School Improvement Plan

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

School Name: Hickory Hills Elementary School
School Year: 2019-2020
<table>
<thead>
<tr>
<th>Members</th>
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<tbody>
<tr>
<td>Kristen Beaudin, Principal</td>
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<tr>
<td>Delight Corbin, Assistant Principal</td>
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<tr>
<td>Annie Radding, Literacy Specialist</td>
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<tr>
<td>Rachel Scott, Math Specialist</td>
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<tr>
<td>Kay Applegate, Family Engagement Specialist</td>
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<tr>
<td>Marisa Gonzales, MTSS Coordinator</td>
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<tr>
<td>Kaitlyn Washington, Kindergarten Teacher</td>
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<tr>
<td>Erin Babb, First Grade Teacher</td>
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<tr>
<td>Libby Coan, Second Grade Teacher</td>
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<tr>
<td>Melanie Wilson, Third Grade Teacher</td>
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<tr>
<td>Kayla Allen, Fourth Grade Teacher</td>
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<tr>
<td>Danielle Binkauskas, Fifth Grade Teacher</td>
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<td>Mary Gagliardi, Drama Teacher</td>
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# Needs Assessment

## GEORGIA MILESTONES Spring 2019

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<th>ELA</th>
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### SUBGROUPS

#### ELA

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#### Math

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## Needs Assessment

### MEASURE OF ACADEMIC PROGRESS

**Spring 2019**

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<thead>
<tr>
<th>ELA</th>
<th>Students Performing on Grade Level</th>
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<tr>
<td>K</td>
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Strategic Plan:

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

- **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

Initiatives: What will we do to achieve success?

- **Balanced 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

- **PLC & Feedback**
  Grade level teams will meet weekly to improve teaching strategies & collaborate in the data team process. Coaching staff will provide modeling, parallel teaching and coaching feedback to meet individual needs of teachers

- **Weekly Check-Ins**
  The staff will meet weekly to learn & discuss various social emotional, wellness, & professional development topics. The time will be led by different staff members to build capacity & develop leaders.

- **Mentorships**
  Provide mentorships to all students in grades 3-5 that are impactful and align with the Corner mission.

- **Family Engagement**
  Increase the resources, opportunities, and participation of families in literacy and math

- **Mentorships**
  Maintain meaningful mentorships for all students in grades 3-5

- **Family Engagement**
  Increase the number of social emotional, professional development, and wellness opportunities for staff

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Focused Budgeting

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

Local and consolidated funds will be closely monitored to support goals as identified in the School Improvement Plan
• Fully implement Reader’s Workshop utilizing Units of Study
• Fully implement Writer’s Workshop utilizing Units of Study
• Fully implement guided reading and writing/flexible grouping in worktime
• Continue partnership with the Teacher’s College at Columbia University for professional development
• Implement the 5 step Data Team process analyzing running records and writing samples
• Implement phonics program in kindergarten & 1st grade
• Increase purposeful independent reading during the workshop student work station to increase reading stamina
• Increase purposeful independent writing during the workshop student work station to increase writing stamina
• Implement Lexia with ESOL students
• Implement System 44/Read 180 for students below grade level
• Provide small group, in-school tutoring for above grade level students
• Provide small group, in-school tutoring for students on MTSS
• Identify 15 Star Students at each grade level who will be monitored and focused for instructional gains
• Provide 2 full day Data Dig days where teachers will analyze student data and make instructional plans
• Monthly instructional blitzes with administration team focused on non-negotiables
• Monthly data team meetings focused on running records
• Quarterly common scoring of writing assessments
• Monitoring through the data cycle of phonics implementation
• Weekly monitoring of Lexia usage
• Monthly monitoring of System 44/Read 180 usage and growth
• Monthly monitoring of students in the 95% phonics group and other Intervention groups
• January mid-year checks of 15 star students per grade level to monitor progress

• Fully implement math workshop involving an opening, work time, and closing and involving math content training
• Utilize guided math/flexible groups during the student work session
• Implement the 5 step Data team process developing common formative assessments and analyzing the results
• Implement Number Talks
• Provide small group, in-school tutoring for students on MTSS
• Provide small group, in-school tutoring for above grade level students
• Identify 15 Star Students at each grade level who will be monitored and focused for instructional gains
• Provide 2 full day Data Dig days where teachers will analyze student data and make instructional plans
• Monthly instructional blitzes with administration team focused on non-negotiables
• Monthly data team meetings focused on analyzing results from common formative assessments
• Weekly monitoring of students utilizing Symphony Math
• January mid-year checks of 15 star students per grade level to monitor progress

• Increase the number of students in grades 3-5 on or above grade level in English Language Arts according to GMAS with a specific focus on ESOL, Black, Hispanic, Gifted, and special education students
• Increase the number of students from spring 2019 to spring 2020 in grades K-2 reading on grade level according to the MAP assessment with a specific focus on ESOL, Black, Hispanic, Gifted, and special education students

• Increase the number of students in grades 3-5 to on or above grade level in math according to GMAS with a specific focus on ESOL, Black, Hispanic, Gifted, and special education students
• Increase the number of students from spring 2019 to spring 2020 in grades K-2 math on grade level according to the MAP assessment with a specific focus on ESOL, Black, Hispanic, Gifted, and special education students
38.5% of 3-5 graders performed at proficient or distinguished levels as determined by GMAS

*The percentage of 3-5 graders performing at proficient or distinguished was not met. However, significant gains were made in the decreasing students performing in beginning levels of learning.

• 18% decrease of students in grade 3 scoring at the beginning level
• 10% decrease of students in grades 4 scoring at the beginning level
• 6% decrease of students in grades 5 scoring at the beginning level

• ADD MAP SPRING RESULTS

45.6% of 3-5 graders performed at proficient or distinguished levels as determined by GMAS

*While the percentage of students in grades 3-5 scoring at proficient or distinguished goal was met, there were increases of students scoring in the beginning level that need to be addressed specifically in grades 3 and 5.

• 9% increase of students in grade 3 scoring at the beginning level
• 10% increase of students in grade 5 scoring at the beginning level

• ADD MAP SPRING RESULTS
**Initiatives: What will we do to achieve success?**

- Teachers will participate in weekly PLC meetings focused on math or literacy
- Teachers will participate in EdTalks on a monthly basis
- Teachers will participate in weekly team meetings with a focus on instructional practices
- Teachers will participate in instructional trainings as part of the Project School
- Coaches and Administrators will complete monthly instructional blitzes
- Teachers will participate in twice a year Data Digs where targeted students are identified and their data is analyzed. Professional Development and instructional plans will be developed in these sessions.

- Teachers will participate in weekly faculty check-ins where a focus on professional development, social emotional, or wellness will be discussed
- Teachers and staff will lead various meetings in order to build capacity and develop leadership opportunities

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

- Monthly data team process will provide feedback to drive instruction
- Monthly data team process will provide topics to drive Ed Talks and weekly check-in meetings
- Monthly data meetings of Lexia and System 44/Read 180 will provide feedback in reading
- Quarterly visits & feedback from TCWRP Staff Developers
- Increase the number of teachers proficiently implementing the non-negotiables (instructional frameworks)
- Positive impact in instructional practice implementation

- Weekly meeting agendas will be driven by analysis of student needs uncovered during grade level PLC and data team processes
- Increased number of teachers & staff lead weekly meetings or content sharing

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

- Teachers will have increased professional learning opportunities to support them in implementing instructional strategies
- More teachers will be proficient with the instructional framework
- Teachers will be able to apply the data to drive instruction (small groups, conferences, etc.)
- More students will be supported according to their individualized needs

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

- Teachers & staff will have broader range of social emotional and wellness strategies to apply in their own life and in a culturally diverse classroom
- Teachers & staff will have increased opportunities to lead & grow professionally
• Teachers met weekly in PLC meetings with literacy and math coach to review student data.
• Teachers participated in EdTalks on a monthly basis.
• Teachers participated in 5 training opportunities offered by the Teacher’s College.

Evidence of Progress: Impact Check #1- Fall

• Teachers participated in weekly faculty check-ins
• Teachers participated in wellness trainings offered throughout the year through the Corner.

Evidence of Progress: Impact Check #2- Winter

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

- 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.

**COMMITMENT TO LEARNING**

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

**Outcomes:**

- All students in grades 3-5 will be paired with a mentor. Mentors will meet consistently twice a month throughout the year with their mentee.
- Improve the overall attendance rate of targeted students.

**Family Engagement**

- Host Coffee Talks aimed at engaging parents with other parents.
- Continue work with Dragon FIRE Literacy Nights to provide books and reading strategies to targeted families.
- Continue offering Math Nights to help educate parents on basic math standards and strategies.
- Continue Reading in the Park to offer opportunities for students to engage in literacy over breaks.
- Continue Digital Dragons Computer Nights to engage families with technology and build community.
- Students and families will utilize the Corner for wrap around services to provide social and emotional supports to families.
- Continue quarterly meetings with the Guatemalan Advisory Committee to support students and families.
- Provide family and community liaisons for diverse groups within the school.
- Increase outside resources and therapy for students through the Corner.
- Provide a Science Night to help educate parents on science standards.

- Increase the number of parents involved in PTA, school sponsored events and relationships with one another.
- Increase the number of identified families participating in Dragon FIRE.
- Increase the amount of opportunities our students have for Reading in the Park, as well as, increase the amount of student participating in the event.
- Increase number of parents participating in coffee talks.

**Outcomes:**

- Increase the amount of parents actively engaged in their students’ learning and school activities.
- Increase the number of services and opportunities for students and parents through the Corner.

**Family Engagement**

**Critical actions:**

- Provide trauma informed training to our mentors and teachers to support the mentor relationship.
- Increase activities & areas for mentoring relationships to occur in the school building.
- Work with mentors and teachers to identify specific needs and supports needed through the Corner for students.

**Evidence of progress:**

- Decrease in student office referrals.
- Increase in positive teacher/student relationships.
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- Increase the number of identified families participating in Dragon FIRE.
- Increase the amount of opportunities our students have for Reading in the Park, as well as, increase the amount of student participating in the event.
- Increase number of parents participating in coffee talks.

**Outcomes:**

- Increase the amount of parents actively engaged in their students’ learning and school activities.
- Increase the number of services and opportunities for students and parents through the Corner.
**Initiatives:**
What will we do to achieve success?

- **Mentorships**
  - Increased the amount of mentors to 115 to 200. Every student in grades 3-4-5 received a mentor.
  - 100% of the mentors participated in research-based trauma sensitive strategy training.
  - Increased the amount of activities and opportunities for mentoring relationships around the building.
  - Increased the number of students in grades 3-4-5 scoring at proficient or distinguished in English Language Arts and Math

- **Family Engagement**
  - Hosted Hispanic Coffee talks aimed at supporting our Guatemalan families on a consistent basis.
  - Identified key street captains to support targeted Guatemalan families.
  - Provided specific training to support our Guatemalan families in the area of literacy.
  - Hosted a Math Night at Kroger to educate and support our families in understanding the math standard.
  - Offered Reading in the Park at all school breaks to increase reading when students are not in school.
  - Offered Digital Dragons every other month to offer times for parents and students to have access to computers.
  - Offered Dragon FIRE monthly to targeted students who were scoring below grade level in reading.

**Evidence of Progress:**
Impact Check #1 - Fall
- Increased the amount of mentors to 115 to 200. Every student in grades 3-4-5 received a mentor.
- 100% of the mentors participated in research-based trauma sensitive strategy training.
- Increased the amount of activities and opportunities for mentoring relationships around the building.
- Increased the number of students in grades 3-4-5 scoring at proficient or distinguished in English Language Arts and Math.

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

**Evidence of Progress:**
Impact Check #2 - Winter

**Evidence of Success:**
Impact Check #3 - End of Year
**Focused Budgeting**
- 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

**Focused Charter Budgeting**
- 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

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

**Evidence of progress**: How will we know that the initiative is working? (Timeline)
- Monthly data digs with Administrative team to determine next steps and progress
- Mid-year data dig to adjust funding/purchasing

**Outcomes**: What will success look if we provide opportunities for all children (student groups)?
- Transparent and Efficient Management of Local Funds
- The budget will be balanced and all funds will be used to address an identified academic need

**Initiatives**: What will we do to achieve success?

**FISCAL RESPONSIBILITY**
Establish fiscal processes that align to the needs of students and staff.
Consolidated funds were utilized and spent based upon critical need and to support closing the identified instructional gaps.

Academic coaches developed a budget based on professional learning needs and resources that were tied to defined needs.

Provided fiscal support to our Arts team to increase their knowledge and resources to support integrated Arts.

Purchased supplies and resources to support the Corner.

Purchased supplies and resources to support in the area of social emotional.

Purchased supplemental classroom libraries to support literacy in the classroom.

Evidence of Progress:
- Impact Check #1- Fall
- Impact Check #2- Winter
- Impact Check #3- End of Year

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

Initiatives:
- What will we do to achieve success?

Focused Budgeting

Focused Charter Budgeting

FISCAL RESPONSIBILITY
Establish fiscal processes that align to the needs of students and staff.
**Charter Funding - Strategic Support**

-SGT Request Form-

**School:** Hickory Hills Elementary

**Amount Requested:** $33690.00

**Date of SGT Approval/Vote:**

**Strategic Alignment:** 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.

In order to support student achievement goals and to increase opportunities to support social emotional growth of students, we will focus on implementing activities and resources that support literacy, build connections through the arts and providing social/emotional supports to our students. We will provide professional learning opportunities and supplies to our arts team to focus efforts of increasing arts integration. Supplemental materials will be purchased to increase titles within the classroom libraries. Lastly, providing mentors activities and resources to ours students and families to increase social emotional supports within the classrooms and in the community.

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

<table>
<thead>
<tr>
<th>Implementation: (Project Activities – including any Enhanced Roles)</th>
<th>Strategic Plan Alignment:</th>
<th>Program Effectiveness: (Project Outcomes)</th>
<th>Program Impact: (Long-term Outcomes)</th>
<th>Budget:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase opportunities for Arts Integration/wellness</td>
<td>Increase student achievement of students</td>
<td>Students will participate in arts integration lessons. We will see an increase of reading comprehension and writing skills.</td>
<td>Students will utilize the arts to increase their reading and writing skills as measured</td>
<td>$10,000</td>
</tr>
<tr>
<td>Increase opportunities for social/emotional support through the Corner</td>
<td>Increase the overall wellness/social emotional health of all students</td>
<td>Each student in grades 3-5 will be paired with a mentor to support their social emotional growth. Additionally, calm down techniques and strategies will be offered and purchased to support daily classroom instruction</td>
<td>Students will improve their ability to cope and work productively within their classroom and in their communities. Additionally, students will begin to apply skills and strategies into daily learning opportunities</td>
<td>$10,000</td>
</tr>
<tr>
<td>Increase literacy in the classroom with the e purchase of supplemental resources, intervention strategies and tutoring services</td>
<td>Community collaboration: providing mentors and opportunities for students to improve social and emotional well being</td>
<td>Provide supplemental materials to teachers to increase titles with a range of titles appropriate to classroom reading levels. Additionally, add intervention materials to support student learning.</td>
<td>Students will improve fluency, reading and comprehension skills to increase reading levels on F&amp;P Benchmark assessments</td>
<td>$13,690</td>
</tr>
</tbody>
</table>
Charter Funding - Strategic Support
-SGT Request Form (continued) -

Evaluation/RO:

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.

We will continue to monitor the implementation of arts integration by tracking the number of lessons taught per teacher. Common formative assessments and state summative assessment data will be reviewed to monitor progress of all programs.

SGT Chair Signature

Principal Signature

Superintendent (or Designee) 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.
Schoolwide School Improvement Plan—Combining Funds
How the school will meet the Intent and Purpose of each funding source?

- Please indicate the programs and items that will be supported with your consolidated funds. Make sure the programs/items meet the intent and purpose of each program.
- Attach template for EACH school consolidating funds to the Consolidated Application.

<table>
<thead>
<tr>
<th>Program</th>
<th>Intent and Purpose Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, Part A</td>
<td>Improve academic achievement through parent involvement activities, instructional coach, extended day tutoring, focused academic and behavior interventions, data driven interventions, small group instruction, reading/writing units of study, and web-based resources to support content learning</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Improve teacher quality through mentor/induction program, professional development in targeted instructional areas, ongoing job embedded professional development using professional learning communities and extended planning focused on curriculum design and instructional strategies</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Improve English proficiency and achievement of English Learners through professional development on differentiation of instruction, focused intervention time, and small group instruction, ACCESS data analysis, and WIDA standards training</td>
</tr>
<tr>
<td>Title IV, Part A</td>
<td>Provide students with access to well-rounded education through mentoring programs, social/emotional behavior support, technology integration, preventive truancy resources, and school safety training</td>
</tr>
</tbody>
</table>

District Name: Marietta City Schools
School Name: Hickory Hills Elementary
Grade Level: K-5
Fiscal Year: 2019-20
Date Submitted: 9/21/2019
Revised: 12/4/19

Describe how the intent and purpose for each consolidated funding source will be met by the school

Signatures:

<table>
<thead>
<tr>
<th>Title I Director</th>
<th>Date 12/4/19</th>
<th>Title II Director</th>
<th>Date 12/9/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title III Director</td>
<td>Date 12/9/19</td>
<td>Superintendent</td>
<td>Date 12/17/19</td>
</tr>
<tr>
<td>Principal</td>
<td>Date 12/4/19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>