

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Huie Elementary School		District Name: Clayton County
Principal Name: LaTonya Paige		School Year: 2016-17
School Mailing Address: 1260 Rock Cut Road Forest Park, GA 30297		
Telephone: 678-827-7937		
District Title I Director/Coordinator Name: Katrina Thompson		
District Title I Director/Coordinator Mailing Address: 1058 Fifth Street Jonesboro, GA 30236		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone: 770-473-2700		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>		Focus School <input type="checkbox"/>
Title I Alert School <input type="checkbox"/>		
Principal's Signature:		Date: 08/19/2016
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date: 08/19/2016	Revision Date:	Revision Date:

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SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as "Not Met" need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.

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Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
LaTonya Paige		Principal
Dwayne Lawyer		Assistant Principal
Toi McLaughlin		Instructional Facilitator
Sara Amonette		Instructional Facilitator
Felicia McKinley		Counselor
George Shabo		DES Chairperson
Tia Byrd		ESOL Chairperson
Charlotte Vaughn		EIP Chairperson
Linda Melson		Kindergarten Chairperson
Carol Minor		First Grade Chairperson
Terion Trammell		Second Grade Chairperson
M'Keyla Reid		Third Grade Chairperson
Rachel Houston		Fourth Grade Chairperson
Corjual Jabari		Fifth Grade Chairperson
Amy Williamson		Specials Chairperson
Kaila Green		Parent Representative
Harold Jordan		Parent Representative

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SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) 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).

Response:

- A. We have developed our schoolwide plan with the participation of individuals who carry out the comprehensive schoolwide/school improvement program plan. Participants met as the Better Seeking Team, reviewed assessment data from the 2015-16 school year and discussed academic goals and strategies for the 2016-17 school year. Next, Better Seeking Team members shared the proposed goals with grade level and department teachers, staff, and parents. Finally, the Better Seeking Team met to share feedback from teachers, staff, and parents and revised the SWP accordingly.

- B. The staff at Huie Elementary analyzed and reflected upon current achievement data and trend data to develop an understanding of the subjects and skills in which teaching and learning must improve. Georgia Milestones EOG, DIBELS, mClass Math, and common assessment data were reviewed. Teams of teachers identified root causes for deficient areas. Additionally, staff members examined student data such as attendance, discipline, retention rate, response to intervention, and placement of students in support programs. Throughout the process, the following data were reviewed.
 - Attendance
 - Parent, Teacher, and Student Surveys
 - DIBELS Benchmark Data
 - mClass Math Data
 - GMAS
 - Retention Rates
 - RtI/SST
 - 504 Accommodations
 - Parental Involvement
 - Discipline Data
 - GKIDS
 - ACCESS
 - GAA

- C. We have taken into account the needs of migrant children; however, Huie Elementary does not have a migrant student population. In the event this school gains a migrant population, the school will follow district, state, and federal guidelines to ensure that migratory students will achieve the same goals set for all students. In addition, all parents of guardians who enroll a child in the school will receive a survey that determines

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<p>1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) 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).</p>	
	<p>if the child will be identified as migrant. This information will be maintained in the child's cumulative folder.</p> <p>D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, noticeable trends indicate that we have a need for improvement in the areas of English Language Arts (reading, speaking, and writing) and math literacy. We also sense a need to improve in the areas of science and social studies. Even though our teachers work to continuously teach to mastery, there continues to be a need for additional growth in reading and math literacy.</p> <p>In order to assist students with writing proficiency, teachers and support staff ensure that students are able to write across all content areas. This is done by modeling the writing process and using rubrics to write both constructively and extendedly. We will use Title I funds to support our literacy initiatives that improve not only the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) but the inclusion of fiction and non-fiction texts. We will also use Title I funds to provide numerous professional development opportunities for teachers and support staff in the reading, math, science, and social studies content areas to learn how to identify student Lexiles along with writing techniques and technology in our efforts to improve reading and math literacy.</p> <p>Our students work persistently to master the academic standards and objectives set forth by the state and of Clayton County Public Schools. We consistently use data academic and non-academic data sources to determine the needs of our school. This includes but are not limited to attendance, discipline, demographic data, formal and informal assessments, Georgia Milestones Assessment scores, writing rubrics, progress/report cards, EIP checklists, and parent, student, and teacher surveys.</p> <p>E. We have based our plan on information about all students in the school and identified students and groups who are not yet achieving to the State Academic content standards and the State student academic achievement standard including:</p> <ul style="list-style-type: none"> ➤ Economically disadvantaged students who may experience lack of opportunities

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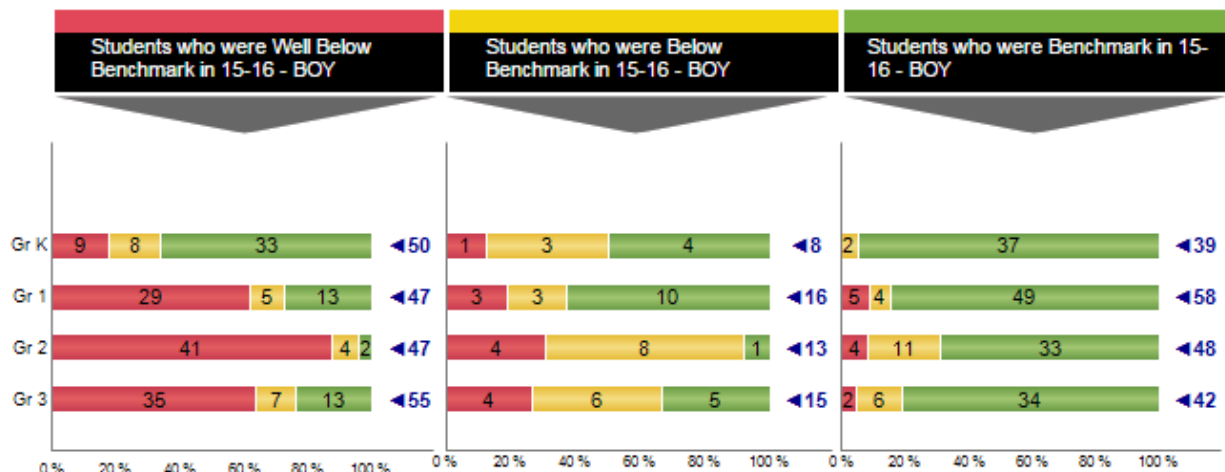
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or exposure to external learning

- Students from a variety of racial and ethnic group who have language barriers and diverse ways of acquiring new information
- Students with disabilities who have individual education plans to support their instruction and provide modifications that are necessary to address learning strengths and weaknesses
- Students with limited English proficiency who may require modifications and SIOP (Sheltered Instruction Observation Protocol) lesson so that they can effectively gain mastery of the curriculum and gain understanding

- F. The data helped us reach conclusions regarding achievement or other related data. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including:

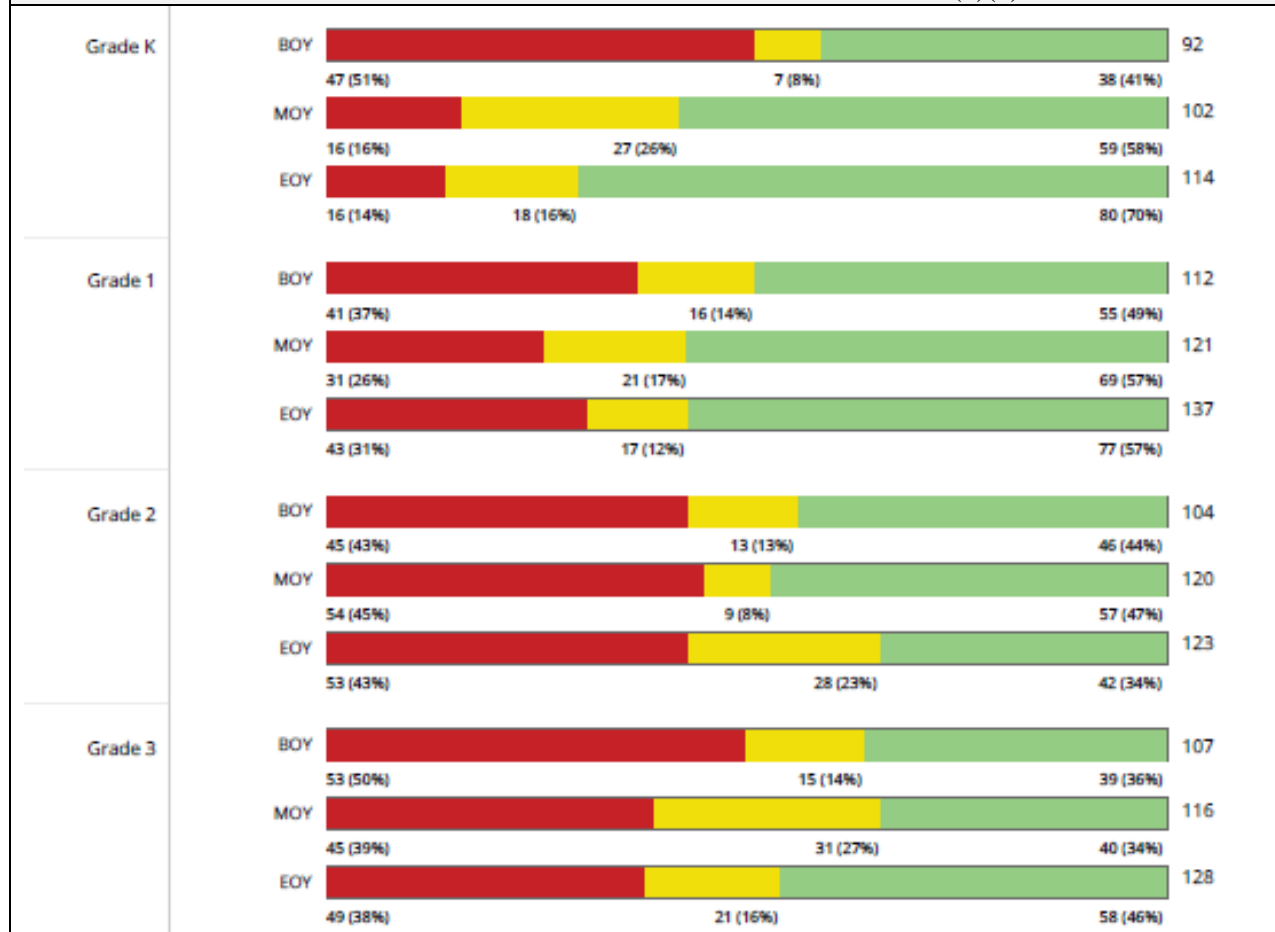
DIBELS



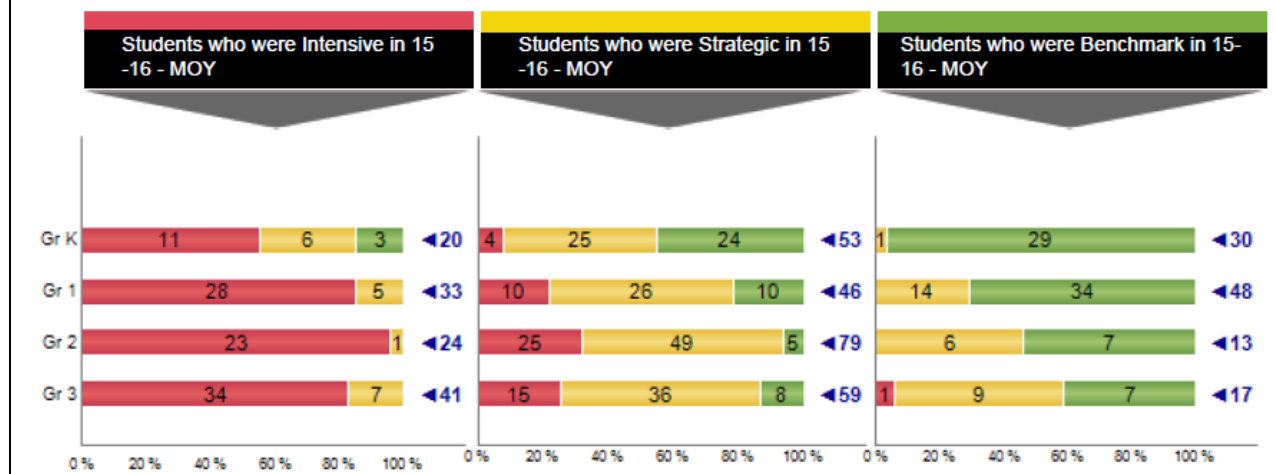
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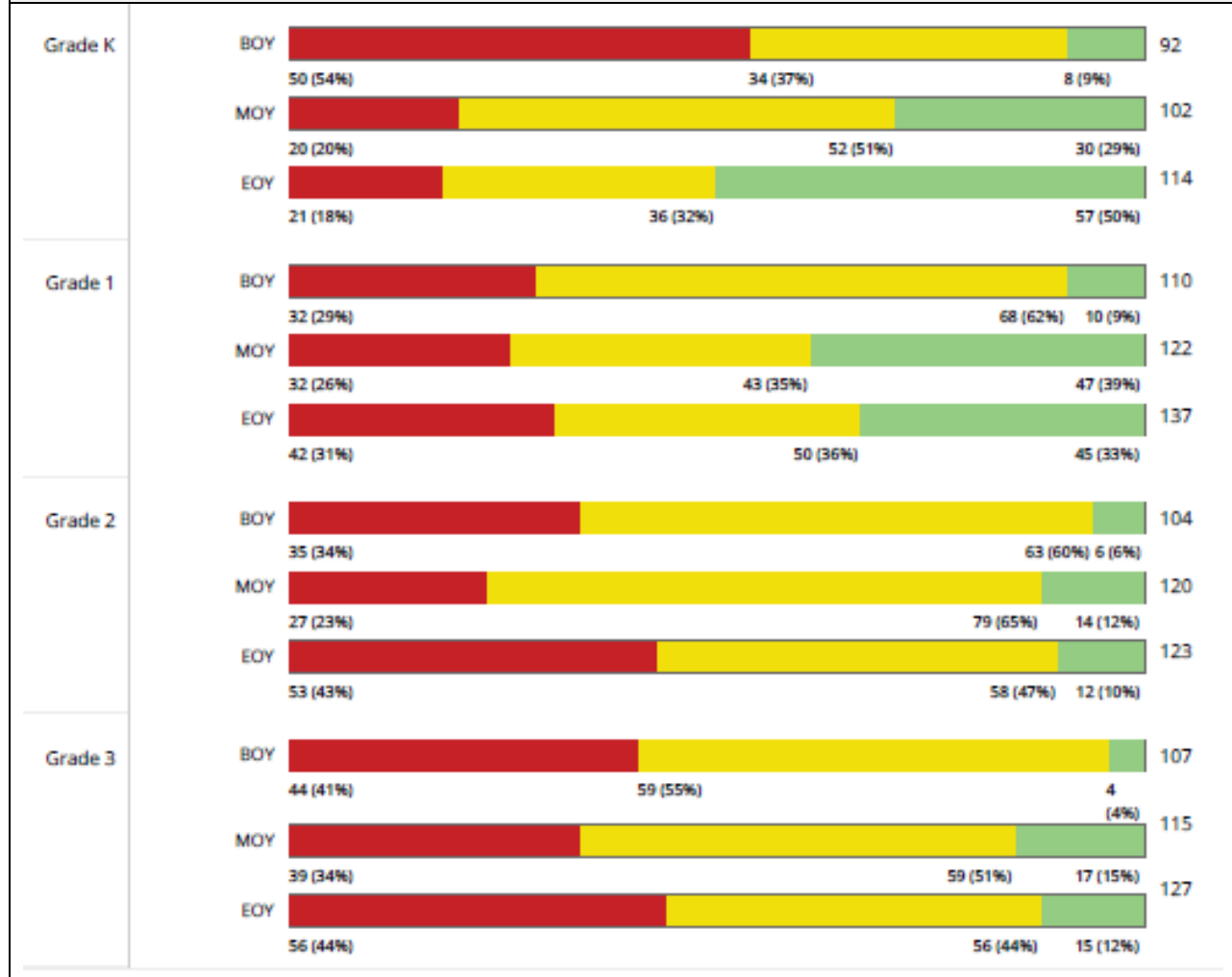
mClass Math



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2. Schoolwide reform strategies that:

Response:

Huie Elementary School is dedicated to providing meaningful educational experiences for all of its students. Research-based instructional strategies that meet the diverse needs of our learners will be employed. Additionally, we will continue implement strategies that are directly aligned with the district's four academic foci: literacy across the curriculum, numeracy across the curriculum, critical thinking, and integrated technology, to ensure student success rates continue to rise. The comprehensive list below is comprised of various researched-based strategies which

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2. Schoolwide reform strategies that:

will be utilized to positively impact student achievement:

Strategies for Best Practices

- Standards-Based Classrooms
- Technology integration
- Flexible Grouping
- Collaborative Planning
- Vertical Teaming
- Professional Learning Communities
- Literacy Across the Curriculum
- Numeracy Across the Curriculum
- Writing Across the Curriculum
- Teacher Commentary/Feedback
- Student Commentary/Feedback
- Explicit Instruction with a Gradual Release Model
- Academic Discourse
- Tiered Vocabulary
- Word Walls
- Common Assessments
- Differentiated Instruction
- Higher Order Thinking Skills
- Thinking Maps
- Visual and Memory Cues

Research Based Strategies to Improve Student Achievement in Reading and Language Arts

- Focus on Morphological and Phonemic Awareness
- Explicit Vocabulary Instruction
- Graphic Organizers
- Focus on Acquisition of Academic Vocabulary
- Read Alouds
- MyOn
- Waggle
- Readiness for Common Core
- Tiered Vocabulary
- Constructed and Extended Response Writing
- Starfall
- Study Island
- Classroom Libraries
- Leveled Readers

Researched Based Strategies to Improve Student Achievement in Mathematics

- Concrete-to-Abstract Instruction Model
- Implementation of Intensified Direct Explanation
- Acquisition of Math Vocabulary

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2.	Schoolwide reform strategies that:	<ul style="list-style-type: none"> ➤ Waggle ➤ Common Core Support Coach ➤ Study Island ➤ Readiness for Common Core ➤ Use of Manipulatives ➤ Specific, Immediate Feedback <p>School-wide strategies will be employed to address the needs of all students, particularly those students and subgroups demonstrating content area deficiency. In order to facilitate the aforementioned researched based strategies, the following measures will be taken in order to ensure full implementation:</p> <ul style="list-style-type: none"> ➤ Continued support in TKES to aid teachers effective use of assessment data in order to guide instruction ➤ Weekly review of lesson plans by the principal, assistant principal, and site facilitators to ensure alignment with curriculum guides, pacing and district goals. ➤ Vertical planning in order to provide teachers with a more well- rounded view of future grade level expectations. ➤ Frequent formative assessments to provide data which will determine level of mastery. These assessments will be discussed in weekly grade level meetings ➤ Response To Intervention (RtI) ➤ Weekly observations of teaching staff and specific, immediate feedback by administrative team ➤ Integration of technology into lessons
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- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Response:

We will continue to engage in problem solving and conducting research to identify school reform strategies that will close the achievement gap. These strategies may include building a data culture, partnering with agencies to increase school readiness, and use of extended learning time. Additionally, we will continue to embrace the district's four instructional priorities to improve academic outcomes for our students. The following methods will be used to address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the state's academic content and student academic achievement standard are as follows:

Saturday School/Summer School

- Students will be offered an opportunity to enroll in Saturday school and Summer School. Students will be offered enrollment based on teacher recommendations and most recent data. Transportation will be provided for all remediation programs.

After School Remediation

- After school remediation will be offered to those students that have been identified as

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- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

"non-proficient" and are performing below grade level in one or more academic areas.

Continued Use of Flexible Grouping

- Students will work in small groups with teachers and paraprofessionals to strengthen academic skills in noted areas of deficiency. Furthermore it permits additional face-to-face instruction for students needing more time for mastery. During this time, students also engage in a wide array of hands-on activities using instructional technology and interactive equipment such as Panaboards, SMART Tables, and Student Response Kits.

Use of TKES for Data Driven Instruction

- In order to remain in line with the goals of the district for improved student achievement, Huie Elementary will embrace the use of TKES in order to drive instruction. In doing so, teachers will become proficient at finding and utilizing the data from CRCT, SLO, Benchmark Assessments etc. in order to implement flexible grouping, create common assessments, progress monitor and plan lessons.

Use of Common Assessments

- Grade levels will be required to utilize common assessments in all subject areas on a bi-weekly basis. Employing this strategy will enable teachers to establish common areas of strengths and deficiencies in student learning. Furthermore, the creation of common assessments helps guide instruction and teachers will have a clear understanding of what the goals within a given time period.

The Early Intervention Program (EIP) will provide at-risk students additional support in reading and math. Department of Exceptional Students (DES) and students categorized as English for Speakers of Other Languages (ESOL) will receive instruction with Special Education teachers in a co-teaching, interrelated, of self-contained setting. DES and ESOL students are given additional time, if needed, to review and preview content area skills. Highly qualified teachers will provide extended learning opportunities by offering before and after school tutorials. All teachers will have conferences with their students to provide feedback on their current performance level based on county and school wide assessments.

- Use effective methods and instructional strategies that are based on scientifically based research that:
 - strengthen the core academic program in the school.
 - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum.
 - include strategies for meeting the educational needs of historically underserved populations.

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Response:

Huie uses several research-based methods and instructional strategies to strengthen the core academic program and quality of instruction:

Begin a lesson with a short review of previous learning

- Ensuring there is a short review of previous learning before every lesson proves to be extremely effective as it ensures students have acquired and connected content. **Rosenshine, Barak. "Principles of Instruction." *American Educator* (2012): 12-39. *American Educator*. Web. 28 Aug. 2013.**

Provide Modeling

- Research indicates that students require cognitive support when problem solving. Consequently, teachers must model and demonstrate the processes students should engage in order to promote self-efficacy and independence. **Rosenshine, Barak. "Principles of Instruction." *American Educator* (2012): 12-39. *American Educator*. Web. 28 Aug. 2013.**

Focus on Vocabulary Acquisition

- At Huie Elementary we will strive to ensure that students experience varied and meaningful encounters with vocabulary. This will include but is not limited to:
 - Morphological Awareness (LETRS Training, Fall 2015)
 - Direct teaching of individual words
 - Word learning strategies
 - Fostering word consciousness

In doing so, students will enhance their use of academic vocabulary and begin to vary word choice when writing. **Moore, David. "Why Vocabulary Instruction Matters" *National Geographic School Publishing* (n.d.): 1-4. *National Geographic School Publishing*. Web.**

Huie will increase the amount and quality of learning time in the following ways:

After School Remediation Program

- The Huie Elementary Afterschool Remediation (**ASR**) program will be offered to students in grades one to five. Upon acceptance into the program, students reading and math GMAS scores will be utilized to pinpoint the domain and strands in which the most difficulty is being experienced on a student-by-student basis. Thereafter, students will be grouped accordingly, and personalized learning plans will be constructed. Following student grouping, a pre-test will be administered in order to assess level of mastery in a particular domain. Subsequently, each targeted domain/strand will be an area of concentration for approximately one week before moving on to the next domain/strand. As a student progresses through a domain/strand, the teacher will document student progress and the tools utilized to ensure mastery.

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Saturday School

- Saturday school will be offered to students in grades three, four, and five. Saturday school will serve students that have been identified through current data as “needs improvement” in math and reading. Here again students will be grouped according to the most recent assessment data in order to best meet their needs. Once specific deficits have been identified, certified teaching personnel will design and deliver lessons aimed towards the remediation of skills which are essential to increase student achievement. Saturday school will take place in the month of March, shortly before state-wide testing.

Schedule of Protected Instructional Time for Reading and Math

- Each grade level has a protected block of time for uninterrupted Reading and Mathematics instruction. This time is directly aligned to County’s allotted time for reading and math instruction.

Gifted and High Potential Students

- Classroom instruction is differentiated to meet the needs of those students who need enrichment and acceleration
- A SCORE (Stimulating-Creativity-Originality-Reasoning-Excellence) teacher will provide a compacted curriculum for these students

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs.

Response:

Huie provides strategies to address the need of all children, particularly the needs of low-achieving children and students are members of target populations.

Counseling services are provided by an on-site counselor

Huie’s counselor, along with 5th grade teachers and the 4H program, provides assistance in career readiness instruction.

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- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs.

Parent Liaison

The Huie Parent Liaison assists with Home to School connections by making communication between students, parents, and teachers attainable in both English and Spanish. Additionally, academic, grade level specific parent workshops/make-it/take it are offered and pamphlets/newsletters are provided.

A College and Career portfolio is created by 5th grade students

5th Grade Teachers, along with the Counselor and the 4H program, work with 5th grade students to identify career goals while they research a career focus. Students have an opportunity to partake in career education lessons and write career focused essays that support why they have chosen the particular career.

Fresh Fruits and Vegetables program

All students receive a healthy fruit or vegetable snack three times a week during the instructional day.

- Address how the school will determine if such needs have been met; and
 - are consistent with, and are designed to implement, the state and local improvement plans, if any.

Response:

National, state, district and school-based measures will be used to assess if student needs have been met. Student performance will be analyzed to target areas of weakness and formulate instructional solutions. Data from the following sources will be analyzed to aid in this process:

State Longitudinal Data System

The State Longitudinal Data System (*SLDS*) offers teachers with invaluable insight with respect to historical data on students. It is through SLDS that teacher will find pertinent information such

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as:

- Student overall attendance in grades K-5
- Student performance on state-wide testing such as past CRCT and Writing scores in grades 3-5 and glean whether or not students “meet”, “exceed” or “does not meet” proficiency levels as set forth by the state
- Student performance on the Georgia Milestone Assessment in grades 3-5 upon its arrival in early fall of the 2015-2016 school year.

Grade Level Meetings

These meetings will ensure that teachers within a particular grade level have the opportunity to discuss and utilize student data (i.e., common assessments, probes, benchmark testing) in order to determine how to best serve students. Grade level meeting will also serve as a catalyst for collaborative planning, formulation of common assessments, lesson planning, and discuss alternative strategies that may be needed in order to reach all students.

Use of Common Assessments

Common assessments will be developed by the grade level “content master”. The assessments will be created based on the following criterion:

- Data discussions during grade level meetings,
- District/State Common Core Standards
- District pacing guide
- Current level of student mastery

3. Instruction by highly qualified professional staff

Response:

According to the requirements set forth by the Elementary and Secondary Education Act (ESEA) teachers must meet all of the following criteria:

- Has earned at least a bachelor’s degree
- Holds full state certification
- Has demonstrated subject matter knowledge and teaching skill in each core academic subject assigned to teach

Based on the aforementioned guidelines, 100% of the Huie Elementary staff is highly qualified. It is the intent of the administration and staff to attract highly qualified personnel by establishing a culture of high expectations with peer support and recognition. The school will continue to recruit and maintain highly qualified teachers by working closely with CCPS Human Resources Department as outlined by the ESEA.

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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response:

- A. In order to maintain a high level of teacher competency, Huie Elementary School will provide and encourage high-quality and ongoing professional development for teachers, principals, parents, paraprofessionals, and support personnel to enable children to meet the State's student academic achievement standards. We have devoted sufficient resources to effectively carry out the professional development activities that will address the root cause of academic problems. With this in mind, the school will implement the following to assist teachers in their efforts to maximize personal growth:

Ensure all professional learning addresses the identified needs of the school and the district.

For example:

- Huie Elementary School has a high transiency rate and also serves a large population of students that are economically disadvantaged and homeless. As a result teachers are encouraged to attend professional development offered by district personnel dedicated to "*Students and the Impact of Poverty*". This particular professional development course is solely focused on how poverty affects student achievement.
 - According to our data trends in reading and math, scores have suffered a decline; therefore teachers are afforded to opportunity to engage in professional development that will promote the use of various strategies and a deeper understanding of the content in order to stimulate student mastery.
 - Because Huie Elementary serves a large ELL population, administration has allocated professional development funds for ESOL teachers to engage in professional learning outside of the district. By engaging in professional learning specifically targeting to one of our largest subgroups, ESOL teachers will become increasingly more knowledgeable about how to best serve our ESOL population.
 - In addition to county and state wide professional development, the administration of Huie Elementary encourages professional growth outside of the state. If there is a need for growth in a particular area, administration makes it a priority to seek out funds to enable participation.
- B. We have aligned professional development with the State's academic content and student academic achievement standards by engaging all staff at Huie Elementary in required sessions which are aligned with the district's four academic initiatives (literacy across the curriculum, numeracy across the curriculum, critical thinking, and integration of technology) and the Georgia Common Core Standards. The participation in these professional development sessions is ongoing and redelivered by a master trainer.

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4.	In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.
	<p>C. We have devoted sufficient resources to carry out effectively the <u>professional development activities that address the root causes</u> of academic problems. For example each building has an Instructional Site Facilitator. One of the primary responsibilities of the Site Instructional Facilitator is to serve as the master trainer/professional development specialist within the building. As a result, the site facilitator is also deeply entrenched professional development on a regular basis in order to properly address the academic difficulties and specific needs of the school. Huie Elementary also allocates time, money and resources to further address the school's needs in the following ways:</p> <ul style="list-style-type: none"> ➤ Budget adequate financial resources for professional learning opportunities ➤ Acquisition of books for book studies ➤ Procurement of materials and resources for staff development ➤ Securing flip cameras to record peer observations ➤ Conducting evaluations after each professional development ➤ Allocation of funds for master teacher to conduct professional learning sessions for the staff and parents ➤ Earmark funds for consultants to provide on-site professional learning opportunities and side-by-side coaching. <p>D. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways.</p> <ul style="list-style-type: none"> ➤ Provision of professional learning in the use of higher order thinking skills to improve individual student achievement and the overall instructional program.

5.	Strategies to attract high-quality highly qualified teachers to high-need schools.
	<p><i>Response:</i></p> <p>Research states most new teachers leave the profession within their first 3 years because they are overwhelmed with all the paperwork, work load, and they feel isolated. Fountain provides an on-going mentoring program that supports all new teachers. Our staff development program is designed to provide new and veteran teachers with the most recent teaching methods. We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. The district utilizes a strategic plan to ensure that it recruits and hires highly qualified instructors for the system.</p>

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To retain highly qualified instructors at the school, the following occurs:

- New Teacher Orientation is provided at the beginning of the school year for all new teachers.
- Each new teacher is assigned a Teacher Support Specialist (TSS mentor) who provides ongoing support for new teachers. Other support personnel, including the administrators, coaches, and grade-level chairpersons, also provide mentoring and instructional support for new teachers. The TSS meets monthly with their mentee to address any areas of concern.
- Additionally, instructional facilitators provide on-going professional development for all teachers in areas where improvement is needed or areas that teachers request they would like to enhance their skills. Teachers are provided the opportunity to develop in a teacher leadership capacity by serving in various leadership roles, including the following: Better Seeking Team member, grade-level chairperson, TSS, and an activities coordinator.
- Teachers are allowed the opportunity to observe in other classrooms. This opportunity introduces them to new instructional strategies and many times new classroom management ideas.
- Teachers also attend several collaborative planning meetings throughout the school year. This allows teachers to work with different grade levels, subject areas, and special teachers. They share ideas, thoughts, and strategies that they have found to be effective in their classrooms. (Strategic Goal 6)

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

Response:

- A. We have involved parents in the planning, review, and improvement of the comprehensive school-wide program plan through:

Parent Conferences

Each grade level holds regularly scheduled parent-teacher conferences in order to keep parents abreast and involved in their child's learning. Through these conferences parents are notified of upcoming school events, community activities, and student progress

Involvement in PTO

At Huie Elementary, we view parents as stakeholders in their child's/children's education. Consequently, we encourage all parents to become a member of the PTO. This not only assists the school with providing activities for students to engage in, but also provides parents with a voice in their child's education.

Open House

Each year parents are notified of and encouraged to attend open house. During this time parents have the opportunity to meet teachers and administration. Additionally, parents receive the opportunity to familiarize themselves with the expectations of the school, curriculum and individual teachers. There is also a question and answer session during which time parents are

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free to pose questions or voice concerns about school related items.

Parent Notification

Parents are notified in our monthly newsletter (printed in English and Spanish) of upcoming school events, conference dates, fundraisers, etc. Parents can also access up-to-date school information via the school website. Here they will find information regarding school and county-wide functions. Huie also notifies parents via the marquis located at the front of the school. The marquis is updated periodically in order to communicate the most up-to-date school information available. Huie Elementary also sends home flyers in order to keep students abreast of any school or district news and/or events.

- A. We have developed a parent involvement policy included in our appendices that includes strategies to increase parental involvement such as:

School Council Meetings

In an effort to further bolster parental involvement, Huie Elementary holds regularly scheduled student council meetings. One of the requirements is that at least one member must be the parent of a child that attends the school. Adhering to this regulation ensures that all stakeholders actively participate in maintaining the vision and mission of the school.

Parent Resource Room

The parent resource room provides our parents' who lack the tools or access to tools to search for employment, create resumes and complete online applications. Parents can also utilize this space to complete coursework related to GED completion.

Fall Festival

Huie Elementary strives to maintain a sense of community and family oriented culture. In maintain this culture, the fall festival is one of the school-wide events that brings parents, students, teachers and administrators together for family centered activities for all to enjoy.

Science/Social Studies Fair

Each year Huie Elementary holds its annual science and social studies fair. The time leading up to the social studies/science fair provides parents with the opportunity to help their child gain a deeper understanding of the content area as they help construct the presentation. Parents are also encouraged to attend the social studies fair with their child to exhibit support of the learning endeavor.

Curriculum Night

With the implementation of the CCGPS (Common Core Georgia Performance Standards) there has been a shift in the direction curriculum in Clayton County. When parents attend curriculum night, they will become familiar with the changes and expectations of the CCGPS as it provides a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. Since the standards are designed to be robust and

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relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers, participation in curriculum night empowers parents to be active participants in their child's education.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs or to assist students with the transition to middle school, high school or college.

Response:

- A. Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year.

Transitions Activities for Pre-K to Kindergarten

Pre-K students will shadow a kindergarten student during the day. This will benefit their transition to kindergarten as they will spend time in kindergarten classes, eat lunch with kindergarten students, and participate in planned kindergarten activities in order to begin acclimation to the next grade. Parents are also invited to visit kindergarten classrooms on a specified day (or as scheduled by the teacher) in order to inform parents of student expectations. Parents of Pre-K students also receive a "Transition Packet", and summer reading and math packets to assist with the transition from one grade level to the next.

Transitions for Fifth Grade to Middle School

At the end of the fifth grade, students participate in the "*walk in my shoes*" activity that provides them with an opportunity to visit and experience the next grade before they enter it. During this day teachers facilitate mini units which coincide with the next grade level CCGPS standards. This gives students a glimpse of the curriculum that they will be studying for the upcoming year and better acclimate to the departmentalized structure of middle school. This "previewing" of the next grade helps ease the transition from elementary to middle school.

We also participate in the fifth grade orientation for rising 6th graders. This is an activity that gives rising 6th graders at Huie an opportunity to spend a half day at the middle school they will be attending. This helps eliminate the element of "surprise" for students once they arrive.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:

- A. The ways that we include teachers in decisions regarding use of academic assessment are by holding all school personnel accountable to grade level and school-wide expectations in the following areas:

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Grade Level Meetings

Each teacher at Huie is expected to participate in grade level planning. This includes vertical, horizontal, and content area planning. The expectation is that two meetings will take place each week. During these meetings, teachers will utilize the data to inform future instruction and prepare students for Student Learning Objectives, Georgia Milestone Assessment, benchmark, and district mandated assessments. This will provide valuable information for improving the achievement of individual students in the overall instructional program.

Collaborative Planning

Teachers, school and county level Instructional Facilitators, and administrators will collaborate to plan and implement instructional strategies and assessments aligned to CCGPS. CCPS Collaborative Planning Framework will be used to facilitate discussion and analyze assessment data to inform instructional decisions.

Better Seeking Team Meeting

The Better Seeking Team will meet monthly to review data, discuss testing protocols, school initiatives, instructional strategies and grade and content area expectations.

Grade Specific Common Assessments

Teachers will discuss and construct unified common assessments to be used in their content area. During these meetings, best-practices ideas will be shared and plans for implementation will be developed. Once these best practices are implemented in the classroom, they will be evaluated to determine efficacy. Teachers will share tasks and activities with each other and examine student work to determine what does and does not meet standards. A review of baseline data to identify areas of weakness and a plan to address those weaknesses will guide the meetings.

Formal and Informal Assessment

Teachers will use formal and informal assessments to monitor student progress and inform instructional practices and determine if students need remediation or acceleration. Benchmark assessments, Pre-tests, common assessments unit assessments, etc. will serve as formal assessments; while informal assessments will include oral response, ticket out the door and guided discussions.

Student Support Team (SST) Meetings

Teachers, parents, counselors, administrators, and a system psychologist will collaborate, assess and formulate a plan of action to address the needs of students who require additional support in their efforts to meet and exceed state standards. Teachers will utilize researched based strategies to assist students in the regular education program. If the strategies are not successful, academic, cognitive, behavioral, visual and/or auditory screening may be recommended. Results from the

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screening(s) may require the student to be placed into the DES (Department of Educational Services) program. The SST Committee will work as a problem-solving team to accommodate the needs of the student.

Response to Intervention (RTI)

Huie Elementary will utilize data gathered from RTI, IEP and 504 plans to ensure all SWD students receive appropriate accommodations and modification as required by law. These strategies will begin prior to starting the SST process with students. Grade level teams will gather and analyze student data including academic, behavior and information from prior SST's. Grade level teams will then select research based strategies to support the student.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response:

- We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are:

Classroom Instruction

Teachers will employ instructional strategies to provide effective and timely assistance to students by:

- Utilizing instructional frameworks conducive to implementation of CCGPS
- Providing opportunities for students to gain understanding with hands on performance tasks.
- Provide struggling students with scaffolds to acquire knowledge
- Student centered classrooms that allow students to take ownership of their learning
- Summarizing activities to gauge student acquisition of concepts and CCGPS standards.
- Activating prior learning
- Content connections to real life experiences
- Implementing flexible groupings and small group instruction to accommodate student readiness
- Adjusting instruction to address different learning styles.
- Using informal assessments to gauge student acquisition of concepts and CCGPS standards.
- Implementing CCGPS inter-related/cross curriculum writing experiences.
- Engaging students in higher-level critical thinking
- Utilizing Study Island in the computer lab.
- Utilizing flexible grouping and small group instruction to accommodate student readiness, learning styles, and weaknesses.

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Instructional Facilitator

The K-2 and 3-5 Instructional Facilitators support the classroom teachers by modeling lessons, assisting with lesson planning, providing researched-based instructional strategies, analyzing formative and summative assessments, and designing and coordinating professional learning activities.

Title I Paraprofessional

The Title I paraprofessional will support the vision and mission of the district in the following manner:

- Conducting class with supplementary instruction beyond regular classroom instruction.
- Provides further reinforcement of skills as prescribed by CCGPS.
- Pre-teaches or reinforces ELA, math or science concepts to be covered.
- Evaluating the progress of all students and designs and prepares lessons in alignment with the Common Core Georgia Performance Standards.
- Assesses students' (e.g. progress, expectations, goals, etc.) for the purpose of providing feedback to students, parents and administration.
- Collaborates with a variety of parties (e.g. instructional staff, other school personnel, parents, community resources, etc.) for the purpose of improving the quality of student outcomes, developing solutions; achieving established program objectives and/or and planning curriculum.
- Demonstrating methods required to perform classroom and/or subject specific assignments (e.g. phonemic, awareness, phonics, vocabulary, comprehension, fluency, etc.) for the purpose of providing an effective instruction to students.

EIP

Students below grade level will be provided additional services for grades k-3 through the push in or pull out model to help them reach grade level proficiency before the end of the school year.

ESOL

Students who need additional support in the acquisition of the English language are provided services utilizing the WIDA model. WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

DES

Provides services for students with disabilities which facilitate an educational progression. Individual Education Programs (IEP) were established to assist students in the acquiring the necessary skills and knowledge through accommodation or modification of the curriculum.

Parent Liaison

Will assist parents as well as work with parents to plan workshops, provide instructional materials, strategies and other resources that are designed to help parents take an active part in their child's education. Assist parents in making sure students have the necessary supplies and materials for school.

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ELL

Huie has a significant number of ELL students. Huie will follow the district, state and federal guidelines to ensure that ELL students achieve the same goals set for all students.

Homeless

Huie Elementary will follow district, state and federal guidelines to ensure that students who are identified as homeless will achieve the same goals set for all students.

The Partners in Education

Huie Elementary has sought out entities within the community to volunteer time and resources to assist in the mentoring of at-risk students. Additionally, the counselor and social worker will collaborate to develop a mentoring program for at risk students.

All students at Huie Elementary will be given multiple opportunities to be successful and meet state and national standards. The needs of students with disabilities, students with limited English proficiency (ELL), homeless and migrant students will be identified and addressed to ensure students have every opportunity possible to be successful in school. Various measures will be employed at Huie Elementary to ensure that students who experience difficulties are identified on a timely basis in the following ways:

- GMAS-Georgia Milestones Assessment System
- Focus Walks
- Teacher Observations
- Progress Reports
- Response to Intervention
- Pyramid of Intervention
- Common Assessments
- STAR reading
- Writing Portfolios – Writing samples throughout the schoolyard
- Conference Logs – Documentation of teacher and students conferences

Huie Elementary will provide the following training for teachers in order to assist them in identifying student difficulties and appropriate strategies for teaching students with identified difficulties:

- Response to Intervention Training (RTI)
- Student Support Team Training (SST)

Huie Elementary works to ensure parents, teachers, and community are available to provide assistance to the students at the school in the following ways:

- Home to School Compacts are agreed upon and signed by all stakeholders. These compacts are housed in the office.
- School Handbook is given to each parent at the school

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- Parent Involvement Policy is sent out to each parent at the school
- Parent Liaisons provide monthly workshops and activities to assist parents in support of the child at home and at school.
- Huie Elementary maintains an open door policy for parents to come in and request conferences.
- RTI results are communicated to parents.
- Teachers keep up-to-date documentation of all teacher parent conferences.
- Tier 1 forms are utilized to keep the documentation consistent throughout the school
- Teachers maintain data to document progress and track students in their classroom. This information is shared with parents at conferences and RTI meetings.
- Meaningful two-way communication between parents and teachers throughout the year.
- Parent volunteers are invited to assist at the school and in the classroom.
- Accelerated Reader provides reports and is not internet based – purchased by the school.
- Daily agenda books to keep parents up to date on students' assignments.
- Progress Reports and Report Cards sent home to parents.

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response:

All school programs and resources will be coordinated to ensure alignment with school and district student achievement goals. Programs will be implemented in the manner which best meets the needs of our diverse student population.

11. Description of how individual student assessment results and interpretation will be provided to parents.

Response:

- Students participate in a variety of formative and summative assessments during the school year. Many of these assessments provide a parent report that is shared with parents. The guidance counselor and classroom teacher offer sessions in which they interpret the reports with parents.
- Individual assessment results are mailed to parents. Parent/teacher conferences allow teachers to review and interpret test data for parents by identifying areas that show a repeated pattern of deficiency or strength.
- Parents receive Progress Reports every four weeks. In addition, Report Cards are distributed at the end of each grading period.

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12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response:

The school system through the department of Research and Accountability collects data. Once the results are received, the administrators, counselors and teachers review the data to inform instructional decisions. The counselor also reviews the data with students. When GMAS test results are returned, results of data is shared with the staff via a faculty meeting. Data is disaggregated and compared/contrasted according to performance level across grades, design, leadership teams, and school council. Teachers are distributed test results at the beginning of the year of current and former students. Each teacher's data is discussed with the teacher during one-on-one conferences. Data is reviewed during common planning time identifying strengths and weaknesses, domains performance, and students' performance by sub-group.

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response:

The Georgia Milestones Assessment System is a statewide test. Validity and reliability have been established at the state level. Teachers and proctors receive training on administering the tests and test security to ensure that results are valid.

14. Provisions for public reporting of disaggregated data.

Response:

The Georgia Department of Education Department of Assessment and Accountability verify and report test information to the public. Disaggregated data will be reported to the public via news organizations and can be accessed by visiting the Georgia Department of Education website. Disaggregated data is also shared via school website, data bulletin board, newsletters, and parent meetings.

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

Response:

Huie Elementary's Title I and School Improvement Plans were last written during the 2015-16 school year. These plans are updated annually. Collaboration to update and revise the Schoolwide Plan was done through meetings (staff, PTO, School Council, Grade Level, and Better Seeking Team) emphasizing the accomplishments, growth, and needs of the school. All historical data was aggregated, disaggregated, reviewed and analyzed to look at trends and to help determine goals for the 2016-2017 school year. Based on findings from these committees, the types of programs that would be implemented were determined as well as the allocation of Title I funds.

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16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

Response:

The entire school staff meets annually to review and revise the plan. In addition, the Better Seeking Team reviews and updates the plan ensuring that all components of the plan are aligned with district goals and address the specific needs of Huie's students. The School Council, which consists of parents and community representatives, also reviews the plans and provides feedback. Components of the plan were reviewed with the Office of Federal Programs for completion.

17. Plan available to the LEA, parents, and the public.

Response:

Plan is available at the local school site and at the Office of Federal Programs. The plan will be reviewed at a Parent Teacher Meeting in September. In addition, a copy of the Title I Plan will be placed in the media center and in the Parent Center. The plan will also be referenced on the school website indicating where a copy can be located.

18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Response:

At the current time, English is the language of the significant percentage of parents at Huie Elementary. But in the future if another language is the language of a significant percentage of parents, the plan will be translated in that language. Clayton County Public Schools has an interpreter available to translate the plan for parents who do not speak English.

19. Plan is subject to the school improvement provisions of Section 1116.

Response:

The plan is subject to school improvement provisions of 1116. All schools in the state of Georgia are subjected to this school improvement provision. Teachers, Administration, Facilitators, and the Better Seeking Team attend collaborative planning meetings, provide professional development, work cooperatively with administration to provide critical feedback, and conducts observations to help strengthen the instructional program.