

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

School Improvement Plan

School
Name

Hickory Hills Elementary School

School
Year

2021-2022

Members



Kristen Beaudin, Principal
Delight Corbin, Assistant Principal

Annie Radding, Literacy Specialist
Rachel Scott, Math Specialist

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

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

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

Kim Littlejohn, SGT
Misty Davis, PTA

Needs Assessment

GEORGIA MILESTONES

ELA	Beginning	Developing	Proficient	Distinguished	Proficient & Distinguished
3 rd	43%	31%	22%	4%	26%
4 th	46%	26%	23%	5%	28%
5 th	38%	29%	29%	4%	33%
Total	41%	29%	25%	4%	29%

Math	Beginning	Developing	Proficient	Distinguished	Proficient & Distinguished
3 rd	15%	47%	33%	5%	38%
4 th	33%	36%	26%	5%	31%
5 th	38%	31%	20%	11%	31%
Total	28%	36%	26%	7%	34%

SUBGROUPS

ELA	Black	Hispanic	EL	SPED	GIFTED
Total	22%	14%	6%	10%	79%

Math	Black	Hispanic	EL	SPED	GIFTED
Total	12%	31%	23%	15%	79%

Needs Assessment

Measure of Academic Performance

ELA	Students Performing on Grade Level
Kindergarten	53%
1 st	62%
2 nd	51%
3 rd	43%
4 th	63%
5 th	42%
Total	54%

Math	Students Performing on Grade Level
Kindergarten	54%
1 st	67%
2 nd	52%
3 rd	37%
4 th	61%
5 th	44%
Total	55%

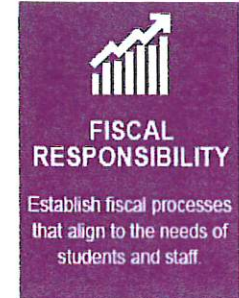
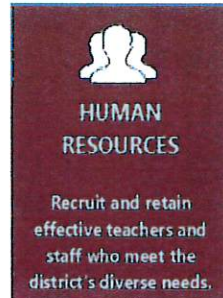
SUBGROUPS

ELA	BLACK	HISPANIC	EL	SPED	GIFTED
TOTALS	61%	35%	22%	32%	97%

SUBGROUPS

Math	BLACK	HISPANIC	EL	SPED	GIFTED
TOTALS	46%	37%	26%	28%	100%

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

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?

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 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?

Structured Literacy
Framework



**STUDENT
ACHIEVEMENT**

Prepare every student for
college and career
success.

Balanced Math
Framework

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

- Fully implement Science of Reading Framework
- Fully implement Writer's Workshop utilizing Units of Study
- Fully implement small group differentiated instruction and writing/flexible grouping in worktime
- Teacher: Student Ratio is reduced by allocating support personnel to each room during the entire literacy block
- Work with Rollins Center SOR coaches monthly for professional development
- Implement the 5 step Data Team process analyzing district Literacy Assessments and writing samples
- Implement Benchmark phonics program in kindergarten, 1st grade, 2nd grade, and 3rd grade
- Increase purposeful independent reading during the workshop student work station to increase reading fluency
- Increase purposeful independent writing during the workshop 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 students on MTSS
- Identify targeted students at each grade level who will be monitored and focused for instructional gains
- Provide 3 full day Data Dig days where teachers will analyze student data and make instructional plans
- Provide a kindergarten camp focused on kindergarten readiness skills and transitions

- 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 utilizing district common 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 Target Students at each grade level who will be monitored and focused for instructional gains
- Provide 3 full day Data Dig days where teachers will analyze student data and make instructional plans
- Implement Symphony Math with identified students
- Utilize manipulatives, unit materials, and other instructional resources to support effective implementation of the workshop model
- Implement Do the Math with target students based on instructional needs

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

- Monthly instructional blitzes with administration team focused on non-negotiables
- Monthly data team meetings to tailor instructional needs of students
- 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
- Establish and monitor targeted students

- 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
- Quarterly data review of Do the Math to adjust groups as needed
- Establish and monitor targeted students

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

- 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 2021 to spring 2022 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 2021 to spring 2022 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?

Evidence of Progress:
Impact Check #1- Fall

Evidence of Progress:
Impact Check #2- Winter

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



STUDENT ACHIEVEMENT

Prepare every student for
college and career
success

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, literacy, ESOL and Speech/Language Strategies
- Teachers will participate in EdTalks on a monthly basis
- Teachers will participate in weekly team meetings with a focus on instructional practices
- Teacher teaching teams collaborate weekly to design differentiated instruction
- Teachers will participate in instructional trainings as part of the Literacy and Justice for All Grant
- Coaches and Administrators will complete monthly instructional blitzes
- Teachers will participate in Data Digs three times a year 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
- 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



**HUMAN
RESOURCES**

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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 like
if we provide opportunities for all
children (student groups)?

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

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

- 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

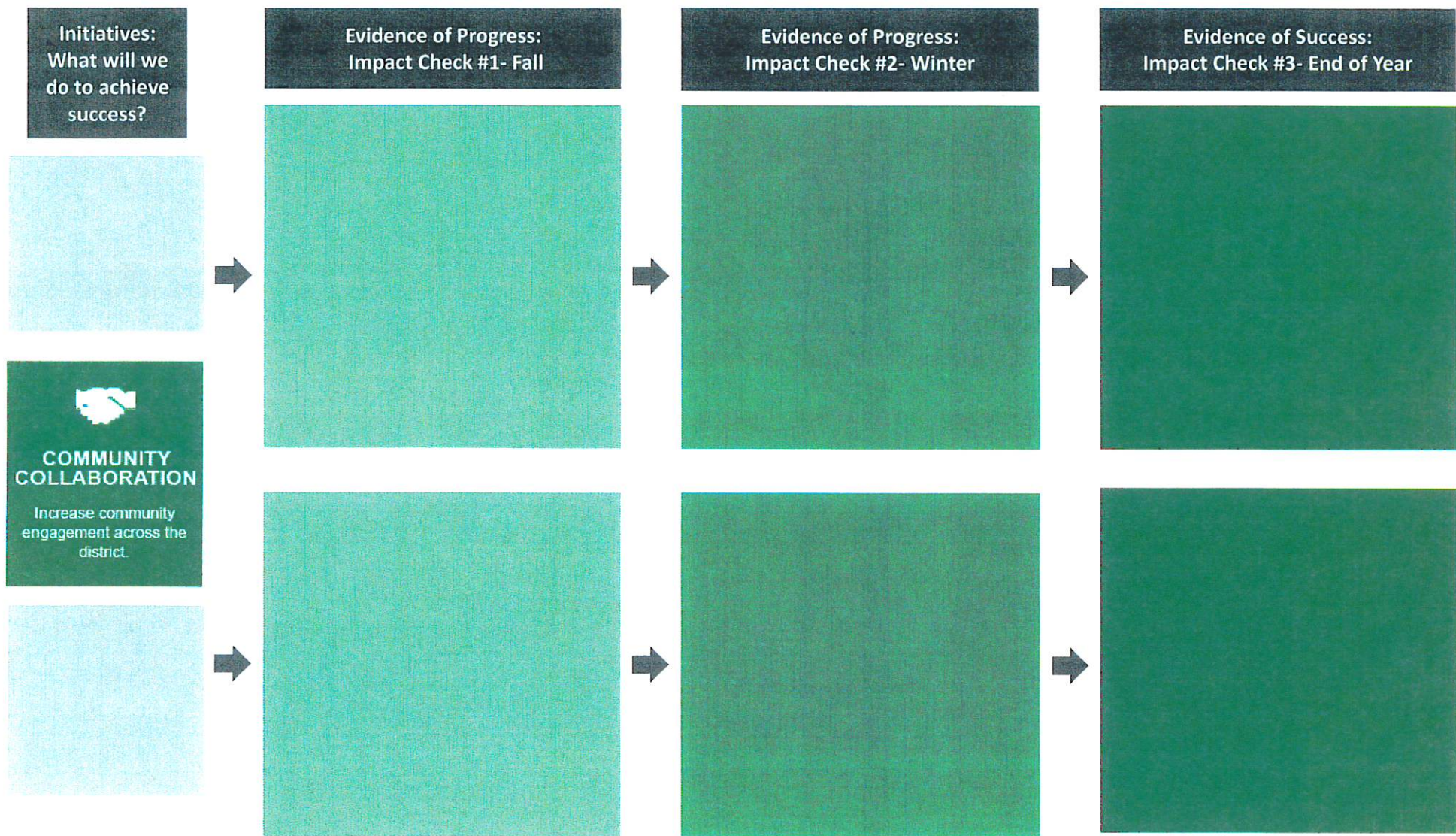


- Host Coffee Talks aimed at engaging parents with other parents
- Continue work with Dragon FIRE Literacy Nights to provide books and reading strategies to targeted families
- Continue offering Math Nights to help educate parents on basic math standards and strategies
- Continue Digital Dragons Computer 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
- Provide parenting classes utilizing community resources aimed at helping parents increase literacy in the home

- 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 number of parents participating in coffee talks
- Increase the number of parents participating in parenting classes

- 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



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 like
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

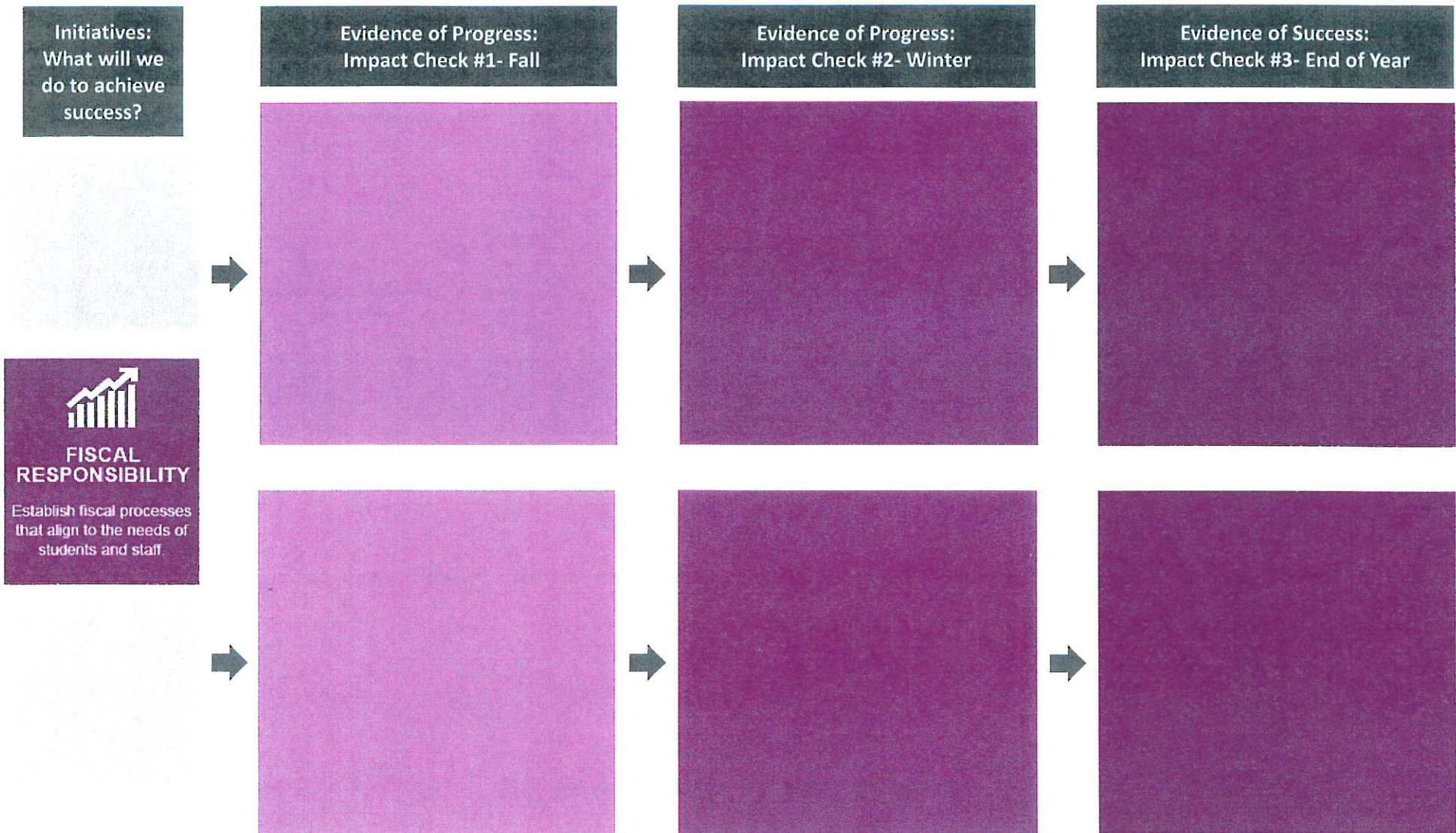
Establish fiscal processes
that align to the needs of
students and staff.

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 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



Charter Funding - Strategic Support

-SGT Request Form-

School: Hickory Hills Elementary

Amount Requested: \$30,249

Date of SGT Approval/Vote¹:

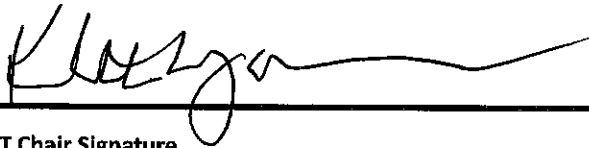
Strategic Alignment: Explain how your proposed use of charter funds aligns to your school improvement plan (and/or the district strategic plan) and the long-term outcomes or goals highlighted in your plan.

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

Implementation: (Project Activities – including any Enhanced Roles?)	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.	\$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) -

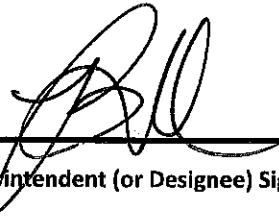
Evaluation/RO³: How will you measure your project results? For each of the project outcomes and long-term outcomes listed above, indicate how you will measure your results. Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.



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.