








TITLE I SCHOOLWIDE PLAN		
School Name: Hillside Elementary		District Name: Fulton
Principal Name: Dr. Hardray Dumas		School Year: 2018-2019
School Mailing Address: 9250 Scott Rd., Roswell, GA 30076		
Telephone: 470-254-6362		
District Title I Director/Coordinator Name: Catherine Harper		
District Title I Director/Coordinator Mailing Address: 6201 Powers Ferry Rd., Atlanta, GA 30339		
Email Address: harpercd@fultonschools.org		
Telephone: 470-254-0426		
ESSA ACCOUNTABILITY STATUS		
Comprehensive Support School <input type="checkbox"/>		Targeted Support School <input type="checkbox"/>
Principal's Signature:		Date: 9/14/18
Title I Director's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:

District Strategic Plan Outcomes

Focus Area	Outcome
	Our goal is to prepare all students to graduate ready to pursue and succeed on their chosen paths
 <p>Student Achievement</p>	3rd grade literacy: Increase the percentage of students reading at or above grade level in 3rd grade
	Middleschool proficiency: Increase the percentage of students who score proficient on nationally norm-referenced assessments in core subject areas by 8th grade
	On-track for graduation: Increase the percentage of 9th graders earning course credits needed to be on-track for graduation and the percentage of 10th graders meeting the college readiness benchmark on the PSAT
	Student success skills: Increase the percentage of students who demonstrate mastery of academic and interpersonal skills needed for college, career and life success
 <p>People & Culture</p>	School and district culture: Increase the percentage of families and students who would recommend FCS as a place to attend school to a family member or friend
	Staff engagement: Increase the percentage of employees who would recommend FCS as a place to work to a family member or friend
	Teacher retention: Increase retention of teachers beyond their 5th year
 <p>Community Collaboration</p>	Partnerships: Increase the percentage of schools with impactful partnerships that align to school goals
	School governance: Increase the percentage of effective School Governance Councils
	Family engagement: Increase the percentage of families who feel empowered to support their students' educational journeys
 <p>Fiscal Responsibility</p>	Funding to schools: Maintain a high percentage of the overall budget that directly supports schools
	Budget management: Review and report the variance of budgeted and actual revenues and expenditures, while considering long-term budget impact
	Transparent and efficient management of local funds: Reduce the number of audit findings for Student Activity funds and ensure effective management of funds between schools and School Governance Councils

Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Hardray Dumas		Principal
Adrienne Grainger Smith		Assistant Principal
Kelly Moynihan		CST
Katie Dewey		Counselor
Priscilla Carter		Kindergarten PLC Leader
Karla Friday		1 st Grade PLC Leader
Jenna Frydman		2 nd Grade PLC Leader
Innai Thompson		3 rd Grade PLC Leader
Kristina Tull		4 th Grade PLC Leader
Sonja Beasley		5 th Grade PLC Leader
Darlene Lemcoe		Parent Liaison
Kathleen Simon		METI
Deanna Newman		ESOL Lead Teacher
Carissa Donges		Parent
Chrissy Holbrook		Parent

1. Comprehensive Needs Assessment: Sec. 1114(b)(6)

1. A comprehensive needs assessment is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; **Sec. 1114(b)(6)**

Describe the Comprehensive Needs Assessment Process used developing your needs and goals for your Strategic Plan and/or 90-day plan.

Response

Hillside utilized a variety of sources of data to develop needs and goals for the 2018-2019 Title 1 plan. The plan was created with the participation of several stakeholders who represent different areas within the school and community. Data sources utilized for this plan include 2017-2018 Georgia Milestones data, Fastbridge data, Write Score data, staff and parent surveys, and input meetings. The leadership team met to examine data, determine the school's needs, and create schoolwide goals. Team members worked to develop different specific portions of the plan. Leadership team members then met with their prospective teams to gain input in determining specific grade level/ content area goals.

Review your data by subgroup and note areas of deficit. (ED, EL, Race, SWD)

Comparison of 2018 Georgia Milestones percentages from the 2017 administration.

All Students:

- In 3rd Grade ELA- 6.4 % gain in developing or higher on 2018 Georgia Milestones assessment (75-81.4)
- In 4th Grade ELA- Decrease from 90.7 to 75.4 in developing or higher on 2018 Georgia Milestones assessment.
- In 5th Grade ELA- Increase from 92 to 94.4 in developing or higher on 2018 Georgia Milestones assessment.
- In 3rd Grade Math- Increase from 87.9 to 96.6 in developing or higher on 2018 Georgia Milestones assessment.
- In 4th Grade Math- Decrease from 93.5 to 84.6 in developing or higher on 2018 Georgia Milestones assessment.
- In 5th Grade Math- Increase from 88.8 to 90.3 in developing or higher on 2018 Georgia Milestones assessment.
- In 5th Grade Science- Increase from 80.9 to 84.7 in developing or higher on 2018 Georgia Milestones assessment.
- In 5th Grade Social Studies- Increase from 82.8 to 91.7 in developing or higher on 2018 Georgia Milestones assessment.

Black students:

- In 5th Grade ELA- Increase from 87.5 to 88.2 in developing or higher on 2018 Georgia Milestones assessment.
- In 5th Grade Math- Increase from 87.5 to 94.1 in developing or higher on 2018 Georgia Milestones assessment.
- In 5th Grade Science- Increase from 75 to 88.2 in developing or higher on 2018 Georgia Milestones assessment.
- In 5th Grade Social Studies- Increase from 79.2 to 94.1 in developing or higher on 2018 Georgia Milestones assessment.

ELL students:

- In 5th Grade ELA- Increase from 60 to 72.7 in developing or higher on 2018 Georgia Milestones assessment.
- In 5th Grade Math- Decrease from 66.7 to 63.6 in developing or higher on 2018 Georgia Milestones assessment.
- In 5th Grade Science- Increase from 50 to 54.5 in developing or higher on 2018 Georgia Milestones assessment.
- In 5th Grade Social Studies- Increase from 40 to 72.7 in developing or higher on 2018 Georgia Milestones assessment.

Economically Disadvantaged students:

- In 5th Grade ELA- Increase from 88.9 to 91.7 in developing or higher on 2018 Georgia Milestones assessment.
- In 5th Grade Math- Decrease from 84.2 to 83.3 in developing or higher on 2018 Georgia Milestones assessment.
- In 5th Grade Science- Increase from 68.4 to 70.8 in developing or higher on 2018 Georgia Milestones assessment.
- In 5th Grade Social Studies- Increase from 75 to 87.5 in developing or higher on 2018 Georgia Milestones assessment.

List any additional needs to be addressed with your Title I programs that are not in your strategic plan or 90-day plan (if none, type N/A)

Need 1:

Data to Show Need 1:

Need 2:

Data to Show Need 2:

Need 3:

Data to Show Need 3:

2a.i: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)] to meet the challenging State academic standards;**

2a.ii: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **use methods and instructional strategies strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education**

4a: Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)

Goal 1: The percentage of students in 5th grade scoring at the proficient level on the 2018 Georgia Milestones social studies test will increase by 5% in 2019. (33% increase to 38%)

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost	Person Responsible
3-5 Sci/Social Studies Teacher for Class Size Reduction	see Logic Model	August 2018 – May 2019	Please refer to budget report per Principal	Principal

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity	Students with Disability

2a.i: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)] to meet the challenging State academic standards;**

2a.ii: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **use methods and instructional strategies strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education**

4a: Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)

Goal 2: The percentage of students in the 4th grade cohort scoring level 2 or higher on the Ga. Milestones Narrative response will increase by 10% from 2018 to 2019. (from 49.1 to 59.1)

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost	Person Responsible

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
<i>We offer a “Success Lab” each morning before school starts for 3rd- 5th grade students with extra support in ELA/Reading and Math. In addition, struggling 3rd and 5th grade students will have an opportunity to attend Extended Day after school for math and/or reading support. The school will fund the addition of 4th grade students to this group.</i>	
English Learners	Migrant
<i>We offer a “Success Lab” each morning before school starts for 3rd- 5th grade students with extra support in ELA/Reading and Math. In addition, struggling 3rd and 5th grade students will have an opportunity to attend Extended Day after school for math and/or reading support. The school will fund the addition of 4th grade students to this group.</i>	

Race/Ethnicity	Students with Disability
<p><i>We offer a “Success Lab” each morning before school starts for 3rd- 5th grade students with extra support in ELA/Reading and Math. In addition, struggling 3rd and 5th grade students will have an opportunity to attend Extended Day after school for math and/or reading support. The school will fund the addition of 4th grade students to this group.</i></p>	<p><i>We offer a “Success Lab” each morning before school starts for 3rd- 5th grade students with extra support in ELA/Reading and Math. In addition, struggling 3rd and 5th grade students will have an opportunity to attend Extended Day after school for math and/or reading support. The school will fund the addition of 4th grade students to this group.</i></p>

2a.i: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)] to meet the challenging State academic standards;**

2a.ii: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **use methods and instructional strategies strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education**

4a: Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)

Goal 3: The percentage of students in grades 4-5 scoring at the proficient/distinguished on the 2018 Georgia Milestones Math will increase their performance by 3% in 2019. (4th 48-51%, 5th 57-60%)

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost	Person Responsible

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
<i>We offer a “Success Lab” each morning before school starts for 3rd- 5th grade students with extra support in ELA/Reading and Math. In addition, struggling 3rd and 5th grade students will have an opportunity to attend Extended Day after school for math and/or reading support. The school will fund the addition of 4th grade students to this group.</i>	
English Learners	Migrant
<i>We offer a “Success Lab” each morning before school starts for 3rd- 5th grade students with extra support in ELA/Reading and Math. In addition, struggling 3rd and 5th grade students will have an opportunity to attend Extended Day after school for</i>	

<p>math and/or reading support. The school will fund the addition of 4th grade students to this group.</p>	
<p>Race/Ethnicity</p>	<p>Students with Disability</p>
<p>We offer a “Success Lab” each morning before school starts for 3rd- 5th grade students with extra support in ELA/Reading and Math. In addition, struggling 3rd and 5th grade students will have an opportunity to attend Extended Day after school for math and/or reading support. The school will fund the addition of 4th grade students to this group.</p>	<p>We offer a “Success Lab” each morning before school starts for 3rd- 5th grade students with extra support in ELA/Reading and Math. In addition, struggling 3rd and 5th grade students will have an opportunity to attend Extended Day after school for math and/or reading support. The school will fund the addition of 4th grade students to this group.</p>

<p>2a.iii School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include:</p>
<p>a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas</p>
<p><i>Response</i></p> <p><i>At Hillside, students engage in weekly Character Education lessons in the homeroom setting. These Character Education lessons are further emphasized in monthly lessons in the counseling specials rotation. Hillside has partnered with the 100 Black Men of North Metro Mentoring Program to support identified students with a monthly mentoring program. Students also engage in an online mindfulness program called Inner Explorer to help them better understand how to self-regulate their emotions. Hillside also supports a Peer Mentoring Program where a 4th grade student spends time with a younger student. Hillside students are exposed to the Think First Stay Safe Curriculum.</i></p>
<p>b. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);</p>
<p><i>Response</i></p>

c. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

Response

The school will utilize a Response to Intervention process where students will receive varied levels of support through a tiered model. This RTI process will support the school-wide Positive Behavior Interventions and Supports system as well, which helps teachers to proactively teach desired student behaviors and reinforces students by rewarding them for displaying those behaviors. The school's Opportunity Room also serves as a part of a tiered model, where students have an opportunity and space where they are able to reflect in order to turn problem behaviors around before disciplining actions by school administrators.

e. strategies for assisting preschool children in the transition from early childhood education

Response

The school will allow pre-school teachers to collaborate with kindergarten teachers to understand kindergarten expectations. Through a Kindergarten round-up program, preschool children are given opportunities to experience what kindergarten is like. Parents are also provided with information regarding the transition from preschool to kindergarten.

3. Schoolwide Plan Development: Sec. 1114(b)(1-5)

a. is developed during a 1-year period, unless – the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

Response

Hillside developed a schoolwide plan during the previous school year for the current school year. Parents and stakeholders were invited to provide input via different methods. The strategic plan was also developed over the last school year and will be monitored throughout this school year and upcoming years for implementation and progress. Parents are invited to participate and give input on the plan and will be notified of results. Other stakeholders such as school based staff will be regularly updated on progress and given opportunities to provide feedback.

b. is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

Response

Multiple stakeholders such as parents, community members, teachers, administrators, and other school staff where involved in the development of the schoolwide plan. Information was gathered in a variety of ways and compiled in order to determine the overall needs of the school in order to support student growth and achievement. The plan will be regularly monitored and appropriate stakeholders will

c. remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

Response

The current schoolwide strategic plan is in effect from 2018-2022. Aspects of the plan in each of the 4 pillars will be regularly monitored throughout the school year in order to continuously track progress. If necessary the plan will be revised with the input of several stakeholders with whom have a part in the success of the plan.

d. is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Response

The schoolwide strategic plan is readily available through a variety of mediums. The plan is physically available in hard-copy at the school and electronically on the school's website. The strategic plan is available for pick-up during any and all school-wide events. Should the plan be needed in another language, such as Spanish, it is available.

4b: Describe how the school will use and implement effective parent and family engagement strategies for parents of English Learners. Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C)

Response

In order to effectively reach parents of English Learners a variety of strategies will be utilized. During all family engagement activities, interpreters will be available. Documents for parents will be translated in parents' home language. In the Parent Resource center, parents will be able to take online English lessons. Computers are available for use in the Parent resource center as needed. In addition, parenting periodicals located in the Parent Resource Center are available in English and Spanish.

4c: If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—

i. through coordination with institutions of higher education, employers, and other local partners

Response

N/A

ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

Response

N/A

Parent and Family Engagement Plan

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
Parent & Family Engagement Plan (PFEP)	August – September 2018	Acquire instructional paraprofessional/parent liaison to assist in building parent capacity (parent involvement policy, compact, parent workshops/meetings) to help improve student achievement in reading, math, and social studies	Principal Parent Liaison Staff Parents	Georgia Department of Education Checklist (Met, Did Not Meet, N/A)	Evidence of Distribution: School website, “All Teachers/Staff” email, School Messenger w/Script, notifying parents when and how PIPs will be sent home and/or where to pick up a copy if not received
School-Family Compact	Revised/Approved by September 30, 2018 100% compacts collected by October 31, 2018	\$0	Principal Parent Liaison Staff Parents Students	Georgia Department of Education Checklist (Met, Did Not Meet, N/A)	Staff Input Meetings: Grade level collaboration to establish target learning goals, Agenda/Sign-In Sheets, Meeting Minutes Parent invitations, Send home with students
Title I Annual Parent Meeting	August 2018 – September 30, 2018	\$0	Principal Parent Liaison Staff	Georgia Department of Education Checklist (Met, Did Not Meet, N/A)	Minimum of 2 different parent invitations School website (required) Flyer, Marquee, School Messenger
Parent Input Meeting (1%) Stakeholder input in Title I plan	April 2019	\$0	Principal Parent Liaison Parents	Parent Survey	Minimum of 2 different parent invitations School website (required) Flyer and Marquee, Agenda/Sign-In Sheets
Transition Meetings (Preschool Programs; all transitions)	May 2019	\$0	Principal Counselor Parents	Parent Surveys	Early registration data Marquee School website
Building Staff Capacity	August 2018- May 2019	\$0	Principal Parent Liaison Staff	Staff Surveys	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, invitations, assignments w/follow-up, parent input
Parent Resource Center	August 2018- May 2019	\$0	Parent Liaison Teachers Parents RTI Team	Parent Resource sign-in sheet	Announce at parent workshops, School newsletter
Monthly Title I Parent Meetings/ Family Nights	August 2018- May 2019	\$0	Parent Liaison Teachers Parents Presenters	Parent Surveys	Minimum of 2 different parent invitations: School website (required), Flyer, Marquee, School Messenger Agenda/Sign-In Sheets