading level.	\$26,000

Charter Funding - Strategic Support

-SGT Request Form (continued) -

<u>Evaluation/RO³I</u>: How will you measure your project results? For each of the project outcomes and long-term outcomes listed above, indicate how you will measure your results. Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.

Klutlepelr.

SGT Chair Signature

Superintendent (or Designee) Signature

Principal Signature

Date

¹ SGT approval of Charter Funding requests must be reflected in the SGT minutes.

² All Enhanced Roles must be reflected in the HR process for 2019-2020.

³ Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.