School Improvement Plan

Hickory Hills Elementary School
2022-2023
Members

Kristen Beaudin, Principal
Delight Corbin, Assistant Principal
Marisa Gonzales, Assistant Principal
Annie Radding, Literacy Specialist
Nichole Chavers, Academic Coach
Rachel Scott, Academic Coach
Kay Appelgate, Family Engagement Specialist
Kim Littlejohn, SGT

Kaitlynn Washington, Kindergarten Teacher
Erin Babb, First Grade Teacher

Libby Coan, Second Grade Teacher
Melanie Wilson, Third Grade Teacher
Kayla Allen, Fourth Grade Teacher
Jennifer Halloran, Fifth Grade Teacher
Mary Gagliardi, Drama Teacher
Renae Kiger, TSS
Jillian Horsey, Counselor

Misty Davis, PTA
Needs Assessment

Fall 2022 MAP Assessment Data

Students At or Above Norm Grade Level Mean RIT

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Percentage of Students</th>
<th>Math Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>57%</td>
<td>50%</td>
</tr>
<tr>
<td>1st</td>
<td>81%</td>
<td>46%</td>
</tr>
<tr>
<td>2nd</td>
<td>91%</td>
<td>55%</td>
</tr>
<tr>
<td>3rd</td>
<td>15%</td>
<td>45%</td>
</tr>
<tr>
<td>4th</td>
<td>59%</td>
<td>45%</td>
</tr>
<tr>
<td>5th</td>
<td>57%</td>
<td>59%</td>
</tr>
</tbody>
</table>
Needs Assessment

Fall 2022 MAP Assessment Data

GMAS Predictions based on MAP

<table>
<thead>
<tr>
<th>Level</th>
<th>Math</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Learners</td>
<td>17%</td>
<td>23%</td>
</tr>
<tr>
<td>Developing Learners</td>
<td>43%</td>
<td>35%</td>
</tr>
<tr>
<td>Proficient Learners</td>
<td>30%</td>
<td>28%</td>
</tr>
<tr>
<td>Distinguished Learners</td>
<td>9%</td>
<td>12%</td>
</tr>
</tbody>
</table>

% of 3rd-5th grade students projected at each level
Needs Assessment

Fall 2022 MAP Assessment Data

MAP ACHIEVEMENT PERCENTILE BY GRADE

% OF STUDENTS AT EACH LEVEL

READING

MAP ACHIEVEMENT PERCENTILE BY GRADE

% OF STUDENTS AT EACH LEVEL

MATH
**Strategic Plan:**

**STUDENT ACHIEVEMENT**
Prepare every student for college and career success.

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

**COMMUNITY COLLABORATION**
Increase community engagement across the district.

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

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**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.

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

- **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.

- **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.

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**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.

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

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

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

**Focused Budgeting**
All spending of consolidated funds will be directly connected to the School Improvement Plan.

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**Budget Alignment**
Local and consolidated funds will be closely monitored to support goals as identified in the School Improvement Plan.
### Initiatives: What will we do to achieve success?
- Structured Literacy Framework
- 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.

### Evidence of progress: How will we know that the initiative is working? (Timeline)
- Classroom observations will show the consistent implementation of non-negotiables 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 like 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.

#### 3rd and 5th Grade Mathematics
- 50% of students will demonstrate Distinguished or Proficient Levels of Performance on GMAS.
**Initiatives: What will we do to achieve success?**

- Structured Literacy Framework

**STUDENT ACHIEVEMENT**

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.

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

- 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 administered 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.
**Initiatives:** What will we do to achieve success?

**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 daylong 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 dives and collaboration to adjust teaching practices and interventions based on targeted students and intervention needs.

**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 dives will show positive movement of students engaged in interventions and targeted students.

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

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

Evidence of Progress: Impact Check #2 - Winter

Evidence of Progress: Impact Check #3 - Fall

Initiatives: What will we do to achieve success?

Professional Learning

Human Resources

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

Social Emotional Well-Being

Additional initiatives and strategies will be developed and implemented throughout the year to support ongoing professional growth and development.
Initiatives: What will we do to achieve success?

Mentorships

Communities Collaboration
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

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

- 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)?

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

- Mentoring
- Community Collaboration
  - Increase community engagement across the district
- Partnerships

**Evidence of Progress: Impact Check #1 - Fall**
- All students in grades 3-5 have been assigned a mentor.
- All mentors have participated in mentor training. Additionally, they receive monthly emails that provide additional strategies to support the mentor relationship.

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

**Evidence of Success: Impact Check #3 - End of Year**
- We held our first partner breakfast where partners were able to learn about our school. Each partner left with a list of items that they can use to better support our school. Each partner received a contact agreement that will detail the support they will give to our school.
- 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.
**Initiatives:** What will we do to achieve success?

**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 team to determine next steps and progress
- Mid-year data dig to adjust funding/purchasing

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

**FISCAL RESPONSIBILITY**

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

**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

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

Focused Budgeting

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.

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

Focused Charter Funding

Evidence of Progress: Impact Check #2 - Winter
- Arts team teachers have sent budgeted items to support classroom instruction and the continuation of arts integration.
- 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.

Evidence of Success: Impact Check #3 - End of Year
Charter Funding - Strategic Support
-SGT Request Form-

Hickory Hills Elementary

Amount Requested: $30,249

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.

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 Increase the overall wellness/social emotional health of all students and staff</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>$5,000</td>
</tr>
<tr>
<td>Purchase leveled readers to support the Literacy and Justice for All initiative</td>
<td>Increase student achievement of students in the area of reading</td>
<td>Students will participate in small group lessons during daily instruction. The teachers will use these resources to support the implementation of SOR.</td>
<td>Students will utilize the resources to increase their overall reading level.</td>
<td>$26,000</td>
</tr>
</tbody>
</table>
Charter Funding - Strategic Support
-SGT Request Form (continued) -

**Evaluation/RO**¹: 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.

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**SGT Chair Signature**

**Principal Signature**

**Superintendent (or Designee) Signature**

**Date**

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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.