

Hill City Elementary Improvement Plan 2015-16



HCES School Improvement Team 2015-16

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|----------------------------------------------------------|------------------------------------------------------------|
| 1. Joeta Youngblood, Principal | 6. Becky Kuykendall , 3 rd Grade Representative |
| 2. Jennifer Halko, Assistant Principal – RTI Coordinator | 7. Carol Jordan, 4 th Grade Representative |
| 3. Courtney Davis, K Grade Representative | 8. Brandi McEntire, 5 th Grade Representative |
| 4. Beth Romesberg, 1 st Grade Representative | 9. Christy Kelly, Academic Coach Representative |
| 5. Amy Childers, 2 nd Grade Representative | 10. Rhonda Lane, Gifted Representative |



SCHOOL IMPROVEMENT PLAN – INFORMATION PAGE

School Name: Hill City Elementary		District Name: Pickens County School System	
Principal Name: Joeta Youngblood		School Year: 2015-2016	
Title I Schoolwide Program <input checked="" type="checkbox"/>	Title I Targeted Assistance <input type="checkbox"/>	Non-Title I School <input type="checkbox"/>	

ESEA WAIVER ACCOUNTABILITY STATUS

(Check all boxes that apply and provide additional information if requested.)

Priority School (SIG) <input type="checkbox"/>		Priority (Graduation Rate) <input type="checkbox"/>		Priority (Achievement) <input type="checkbox"/>	
Alert School <input type="checkbox"/>			Focus School <input type="checkbox"/>		
Subject Alert	<input type="checkbox"/>	List Subject(s)	Graduation Gap	<input type="checkbox"/>	List High and Low Sub-Groups with Percentages
Sub-Group Alert	<input type="checkbox"/>	List Sub-Group(s)	Achievement Gap	<input type="checkbox"/>	List High and Low Sub-Groups with Percentages
Graduation Alert	<input type="checkbox"/>	List Sub-Group(s)			
Principal's Signature:				Date: 06/10/2015	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	

HCES IMPROVEMENT PLAN	
Revision History	
Document Revision History	
5-4-15	Leadership Team Meeting
5-18-15	Leadership Team Meeting
7-27-15	Faculty Meeting and Review of draft plan
8-10-15	Leadership Meeting
9-9-15	Leadership Meeting

PROCESS GOAL: Teachers will develop and implement best practices for instruction in the classroom.

STRATEGIC GOAL AREA I: Student Achievement
Performance Objective A: Implement State-adopted Curriculum

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
3,4,9	Initiative: Implement adopted curriculum	2015-2016				
3,4,9	Action Steps	Monthly	Ga. Standards of Excellence, Curriculum Maps, Adopted Curriculum	Academic Coach, Classroom teacher	Curriculum Map Revisions	Student academic achievement as measured through classroom observations, benchmark assessments and progress monitoring
	1. Review curriculum maps					
3,4,9	2. Ensure PL that is cross-curricular as related to GA. Standards of Excellence and CCRPI	Monthly	Pickens District PL plan, HCES PL plan	Administration, Academic Coach, Director of Teaching/Learning	Lesson plans, Sign in sheets, agendas	Student academic achievement as measured through classroom observations, benchmark assessments and progress monitoring
3,4,9	3. Continue training and implementation of PBIS as the school wide behavior plan	Monthly	HCES PBIS plan, PBIS team	PBIS Coach/Administration/Teachers	Sign in sheets, agendas, classroom and school posted expectations, Educators handbook	Discipline data from Educators handbook. Com demonstrating a decrease of office referrals as compared to FY 15, students and articulate benefits of PBIS, school wide observations

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3,4,9	4. Provide for collaboration opportunities among each academic level that is both vertical and horizontal.	Monthly	Ga. Standards of Excellence, Curriculum Maps, Adopted Curriculum	Academic Coach, Administration (HCES/JMS)	Master Schedule	Student academic achievement as measured through classroom observations, benchmark assessments and progress monitoring
3,4,9	5. Provide training opportunities for foundational reading skills	Monthly	Wapole, McKena (\$35,000), Striving Readers Funds	Consultants, Academic Coach, Administration	Sign in sheets, agendas	Student academic achievement as measured through classroom observations, benchmark assessments and progress monitoring
3,4,9	6. Provide PL in depth of knowledge and higher order questioning strategies (DOK)	Monthly	DOK charts	Academic Coach	Sign in sheets, agendas	Student academic achievement as measured through classroom observations, benchmark assessments and progress monitoring
3,4,9	Initiative: Increase level of differentiation in all classrooms.	2015-2016				
3,4,9	Action Steps					
3,4,9	1. Provide continued PL in the area of effective differentiation	Fall & Spring	Allen \$500	Academic Coach, Consultant	Sign in sheets, agendas, lesson plans, flexible intervention group list	Student academic achievement as measured through classroom observations, benchmark assessments and progress monitoring
3,4,9	2. Provide professional learning for effective collaborative classrooms	Fall & Spring	Allen, \$500	Administration, Consultant	Sign in sheets, agendas, lesson plans	Data showing increased SWD academic achievement
3,4,9	3. Provide PL in engaging students in the process of self-monitoring and goal setting of learning	Fall & Spring	Teacher Research in best practices	Teachers, Academic Coach	Student check lists, rubrics, Sign in sheets, agenda	Student academic achievement as measured through classroom observations
3,4,9	4. Provide PL for the effective integration of technology in the classroom for both teachers and students	Fall & Spring	District technology trainer	E. Long	Sign in sheets, agendas	Classroom observation of student and teacher use of technology
3,4,9	5. Increase enrichment/extension/remediation in the classroom and daily intervention groups.	Fall & Spring	Teacher Research in best practices	Gifted Coordinator, Academic Coach, Teachers	Lesson plans	Classroom observations, increased student achievement
3,4,9	6. Provide PL in best practices in instructing students with ADD and ADHD	Fall	Montgomery, \$1500	Consultant, Administration	Agenda, sign in sheets	Decrease in classroom and office referrals

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SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL(s):
 Increase student achievement in grades K-5 by 3% in foundational reading skills from 70% in 2015 to 73% in 2016 (based on AimsWeb 2015 data).
 Increase student achievement in grades K-5 by 3% in foundational math skills from 79% in 2015 to 82% in 2016 (based on AimsWeb 2015 data).
 Increase the number of students that are present 175 or more days during the 2015-2016 school year from 89% to 92%.

STRATEGIC GOAL AREA I: Student Achievement

Performance Objective B: Utilize Formative and Summative Data

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
5,6,8	Initiative: Meet expected benchmark target goals in all areas.	2015-2016				
Action Steps						
5,6,8	1. Establish a baseline Lexile scores using Dibels Next K-2 and SRI for 3-5.	August 2015	Metamatrix, Dibels Next (Title I funds), SRI (Title I funds)	Academic Coach, Teachers, Administration	Dibels, SRI reports	Benchmark scores and web-based software scores, differentiated groups, and leveled classroom libraries
5,6,8	2. Use a variety of web based software (Study Island, I-Ready, Moby-max, etc.) to improve student proficiency in all academic areas.	2015-2016	Instructional materials, planning time	Administration, teachers & staff	Progress reports from learning software	Benchmark scores, Milestone and web-based software scores
5,6,8	3. Fully implement AR in grades PK-5.	2015-2016	Media Specialist	Administration, Media Specialist, Teachers,	AR reports, levels books in media center	Benchmark scores, Milestone and web-based software scores
5,6,8	4. Continue to implement and monitor AIMSweb® for RTI Tier 3 progress monitoring.	2015-2016	AimsWeb	RTI Coordinator, Academic Coach, Teachers	AIMSweb® reports and student progress monitoring reports, intervention groups	Benchmark scores, CRCT scores and web-based software scores
1, 2, 5,6,8	5. Implement Wapole and McKena’s Bookworm Literacy program for grades K-5.	2015-2016	Wapole & McKena Bookworms (1500) Striving Readers	Classroom teachers, Academic Coach, Administration	Lesson plans	Increased foundational reading skills and lexile levels as measured through classroom observations, benchmark assessments and progress monitoring
1,2, 5,6,8	6. Implement number talks in grades K-5 to increase fact fluency and number sense.	2015-2016	Number Talks: Building Mental Math and Computation Strategies (267) Internal school funds	Administration, Academic Coach, Teacher	Lesson plans	Student academic achievement as measured through classroom observations, benchmark assessments and progress monitoring
7,8,10	Initiative: Increase daily student attendance	2015-2016				
Action Steps						

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7,8,10	<ol style="list-style-type: none"> Identify weekly classes with highest attendance Identify weekly perfect attendance for students End of the year celebration for students with at least one nine weeks of perfect attendance Implement a monthly perfect attendance incentive program for staff 	2015-2016	Popsicle Party (15 days homeroom attendance), Highest HR attendance per month, Weekly perfect attendance drawing, Quarterly Perfect Attendance drawing	Administration, Teachers and Staff	IC attendance reports, Popsicle Party forms	Increased student attendance
2,4,5,6,8	Initiative: K-5 teachers will use data to improve student achievement	2015-2016				
	Action Steps:					
2,4,5,6,8	<ol style="list-style-type: none"> Analyze data collected from SLO, benchmarks, Ga. Milestones, formative and summative classroom assessments 	Fall, 2015-Spring, 2016	SLO Pre and Post data, AimsWeb Data, formative and summative assessments, Ga. Milestones	Administration, Academic Coach, Data team, Teachers	SLO analyzed score reports, Milestone reports, formative and summative classroom scores (individual)	Differentiated instructional lessons, increased student achievement
2,4,5,6,8	<ol style="list-style-type: none"> Utilize benchmark indicators to target specific areas of need 	Fall, Winter, Spring	Dibels Next, SRI (Reading and Math)	Administration, Academic Coach, Teachers	Benchmark reports, intervention groups, RTI plans, BASE data, CCRPI data	Decreased areas of identified needs for student population, close achievement gap
2,4,5,6,8	<ol style="list-style-type: none"> Utilize Ga. Milestone weights to maximize interventions 	Fall 2015 Winter 2016	Ga. Milestone Weights, Ga. Standards of Excellence, Curriculum Maps	Academic Coach, Administration, Teachers	Lesson plans to indicate pacing of content domains	Student academic achievement as measured through classroom observations, benchmark assessments and progress monitoring
2,4,5,6,8	<ol style="list-style-type: none"> Expand the students' use of tools such as rubrics, checklists, and exemplars to actively engage students in the process of goal setting and self-monitoring 	2015-2016	Ga. DOE resources, GoFAR, GAPSS, Teacher researched best practices	Administration, Teachers, Academic Coach	Student developed rubrics, checklists, and exemplars	Student academic achievement as measured through classroom observations, benchmark assessments and progress monitoring
2,4,5,6,8	<ol style="list-style-type: none"> Analyze student writing using DOE and in-house exemplars 	2015-2016	Ga Doe resources, HCES exemplars	Teachers, Academic Coach, Administration	In-house exemplars and anchor charts	Student academic achievement as measured through classroom observations, benchmark assessments and progress monitoring

SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL(s): In 2015-2016,

STRATEGIC GOAL AREA I: Student Achievement

Performance Objective C: Implement Differentiation and a Diversity of Learning Strategies

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
1,2,3,4,8	Initiative: Increase Lexile scores of students in grades K-5.	2015-2016				
	Action Steps					
1,2,3,4,8	<ol style="list-style-type: none"> Develop and implement literacy centers in all K-5 classrooms. 	August 2015-May 2016	Classroom libraries (20,000) Striving Readers	Academic Coach, Teachers	Media Center Collection, Destiny Reports	Labeled Media Center Collection, Destiny catalog reflecting classroom libraries
2,3,4,8	<ol style="list-style-type: none"> Increase paired reading resources (web and print) for grades K-5 	2015-2016	Media Center (1500), Media Center Budget	Media Specialist, Teachers, Academic Coach	Media Center Collection, Destiny Reports, Lesson plans	Increased Lexile scores

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2,3,4,8	3. Use informational text and academic vocabulary to increase scores in all content areas.	2015-2016	Media Center	Media Specialist, Academic Coach, Gifted Coordinator, Teachers	Academic vocabulary study sheets and tests, Information texts	Increased Lexile scores for all students, student articulation of academic vocabulary and how it builds academic knowledge
2,3,4,8	4. Support & strengthen the remediation/enrichment time across the curriculum.	2015-2016	20 additional day funds (3-5)	Administration, Teachers, Academic Coach	Roster of flexible intervention groups, master schedule	Student academic achievement as measured through classroom observations, benchmark assessments and progress monitoring
3,4,8	5. Implement I-ready (Reading and Math) for students in Tier III RTI	215-2016	120 (Reading and Math) for 20 licenses (Instructional funds)	RTI Coordinator, Administration	iReady Progress monitoring reports	Decrease number of students in Tier III RTI
3,4,8	6. Implement I-ready (Reading and Math) for students that are identified as significantly above grade level in core academic subjects	2015-2016	120 (Reading and Math) for 30 licenses (instructional funds)	Gifted Coordinator, Administration	iReady Progress monitoring reports	Student data reports to indicate increased growth in gifted population

PROCESS GOAL(s): In 2015-2016, HCES will increase the percentage of students and teachers who use instructional technology in the classroom to enhance instructional practices.

STRATEGIC GOAL AREA I: Student Achievement

Performance Objective C: Implement Differentiation and a Diversity of Learning Strategies

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
1,3,4,8	Initiative: Increase use of technology in the classroom setting in grades K-5.	2015-2016				
	Action Steps					
3,4,8	1. Provide developmentally appropriate technology resources for teachers and students.	August 2015- May 2016	Technology Director, Technology trainer	Administration, Technology Specialist, Technology Director	Computers, Projectors, Printers, iPads, wireless solutions.	Enhanced use of technology in the classroom, Enhanced availability of technology in the classroom
1,3,4,8	2. Provide enhanced opportunities for staff development in use of student and teacher instructional technology use in the classroom.	2015-2016	Technology trainer	Administration, Director of Teaching & Learning, Technology Specialist	Training documentation, training plans, sign-in logs, trainer lesson plans, teacher notes	Teachers will have the knowledge to integrate more technology into classroom lessons.
1,2,3,4,8	3. Increase teachers and students intergration of technology to enhance instruction with interactive and engaging digital content	2015-2016	Technology trainer	Administration, Director of Teaching & Learning, Technology Specialist	Lesson plans, student generated projects	Teachers will utilize more interactive web content within classroom lessons.
2,3,4,8	4. Increase the students' use of technology to facilitate communication, collaboration, research, design, creativity, and problem solving	2015-2016	Technology trainer	Administration, Director of Teaching & Learning, Technology Specialist	Lesson plans, student generated projects	Teachers will utilize more interactive web content within classroom lessons.
1,3,4,8	5. Revise the HCES Technology Plan to reflect the goals listed in the Pickens System Strategic Plan and the 3-Year System Technology Plan.	2015-2016	Media/Technology team	Administration, Media/Technology Team/Director of Technology	HCES Technology Plan, System Strategic Plan, 3-Year System Technology Plan, Survey results from faculty	School goals and actions will reflect those of the system, while enhancing technology at the school level.

SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL(s): We will meet ELA Milestone expected targets in the writing domain. **Check on W2W online paper grading.**

STRATEGIC GOAL AREA I: Student Achievement

Performance Objective D: meet expected Milestone targets.

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)

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1,2,3,4,5,6,8,10	Initiative: Increase writing across the curriculum.	2015-2016				
	Action Steps					
1,2,3,4,5,6,8,10	1. Utilize best practices in writing to provide opportunities for academically challenging constructed responses in all subject areas	2015-2016	Ga. DOE resources	Teachers, Academic Coach, Writing Team members	DOE and in-house rubrics and exemplars	Students will improve their writing skills in al subject areas.
2,3,4,5,6,8,10	2. Analyze student writing samples with exemplars and anchor papers.	2015-2016	Ga. DOE and HCES developed resources	ELA teachers, Academic Coach	DOE and in-house rubrics and exemplars.	Teachers and students will use a common vocabulary to discuss student writing progress across curriculum areas.
2,3,4,5,6,8,10	3. Utilize intervention groups and writing lab to focus on student areas of strength and weakness	2015-2016	Flexible intervention groups, Writing lab	Teachers	Master Schedule, intervention group flexible schedule	Students will improve their writing skills in all subject areas while consulting other samples of exemplary writing.

SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL(s): Meet Georgia Milestone target scores in all subject areas. *Update as data is received from state. Meet expected Milestone target scores in all areas.*

STRATEGIC GOAL AREA I: Student Achievement

Performance Objective D: Improve Student Test Scores

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
2,3,4,5,6,8,10	Initiative: Increase the % of SWD students that are “on track” level based on 2015 Ga. Milestones	2015-2016				
	Action Steps					
3,4,5,6,8	1. Continue to progress monitor all Tier IV students to determine areas of academic strength and weakness	2015-2016	SPED personnel, iReady, MobyMax	SPED teachers	SWD progress monitoring data	Students will make substantial improvement through data-driven instruction practices.
2,3,4,5,6,8	2. Utilize iReady and Moby Max to address areas of weakness in Special Education intervention groups	2015-2016	iReady, MobyMax	SPED teachers, Academic Coach	iReady and MobyMax individual progress reports	Student academic achievement as measured through classroom observations, benchmark assessments and progress monitoring
2,3,4,5,6,8,10	3. Collaborate with SWD’s academic team to review and understand student’s needs while recognizing and communicating the need for IEP / BIP / accommodation changes to support student success.	2015-2016	Planning time	SPED teachers, Regular education teachers, Academic Coach	Student IEP’s, BIP’s, and accommodations, master schedule. Teacher notes for collaboration meetings	Students will improve their academic skills based on common communication practices among teachers.
2,3,4,5,6,7,8,10	4. Utilize differentiation within the instructional setting within the resource, collaborative, and co-taught classrooms.	2015-2016	No specific funding required other than teacher salaries.	All teachers	Lesson plans, master schedule	Student academic achievement as measured through classroom observations, benchmark assessments and progress monitoring
1,2,3,4,5,6,8,10	5. Collaborate monthly among special education and regular education teachers to develop performance based assessments and culminating activities	Initial SGP profile and iReady at beginning of semester.	GA. Standards of Excellence, Ga. Frameworks, lesson plans	All teachers	Sign in sheets, agendas, performance based assessments, data reports	Student academic achievement as measured through classroom observations, benchmark assessments and progress monitoring

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PROCESS GOAL(s): Enhance positive family communication during the 2015-2016 school year.						
STRATEGIC GOAL AREA II: Student and Stakeholder Involvement						
Performance Objective A: Identify and Utilize Community Resources			Performance Objective B: Foster Positive Relationships Among All Students and Stakeholders			
TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
3,4,5,6,7,8,10	Initiative: Implement APTT in grades K-1	Fall, Winter, Spring 2015-2016				
	Action Steps					
3,4,5,6,7,8,10	1. Collaboratively create a school family engagement vision that is tied to outcomes for students	Fall, Winter, Spring 2015-2016	3 Family Meetings per year, student and family incentives	APTT team, K-1 teachers	Family sign in sheets, individual smart goals, APTT teacher presentation	Student academic achievement as measured through classroom observations, benchmark assessments and progress monitoring
3,4,5,6,7,8,10	2. Strengthen family capacity to support targeted student learning	Fall, Winter, Spring 2015-2016	SMART goal for each student in K-1	APTT team, K-1 teachers	Family sign in sheets, individual smart goals, APTT teacher presentation	Student academic achievement as measured through classroom observations, benchmark assessments and progress monitoring
3,4,5,6,7,8,10	3. Establish three parent team meetings to discuss classroom student data and develop smart goals for individual students	Fall, Winter, Spring 2015-2016	3 Family Meetings per week, Staff	APTT team, K-1 teachers	Family sign in sheets, individual smart goals, APTT teacher presentation	Student academic achievement as measured through classroom observations, benchmark assessments and progress monitoring
3,4,5,6,7,8,10	4. Provide materials for parents to use at home to assist students in targeted student learning	Fall, Winter, Spring 2015-2016	Materials for at-home study (2500) purchased from 2014-2015 funds	APTT team, K-1 teachers	Take home smart goal material kits	Student academic achievement as measured through classroom observations, benchmark assessments and progress monitoring
7,9,10	Initiative: Foster positive community and staff relationships	2015-2016				
7,9,10	1. Publish positive accomplishments of school, students, teachers in a variety of venues including: website, bulletin boards, newsletters, social media, and local paper	2015-2016	Social media, school website, local newspaper	Publicity Committee, Administration	Website, Newsletters, Social media, local paper	Parents will have positive outlook on the school and its communication practices
7,9,10	2. Implement the use of the IC contact log to document all parent communication	2015-2016	Infinite Campus	Teachers	Infinite Campus	Parents will have positive outlook on the school and its communication practices
7,9,10	3. Continue to recognize student of the week in homeroom and staff member of the month	2015-2016	Incentives, classroom websites	Teachers, Administration	Roster of students that are chosen student of the week and month	Increase in positive student relationships

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PROCESS GOAL(s): In 2016 HCES will provide a minimum of three (3) parent training sessions.						
STRATEGIC GOAL AREA II: Student and Stakeholder Involvement						
Performance Objective C: Provide Opportunities for Stakeholder Education						
TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
3,7,8,9,10	Initiative: Provide ongoing opportunities to parents and stakeholders	2015-2016				
	Action Steps					
3,7,8,9,10	1. Implement APTT parent team meeting nights (3) in grades K-1	Fall, Winter, Spring 2015-2016	Cost of flyers sent home to parents, misc. supplies associated with teachers preparing their classrooms, costs of copying handouts, syllabi, surveys, and other curriculum related material, take home materials	Administration, APTT team	APTT flyers, notes, other communication forms, parent sign in sheets	Increase opportunities for family involvement in the academic achievement of students
3,7,8,9,10	2. Continue curriculum night meetings for grades 2-5	August 2015	Flyers, take home curriculum materials	Administration, Teachers	Flyers, Newsletters, Website, Parent Sign in sheets	Increase opportunities for family involvement in the academic achievement of students
3,10	3. Continue “Hawks fly-by” parent training at student drop off, parent activities	2015-2016	Drive-by parent materials	Teachers on duty, Administration	“Hawks fly-by” parent information sheets	Increase opportunities for family involvement in the academic achievement of students.
3,10	4. Encourage parents to participate in PTO by invitations, announcements, social media advertisements, and marquee postings.	Quarterly meetings	No cost	Administration, Teachers, PTO board	PTO flyers, social media, parent sign in sheets, membership list	Parents are more involved with their school through active participation in a school support organization.
3,10	5. Provide volunteer classes for parents and community members three (3) times during the school year	September, January, April	No cost	Administration, Teachers	Sign in sheets, Volunteer handbook, volunteer presentation	Increased involvement by the community in the school

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PROCESS GOAL(S): 100% of paraprofessionals will participate in professional development						
STRATEGIC GOAL AREA III: Organizational Growth and Improvement						
Performance Objective B: Provide Training for Support Staff						
TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
1,3,8	Initiative: Provide professional learning for paraprofessionals.	2015-2016				
	Action Steps					
1,3,8	1. Provide foundational reading and math training for all paraprofessionals	2015-2016	No cost	Academic Coach	Sign in sheets, agenda	Increased classified staff expertise in foundational teaching skills
1,3,8	2. Provide opportunities for collaborative PL	2015-2016	Allen \$500	SPED teachers, Academic Coach, Consultant	Sign in sheets, agenda	Increased classified staff expertise in working with special needs students
1,3,7,8	3. Provide opportunities for classroom management training	2015-2016	No cost	Academic Coach, Administration	Sign in sheets, agenda	Increase classified staff expertise in the management of a classroom

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PROCESS GOAL(s): Increase level of student and teacher safety, emergency preparedness, and effectiveness through training and professional learning opportunities.						
STRATEGIC GOAL AREA IV: Internal Processes						
Performance Objective A: Increase Student Access to Technology in our Schools			Performance Objective E: Transport Students in a Safe and Efficient Manner			
Performance Objective B: Increase Student Participation in School Cafeteria Meal Programs			Performance Objective F: Operate in a Fiscally Responsible Manner			
Performance Objective C: Maintain Facilities			Performance Objective G: Recruit and Retain Highly Qualified Staff			
Performance Objective D: Ensure a Safe School Environment in all School Facilities						
TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
7	Initiative: Ensure a safe school environment	2015-2016				
7	Action Steps					
	1. Threat assessment in schools	October, 2015	No cost	Principal, SRO, PCSO, GEMA, GBI, GSP	School Safety (not be made public)	School Safety
7,9	2. Provide training on lock down procedures for students and staff	August, 2015	No specific funding required other than salaries of trainer(s).	Administration, School Safety Team, SRO	School Safety Plan, Quick tip safety sheets for teachers, Sign in sheet, agenda	School Safety
7,9	3. Continue PBIS as a school wide discipline plan	2015-2016	Incentives, Signage	Administration, PBIS team, teachers	Sign in sheet, agenda, Educators handbook, principal's celebration	Decrease in office and classroom discipline referrals
7,9	Initiative: Provide Professional Learning on safety and emergency devices and skills.	Fall 2015				
	Action Steps					
7,9	Train staff on location and use of AED equipment.	Fall 2015	No specific funding required other than employee salaries	Administration, School Nurse	CPR/AED Training Materials, Sign-in logs, Certification cards for staff who successfully complete training	Staff are fully trained in the application of emergency CPR and AED
7,9	Provide CPR & AED certification training for staff.	Fall 2015	No specific funding required other than teacher salaries technology teacher or technology specialist	Principal, School Nurse	CPR/AED Training Materials, Sign-in logs, Certification cards for staff who successfully complete training	Staff are fully trained in the application of emergency CPR and AED