



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

School Improvement Plan

School
Name

Hickory Hills Elementary School

School
Year

2019-2020

Members



Kristen Beaudin, Principal
Delight Corbin, Assistant Principal

Kayla Allen, Fourth Grade Teacher
Danielle Binkauskas, Fifth Grade Teacher

Annie Radding, Literacy Specialist
Rachel Scott, Math Specialist

Mary Gagliardi, Drama Teacher

Kay Applegate, Family Engagement Specialist
Marisa Gonzales, MTSS Coordinator

Kaitlyn Washington, Kindergarten Teacher
Erin Babb, First Grade Teacher

Libby Coan, Second Grade Teacher
Melanie Wilson, Third Grade Teacher

Needs Assessment



GEORGIA MILESTONES Spring 2019

ELA	Beginning	Developing	Proficient	Distinguished	Proficient & Distinguished
3rd	26%	33%	28%	13%	41%
4th	24%	36%	31%	9%	40%
5th	30%	35%	28%	7%	35%
Total	26%	36%	29%	9%	38%

Math	Beginning	Developing	Proficient	Distinguished	Proficient & Distinguished
3rd	29%	30%	27%	15%	50%
4th	19%	34%	29%	18%	45%
5th	21%	34%	35%	10%	37%
Total	20%	35%	37%	8%	46%

SUBGROUPS					
ELA	Black	Hispanic	EL	Sped	Gifted
Total	41%	22%	17%	5%	95%

SUBGROUPS					
Math	Black	Hispanic	EL	Sped	Gifted
Total	56%	42%	31%	26%	75%

Needs Assessment



MEASURE OF ACADEMIC PROGRESS Spring 2019

ELA	Students Performing on Grade Level
K	55%
1st	52%
2nd	42%
Total	49%

Math	Students Performing on Grade Level
K	61%
1st	52%
2nd	37%
Total	49%

SUBGROUPS					
ELA	Black	Hispanic	EL	Sped	Gifted
Total	56%	31%	29%	5%	100%

SUBGROUPS					
Math	Black	Hispanic	EL	Sped	Gifted
Total	42%	34%	32%	33%	100%

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.

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

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

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

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

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?

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
Maintain meaningful mentorships for all students in grades 3-5

Family Engagement
Provide a variety of opportunities aimed at educating and supporting our parents to be better equipped at supporting their students

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

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

**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)**

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

Balanced Literacy
Framework



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

Balanced Math
Framework

- 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

- 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
- Implement Symphony Map with identified students
- Utilize manipulatives, unit materials, and other instructional resources to support effective implementation of the workshop model

- 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

- 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

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

Balanced Literacy



**STUDENT
ACHIEVEMENT**

Prepare every student for
college and career
success.

Balanced Math

**Evidence of Progress:
Impact Check #1- Fall**

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

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

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

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?**

**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)**

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

PLCs & Accountability

- 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.

- 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

- 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



**HUMAN
RESOURCES**

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

- 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

- 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

- 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

Weekly Check-Ins

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

**Evidence of Progress:
Impact Check #1- Fall**

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

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

PLCs & Accountability

- 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



**HUMAN
RESOURCES**

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

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

Weekly Check-ins

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

Mentorships

**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)?**

- 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



**COMMUNITY
COLLABORATION**

Increase community
engagement across the
district.

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

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

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

Mentorships

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

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



Increase community
engagement across the
district.

- 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

Family Engagement

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

**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)**

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

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

- Monthly data digs with Administrative team to determine next steps and progress
- Mid-year data dig to adjust funding/purchasing

- Transparent and Efficient Management of Local Funds
- The budget will be balanced and all funds will be used to address an identified academic need



**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

- Monitoring classroom performance (F&P, Assesslets and GMAS) of students participating in AAP
- Monitoring disruptive behavior and discipline referrals of students who are identified high risk
- Monitoring of F&P and MAP ELA data to ensure identified student groups are making positive academic gains

- The charter fund budget will be balanced and equitable based on critical actions
- Students who access the Corner will show a decrease of office referrals, as well as, positive behavior in the classroom
- Students will have positive academic gains on F&P levels, MAP assessment data and/or GMAS

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

**Evidence of Progress:
Impact Check #1- Fall**

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

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

Focused Budgeting



- 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



**FISCAL
RESPONSIBILITY**

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



- 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



Focused Charter
Budgeting

Charter Funding - Strategic Support

-SGT Request Form-

School:	Hickory Hills Elementary		
Amount Requested:	\$33690.00	Date of SGT Approval/Vote ¹ :	

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.

Implementation: (Project Activities – including any Enhanced Roles ²)	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	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	\$10,000
Increase opportunities for social/emotional support through the Corner	Community collaboration: providing mentors and opportunities for students to improve social and emotional well being	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	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	\$10,000
Increase literacy in the classroom with the e purchase of supplemental resources, intervention strategies and tutoring services	Increase literacy and student achievement of students in the area of English Language Arts	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.	Students will improve fluency, reading and comprehension skills to increase reading levels on F&P Benchmark assessments	\$13,690

Charter Funding - Strategic Support
-SGT Request Form (continued) -

Evaluation/RO³: 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



Superintendent (or Designee) Signature



Principal Signature

10/1/19

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.

APPENDIX A— Budget Template 1

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.

District Name: Marietta City Schools		Fiscal Year: 2019-20
School Name: Hickory Hills Elementary		Date Submitted: 9/21/2019 Revised: 12/4/19
Grade Level: K-5		
Describe how the Intent and Purpose for each consolidated funding source will be met by the school		
Program	Intent and Purpose Statement	
Title I, Part A	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	
Title II, Part A	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	
Title III, Part A	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	
Title IV, Part A	Provide students with access to well-rounded education through mentoring program, social/emotional behavior support, technology integration, preventive truancy resources, and school safety training <i>(supplemental)</i>	

Signatures:

Title I Director	Date <u>12/4/19</u>	Title II Director	Date <u>12/4/19</u>
Title III Director	Date <u>12/4/19</u>	Superintendent	Date <u>12/7/19</u>
Principal	Date <u>12/4/19</u>		