



# **A. SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN TITLE I TARGETED ASSISTANCE (TA) PLAN**

<p><b>NAME OF SCHOOL/PRINCIPAL:</b></p> <p><b>Hillside Elementary School/Maisha Otway Ed. D</b></p>
<p><b>NAME OF DISTRICT/SUPERINTENDENT:</b></p> <p>Fulton County Schools Dr. Jeff Rose, Superintendent 6201 Powers Ferry Road NW Atlanta, Georgia 30339</p>
<p><input type="checkbox"/> <i>Comprehensive Support School</i>   <input type="checkbox"/> <i>Targeted Support School</i>   <input checked="" type="checkbox"/> <i>Schoolwide Title 1 School</i>   <input type="checkbox"/> <i>Targeted Assistance Title 1 School</i> <input type="checkbox"/> <i>Non-Title 1 School</i>   <input type="checkbox"/> <i>Opportunity School</i></p>

## DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

### **B. Advancing Leadership | Transforming Schools**

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

<b>SIGNATURES:</b>	
Superintendent _____	Date _____
Principal Supervisor _____	Date _____
Principal _____	Date _____
Title 1 Director _____ (Title 1 Schools only)	Date _____

#### Planning Committee Members (SW- 8, 16; TA- 7 )

Name	Position/Role	Signature
Maisha Otway	Principal	
Kelly Moynihan	Curriculum Support Teacher	
Katie Dewey	School Counselor	
Priscilla Carter	K PLC Leader	
Karla Friday	Grade 1 PLC Leader	
Jen Lawson	Grade 2 PLC Leader	
Grace Farr	Grade 3 PLC Leader	
Christina Tull	Grade 4 PLC Leader	
Sonya Beasley	Grade 5 PLC Leader	
Darlene Lemcoe	Title I Parent Liaison	

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Kathleen Simon	METI	
Deanna Newman	ESOL Lead Teacher	
Kim Vignale	Parent	
Molly Naugher	Parent	
Christy Sniecinski	Parent	
Carissa Donges	Parent	
Chrissy Holbrook	Parent	

Title I only (SWP 10, 15, 19; TA 3, 6)  
 The Letter of Intent for Title I Schoolwide was submitted on \_\_\_\_\_.

Please indicate the programs that are consolidated in this plan: Title I \_\_\_\_\_

School Designated as a Priority School **No** (Yes or No)                      School Designated as a Focus School **No** (Yes or No)

**C. Needs Assessment/ Data Review Results (Include Charts/Graphs)**

**(SWP 1, 11, 12, 13, 14, 17, 18; TA-1, 8)**

Georgia Milestones EOG Grades 3-5

	Number of Students	Developing & Proficient (Level 2, 3 & 4) Percent*	(+/-)	Proficient (Level 3&4) Percent*	(+/-)	Number of Students	Developing & Proficient (Level 2, 3 & 4) Percent*	(+/-)	Proficient (Level 3&4) Percent*	(+/-)
Hillside 3rd ELA/M	64	75	8	48	7	66	88	12	48	3
Hillside 4th ELA/M	75	91	17	67	19	77	94	11	57	11
Hillside 5th ELA/M	87	92	17	60	20	89	89	16	52	17
Hillside 5th Sci/SS	89	81	17	43	13	87	83	21	28	9

Georgia Milestones EOG domain specific percentages of "Remediate Learning"

ELA Domains	3rd	4th	5th
Reading & Vocabulary	58%	21%	43%
Writing & Language	59%	38%	48%

Reading Domains	3rd	4th	5th
Reading Status = Below	28	10	12

Math Domains	3rd	
Operations/algebraic think	48	
Number & Ops	53	
Measurement & Data	40	
Geometry	36	
Math Domains	4th	5th

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Idea dev, org, coherence	30	8	11
language usage, convt L1	40	18	12
narrative response L1*	25	21	35
Lexile	28	10	12

\*3rd & 5th had groups score narrative L0

Operations/algebraic think	44	33
Number & Ops in Base 10	39	42
Number & Ops-Fractions	39	55
Measurement & Data	34	49
Geometry	52	28

Georgia Milestones EOG domain specific percentages of "Remediate Learning"

Science Domains	5th Only
Earth	52%
Physical	67%
Life	54%
Social Studies Domains	5th Only
History	76%
Geography	64%
Government/Civics	58%

STAR © reading and math assessments are the district benchmark assessments to provide information about student growth and achievement in reading and math. STAR © is administered three times per year and they correlate to our state assessment, measure growth, student achievement and serve as performance predictors on GMAS our state standardized test.

STAR Reading 2017-18

1 <sup>st</sup> Grade	fall	spring	2 <sup>nd</sup> grade	fall	spring	3 <sup>rd</sup> Grade	fall	spring	4 <sup>th</sup> grade	fall	Spring
At/Above	68%	75%	At/Above	60%	75%	At/Above	57%	73%	At/Above	76%	86%
On Watch	4%	7%	On Watch	6%	8%	On Watch	7%	3%	On Watch	4%	2%
Intervention	12%	10%	Intervention	16%	10%	Intervention	20%	15%	Intervention	11%	8%
Urgent Intervention	16%	8%	Urgent Intervention	18%	7%	Urgent Intervention	17%	7%	Urgent Intervention	9%	4%
5 <sup>th</sup> Grade	fall	spring									

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At/Above	70%	74%
On Watch	8%	10%
Intervention	11%	9%
Urgent Intervention	11%	7%

STAR Math 2017-18

1 <sup>st</sup> Grade	fall	spring	2 <sup>nd</sup> grade	fall	spring	3 <sup>rd</sup> Grade	fall	spring	4 <sup>th</sup> grade	fall	spring
At/Above	80%	80%	At/Above	75%	75%	At/Above	70%	71%	At/Above	68%	80%
On Watch	5%	5%	On Watch	4%	7%	On Watch	9%	8%	On Watch	15%	13%
Intervention	6%	8%	Intervention	12%	12%	Intervention	11%	9%	Intervention	15%	4%
Urgent Intervention	9%	7%	Urgent Intervention	9%	6%	Urgent Intervention	9%	12%	Urgent Intervention	3%	3%
5 <sup>th</sup> Grade	fall	spring									
At/Above	73%	75%									
On Watch	8%	8%									
Intervention	9%	11%									
Urgent Intervention	9%	6%									

**Comprehensive Needs Assessment (SW 1; TA-1)**

**Data Review Summary**

**“Root Cause Analysis”**

	<b>Strengths</b>	<b>Challenges</b>	<b>Needs</b>	<b>Prioritized Needs</b>
<b>Achievement Data</b>	<p><b><u>2017 EOG/Georgia Milestones</u></b></p> <p>Increased over 10 points in 16 out of 19 indicators grades 3-5</p> <p>Increased over 20 points in 5<sup>th</sup> grade ELA</p> <p>Increased 21pts in 5<sup>th</sup> grade science level 2-4</p> <p>4<sup>th</sup> and 5<sup>th</sup> grade ELA over 90% Level 2-4</p> <p>4<sup>th</sup> grade ELA 67% level 3-4</p> <p>4<sup>th</sup> grade Math 57% level 3-4</p> <p>4<sup>th</sup> grade Math 94% level 2-4</p> <p>4<sup>th</sup> grade Math 57% level 3-4</p> <p>3<sup>rd</sup> grade Math 88% level 2-4</p> <p><b>2017 fall/spring comparison STAR © Rdg</b></p> <p>2<sup>nd</sup> grade increased 15% At/Above</p>	<p><b><u>2017 EOG/Georgia Milestones</u></b></p> <p>Only 3pt increase in 3<sup>rd</sup> grade Math</p> <p>3<sup>rd</sup> grade ELA 75% level 2-4</p> <p>3<sup>rd</sup> grade ELA 48% level 3-4</p> <p>3<sup>rd</sup> grade Math 48% level 3-4</p> <p>4<sup>th</sup> grade ELA 67% level 3-4</p> <p>4<sup>th</sup> grade Math 57% level 3-4</p> <p>5<sup>th</sup> grade 81% Science level 2-4</p> <p>5<sup>th</sup> grade 43% Science level 3-4</p> <p>5<sup>th</sup> grade 83% Social Studies level 2-4</p> <p>5<sup>th</sup> grade 28% Social Studies level 3-4</p> <p>5<sup>th</sup> gr. Science 19% Beginning Learners</p> <p>5<sup>th</sup> gr. Social Studies 13% Beginning Learners</p>	<ul style="list-style-type: none"> <li>• Increase the number of 3<sup>rd</sup> learners who read at or above grade level.</li> <li>• Learners to show mastery of Georgia Standards of Excellence for mathematics</li> <li>• Learners to show mastery of Georgia Performance Standards for Social Studies and Science</li> <li>• Learners to write at grade level proficiency</li> <li>• Learners to show mastery of Georgia Standards of Excellence for ELA</li> </ul> <p><b><u>Root Causes are:</u></b></p> <p>1) Coaching on using PLCs to support data disaggregation in all content areas (ELA, Math, Sci/SS)</p> <p>2) Phonics instruction implementation in grades k-3 using learner performance data to group flexibly, frequently &amp; strategically</p>	<p><b>Prioritized Need 1-</b></p> <ul style="list-style-type: none"> <li>• <b>Improve student achievement for 3-5 learners in Science and Social Studies</b></li> </ul>

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	<p>3<sup>rd</sup> grade increased 16% At/Above</p> <p>4<sup>th</sup> grade increased 10% At Above</p> <p>4<sup>th</sup> grade 86% At/Above</p> <p>Grades 1,2,3 &amp; 5 scored 73+% At/Above</p> <p><b>2017 fall/spring comparison STAR© Math</b></p> <p>4<sup>th</sup> grade increased 12% At/Above</p> <p>80% of 1<sup>st</sup> and 3<sup>rd</sup> grade 80% At/Above</p>	<p>5<sup>th</sup> grade Science 38% Developing Learners</p> <p>5<sup>th</sup> gr. Social Studies 55% Developing Learners</p> <p><b>Domain specific GMAS Remediate levels</b></p> <p>67% of 5<sup>th</sup> graders: Physical Science</p> <p>54% of 5<sup>th</sup> graders: Earth Science</p> <p>52% of 5<sup>th</sup> graders: Life Science</p> <p>76 % of 5<sup>th</sup> graders : History</p> <p>64% of 5<sup>th</sup> graders: Geography</p> <p>58% of 5<sup>th</sup> graders: Gov't/Civics</p> <p>53% of 3<sup>rd</sup> graders: numbers &amp; operations</p> <p>52% of 4<sup>th</sup> graders: geometry</p> <p>55% of 5<sup>th</sup> graders: num &amp; ops- fractions</p> <p>40% of 3<sup>rd</sup> graders: language usage, Conventions</p> <p>30% of 3<sup>rd</sup> gr: Idea Development, org, coherence</p> <p><b>2017 fall/spring comparison STAR© Rdg</b></p> <p>3<sup>rd</sup> gr. 22% Intervention+ Urgent Intervention</p> <p>2<sup>nd</sup> gr. 17% Intervention+ Urgent Intervention</p> <p><b>2017 fall/spring comparison STAR© Math</b></p> <p>4<sup>th</sup> grade only showed significant growth in AT/Above from fall to spring</p> <p>3<sup>rd</sup> grade 4% increase in urgent intervention</p> <p>3<sup>rd</sup> grade 21% urgent intervention + intervention</p>	<p>3) (K-5) Guided Reading (Voice-focus on student feedback &amp; reflection)</p> <p>4) Science/SS support with a blended collaboration with ELA, literacy standards</p> <p>5) k-5 math reasoning (fluency k-2/problem solving 3-5)</p> <p>5) New staff development on building parent capacity and teaching strategies that enable parents to assist in the education and development of his/her child</p>	
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<p><b>Perception Data</b></p>	<ul style="list-style-type: none"> <li>• School Climate 4-Star rating</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Survey: Parents indicated increased parent workshops would be beneficial in 2017-18</li> </ul>		<p><b>Prioritized Need 2-</b></p> <ul style="list-style-type: none"> <li>• <b>Improve student achievement for all students in Narrative Writing</b></li> </ul>
<p><b>Observation Data</b></p>	<ul style="list-style-type: none"> <li>• TKES walkthroughs and formative evaluations reveal 100% of teachers scored Proficient to Exemplary in Instructional Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• District PL team identified teachers need to plan and implement increased opportunities for learners to self-reflect and provide quality voice to their learning.</li> </ul>		<p><b>Prioritized Need 3-</b></p> <ul style="list-style-type: none"> <li>• <b>Improve math reasoning for all students in Math</b></li> </ul>

### Needs Assessment/ Data Review Results

(SWP 1, 11, 12, 13, 14, 17, 18; TA-1, 8)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Improve Social Studies achievement for learners in grades 3-5	CCRPI 2014 and 2015 Georgia Milestones 15/16 and 16/17	School Administrative Team School Leadership Team Teachers Parent Liaison Parents	Georgia Department of Education – CCRPI School Website Report Cards School Newsletter Atlanta-Journal Constitution Curriculum Night School goals
Improve ELA/ narrative writing performance for K-5 learners	Georgia Milestones 15/16 and 16/17 STAR © Reading	School Administrative Team School Leadership Team Teachers Parent Liaison Parents	
Improve math reasoning for k-5	Georgia Milestones 15/16 and 16/17 STAR © Math	School Administrative Team School Leadership Team	

learners in Math	Yukon Math Personalized Learning walkthrough data	Teachers Parent Liaison Parents	
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**D. SMART GOAL #1**  
**(SW 2, 7, 9, 10; TA 1, 3, 6, 7, 8)**

- SMART GOAL #1 (Social Studies) The percentage of students in 5<sup>th</sup> grade scoring at the proficient level on the 2017 Georgia Milestones social studies test will increase by 5% in 2018. (28% increase to 33%)

Georgia School Performance Standard	Student group (All or subgroup) (SWP 9)	Action /Strategies (Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		

Georgia School Performance Standard	Student group (All or subgroup) (SWP 9)	Action /Strategies (Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p><b>Instruction Standard 4:</b> Teachers use research-based instructional practices that positively impact student learning</p> <p><b>Instruction Standard 8:</b> Establishes a learning environment that empowers students to actively monitor their own progress</p> <p><b>Assessment Standard 3:</b> Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</p>	K-5 <sup>th</sup> grade	<ul style="list-style-type: none"> <li>Focus on literacy skills through balanced literacy framework</li> <li>Collaborative PLC framework between ELA and Science/SS teachers to select, implement, and evaluate effective reader’s and writer’s workshop strategies.</li> <li>K-2 Teacher professional development in responsive teaching for just-in-time-direct instruction, guided reading, phonics, iread data analysis, instructional strategies</li> <li>K-2 Teacher implementation of just-in-time-direct instruction, guided reading, phonics, iread rotations based on responsive teaching.</li> <li>3-5 Teacher implementation of just-in-time-direct instruction, guided reading, phonics, iready rotations based on responsive teaching.</li> <li>3-5 Teachers will implement student self-assessment/reflection through student checklist and rubrics.</li> <li>Conduct (K-2) parent workshops for phonics support at home.</li> <li>Conduct (2-5) parent workshops self-assessment/reflection support at home.</li> </ul>	Unit Plans, PLC minutes, Coaching Minutes, Agendas for PD, Data analysis	<p><b>School Leaders Demonstrate:</b> Set the conditions for literacy to be a focus for the school.</p> <p>Provide PD on teacher practices for learner voice with PD on rubrics/checklist use and writer’s workshop.</p> <p><b>Teachers Demonstrate:</b> Effective instructional strategies that include differentiation through responsive teaching</p> <p>Teachers use balanced literacy strategies to teach social studies content</p> <p><b>Students Demonstrate:</b> Ability to self-assessment using rubrics/checklists</p> <p>Ability to self-assess using learning progressions</p> <p>Ability to self-assess using BTN’s</p> <p>Ability to record strategies used in independent reading.</p>	<p><b>Title I Director provides guidance and oversees Title cross-functional monitoring of program</b></p> <ul style="list-style-type: none"> <li>Technical School Visits</li> <li>Plan/Budget Analysis</li> <li>Professional Development and Guidance</li> </ul> <p><b>Principal and AP</b></p> <ul style="list-style-type: none"> <li>Admin Informal/Formal Observations</li> <li>Coaching Sessions</li> <li>Parent Liaison sessions</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>Observations</li> <li>Student products</li> <li>PLC mtgs</li> <li>District Sci/SS assessment</li> <li>3-5 Write/Read Score ©</li> <li>K Star © Literacy</li> <li>1-2 Star © Reading</li> </ul>	<p><b>Title I</b></p> <p>.5 Parent Liaison-21,007</p>

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies (Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
	(SWP 9)		Artifacts	Evidence		

**SMART GOAL #2 (Narrative Writing)** The percentage of students in 4<sup>th</sup> grade designated as monitor/accelerate learning for narrative response on their 3<sup>rd</sup> grade 2017 Georgia Milestones will increase by 5% in 2018. (75% increase 80%)

**(SW 2, 7, 9, 10; TA 1, 3, 6, 7, 8)**

Georgia School Performance Standard	Student group (All or subgroup) (SWP 9)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		

Georgia School Performance Standard	Student group (All or subgroup) (SWP 9)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p><b>Instruction Standard 5:</b> Differentiates instruction to meet specific learning needs of students</p> <p><b>Instruction Standard 6:</b> Uses appropriate, current technology to enhance learning</p> <p><b>Assessment Standard 3:</b> Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</p>	All students in grades 1-5	<ul style="list-style-type: none"> <li>Teacher receive professional development in writer’s workshop and guided reading instructional strategies and academically challenging environments.</li> <li>Teachers collaborate in PLCs to select, implement, and evaluate effective strategies that yield high student growth and performance for reading and writer’s workshop.</li> <li>K-2 Teacher implementation of technology based just-in-time-direct instruction, phonics, iread rotations</li> <li>3-5 Teacher implementation of technology based just-in-time-direct instruction, phonics, iready rotations</li> <li>3-5 Teachers will implement student self-assessment through student checklist and rubrics.</li> <li>Conduct (K-2) parent workshops for phonics support at home.</li> <li>Conduct (2-5) parent workshops narrative writing and self-assessment/reflection support at home.</li> </ul>	Unit Plans, PLC minutes, Coaching Minutes, Agendas for PD, Data analysis, Parent workshops	<p><b>School Leaders Demonstrate:</b> Set the conditions for responsive teaching math reasoning to be a focus for the math teams.</p> <p><b>Teachers Demonstrate:</b> Effective instructional strategies that include differentiation through responsive teaching</p> <p>Implement guided reading/writing for responsive teaching</p> <p><b>Students Demonstrate:</b> Students use technology to support differentiation such as pace, platform, and products.</p> <p>Ability to use learning progressions for self-assessment</p> <p>Ability to reflect on writing self-assessments</p>	<p><b>Title I Director provides guidance and oversees Title cross-functional monitoring of program</b></p> <ul style="list-style-type: none"> <li>Technical School Visits</li> <li>Plan/Budget Analysis</li> <li>Professional Development and Guidance</li> </ul> <p><b>Principal and AP</b></p> <ul style="list-style-type: none"> <li>Admin Informal/Formal Observations</li> <li>Content Area Meeting</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>Observations</li> <li>Student products</li> <li>PLC mtgs</li> <li>3-5 Write/Read Score ©</li> <li>3-5 iReady</li> <li>K Star © Literacy</li> <li>1-2 Star © Reading</li> <li>K-3 iRead</li> </ul>	<p><b>Title I</b></p> <p>.5 Parent Liaison-21,007</p>

**SMART GOAL #3 (Math)** The percentage of students in grades 4-5 scoring at the proficient/distinguished on the 2017 Georgia Milestones math will increase their performance by 3% in 2018.  
 (4th 48%-51% 5th 57%-60%)

(SW 2, 7, 9, 10; TA 1, 3, 6, 7, 8)

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		



<p><b>Instruction Standard 4:</b> Teachers use research-based instructional practices that positively impact student learning</p> <p><b>Instruction Standard 5:</b> Teachers differentiate instruction to meet specific learning needs of students</p> <p><b>Assessment Standard 2:</b> A balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p>		<ul style="list-style-type: none"> <li>• Teacher professional development in math reasoning instructional strategies and academically challenging environments</li> <li>• Teacher professional development on running records and responsive teaching</li> <li>• Teachers collaborate to develop a deep understanding of the standards, outline skills, concepts, and level of reasoning required by math standards</li> <li>• Teacher implementation of technology based just-in-time-direct instruction</li> <li>• K-2 implement activities focused on math reasoning 2x every 9 wks</li> <li>• K-2 implement guided math lessons addressing reasoning</li> <li>• 3-5 develop word problem progressions and guided reading of word problems</li> <li>• 3-5 Teacher implementation of technology based just-in-time-direct instruction (Imagine Math/Facts)</li> <li>• Implement Success Lab AM support for Rising 30% of 4<sup>th</sup> &amp; 5<sup>th</sup> grade learners. (Imagine Math /Facts)</li> <li>• Conduct parent workshops for math reasoning support at home</li> </ul>	<p>Unit Plans, PLC minutes, Coaching Minutes, Agendas for PD, Data analysis, Parent workshops</p>	<p><b>School Leaders Demonstrate:</b> Initiate and sustain change to improve staff performance and student learning</p> <p><b>Teachers Demonstrate:</b> Effective instructional strategies that include differentiation through responsive teaching</p> <p>Utilize math running records to address fact fluency</p> <p>Implement math reasoning strategies in each unit of instruction</p> <p><b>Students Demonstrate:</b> Ability to reflect on their learning and progress towards demonstrating mastery and next steps for improvement</p> <p>Track math progress from digital resources</p> <p>Use math reasoning strategies to address math standards</p>	<p><b>Title I Director provides guidance and oversees Title cross-functional monitoring of program</b></p> <ul style="list-style-type: none"> <li>- Technical School Visits</li> <li>- Plan/Budget Analysis</li> <li>- Professional Development and Guidance</li> </ul> <p><b>Principal and AP</b></p> <ul style="list-style-type: none"> <li>- Admin Informal/Formal Observations</li> <li>- Grade Level Meeting Reports</li> <li>- TKES</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>- Observations</li> <li>- Imagine Math © data</li> <li>- Imagine Math © fluency data</li> <li>- Math running records data</li> </ul>	<p><b>Title I</b></p> <p>.5 Parent Liaison-21,007</p> <p>Imagine Math Facts-4,000</p> <p>Imagine Math-8,000</p> <p>Teacher Imagine Math Training-3,000</p>
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**E. Schoolwide Reform Strategies (SW 2; TA-1b)**

**Source Document  
“Research Based Strategies”**

- **Prioritized Need 1:** Improve Social Studies achievement for learners in grades 3-5
- **SMART Goal:** The percentage of students in 5<sup>th</sup> grade scoring at the proficient level on the 2017 Georgia Milestones social studies test will increase by 5% in 2018. (28% increase to 33%)

Georgia School Performance Standard	Instruction Standard 4: Teachers use research-based instructional practices that positively impact student learning Instruction Standard 8: Establishes a learning environment that empowers students to actively monitor their own progress Assessment Standard 3: Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices
What action/strategy would support this standard for all students including migrant, homeless and historically underserved population?	<ul style="list-style-type: none"> <li>• Collaborative PLC framework between ELA and Science/SS teachers to select, implement, and evaluate effective reader’s and writer’s workshop strategies.</li> <li>• K-2 Teacher professional development in responsive teaching for just-in-time-direct instruction, guided reading, phonics, iread data analysis, instructional strategies</li> <li>• K-2 Teacher implementation of just-in-time-direct instruction, guided reading, phonics, iread rotations for responsive teaching.</li> <li>• 3-5 Teacher implementation of just-in-time-direct instruction, guided reading, phonics, iready rotations for responsive teaching.</li> <li>• 3-5 Teachers will implement student self-assessment/reflection through student checklist and rubrics.</li> <li>• Conduct (K-2) parent workshops for phonics support at home.</li> <li>• Conduct (2-5) parent workshops self-assessment/reflection support at home.</li> </ul>
List 2 Teacher Behaviors to support this standard include artifacts?	<ul style="list-style-type: none"> <li>• Effective instructional strategies that include differentiation through responsive teaching</li> <li>• Balanced literacy strategies to teach social studies content</li> </ul> Artifacts: Unit Plans, PLC minutes, Coaching Minutes, Agendas for PD, Data analysis
List 2 Student Behaviors to support this standard include artifacts?	<ul style="list-style-type: none"> <li>• Ability to self-assessment using rubrics/checklists</li> <li>• Ability to self-assess using learning progressions</li> <li>• Ability to self-assess using BTNs</li> <li>• Ability to record strategies used in independent reading.</li> </ul> Artifacts: Student groupings, Evidence of voice, choice & voice boards
List 2 Leadership Behaviors to support this standard include artifacts?	<ul style="list-style-type: none"> <li>• Visit classrooms and talk to students about work</li> <li>• Recognizes teacher success in improving student achievement</li> <li>• Focus coaching conversation aligned with instructional goals.</li> </ul> Artifacts: Emails and other staff recognition for student achievement and TKES walkthroughs/formatives
How would you monitor your action/strategy?	Administrator: Daily classroom visits and Informal/Formal Observations (TKES) Teacher: PLC and Coaching Meetings
How would you fund this initiative using -local, state, federal funds?	Locally Funded: Literacy Coach, F& P guided reading and phonics training Title I-Funded: .5 Parent Liaison

**Prioritized Need 2:** Improve ELA/narrative writing performance for learners in grades 3-5

**SMART Goal:** The percentage of students in 4<sup>th</sup> grade designated as monitor/accelerate learning for narrative response on their 3<sup>rd</sup> grade 2017 Georgia Milestones will increase by 5% in 2018. (75% increase 80%)

Georgia School Performance Standard	<p><b>Instruction Standard 5:</b> Differentiates instruction to meet specific learning needs of students  <b>Instruction Standard 6:</b> Uses appropriate, current technology to enhance learning  <b>Assessment Standard 3:</b> Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</p>
What action/strategy would support this standard for all students including migrant, homeless and historically undeserved population?	<ul style="list-style-type: none"> <li>• Teacher receive professional development in writer’s workshop and guided reading instructional strategies and academically challenging environments.</li> <li>• Teachers collaborate in PLCs to select, implement, and evaluate effective strategies that yield high student growth and performance for reading and writer’s workshop.</li> <li>• K-2 Teacher implementation of technology based just-in-time-direct instruction, phonics, iRead© rotations</li> <li>• 3-5 Teacher implementation of technology based just-in-time-direct instruction, phonics, iReady© rotations</li> <li>• 3-5 Teachers will implement student self-assessment through student checklist and rubrics.</li> <li>• Conduct (K-2) parent workshops for phonics support at home.</li> <li>• Conduct (2-5) parent workshops narrative writing and self-assessment/reflection support at home.</li> </ul>
List 2 Teacher Behaviors to support this standard include artifacts?	<p>Effective instructional strategies that include differentiation through responsive teaching                  Implement guided reading/writing for responsive teaching</p> <p>Artifacts: <u>Unit Plans, PLC minutes, coaching sessions</u></p>
List 2 Student Behaviors to support this standard include artifacts?	<p>Use technology to support differentiation such as pace, platform, and products.                  Self-assess using learning progressions                  Reflect on writing self-assessments using rubrics and checklists                  Demonstrate learner voice through use of rubrics and checklists</p> <p>Artifacts: <u>Student work, Student self-assessments,</u></p>
List 2 Leadership Behaviors to support this standard include artifacts?	<p>School leader sets the conditions for responsive teaching to be a school focus.                  School leaders participate in monthly content areas for PLCs to discuss student achievement.</p> <p>Artifacts: <u>Staff communication about instruction, PLC minutes</u></p>
How would you monitor your action/strategy?	<p>Administrator: <u>Daily classroom visits and Informal/Formal Observations (TKES)</u>                  Teacher: <u>PLC and Coaching Meetings</u></p>
How would you fund this initiative,-local, state, federal funds?	<p>Title I-funded: <u>.5 Parent Liaison</u>                  Locally Funded: <u>guided reading/phonics training, literacy coach support</u></p>

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**Prioritized Need 3:** Improve student achievement for all 3-5 students in Math

**SMART Goal:** The percentage of students in grades 4-5 scoring at the proficient/distinguished on the 2017 Georgia Milestones math will increase their performance by 3% in 2018. (4th 48%-51% 5th 57%-60%)

Georgia School Performance Standard	Instruction Standard 4: All teachers use research-based instructional practices that positively impact student learning Instruction Standard 5: All teachers differentiate instruction to meet specific learning needs of students Assessment Standard 2: A balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction
What action/strategy would support this standard for all students including migrant, homeless and historically underserved population?	<ul style="list-style-type: none"> <li>• Teacher professional development in math reasoning instructional strategies and academically challenging environments</li> <li>• Teacher professional development on running records/fluency and responsive teaching</li> <li>• Teachers collaborate to develop a deep understanding of the standards, outline skills, concepts, and level of reasoning required by math standards</li> <li>• Teacher implementation of technology based just-in-time-direct instruction</li> <li>• K-2 implement activities focused on math reasoning 2x every 9 wks</li> <li>• K-2 implement guided math lessons addressing reasoning</li> <li>• 3-5 develop word problem progressions and guided reading of word problems</li> <li>• 3-5 Teacher implementation of technology based just-in-time-direct instruction</li> <li>• Implement Success Lab AM support for Rising 30% of 4th &amp; 5th grade learners.</li> <li>• Conduct parent workshops for math reasoning support at home</li> </ul>
List 2 Teacher Behaviors to support this standard (include artifacts).	<ul style="list-style-type: none"> <li>• Effective instructional strategies that include differentiation through responsive teaching</li> <li>• Utilize math running records to address fact fluency</li> <li>• Implement math reasoning strategies in each unit of instruction</li> </ul> Artifacts: PLC Notes, Unit Plans, Formative Assessments
List 2 Student Behaviors to support this standard (include artifacts).	<ul style="list-style-type: none"> <li>• Ability to reflect on their learning and progress towards demonstrating mastery and next steps for improvement</li> <li>• Track math progress from digital resources</li> <li>• Use math reasoning strategies to address math standards</li> </ul> Artifacts: Student Work, Self-assessments
List 2 Leadership Behaviors to support this standard (include artifacts).	Set the conditions for responsive teaching math reasoning to be a focus for the math teams. School leaders participate in monthly PLCs to discuss student achievement.  Artifacts: Grade Level and PLC minutes, TKES walkthroughs and formatives
How would you monitor your action/strategy?	Administrator: Daily classroom visits and Informal/Formal Observations (TKES) Teacher: PLC and Coaching Meetings
How would you fund this initiative using - local, state, federal funds?	Title I-funded: .5 Parent Liaison Locally Funded: Math conference, Math Coach

**F. Professional Learning Plan to Support School Improvement Plan  
(SW 4; TA 4)**

Professional Learning Strategy to support achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
<p><b>Teachers Use of Academic Assessments to Improve Instruction (SW 8, TA-1)</b></p>					
<ul style="list-style-type: none"> <li>Waste, Fraud, Abuse, and Corruption</li> <li>Title I Complaint Process</li> </ul>	August 2017	\$0	Principal	Title I Office monitoring	Agenda, Sign In Sheet, Handouts Investigation Report (if applicable)
Responsive Teaching- Guided Reading	August 2, 2017	\$10000	Fountas & Pinnell representative.	Curriculum Support Teacher	TKES reading walkthroughs, STAR © data Write Score © Reading
Responsive Teaching- Math	August 2, 2017	\$0	Math Coach/Professional Learning facilitator	CST, Math Coach , Principal	TKES Math walkthroughs STAR © Math District assessment
Responsive Teaching-Imagine Learning Math	August 2, 2017	\$3000	Imagine Learning Math Representatives	CST, Math Coach , Principal	TKES Math walkthroughs STAR © Math District assessment ILM reports

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PBL integrated in content specific units	September 1, 2017	\$0	Curriculum Support Teacher, PL facilitator and Teacher Leaders	PL facilitator	Unit plans, students benchmark data
Responsive Teaching:Content Specific Instructional Planning training	October 5, 2017	\$0	Curriculum Support Teacher PL facilitator	AP and Principal	STAR © Reading, Math, district Science/SS assessments
Responsive Teaching: Analyzing ELA Assessment Data	November 3, 2017	\$0	District Teaching & Learning Dept Title I Math Specialist	District level and School Admin	PLC minutes Teaching plans TKES performance STAR © Reading
Responsive Teaching: Just in Time Instruction to Accelerate Achievement	December 12, 2017	\$0	Personalized Learning Lead Teachers	Media Specialist , PL facilitator	Benchmark assessment monitoring data
Responsive Teaching: Analyzing and Instructional Benchmark Data	January 4 <sup>th</sup> -5 <sup>th</sup> 2017	\$0	Curriculum Support Teacher	PLC leaders	Husky Pack 30 data STAR © Reading, Math, district Science/SS assessments
Choice and Voice for learner options for self-reflection	February 9, 2017	\$0	Curriculum Support Teacher	Assistant Principal AVID team	Unit plans AVID assessments
Milestones predictors; data analysis instructional practice	March 12, 2017	\$0	Curriculum Support Teacher, AP	Principal	Husky Pack 30 data STAR © Reading, Math, district Science/SS assessments

**G. Parent Engagement and Communication**  
**(SW 6; TA 5)**

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
<p><b>Parent Involvement Plan</b>  <b>Family and Community Engagement Standard #2</b>                      Establishes partnerships and decision making processes that build capacity for family engagement in the success of students in reading, math, and social studies</p> <p><b>Family and Community Engagement Standard #5</b>                      Collaborates about available school interventions as well as support strategies that can be used at home to enhance academic achievement in reading, math, and social studies</p>	<p>Revised by September 30, 2016</p> <p>Distributed by October 31, 2016</p>	<p><b>Acquire Title I 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</b></p> <p><b>\$16,438</b></p>	<p>Principal                      Parent Liaison                      Staff                      Parents</p>	<p>Georgia Department of Education Checklist</p> <p>(Met, Did Not Meet, N/A)</p>	<p>Evidence of Distribution:</p> <ul style="list-style-type: none"> <li>• School website</li> <li>• “All Teachers/Staff” email</li> <li>• 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</li> </ul>
<p><b>Compact</b></p> <p><b>Family and Community Engagement Standard #2</b></p> <p><b>Family and Community Engagement Standard #5</b></p>	<p>Revised/Approved by September 30, 2016</p> <p>100% compacts collected by October 31, 2016</p>	<p>\$0</p>	<p>Principal                      Parent Liaison                      Staff                      Parents                      Students</p>	<p>Georgia Department of Education Checklist</p> <p>(Met, Did Not Meet, N/A)</p>	<p>Staff Input Meetings:                      Grade level collaboration to establish target learning goals</p> <ul style="list-style-type: none"> <li>• Agenda/Sign-In Sheets</li> <li>• Meeting Minutes</li> </ul> <p>Parent invitations (minimum of 2 different modes)</p> <ul style="list-style-type: none"> <li>• Title I website</li> <li>• Send home with students</li> </ul>

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<b>Title I Annual Meeting</b>  <b>Family and Community Engagement Standard #2</b>  <b>Family and Community Engagement Standard #5</b>	August 2016 – September 30, 2016	\$0	Principal Parent Liaison Staff	Georgia Department of Education Checklist  (Met, Did Not Meet, N/A)	<ul style="list-style-type: none"> <li>• Minimum of 2 different parent invitations</li> <li>• School website (required)</li> <li>• Flyer, Marquee, School Messenger</li> </ul>
<b>Student Assessment &amp; Results Parent Meeting (SW 11, 12, 13, 14; TA 6, 7, 8)</b>	September 2016	\$0	Assistant Principal Parent Liaison Assessment Program Specialist Parents	Parent surveys	<ul style="list-style-type: none"> <li>• Flyer</li> <li>• School website</li> </ul>
<b>Transition Meetings (Preschool Programs) (SW 7, TA 3)</b>	May 2017	\$0	Principal Counselor Parents	Parent Surveys	<ul style="list-style-type: none"> <li>• Early registration data</li> <li>• Marquee</li> <li>• School website</li> </ul>
<b>Parent Resource Center</b>	August 2016 – May 2017	\$0	Parent Liaison Teachers Parents RTI Team	Parent Resource sign-in sheet	<ul style="list-style-type: none"> <li>• Announce at parent workshops</li> <li>• School newsletter</li> </ul>
<b>Monthly Title I Parent Meetings/Family Nights</b>  <b>Family and Community Engagement Standard #2</b>  <b>Family and Community Engagement Standard #5</b>	September 2016 – April 2017	\$0	Parent Liaison Teachers Parents Presenters	Parent Surveys	<ul style="list-style-type: none"> <li>• Minimum of 2 different parent invitations</li> <li>• School website (required)</li> <li>• Flyer, Marquee, School Messenger</li> <li>• Agenda/Sign-In Sheets</li> </ul>
<b>Title I Parent Input Meeting and 1%</b>  <b>Family and Community Engagement Standard #2</b>  <b>Family and Community Engagement Standard #5</b>	April 2017	\$0	Principal Parent Liaison Parents	Parent Survey	<ul style="list-style-type: none"> <li>• Minimum of 2 different parent invitations</li> <li>• School website (required)</li> <li>• Flyer and Marquee,</li> <li>• Agenda/Sign-In Sheets</li> </ul>



**H. Highly Qualified Staff**  
**(SW 3, 5; TA 4)**

All course are taught by highly qualified staff. Yes (Yes or No)

If no, explain

List efforts to recruit highly qualified teachers to your school.

Strategic staffing initiative

Job recruitment fairs

Teacher induction program (0-3 Club)

Mentorship program (0-3 Club)

## **I. GaDOE Title I Components**

**Comprehensive Needs Assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309 (1) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).**

We have taken into account the needs of migrant children by following these procedures:

- All new students receive an Occupational Survey form, as well as the registration form. This will be checked and verified by the registrar.
- We will work closely with our counselor, school social worker, and our central office liaison to ensure that the student's needs are met for any students identified.
- Providing intervention programs and additional assistance for any migrant student who might be identified and is experiencing academic deficiencies.
- Students will be considered for additional services based on formative data and classroom assessments.
- Students who may be homeless will be referred to the Fulton County Schools Homeless Liaison for possible services.

Currently, there are no Migrant students attending our school.

### **Student Transition Plan**

- Rising Kindergarten parents can request school tours
- Parents and students are invited for a "round up" each May. They are invited to see kindergarten classrooms and meet staff members.
- Fifth grade students are provided an opportunity to visit Holcomb Bridge and Haynes Bridge Middle School each May. We feed into two different middle schools. A field trip is taken during school hours so that every 5<sup>th</sup> grader at Hillside can visit and become familiar with the middle school they will be attending. The middle school counselor speaks to our students about schedules, classes, offered, etc. The middle school counselor works with our counselor to provide the students with any additional information that they might need about the school.
- 5<sup>th</sup> grade parents attend a middle school session at their zoned middle school and we advertise the visit.

- School Counselor provides a support lesson for all 5<sup>th</sup> graders on how to organize and manage a lock in MS.

### Any Additional Funds/Carryover

#### *Response (plan for utilization of any additional Title I funds/carryover)*

Personnel:

Reminder of the Parent Liaison position

Total: \$2393.00

## **J. Comprehensive Needs Assessment**

### **Resources**

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>

### **Source Document**

Data Sources:

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Achievement Data:	Perception Data:	Observation Data:
Georgia Milestones	TKES Surveys	TKES Data
GKIDS	Title I Parent Survey	Content Walkthroughs (if applicable)
SLDS – Georgia Milestones, Student Growth, etc.	Title I Teacher Survey	
CCRPI	Title I Student Survey	
SLOs	Climate Survey	
Promotion/Retention Data	Professional Learning Survey	
Lexile Scores	Local School Perception Data	
Local School Data		
Subgroup Data (EL, SWD, FRL)		
Attendance Data		
Discipline Data		

## **Additional Funds - Budget Amendment**