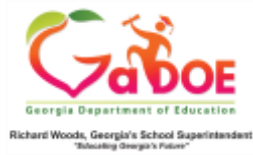




**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN		
School Name: South Hart Elementary School		District Name: Hart County
Principal Name: Lydia Bennett		School Year: 2017-18
School Mailing Address: 121 E & M Dairy Road Hartwell, Georgia 30643		
Telephone: (706) 856-7383		
District Title I Director/Coordinator Name: Lamar Scott, Title I Director		
District Title I Director/Coordinator Mailing Address: Hart County Charter System 284 Campbell Drive Hartwell, Georgia 30643		
Email Address: lscott@hart.k12.ga.us lbennett@hart.k12.ga.us		
Telephone: Lamar Scott (706) 376-5141 Lydia Bennett (706) 856-7383		
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:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



Georgia Department of Education Title I Schoolwide/School Improvement Plan

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.



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Lydia Bennett		Principal
Dr. J.T. Stewart		Assistant Principal
Ashley McNeill		2 nd Grade Teacher at South Hart / School Leadership Team
Joshua McCurley		4 th Grade Teacher at South Hart / School Governance Team/PTO President
Leslie Wallace		3 rd Grade Teacher
Lauren Kay		Counselor/School Leadership Team
Emily King		Parent / School Governance Team
Hannah Kelley		Parent
Angie Keifer		Parent
Vicki Moorehead		Grandparent
Aaron McBride		Parent
Justin Berelc		Parent
Whitney Berelc		Parent
Samantha Skelton		Parent
Aubrey Dickenson		Parent
Ayoca Freeman		Parent
Chau Truong		Parent



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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 school-wide plan with the participation of individuals who will carry out the comprehensive school-wide / school improvement plan. Those persons involved were.....The ways they were involved were.....

South Hart Elementary School serves grades Pre-K through fifth grade and is one of three elementary schools in the Hart County Charter System. South Hart Elementary is home to approximately 556 students with an ethnicity of 61.6% White, 22.3% African American, 0% American Indian or Alaskan native, 2.3% Asian or Pacific Islander, 9.5% Hispanic, and 4.1% Two or more races. Of our student population, 49.8% are male and 50.1% are female. Approximately 5% of the student body is enrolled in and receive gifted education services and 15.8% receive special education services. The teacher staff consists of 29 homeroom teachers, 10 teachers serving in support roles, and 9 paraprofessionals. The current pupil/teacher ratio is approximately 19:1. The average homeroom class size is 19 students. Currently, at South Hart, 70.38% of the student body qualifies for free or reduced lunch.

The Hart County System Improvement Team provides the guiding force for strategic planning at both the system and school level. Meetings focused on student data and research based strategies for school improvement and student achievement. A continuous and progressive focus of the team is improving the school overall with a determined emphasis on developing and providing a strong standards-based curriculum.

South Hart Elementary School's Improvement / Leadership Team consists of grade level lead teachers, support teachers, and school administrators, as well as, the School Governance Team. This team oversees the instructional needs of the school and assists in the development and implementation of the School Improvement Plan. Our school-wide Parent/Family Engagement week was held May 26, 2017, and May 31, 2017—June 2, 2017 and the following members worked each day from 8:00am – 3:30pm: Lydia Bennett, Principal; Dr. J.T. Stewart, Assistant Principal; Joshua McCurley, Fourth Grade Teacher; Leslie Wallace, Third Grade Teacher; Ashley McNeill, Second Grade Teacher; and Lauren Kay, Counselor.



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South Hart Elementary School developed the school-wide plan with the participation of stakeholders such as staff members, School Governance Team members, Leadership Team members, and parents. These stakeholders will also help carry out the comprehensive school-wide plan. Members of our School Governance Team and PTO were involved to the extent that they were kept updated on the direction and progress of the school-wide improvement plan. South Hart parents and other stakeholders were invited to participate in a three day planning event held on May 31—June 2, 2017. On these days, the purpose of our school-wide plan was discussed, our student achievement data was reviewed, as well as, other demographic and attendance data. Ideas for improving student achievement, as well as, providing a more cohesive educational program were discussed and a list of goal areas for South Hart was established. The group of stakeholders then prioritized a list of action steps and assigned the action steps to the goal areas for our school-wide improvement plan. Once the goals and action steps were developed, the plan was reviewed by all participants.

- B. We have used the following instruments, procedures, or processes to obtain this information . . . (Be sure to use collaboration as a strategy for Needs Assessment.)

South Hart Elementary gathers information from many sources to determine school-wide needs. All staff members, including certified teachers and paraprofessionals, complete a system level Needs Assessment each spring to help identify areas to be included in professional learning activities. Certified staff members also complete a TKES Self-Assessment to identify individual areas of need. These areas are then addressed in Professional Learning Communities (PLCs) throughout the school year and their individual professional learning plans.

South Hart Elementary gathers information from parents through the Title I Parent/Family Engagement Survey. Parents are invited to attend the Curriculum Night/ Annual Title I School-wide Program meeting in the fall and the Title I Parent/Family Engagement meetings in the spring in order to learn more about the Title I program and to offer suggestions concerning the program and the use of allocated funds.

The School Leadership Team engages in collaboration sessions to discuss and explore additional ideas for professional learning and for improving the instructional program at South Hart.

South Hart Elementary gathers information from a variety of sources to determine student needs including CCRPI data, Georgia Milestones Assessment data, achievement team data, Lexile Scores, and MAP data. All of the information obtained is used to drive our school wide improvement plan and our district plan. A description of these instruments follows:



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College & Career Ready Performance Index (CCRPI)-An Index has been designed around a comprehensive definition of college and career readiness. This is the level of achievement required in order for a student to enroll in two or four year colleges, universities, and technical colleges without remediation. This means that all students will graduate from high school with both rigorous content knowledge and the ability to apply that knowledge. The CCRPI overall score is made up of three major areas: Achievement, Progress, and Achievement Gap.

Georgia Milestones Assessment-Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in language arts, mathematics, science, and social studies. Georgia Milestones is designed to provide students with critical information about their own achievement and their readiness for their next level of learning – be it the next grade, the next course, or endeavor (college or career).

Lexile Scores- This is a scientific way to match readers with text. Lexiles provide a clear way to measure students' progress toward college and career readiness. Based on common core standards, Lexile scores are represented by grade level ranges and lexile bands (scores).

Measures of Academic Progress (MAP)-MAP assessments are computer adaptive achievement tests in Mathematics, Language Usage, and Reading. MAP is norm-referenced and measures student growth over time. MAP assessments, joined with other data points, provide detailed, actionable data about where each child is on his or her unique learning path. MAP tracks student progress throughout a year and across school years, and is linked to software tools which can assist teachers and administrators in planning instruction.

- C. We have taken into account the needs of migratory children by (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance . . .)

South Hart currently has 7 students identified as migratory and 5 categorized as homeless. The Hart County School System follows the following guidelines in regards to the identification, enrollment and education of migratory students.

Identification:

Upon enrollment, all parents are given an occupational survey in their home language. Enrollment personnel return all completed surveys with a “Yes” response to having lived in Hart County for less than three years and at least one occupation checked to the migratory contact. The other surveys will remain in the students' permanent folders. Upon receipt of the occupational survey, the migratory contact arranges home visits with the regional migratory



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recruiter.

Once students have been identified for the migratory program, they are flagged in Infinite Campus. Reports are completed for the Georgia MEP (migratory Education Program) to identify students who may need priority for service.

Services:

Information on supplemental services as provided by the migratory Education Program is shared with faculty and staff of SHES. Information is also shared with parents (in their home language) as to the services for which their child is eligible. Services are designed to reduce educational disruptions and other problems that result from repeated moves. Instructional personnel determine if pull-out, push-in, or after school programs are best for migratory students. They also determine which services best meet the needs of these students.

Migratory students receive appropriate instructional and support services that address their special needs and have the same opportunity to meet state content and student performance standards. Application of the Georgia Student Achievement Pyramid of Interventions is equally applied to migratory students.

Copies of Priority for Services lists are given to administrators and instructional personnel. The migratory contact works with these personnel to ensure that students receive service for their identified need before other students are considered for services. Additionally, specific activities to address the needs of migratory families are provided. Such activities may include informing children and families of, or helping such children and families gain access to other education, health, nutrition, and social services.

The migratory contact is responsible for ensuring that all students who have been identified as migratory receive, at no cost, the benefits of the school nutrition program.

Migratory students are provided all services for which they qualify.

At South Hart we had four students who were identified as migratory in the 2016 school year. Based on their Georgia Milestones data three of those students took Science and Social Studies and passed at the developing learner level. Two of the four students did not pass ELA and three of the four students did not pass Math. One 4th grade student scored in the proficient range for both ELA and Math.

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D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example . . .

We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, the School Improvement Plan goals are based on the results of 2016-17 MAP data, Achievement Team Data, and CCRPI data. These scores are reflected in goals related to each of the four content areas assessed. Data reflects the performance of grade levels as a whole and the performance of specific subgroups. Goals are based on 2016 Performance Targets. Through data analysis, the content areas of ELA, math, science, STEM, and social studies have been identified as areas of most concern for all students. Goals specific to subgroups have been included to address their specific needs.

Mathematics

South Hart Elementary

MAP: Math Primary Grades GA 2010
Common Core Mathematics K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance							
						Operations and Algebraic Thinking		Number and Operations		Measurement and Data		Geometry	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2016-2017	K	78	160.2	12.0	162	160.4	14.1	160.3	14.5	160.6	11.6	159.4	15.0
Winter 2016-2017	K	79	148.2	11.5	148	145.5	14.2	149.1	12.4	148.8	11.5	149.3	13.3
Fall 2016-2017	K	79	135.1	8.6	135	<u>131.4</u>	10.1	133.9	11.3	137.5	10.3	138.1	11.2
Spring 2015-2016	K	93	154.1	13.1	156	155.1	12.9	154.0	14.8	152.6	14.0	154.4	16.1
Winter 2015-2016	K	98	141.2	12.4	140	<u>137.4</u>	11.6	141.6	15.2	142.3	14.8	143.7	14.8
Fall 2015-2016	K	96	132.7	10.1	133	<u>128.6</u>	11.6	132.7	11.7	134.3	12.0	135.3	12.9
Spring 2014-2015	K	94	159.1	11.6	160	156.7	14.0	160.3	13.3	157.4	12.8	161.5	14.2
Winter 2014-2015	K	92	144.1	12.7	143	140.6	12.8	146.2	13.9	142.6	13.7	147.4	17.3
Fall 2014-2015	K	93	135.1	11.0	133	<u>130.3</u>	10.5	132.6	11.2	137.5	12.8	<u>140.3</u>	16.1
Spring 2016-2017	1	86	176.1	15.1	179	174.2	16.8	176.3	16.9	173.9	14.0	<u>178.8</u>	18.5
Winter 2016-2017	1	85	165.6	13.3	167	169.2	15.3	166.0	15.1	164.5	13.6	162.5	15.1
Fall 2016-2017	1	85	154.2	13.3	154	153.6	12.4	153.8	14.8	154.1	14.2	155.2	17.2
Spring 2015-2016	1	82	179.7	12.3	179	178.1	12.0	182.1	14.4	176.9	12.6	181.5	15.6
Winter 2015-2016	1	86	170.0	12.1	169	<u>174.3</u>	13.1	171.4	14.7	168.0	13.7	<u>166.3</u>	13.3
Fall 2015-2016	1	86	158.0	14.5	160	157.3	15.4	158.1	15.9	157.4	15.2	160.1	17.1
Spring 2014-2015	1	105	179.9	14.5	180	178.3	14.3	180.5	15.9	<u>176.3</u>	14.7	<u>184.1</u>	19.8
Winter 2014-2015	1	106	167.2	13.3	167	169.7	14.9	168.8	16.0	164.6	13.5	165.5	15.0
Fall 2014-2015	1	108	154.3	16.1	154	153.1	17.4	156.1	16.9	153.2	16.9	154.9	18.3
Spring 2016-2017	2	83	202.7	14.5	201	201.0	17.8	201.5	15.5	<u>197.9</u>	15.7	<u>210.6</u>	17.7
Winter 2016-2017	2	82	188.0	11.9	186	187.2	13.5	189.7	12.2	188.3	14.6	186.6	14.0
Fall 2016-2017	2	86	176.7	14.0	177	176.4	14.4	177.8	15.9	173.5	14.4	179.0	16.8
Spring 2015-2016	2	104	196.0	16.7	199	196.5	18.2	197.3	19.6	<u>190.1</u>	15.8	<u>200.6</u>	19.2
Winter 2015-2016	2	106	186.6	13.9	187	185.4	14.7	189.3	13.3	185.4	15.3	186.1	17.5
Fall 2015-2016	2	107	176.6	15.6	177	175.7	15.1	179.1	17.5	175.5	16.0	176.3	19.4
Spring 2014-2015	2	86	191.6	16.8	192	<u>187.9</u>	15.8	191.3	19.3	190.5	17.0	<u>187.0</u>	21.9
Winter 2014-2015	2	87	179.6	14.9	180	176.9	15.2	<u>183.7</u>	17.9	177.3	13.7	180.0	17.4
Fall 2014-2015	2	86	175.0	14.9	176	172.7	15.3	<u>178.8</u>	17.9	171.8	14.4	176.9	17.0



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education Title I Schoolwide/School Improvement Plan

Mathematics

South Hart Elementary

MAP: Math 2-5 GA 2010
Common Core Mathematics K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance								
						Operations and Algebraic Thinking		Number and Operations		Measurement and Data		Geometry		
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	
Winter 2014-2015	2	1												
Spring 2016-2017	3	110	198.7	14.0	201	198.2	16.6	197.6	13.7	198.3	15.8	200.6	14.5	
Winter 2016-2017	3	111	191.5	12.1	192	193.6	15.1	191.3	13.1	189.1	14.1	191.6	13.5	
Fall 2016-2017	3	109	183.2	13.0	183	180.0	15.9	184.3	13.7	183.3	13.3	185.3	14.2	
Spring 2015-2016	3	80	198.0	14.9	201	197.6	18.1	196.4	14.6	198.9	15.2	198.8	15.9	
Winter 2015-2016	3	84	192.2	13.3	194	193.1	15.8	192.1	13.4	191.0	14.4	192.9	14.5	
Fall 2015-2016	3	85	183.1	12.8	185	178.6	15.0	184.0	13.8	182.3	13.6	187.8	13.7	
Spring 2014-2015	3	75	197.4	12.4	199	195.8	13.1	198.3	12.0	196.3	15.0	199.1	15.4	
Winter 2014-2015	3	78	190.3	11.2	191	189.7	13.7	192.6	11.2	188.4	12.9	190.3	13.2	
Fall 2014-2015	3	76	183.6	12.1	185	178.9	15.9	185.4	12.5	182.3	13.0	187.4	13.8	
Spring 2016-2017	4	82	205.9	16.0	208	204.3	16.4	206.2	17.4	204.7	18.4	208.5	15.8	
Winter 2016-2017	4	82	199.8	13.7	202	200.8	16.3	199.7	14.9	199.1	15.6	199.4	13.6	
Fall 2016-2017	4	80	195.1	13.5	196	194.7	17.0	193.8	13.5	194.3	14.1	197.7	14.9	
Spring 2015-2016	4	70	205.9	10.3	206	205.0	12.3	206.0	10.7	205.0	12.3	207.7	11.8	
Winter 2015-2016	4	71	200.9	11.2	202	200.3	13.4	203.8	11.0	198.9	14.3	200.4	11.6	
Fall 2015-2016	4	72	195.7	11.0	197	194.4	13.5	196.4	10.4	195.0	13.5	197.0	13.6	
Spring 2014-2015	4	72	207.4	12.8	209	205.9	13.4	208.5	12.5	204.3	15.2	211.1	14.9	
Winter 2014-2015	4	72	199.9	10.7	200	199.1	13.7	201.1	10.5	197.5	13.3	201.9	11.9	
Fall 2014-2015	4	71	195.1	11.5	196	193.5	13.7	195.4	11.2	193.5	13.6	197.4	11.5	
Spring 2016-2017	5	69	213.4	13.9	212	212.0	14.0	213.6	14.9	213.3	16.1	214.7	15.1	
Winter 2016-2017	5	71	208.5	11.5	210	209.4	13.3	209.9	12.0	206.4	14.2	208.2	12.2	
Fall 2016-2017	5	70	203.7	13.0	205	203.6	15.1	202.6	13.4	203.8	14.2	205.3	14.1	
Spring 2015-2016	5	73	215.9	13.1	215	211.8	13.8	216.8	14.5	215.1	14.8	220.0	14.1	
Winter 2015-2016	5	74	211.3	10.0	213	210.4	11.0	214.4	11.4	208.2	11.7	211.8	12.5	
Fall 2015-2016	5	74	207.2	10.6	208	206.7	12.7	207.4	10.5	205.1	12.2	209.5	11.9	
Spring 2014-2015	5	79	220.1	15.1	220	216.9	15.3	221.8	16.3	216.9	17.0	226.8	16.0	
Winter 2014-2015	5	83	211.6	13.6	212	210.6	14.8	214.2	14.8	206.6	14.8	214.7	16.1	

Reading

South Hart Elementary

MAP: Reading Primary Grades GA 2011
GA Common Core English Language Arts Performance
Standards K-12: 2011

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance							
						Foundational Skills		Language and Writing		Literary and Informational		Vocabulary Use and Functions	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2016-2017	K	78	158.0	10.8	158	157.1	13.0	158.6	11.0	158.0	11.0	158.1	12.7
Winter 2016-2017	K	79	148.4	10.5	148	149.4	12.9	147.7	10.9	147.7	11.0	148.2	13.5
Fall 2016-2017	K	79	136.3	9.0	138	131.2	12.3	134.8	9.2	140.1	11.3	139.2	11.1
Spring 2015-2016	K	95	152.3	11.5	153	151.5	12.6	152.8	11.5	152.5	13.5	151.9	13.4
Winter 2015-2016	K	98	143.0	10.3	143	144.4	10.5	141.8	11.2	143.1	11.6	143.2	12.7
Fall 2015-2016	K	96	134.9	8.3	136	130.6	11.3	133.6	8.4	138.1	10.2	137.7	12.4
Spring 2014-2015	K	94	156.5	10.1	157	156.0	10.9	156.7	10.7	156.6	11.7	156.6	12.4
Winter 2014-2015	K	92	146.4	10.4	146	146.8	13.4	145.3	11.7	146.9	11.8	146.4	12.4
Fall 2014-2015	K	93	137.2	9.8	137	132.8	12.2	135.8	10.0	140.6	10.7	139.9	13.8
Spring 2016-2017	1	86	170.6	13.7	170	172.0	17.1	169.4	13.1	171.1	15.0	169.8	14.6
Winter 2016-2017	1	85	163.1	12.4	162	164.2	14.3	163.3	12.6	162.2	14.5	162.4	13.3
Fall 2016-2017	1	85	152.5	12.5	153	152.6	14.2	151.9	12.4	152.7	13.9	152.8	14.6
Spring 2015-2016	1	83	173.1	11.8	172	171.8	13.2	171.3	11.6	175.1	14.4	174.1	13.8
Winter 2015-2016	1	86	164.3	13.5	163	162.9	15.7	164.1	13.5	165.7	15.2	164.5	15.1
Fall 2015-2016	1	86	156.8	12.4	157	155.8	13.1	155.5	11.1	158.3	15.2	157.5	15.4
Spring 2014-2015	1	105	173.3	13.5	173	172.4	15.7	171.8	13.8	174.6	15.2	174.7	14.9
Winter 2014-2015	1	107	162.9	13.9	164	161.7	15.2	162.8	14.1	163.4	16.1	163.4	15.8
Fall 2014-2015	1	107	153.4	13.4	154	153.0	14.9	153.8	12.6	152.7	15.4	154.1	15.9
Spring 2016-2017	2	83	187.2	11.7	187	185.5	14.9	185.5	12.3	189.4	12.7	188.5	13.8
Winter 2016-2017	2	82	180.9	12.3	179	179.9	15.1	179.2	13.0	183.4	13.2	181.1	13.6
Fall 2016-2017	2	86	171.1	13.5	170	169.7	15.7	169.5	13.3	172.4	15.6	172.7	14.6
Spring 2015-2016	2	104	186.9	13.6	187	184.0	16.8	185.5	14.4	190.2	14.9	187.8	15.2
Winter 2015-2016	2	106	182.2	13.7	183	180.4	17.5	181.2	15.1	184.5	14.2	182.9	14.1
Fall 2015-2016	2	106	172.7	14.4	174	170.2	16.3	171.8	15.2	174.6	16.4	173.7	14.8
Spring 2014-2015	2	86	185.0	15.8	186	182.8	18.7	186.9	15.3	184.8	17.4	185.8	17.1
Winter 2014-2015	2	88	178.5	15.9	179	178.8	19.0	179.0	16.6	177.5	17.3	178.7	16.3
Fall 2014-2015	2	86	171.7	13.6	173	170.7	16.1	170.9	13.1	173.4	15.5	171.7	14.7

Georgia Department of Education Title I Schoolwide/School Improvement Plan

Reading

South Hart Elementary

MAP: Reading 2-5 GA 2011

GA English Language Arts Common Core Performance Standards K-12: 2011

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance									
						Reading Literature		Reading Informational Text		Vocabulary Acquisition and Use					
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev				
Winter 2014-2015	2	1													
Spring 2016-2017	3	110	193.0	18.3	196	192.7	19.8	194.0	19.1	192.3	18.4				
Winter 2016-2017	3	111	190.1	17.3	194	191.0	18.2	190.8	17.3	188.4	19.0				
Fall 2016-2017	3	109	180.7	17.1	182	181.9	18.6	180.3	18.5	180.1	16.4				
Spring 2015-2016	3	80	197.7	16.9	199	198.2	17.0	197.8	19.2	197.0	16.7				
Winter 2015-2016	3	84	189.6	15.8	192	189.9	17.3	190.0	17.0	189.0	16.0				
Fall 2015-2016	3	85	183.8	15.6	184	184.7	17.3	183.5	16.2	183.6	15.8				
Spring 2014-2015	3	75	192.7	15.4	195	192.9	17.0	193.4	15.3	191.5	15.9				
Winter 2014-2015	3	78	187.7	15.7	189	187.9	17.5	188.0	15.9	187.2	15.7				
Fall 2014-2015	3	77	181.0	16.5	184	181.9	17.9	180.4	17.5	180.9	16.5				
Spring 2016-2017	4	82	200.1	18.0	204	200.8	19.9	199.5	18.6	200.1	18.0				
Winter 2016-2017	4	83	197.7	16.6	197	199.0	17.6	197.8	18.4	196.2	16.1				
Fall 2016-2017	4	80	193.3	17.3	194	192.8	18.5	193.4	19.8	193.9	17.0				
Spring 2015-2016	4	70	200.8	13.3	201	201.3	16.0	199.7	14.1	201.4	13.4				
Winter 2015-2016	4	71	197.1	13.3	198	196.8	15.6	198.0	13.7	196.6	13.6				
Fall 2015-2016	4	72	193.3	14.0	196	192.9	15.7	192.4	15.0	194.4	14.7				
Spring 2014-2015	4	73	203.8	13.1	205	204.1	15.1	203.6	13.6	203.8	13.0				
Winter 2014-2015	4	72	197.0	13.0	200	196.1	13.6	198.3	14.8	196.6	13.1				
Fall 2014-2015	4	71	192.7	12.8	193	192.4	13.6	193.8	14.1	192.0	14.1				
Spring 2016-2017	5	70	207.8	15.3	208	210.3	16.8	206.4	16.2	206.7	15.9				
Winter 2016-2017	5	71	203.8	15.1	207	204.9	16.4	203.5	16.7	202.7	15.6				
Fall 2016-2017	5	70	195.4	17.5	201	193.6	19.0	196.2	18.5	196.4	17.1				
Spring 2015-2016	5	73	210.0	13.0	210	210.9	14.5	210.2	13.9	208.8	13.6				
Winter 2015-2016	5	75	208.8	11.4	208	208.8	12.3	209.0	12.5	208.8	12.3				
Fall 2015-2016	5	75	201.8	14.0	205	201.8	15.4	202.0	15.0	201.5	14.2				
Spring 2014-2015	5	79	210.6	11.6	211	212.5	13.5	210.7	11.5	208.4	12.7				
Winter 2014-2015	5	84	204.5	12.8	205	203.2	14.3	205.5	13.3	205.0	13.2				

Language Usage

South Hart Elementary

MAP: Language 2-12 GA 2011

GA English Language Arts Common Core Performance Standards K-12: 2011

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance									
						Writing: Plan, Organize, Develop, Revise, Research		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics					
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev				
Spring 2016-2017	3	110	197.6	15.2	199	196.4	15.1	198.3	16.8	198.1	16.0				
Winter 2016-2017	3	111	193.0	15.4	195	192.2	15.6	193.4	16.6	193.5	15.9				
Fall 2016-2017	3	109	182.4	15.9	184	181.1	16.1	182.9	17.0	183.1	16.8				
Spring 2015-2016	3	79	199.2	14.1	201	198.6	14.9	199.6	14.9	199.2	14.8				
Winter 2015-2016	3	82	192.2	14.3	192	191.4	15.2	193.2	15.0	192.2	15.2				
Fall 2015-2016	3	85	183.4	15.5	183	182.6	15.5	184.7	16.8	183.0	16.1				
Spring 2014-2015	3	75	196.0	15.2	199	193.9	15.4	197.1	16.0	197.2	16.8				
Winter 2014-2015	3	78	189.1	14.7	191	188.5	14.6	189.8	16.6	189.0	15.3				
Fall 2014-2015	3	77	183.4	16.8	186	181.7	16.8	183.8	18.7	184.4	16.6				
Spring 2016-2017	4	82	199.5	14.7	200	199.2	16.7	200.0	15.1	199.2	15.2				
Winter 2016-2017	4	83	198.4	14.4	199	198.3	15.8	199.4	14.8	197.9	14.9				
Fall 2016-2017	4	79	194.3	15.6	194	194.1	16.5	194.3	16.3	194.6	16.4				
Spring 2015-2016	4	70	203.1	10.0	205	201.7	11.1	203.7	11.1	203.8	11.0				
Winter 2015-2016	4	70	199.8	12.6	200	199.1	14.8	200.1	12.5	200.3	13.4				
Fall 2015-2016	4	72	194.0	13.9	196	192.7	15.0	194.3	15.0	195.0	14.6				
Spring 2014-2015	4	73	205.6	10.6	207	204.9	12.5	205.9	11.7	205.8	10.5				
Winter 2014-2015	4	72	199.2	12.5	198	196.9	14.5	200.3	13.4	200.2	13.2				
Fall 2014-2015	4	70	195.5	12.6	196	193.1	14.0	196.6	13.7	197.0	13.4				
Spring 2016-2017	5	69	210.7	10.1	211	210.2	11.2	210.3	11.2	211.5	11.1				
Winter 2016-2017	5	71	208.2	10.4	209	207.0	11.7	208.8	10.9	208.7	11.7				
Fall 2016-2017	5	70	200.3	13.2	202	200.3	14.2	201.4	12.8	199.6	15.3				
Spring 2015-2016	5	72	210.4	13.2	212	209.0	14.8	210.2	15.5	211.9	12.0				
Winter 2015-2016	5	75	209.7	11.3	211	209.3	11.7	209.8	13.1	209.7	11.9				
Fall 2015-2016	5	74	204.4	11.4	207	203.6	13.7	204.2	13.2	205.3	10.7				
Spring 2014-2015	5	79	210.6	12.9	213	209.0	14.4	211.3	13.8	211.5	13.1				
Winter 2014-2015	5	84	208.3	10.8	209	206.1	12.7	209.6	12.7	209.0	10.1				
Fall 2014-2015	5	86	204.0	11.3	205	202.7	12.8	204.4	11.7	204.4	12.1				



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The mean RIT for 3rd grade students in the Spring of 2017 ranged from 197.6 in the domain of Numbers and Operations in Mathematics to 200.6 in the Geometry domain. The mean RIT for 3rd grade Math at South Hart was 198.7. The national normed mean for Math for 3rd grade is 203.4. The mean for the 3rd grade Reading RIT score at South Hart in Spring was 193. The national normed mean in Reading for 3rd grade is 198.6. For Language Usage the mean RIT score was 197.6. The national normed mean in Language Usage for 3rd grade is 200.

The mean RIT for 4th grade students in the Spring of 2017 ranged from 204.3 in the domain of Operations and Algebraic Thinking in Mathematics to 208.5 in the domain of Geometry. The mean RIT for 4th grade Math at South Hart was 205.9. The national normed mean for 4th grade Math for is 213.5. The mean Reading RIT score at South Hart was 200.1 in Spring. The national normed mean is 205.9. The mean Language Usage RIT score for South Hart 4th grade was 199.5. The national normed mean in Language Usage for 4th grade is 206.7.

The mean RIT for 5th grade students in the Spring of 2017 ranged from 212 in the domain of Operations and Algebraic Thinking in Math to 214.7 in the domain of Geometry. The mean RIT for 5th grade Math at South Hart was 213.4. The national normed mean for 5th grade Math for is 221.4. The mean for the Reading RIT score at South Hart in Spring was 207.8. The national normed mean in 5th grade Reading is 211.8. The mean Language Usage RIT score for South Hart 5th grade was 210.7. The national normed mean in Language Usage for 5th grade is 211.5.

Overall, there are several trends revealed in the MAP data. In Mathematics, the domain of Operations and Algebraic Thinking was lowest for 4th and 5th grade. 1st and 2nd grade scored lowest in the domain of Measurement and Data. All grade levels with the exception of Kindergarten scored higher in the domain of Geometry.

In Reading, the mean RIT scores for all grade levels fell below the national norms for the grade level. The domains which students scored lowest in are Foundational Skills in Kindergarten and 2nd grade, Language and Writing in 1st grade, Vocabulary Acquisition and Use in 3rd grade, and Reading Informational Text for 4th and 5th.

For Language Usage, the domain of Writing: Plan, Organize, Develop, Revise, Research was the lowest for 3rd- 5th grades. Kindergarten through 2nd grade did not take the MAP test in Language Usage.

Milestones DATA - % Passing



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2016	ELA			Math		
	State	System	School	State	System	School
	71	67	63	76	76	77
	Science			Social Studies		
	State	System	School	State	System	School
	69	70	75	74	75	75

Analysis of 2016 Georgia Milestones data indicates that the overall performance of South Hart Elementary students is equal to or greater than the state average in all areas except for ELA. Analysis of 2016 grade level data is shown below:

2016	ELA				
	Grade	Level 1: Beginning	Level 2: Developing	Level 3: Proficient	Level 4: Distinguished
	3 rd	37%	29%	28%	6%
	4 th	47%	36%	14%	3%
	5 th	30%	42%	25%	3%

At all grade levels in the area of ELA (e.g., reading status, writing), the greatest number of students were in the beginning and developing categories in 3rd and 4th grade. 5th grade had the highest percentage of students with a passing score (developing or greater). There was a significant increase (2016) in the percentage of beginning learners from the previous year (2015) at the 4th grade level.

2016	Math				
	Grade	Level 1: Beginning	Level 2: Developing	Level 3: Proficient	Level 4: Distinguished
	3rd	22%	35%	40%	4%
	4th	24%	51%	23%	3%
	5th	23%	48%	25%	4%

Students in all grade levels performed at the developing level or higher (76% or greater). The state average is 76%. A review of the 2015 data, shows that 3rd grade had a decrease in the number of students performing at the beginning level, and 5th grade students had a significant decrease in the percentage of beginning level learners.



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2016	Science			
Grade	Level 1: Beginning	Level 2: Developing	Level 3: Proficient	Level 4: Distinguished
3rd	22%	27%	33%	17%
4th	23%	54%	16%	7%
5th	30%	36%	27%	7%

The 2016 grade level data indicates a decrease in the percentage of beginning level learners in 3rd grade science from the previous year. However, 4th grade had an increase in the percentage of students performing at the beginning level. All grade levels performed above the state average (69%) in the percentage of students at the developing level or higher.

2016	Social Studies			
Grade	Level 1: Beginning	Level 2: Developing	Level 3: Proficient	Level 4: Distinguished
3rd	18%	37%	27%	19%
4th	38%	39%	20%	3%
5th	23%	41%	23%	12%

The 4th grade level had the highest percentage of students in the beginning category for Social Studies. The percentage of 4th grade students in the beginning category was also a significant increase from the prior year's data (2015- 27%). The 3rd grade level had the highest number of students scoring in the proficient (27%) and distinguished (19%) categories. This 3rd grade data reveals significant improvements from the 2015 data. In 2015, 37% of students performed at the beginning level, and only 12% and 3% of students performed at the proficient and distinguished levels respectively. However, the 2016 data shows that 38% of 4th grade students performed at the beginning level, which was an increase compared to the previous year's data that showed 27% of the students performing at the beginning level.

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E. We have based our plan on information about all students in the school and identified students and subgroups who are not yet achieving to the Georgia Standards of Excellence (GSE) according to Georgia Milestones scores. The subgroups identified include:

- Economically disadvantaged students . . .
- Students from major racial and ethnic groups . . .
- Students with disabilities . . .
- Students with limited English proficiency . . .

	ALL	Asian	Black	Hispanic	White	Multi-Racial	SWD	EL	ED
<i>ELA Target</i>	63.6	93.3	49.7	55.4	75.1	68.4	37.3	41.6	51.9
ELA Actual	62	100.0	49.1	64	66.4	57.2	18.2	37.5	53.9
<i>Math Target</i>	66.8	100.0	50.7	60.3	79.1	70.2	42.2	50.6	55.3
Math Actual	77	100.0	62.7	71.4	82.8	71.4	38.6	45.5	70.3
<i>Science Target</i>	61	90.1	43.9	52.6	75.2	66.5	41.5	41.7	49.5
Science Actual	75	100.0	52.8	60.7	86.5	85.7	48.8	36.4	69.5
<i>Social Studies Target</i>	63.1	94.0	48.2	55.2	75.3	67.2	42.3	42.9	51.5
Social Studies Actual	74	100.0	66.0	68.0	77.4	71.4	32.6	50.0	70.9

Percentage

- Economically disadvantaged students . . . In the past, our economically disadvantaged students have performed low in all areas; however, the 2016 data shows that this subgroup has exceeded the state targets in all subject areas. This has shifted our focus to other subgroups that are deficient in certain subject areas.

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- Students from major racial and ethnic groups . . . The 2016 data shows that our Black, White, and Multi-Racial subgroups performed higher than the state targets in all areas except ELA. During the same time period, our Hispanic subgroup performed higher than the state targets in all subject areas.

Our Goals for supporting this subgroup:

- STEM integration into all areas of the curriculum.
- Achievement teams at all grade levels.
- A daily acceleration block for individualized remediation services.
- Increased Parent/Family Engagement opportunities to provide awareness of curriculum content and ways to support content mastery.
- Professional learning for teachers and paraprofessionals on ways to support the academic achievement of this subgroup.
- Triangulate MAP, Achievement Team, and other data to identify needs to drive instruction.
- Support of Social Studies Instructional Coach
- Support of Math Instructional Coach
- Support of ELA Instructional Coach

- Students with disabilities: Our data showed that our SWD subgroup scored below the state targets in ELA, Math, and Social Studies; however, they scored higher in Science. According to this data, Social Studies scores continue to be an area of great concern as well as Math and ELA.

Our Goals for supporting this subgroup:

- Support of Instructional Math Coach
- Support of Instructional Social Studies Coach aiding in focus of writing as well.
- Support of ELA Instructional Coach
- STEM integration into all areas of the curriculum.
- Achievement Teams at all grade levels.
- A daily acceleration block for individualized remediation services.
- Increased Parent/Family Engagement opportunities to provide awareness of curriculum content and ways to support content mastery.
- Professional learning for teachers and paraprofessionals on ways to support the academic achievement of this subgroup.
- Triangulate MAP, Achievement Team, and other data to identify needs to drive instruction.

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- Students with limited English proficiency: According to 2016 data, the EL group performed below the state targets in the areas of ELA, Science, and Math. They performed higher than the state targets in Social Studies as well as outperforming other subgroups in this subject area.

Our Goals for supporting this subgroup:

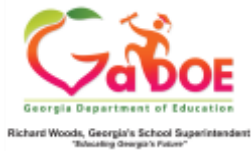
- STEM integration into all areas of the curriculum.
- Achievement Teams at all grade levels.
- A daily acceleration block for individualized remediation services.
- Increased Parent/Family Engagement opportunities to provide awareness of curriculum content and ways to support content mastery.
- Professional learning for teachers and paraprofessionals on ways to support the academic achievement of this subgroup.
- Triangulate MAP, Achievement team, and other data to identify needs to drive instruction.
- Support of Instructional Social Studies Coach
- Support of Instructional Math Coach
- Support of ELA Instructional Coach

F. The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program were . . .
(Be specific. Example: Not just Reading – Indicate Fluency, Comprehension, etc.)
- The major needs we discovered were . . .
- The needs we will address are . . .
- The ROOTCAUSE/s that we discovered for each of the needs were . . .
(How did you get in this situation? What are some causes?)

The major strengths we found in our program were . . .

Data analysis indicates that state sub-group targets for CCRPI were met in the content areas of Math, Science, and Social Studies. However, there is a need for remediation for students with disabilities and English language learners in these same content areas. This is from the use of Study Island, Moby Max, and daily integrating STEM enhanced curriculum into the classroom. In addition the implementation of Lucy Calkins Readers Workshop has helped to integrate literacy across multiple content areas. In Math specifically, the 2016-2017 indicates that Geometry was a strength for South Hart students. This was particularly true in 2nd grade where 60% of our students scored in the 80th percentile or higher in Geometry. In Science, the domain



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of Life Science was the highest scoring domain in all grade levels. For Social Studies, the domain of History was also a relative strength for most grade levels.

The major needs we discovered were . . .

Even though we met our learning targets in Math, Science, and Social Studies, we still feel as if they are areas of concern that require attention in order for scores to improve.

Language Arts scores are still behind the state and district averages according to 2016 Georgia Milestones data and the 2017 Spring MAP data. Scores show that Reading is an area of weakness. Specifically, in K-2nd grade Vocabulary, Language, and Foundational Skills (e.g., Phonemic Awareness) are specific areas of weakness. In 3rd-5th grades, Reading Literature, Vocabulary, and Writing (Plan, Organize, Develop, Revise & Research) are weaknesses.

Mathematics continues to be an area of concern in certain grade levels and specific domains. The 2016 Georgia Milestones and 2017 Spring MAP data indicate gains have been made in some areas (e.g., Geometry), with the exception of fifth grade. Specific weaknesses are evident in the areas of Number & Operations, Operations & Algebraic Thinking, and Measurement & Data.

Science continues to be a concern. The preliminary 2017 Georgia Milestones results indicate a need for remediation in the domains of Earth Science, Life Science, and Physical Science in 3rd-5th grade.

Social Studies is still an area of weakness in specific domains for certain grade levels at South Hart. Geography and Government/Civics are weaknesses in 3rd and 5th grade. In addition, Economics is a weakness in 4th grade and History is a weakness in 5th grade.

There is a need to continue to replace and add technology to provide students access to the on-line learning opportunities available at SHES. In addition, technology for the classroom, such as SMART boards, that offer learners the opportunity to share and participate in the instructional process needs to be replaced or added as funds are available.

The needs we will address are...

Reading will be an area of need we will address. These needs will be addressed through the addition of guided reading texts, class novels that will be used in small and whole group instruction, phonics refill kits, and a phonics program in grades K-2. Every grade level will



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continue using Readers Workshop in the 2017-2018 school year. Certified Teachers participated in professional learning on the implementation of Lucy Calkins Readers Workshop as well. Reading will also be a continued focus during the Acceleration block on Mondays, Wednesdays, and Fridays for Kindergarten through 2nd grade.

Writing will be addressed through school-wide participation in the writing process in all content areas. Certified Teachers participated in Professional Learning on the implementation of Lucy Calkins Writers Workshop. Every grade level will continue using Writers Workshop in the 2017-2018 school year. An instructional coach will model strategies, as well as assist in improving writing across the curriculum.

Mathematics will be addressed through the use of triangulation of data to drive small group instruction, flexible skills groups, increased time for math instruction, and greater use of differentiated instructional strategies. Teachers will continue to use Guided Math techniques to strengthen the overall math instructional program. Co-teaching classes will be using supplemental materials to provide additional hands on instructional support. Other areas of support will be: Response to Intervention process, use of Study Island, STEM, Reflex math, MobyMax, Prodigy, and small group tutorials to provide additional support in the area of math. In addition, a Math Instructional coach will assist in instructional strategies to aid in student achievement. Teachers will also receive effective math training for professional development including vertical team planning and county-wide collaboration.

Science will be addressed through the use of triangulation of data to drive small group instruction as well. The new Georgia Standards of Excellence will allow for more hands-on approaches to student learning through the use of models and project based learning. STEM will be used to enhance classroom instruction as well as small groups and differentiated instructional strategies, Study Island, and a greater variety of instructional strategies.

Social Studies will be addressed through enhancement of classroom strategies such as looking at all sources of data to drive instruction. The use of Lucy Calkins Readers and Writers workshop will also help to integrate this subject area across the curriculum. Strategies such as use of Study Island, small groups, differentiated activities, and other research based instructional strategies. In addition, a Social Studies Instructional Coach will aid in this area with a variety of resources to support student achievement.

Technology for student use and classroom instruction will be addressed as funding allows.

The ROOTCAUSE/s that we discovered for each of the needs were...



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For the area of mathematics, we discovered a lack of foundational skills. Teachers have indicated the need for more teaching strategies in math which indicated lack of effective professional development.

Reading is an area of concern because in the past there was a lack of understanding of the RTI process and identifying students based on those needs. Students are lacking foundational reading skills (e.g., Vocabulary, Phonemic Awareness) which impacts their ability to gain further reading knowledge at a higher level.

Writing is still an area of concern although gains have been made. Teachers still feel as if they need more training and time to effectively implement the materials provided.

Social Studies continues to be an area of concern because of the lack of time to focus on this subject. Teachers feel they need updated sources and materials to teach Social Studies properly. The addition of a Social Studies Instructional coach will help to implement more support in this area.

Science is an area of concern because in the past there has been a lack of time and necessary resources to focus on the subject. Teachers feel they need more materials and training to fully teach Science properly. This includes materials to integrate Science through the use of STEM projects.

G. The measurable goals/benchmarks we have established to address the needs were . . .

1)South Hart's College and Career Ready Performance Index (CCRPI) will meet or exceed the state's CCRPI score.

2)Students at South Hart will demonstrate academic growth in the areas of English Language Arts, Math, Science, and Social Studies as measured by state and local assessments.

ELA (Reading, ELA, and Writing):

Student achievement in grades 3-5 will increase in the area of ELA based on Milestones testing. There is no baseline for this data, yet. When this data is available, a measureable goal will be set for the 2016-2017 ELA Milestones and this plan will be updated. Based on MAP data, our goal is for at least 80 % of students in grades K-5 to meet their expected RIT growth projection from Fall to Spring. Individual goal setting will be used during Achievement Teams to increase student achievement per data cycle.



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MATH:

Students in grades 3-5 will increase their achievement in the area of Math based on Milestones testing. There is no baseline for this data, yet. When this data is available, a measureable goal will be set for the 2016-2017 Math Milestones and this plan will be updated. Based on MAP data, our goal is for at least 80 % of students in grades K-5 to meet their expected RIT growth projection from Fall to Spring. Individual goal setting will be used during Achievement Teams to increase student achievement per data cycle.

SCIENCE:

Eighty percent of students in grades 3-5 will increase their achievement in the area of Science by 3% or more based on Milestones testing. Individual goal setting will be used during Achievement Teams to increase student achievement per data cycle.

SOCIAL STUDIES:

Eighty percent of students in grades 3-5 will increase their achievement in the area of Social Studies by 3% or more based on Milestones testing. Individual goal setting will be used during Achievement Teams to increase student achievement per data cycle.

2. Schoolwide reform strategies that:

- 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:

The school identified scientifically based strategies that have been effective in addressing the comprehensive needs assessment and academic standards.

South Hart Elementary School ensures the implementation of scientifically research-based instructional strategies, innovations, and activities that facilitate increased achievement for all students. This is monitored by the administrative team during TKES – Formal & Informal Evaluations, and weekly review of teacher lesson and unit plans. South Hart has implemented the Teacher Keys Effectiveness System process for teacher evaluation which provides for additional observations and evaluation based on standards-based classroom practices. All instructional programs and resource materials used in the classroom are researched based,



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coordinated to the Georgia Standards of Excellence (GSE), and are state approved. Administrators and teachers discuss curriculum concerns, instructional strategies, and assessment for learning through various collegial planning opportunities such as Professional Learning Communities (PLCs), Achievement Team meetings, and weekly horizontal team planning. Additional opportunities are provided for teacher teams to review and analyze assessment data including pre and post assessments from grade level common assessments. Weekly Professional Learning Communities provide further study of instructional strategies, assessment initiatives, and research-based practices.

In order to guarantee the curriculum and instructional strategies and assessments are aligned and articulated across grade levels, teachers are implementing the Georgia Standards of Excellence (GSE), common unit planning, curriculum maps, Georgia frameworks, and K-3 Standards Based Report Cards. South Hart will reinforce vertical planning as part of its Professional Learning Community activities which will provide opportunity for small group collaboration, discussion of student achievement and assessment data across grade levels. Additional time will be provided for teachers to continue the process of the Georgia Standards of Excellence (GSE) unit planning with system level grade level teams.

- 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

Response:

South Hart has programs in place designed to meet the needs of learners at all levels. The Kaleidoscope program provides enrichment opportunities for our identified gifted and talented students. The EL program provides support for our English Learners. A variety of learning opportunities are available for the struggling learners. These include the Early Intervention Program, the Response to Intervention process, tutoring after school, and flexible small group instruction within the classroom. Students are assigned to tier groups based on their specific learning needs. Teachers provide concentrated, research-based instruction designed to improve their understanding of the standards. Special Education Services are available for those students who meet the state eligibility guidelines for each program.



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Supportive instructional services are provided through small group instruction, collaborative co-teaching, and consultative support.

Community organizations including Communities in Schools provide volunteers and mentors to support and encourage students. The CIS mission statement is to surround the student with a community of support, empowering them to stay in school and achieve in life. There are two types of services which will be used to meet the needs of the students.

- Level I: a service designed for the whole student body (book give-away, bullying program, College and Career Readiness, etc.)
- Level II: a service designed for the individual needs of a student (mentoring, tutoring, etc.)

South Hart Elementary teachers follow standards-based instructional practices, State Department of Education curriculum maps and frameworks along with unit plans developed by system grade level teams to insure that all Georgia Standards of Excellence (GSE) are addressed. Instructional and support materials, including technology programs, are the following: Study Island and Reflex Math. Students also have access to other web-based programs – BrainPop, BrainPop Jr., Raz-Kids, Moby Max, Prodigy, Whooo’s Reading. Teachers support instruction by using research-based materials including Lucy Calkins, Scholastic Next Step Guided Reading Assessments, Reading A-Z, Dibels, Florida Center for Reading Research materials, SRA Reading and Math, Wilson Reading Program. For Kindergarten, first, and second grades, teachers utilize phonics programs through differentiated groups, such as Saxon Phonics, Making Words, Words Their Way, and Fountas and Pinnell.

Research that supports our chosen strategies is as follows:

- The National Center on Time and Learning states, “Expanded learning time can raise achievement by ensuring students have more time to benefit from instruction tailored to meet their individual needs.” (2013)
- According to Echols-Powell (2013, 2007, 1991) “There are tasks which are dependent on one another for the successful instruction of students, especially those with special learning needs. One response to the growing number of students needing specialized instruction because of these needs is to restructure the use of resources and support materials that teachers use to teach and progress monitor the learning of students. Explicit instruction is one of those dependent



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tasks. Students who were taught with direct instruction remediated weak skills quicker than students who were not whether the student attended general, support services, or team collaborative classrooms which demonstrated that appropriate exposure to the general curriculum and incorporating strategies and interventions with fidelity was key to increasing student achievement”.

- Fuchs, et al. (2008) stated that “Tutoring reduced the prevalence of math difficulty and led to significant academic gains.” Their research also concluded that, “at-risk students who were tutored and received conventional classroom instruction outperformed untutored at-risk students.”
- Hayes Mizell (2010) of the Learning Forward Organization concluded that teaching quality and school leadership are the most important factors in raising student achievement. “For teachers and school and district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices. Educators learn to help students learn at the highest levels. Professional development is the only strategy school systems have to strengthen educators’ performance levels. Professional development is also the only way educators can learn so that they are able to better their performance and raise student achievement.”
- “Learning activities where students practice using integrated skills to solve problems allow for deeper and more meaningful student learning (Wai et al., 2010). Kristy Meyrick’s (2011) research concludes that STEM education improves students’ learning. She states that STEM education “reduces performance gaps among particular ethnicities and socio-economically disadvantaged students by refining student skills. Moreover, learning activities are designed to focus on student engagement, knowledge acquisition, literacy analysis, synthesis, and critical thinking skills that will impact the depth of student learning.”
- Baumgartner, Lipowski & Rush (2003) used differentiated approaches in reading which included flexible grouping, student choice of various tasks, increased self-selected reading, and access to various reading materials. They saw improvements in instructional reading levels, number of comprehension strategies used, phonemic and decoding skills, and attitudes toward reading. Tieso (2005) examined the effects of curricular differentiation with between-and-within-class grouping on student achievement. After giving a curriculum-based assessment as

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a pre- and posttest measure, she inferred that the students with diverse abilities who received differentiated instruction scored significantly higher in mathematics achievement than those students who did not.

According to McQuarrie, McRae, and Stack-Cutler (2008) in one three year study, Canadian scholars found that differentiated instruction consistently yielded positive results across a broad range of targeted groups. "Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when the differentiation was delivered in small groups or with targeted instruction").

- In 2007, Goddard and colleagues conducted a study to determine the effects of teacher collaboration on reading and math achievement. They found that promoting teacher collaboration focused on curriculum, instructional practices, and professional development supports greater achievement in reading and mathematics. (Goddard, Goddard and Taschannen-Moran, 2007)
- A key strategy to help reduce achievement gaps between sub-groups and increase student achievement is to increase teacher collaboration. Goddard, Y., Goddard, M., & Tschannen-Moran, M. (2007) found in their study that "students have higher achievement in mathematics and reading when they attend schools characterized by higher levels of teacher collaboration for school improvement."
- In addition to providing students with 21st Century college and career skills, integrating technology into classroom practice has shown to be a contributing factor in improving student achievement. Studies done in Missouri, (Bickford, 2005), Michigan (Lowther et al., 2005), and Texas (Shapley et al. 2006 and 2007) all report students in technology rich environments are scoring significantly higher than their peers in classrooms where instructional technology is not used.
- Gibbs (n.d.) states, "Research has consistently show that well-designed tutoring programs can be effective in improving children's reading skills, which are essential to a student's success in virtually all areas of learning." She also indicated, "Tutoring improves learner-to teacher ratios to promote learning."
- The Florida Center for Reading Research (FCRR) is a multidisciplinary research center at Florida State University. FCCRR conducts research into literacy-related skills for both typical and struggling readers. According to AlphaSkills



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publications, Read with Sarah, a guided reading program for Kindergarten through Ninth Grade, earned a 95% score in comprehension in a FCRR study. Further research by FCRR (2005) indicates teachers benefit from classroom materials that are immediately useful in implementing the five components of reading instruction. These include phonological awareness, phonics, fluency, vocabulary, and comprehension.

SRA Reading - The National Reading Panel research fully supports the fundamental concepts and instructional design of SRA's Reading Laboratories. The report was published in December, 2000 by The National Institute of Child Health and Human Development NIH Pub. No.00-

SRA Math - Mathematics Laboratory is backed by research-based strategies. Examples of cited research include, but are not limited to, the following:

- Fuson, K. C. (1992) Research on whole number addition and subtraction. In D. Grouws (Ed.) Handbook of research on mathematics teaching and learning. New York: Macmillan. – Identifies key strategies for teaching whole number addition and subtraction.
- Fuson, K. C., Wearne, D., Hiebert, J., Murray, H., Human, P., Olivier, A., Carpenter, T., and Fennema, E. (1997) Children's conceptual structures for multi-digit numbers and methods of multi-digit addition and subtraction. Journal for Research in Mathematics Education., 28, 130-162. – Identifies effective strategies for developing multi-digit addition and subtraction abilities in children.
- Fuson, K. C. (2003) Developing Mathematical Power in Whole Number Operations. In A Research Companion to Principles and Standards for School Mathematics. National Council of Teachers of Mathematics. Reston, Virginia.

Phonics Instruction –The last decade has seen considerable research on phonological awareness and phonemic awareness. *Phonological awareness* may be defined as the ability to hear and manipulate sound units in the language, such as syllables; the major parts of syllables (any initial consonants = the *onset*, while the rest of the syllable = the *rime*); and *phonemes* (what we have learned to hear as the individual "sounds" in words). One body of research has usually focused on phonological awareness and phonological coding skills in general, but typically included measures of phonemic awareness specifically. Such research has demonstrated that there is a strong correlation between phonemic awareness and reading achievement, as measured by scores on standardized tests (e.g. summaries in Adams & Bruck, 1995; Beck & Juel, 1995; Foorman, 1995). There is also



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research showing the opposite correlation: Low phonemic awareness, low scores on standardized tests (e.g. Lyon, 1995, a and b; Vellutino & Denckla, 1991; Goswami & Bryant, 1990; Elbro, 1990; Boder, 1973). These correlations are hardly surprising, since readers with weak phonemic segmentation skills may be slower than those with strong segmentation skills in decoding unfamiliar print words, and standardized tests are commonly timed. Such correlation research has led to the argument that children should be explicitly taught phonemic awareness—not merely to help them sound out words, but to recognize words on sight, automatically (e.g. Stanovich, 1991,1992).

Lucy Calkins - There is research evidence which suggests that volume of reading is linked to attaining higher-order literacy proficiencies (Allington, 2012; Brozo et al, 2008, Cipielewski & Stanovich, 1992). Anderson, Wilson, and Fielding (1988) researched the relationship between the amount of reading done and reading achievement. They found that the amount of time reading was the best predictor of reading achievement, including a child's growth as a reader from the second to the fifth grade. More recently, in her article, Independent Reading and School Achievement, Cullinan (2000) reviewed the research on the effects of independent reading for the purpose of informing policy makers, curriculum developers, parents, teachers, and librarians about the importance of independent reading and programs that support it. The review concludes that independent reading, defined as the reading students choose to do, supports learning and school achievement. Providing students with protected reading time is necessary in order to support their growth in reading.

- **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; and**

As previously mentioned, Communities in Schools provide volunteers and mentors to support and encourage students. The CIS mission statement is to surround the student with a community



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of support, empowering them to stay in school and achieve in life. Two types of services will be used to meet the needs of the students.

- Level I: a service designed for the whole student body (book give-away, bullying awareness program, College and Career Readiness, etc.)
- Level II: a service designed for the individual needs of a student (mentoring, tutoring, etc.)

South Hart students have the opportunity to meet with our school counselor on an as needed basis in order to meet their social and emotional needs. The counselor also provides core curriculum lessons in the area of career awareness and preparation. Careers are discussed and highlighted through career cluster lessons provided by the Georgia Department of Education in order to make students aware of the opportunities they may have in the future. This helps prepare them for vocational and technical education programs in middle and high school. The counselor also provides students with opportunities to be involved in the Student Leader program in fourth and fifth grades, in which they serve the school and students in various capacities. Student leaders are chosen through a selection process that involves a teacher recommendation and application.



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- 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:

It is the goal of South Hart Elementary to meet the needs of every child. This is accomplished through the use of effective and consistent assessment. Students are assessed through the school year in a variety of ways. MAP assessments are used to gauge student performance periodically through the school year. The assessments are administered on student Chromebooks during the fall, winter, and spring. The Response to Intervention program calls for regularly scheduled progress monitoring of students to determine the effectiveness of the strategies being implemented.

Response to Intervention (RTI) is used as a progress monitoring tool for Tiers of Intervention. Classroom teachers consistently use both formative and summative assessments to evaluate student progress toward mastery of standards taught.

All assessment data is carefully and systematically analyzed to determine individual student strengths and weaknesses, to identify classroom trends, and to create small flexible groups for targeted instruction. The school district provides instructional coaches in the areas of Math, Social Studies, and ELA that support teacher instruction and student achievement.

3. Instruction by highly qualified professional staff

Response:

At this time, 100% of the teachers and paraprofessionals employed by the Hart County Charter System are certified to teach in the grade(s) and subject area(s) they teach.

South Hart Elementary has a teacher staff that consists of 29 homeroom teachers, 10 teachers serving in support roles, and 9 paraprofessionals. The pupil/teacher ratio is approximately 19:1. Average homeroom size is 19 students. There was a school turnover rate of less than 7% due primarily to transfers from the 2016-2017 school year to the present 2017-2018 school year. At South Hart, 85% of the faculty has a master's degree or higher.

All new employees at South Hart, as all employees new to the Hart County Charter System, are



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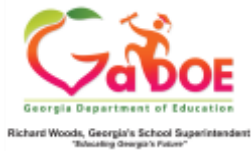
required to attend system-wide orientation prior to officially starting employment. Additionally, each new employee is assigned a certified veteran teacher by the district to serve as mentor for their first year of employment. This mentor provides assistance as the new employee learns the policies and procedures of South Hart. The faculty and staff share resourceful information with each other, collaborate on instructional needs, and support each other emotionally as a school family. South Hart also offers a Mentor Program for new teachers. This Mentor Program is guided by a veteran teacher within the school building and conducts a meeting with new teachers once a month. New teachers will also have more of an overview of RTI during their Mentor Program throughout the year. Informal and formal evaluations are performed by the administrative team throughout the school year. South Hart continued the Teacher Keys Effectiveness System evaluation process for all teachers during the 2016-2017 school year. TKES includes formal and informal observations for all teachers.

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:

South Hart Elementary School understands the importance of quality professional development that improves teacher content knowledge and pedagogy skills, as well as increases student achievement. Student achievement data on state assessments, assessments by teachers and administrators who evaluate teacher and student performance, teacher evaluations, stakeholder surveys, leadership team/grade level input, as well as individual coaching and conference sessions, contribute to the professional learning needs assessment. This data is used to create a needs assessment that accurately reflects the most appropriate professional development activities.

South Hart's professional learning activities are aligned with the School Improvement Plan, which addresses the academic and social strengths and weaknesses of the school. It also focuses on the mastery of Georgia Standards of Excellence and the state student achievement assessment (Georgia Milestones). This allows the instructional focus to remain on the achievement of all students. High impact, research-based professional learning activities are implemented with the expectation that they will have substantial, measurable, and positive impact on academic achievement.



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School level professional learning communities are in place to address the specific professional development needs of the school. The faculty and staff have numerous opportunities for continued professional learning for both enhancement and remediation throughout the year. Such opportunities include the following: district and school level offerings, college courses, professional learning communities, and Pioneer RESA classes and workshops. All teachers are encouraged to take advantage of appropriate and relative content specific professional development webinars through the Georgia Department of Education.

All South Hart staff members are invited to participate in our weekly after school Professional Learning Communities. All certified personnel are expected to attend. Professional Learning Communities will address specific areas based on the needs of the teachers, focusing on grade level needs and TKES evaluations.

Professional Learning content is based on needs addressed in the School Improvement Plan [See section 1(f)]. Much attention is given to the understanding of and implementation of the Georgia Standards of Excellence (GSE). Participants work in collaborative teams to study these standards and develop instructional units for implementation in the classroom. Improved student academic achievement is the main goal of all Professional Learning activities.

A great deal of the professional learning that occurs at South Hart Elementary is facilitated by administrators and teacher leaders. Additional sources for training include Pioneer RESA consultants, central office personnel, instructional coaches, and outside volunteers. SHE does not spend Title-I funds for professional learning. Professional learning is funded through Title-II A funds.

The continued implementation, and further development as needed, of standards based report cards from kindergarten through third grade will be a system wide initiative. Teachers will participate in trainings in order to effectively use these documents.

Continued focus on assessment will include training in the use of Lexile Levels and progress monitoring tools, as well as, ongoing Achievement Team trainings to further student achievement.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Response:

The Hart County Charter System posts vacancies on the school system website, as well as, Teach Georgia website (www.teachgeorgia.org). District and school personnel also attend various



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college job fairs. Interviews are held to determine which applicant's qualifications best meet the needs of South Hart Elementary and its students by the School Leadership. When interviewing teachers, a team of highly qualified teachers assist the administrators in determining the right candidate for the open position; this practice allows teachers to serve in leadership roles and gives them a voice in the hiring process. The system provides on-site professional learning opportunities to all teachers throughout each school year.

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

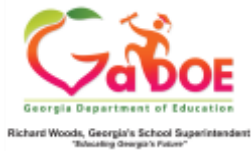
A. Response:

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

South Hart Elementary strongly encourages Parent/Family Engagement in every aspect of their child's education. Parents take an active role by participating in family activities, attending parent/teacher conferences, and maintaining communication with the school. South Hart also encourages parents to take part in the school improvement process. Parents serve on a variety of school-wide committees including, PTO, School Governance and the Title I School Improvement Planning Committee. These groups work together to identify school-wide areas of need, analyze all available data, set school improvement goals, and create action steps designed to achieve these goals. Parents were invited to attend the Title I Parent/Family Engagement week this summer. through an all call phone invitation by the assistant principal and personal invitation at End of Year SOAR and Awards programs. During the Title I Parent/Family Engagement week, the Schoolwide Plan, The Parent/Family Engagement Plan, and the Home-School Compacts are developed for the upcoming school year. In addition, teachers were asked to contact and invite parents through texting, phone calls, or email. Parents were also sent information and an invitation regarding their opportunity to provide input into the Title I documents through their child in the form of a paper copy invitation the last week of school. Information regarding the Title I Parent/Family Engagement week was also posted on the South Hart website, as well as advertised on the school outdoor sign.

B. We have developed a Parent/Family Engagement policy included in our appendices that includes:

- Title I and Curriculum Night will be held in August
- SOAR program to recognize positive character education

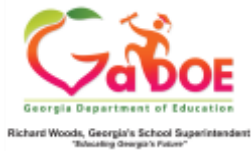


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- Math and Science Night
- Literacy Night-focusing on Reading and Social Studies
- Veteran's Day SOAR program
- Georgia Milestones Informational Meeting
- STEM Day where students explore various careers/activities related to STEM
- Title I Planning Meeting-May/June 2017

Describe how the school will provide individual student academic assessment results, including an interpretation of those results

- MAP reports will be shared with parents through conferencing, as well as, being sent home with report cards with a parent interpretive guide.
- Georgia Milestones Assessment reports and interpretive guides will be sent to parents when made available from the state department. Upon their arrival, these will be sent home with students..
- Makes the comprehensive school wide program plan available to the LEA (Local Educational Agency), parents, and the public (internet, newspaper, newsletters). Parents are notified of the opportunities to contribute to the development of the school wide plan through letters sent home, announcements posted on our website, a Blackboard Connect Call, and information placed on the school's outdoor information sign. Once the plan has been developed, parents are again notified (note home, website, Blackboard connect, and school sign) of the opportunities to attend a meeting to review the plan. The school wide plan is located at the school, should they not be able to attend the meeting, or if they have further need to review the plan throughout the school year. The district plan will also be available at the school and on the school website, as well as, for review at our parent conferences.
- Compacts required – included with policy
This year the South Hart parent school compacts are grade level specific with goals written to address the individual developmentally appropriate needs of students at each grade level Kindergarten – 5th grade. These are located in the parent/family engagement notebook.
- Parent/Family Engagement checklist included
The Parent/Family Engagement checklist was completed as the Parent/Family



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Engagement Plan was developed.

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.

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.

South Hart Elementary School has two Pre-K classrooms located within the main school building on the Kindergarten – First Grade hall. These classes follow the Bright From the Start state adopted guidelines. Pre-K students participate in activity classes taught by our Physical Education, Art, and Music teachers. Other transition activities include participation in character education programs and the holiday musical program. Pre-K students and parents are encouraged to participate in all activities during and after school hours. Pre-K teachers provide transitional activities during each parent night event. “Kindergarten Camp” will be held July 24th and 25th 2017, to provide newly registered kindergarten students the opportunity to visit existing kindergarten classrooms and participate in instructional activities. Parents are provided with important information about the school and the kindergarten program. They are also given the opportunity to ask questions in order to alleviate their concerns.

As a means to ensure that parents in the community are aware that a Pre-K class is available to their child, the school does the following:

- The Pre-K registration dates are posted on the school website, in the school newsletter, and on the school announcement sign.
- The Hart County Charter System advertises the registration dates in the local newspaper and on the local radio stations.
- Informational letters are sent home with all students.
- The dates for Pre-K registration are announced at all school meetings and social events, at all PTO meetings, and at all School Governance meetings. Stakeholders are asked to share the information with other parents in the community.

Kindergarten registration is held during the spring of the year. Orientation for new kindergarten



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students and parents takes place during pre-planning each fall. Students and parents are invited to visit their classroom where kindergarten teachers share necessary back to school information. Kindergarten also participates in our Curriculum Night activities where more detailed information concerning kindergarten curriculum, instruction, assessment, and procedures is provided.

Fifth grade students are provided with a number of opportunities to help them make a successful transition to the middle school. These opportunities include an informational meeting for parents/guardians and visit to the middle school for students during the spring. The informational meeting is conducted by the middle school administrators and counselors and held at South Hart. At the visit fifth grade students go on in the spring, middle school administrators and staff members discuss the middle school instructional programs and schedule, special opportunities available to sixth graders including sports, clubs, and band, and attendance and behavioral expectations for middle school students. Students are given a tour of the middle school campus by middle school students which provide a student's perspective into student life at the middle school level.

Fifth grade students are introduced to sixth grade curriculum during the last three weeks of fifth grade. Teachers begin pre-teaching sixth grade curriculum in all academic areas in an effort to accelerate student learning.

As students enroll and/or transfer in throughout the school year, every effort is made to make their entry into the learning environment as easy as possible. Administrators and registration personnel try to secure as much educational information from the parents and previous educational placement to provide the appropriate educational program. This information is shared with the teacher. The teacher provides the student with a peer helper to help them more easily transition into the school setting. The teacher will also give the new student some informal assessments to help guide the teacher's planning for the student. Additionally the parent will be given a copy of the parent school compact, and a "welcome folder" of information about school policies and programs.

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



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are...

The teachers and administrative team at South Hart Elementary School continually disaggregate assessment data throughout the year in order to better meet the needs of the students. Some examples of this process are listed below:

- Teachers from all grade levels and support areas are included on the School Leadership Team and are included in the development of school level plans including the School-wide Plan, the School Improvement Plan, and the Professional Learning Plan.
- Teachers are provided ongoing training in the use of instructional and assessment programs including Study Island, GKIDS, MAP, and GOFAR assessments.
- A variety of formative and summative assessment data is disaggregated including Georgia Milestones, pre- and post- assessments, cumulative assessments, MAP benchmark assessments, and GOFAR assessments.
- Other assessment program information is also used including results from Study Island, grade level common formative assessments, and MAP.
- Teachers meet for grade level horizontal planning on a weekly basis as a means to discuss data and offer suggestions on ways to improve the academic program. Teachers are encouraged to share individual ideas and experiences at each meeting.
- Teachers also use Achievement Team data in order to complete data cycles to increase student achievement on a routine basis.
- Vertical team planning is addressed during Professional Learning Communities activities where teachers are encouraged to discuss assessment across grade levels.
- Since the classroom teacher is on the front line on a daily basis, the administrative team encourages regular communication so that ideas and suggestions can be made as a means to enhance the overall academic program at South Hart. These ideas are shared at staff meetings and through emails to the entire staff.

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.



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Response:

- A. 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.

We believe that all students at South Hart Elementary School can and do learn. We also understand that some students need additional learning experiences to help master particular skills. To assist South Hart students who need supplementary instruction, the following are provided:

- Tutoring, provided after school, with highly qualified and certified teachers is available for Reading and Math.
- Remediation programs are offered beginning at 7:30 a.m. for students identified as needing extra assistance in the subject areas of Reading and Math. Similar instruction is available at the end of each day beginning at 2:55 p.m. Teachers will use MAP and other assessment data, teacher referrals, Achievement Team data, and RTI recommendations to determine eligibility for these instructional opportunities.
- The Early Intervention Program (EIP) serves students who scored low in ELA or math. In K-1, students are identified if they scored below a cut criteria score using a rubric. In grades 2-5, MAP scores are evaluated (34% or below), Tier involvement, and a rubric (scored below a cut criteria score). Teacher checklists are used to determine eligibility of additional students who are demonstrating poor classroom performance in reading ELA and/or math.
- Acceleration classes for all students at all grade levels are a part of our daily schedule. These classes also allow teachers to use flexible groups to provide additional instruction for at-risk students and to provide enhancement opportunities for students not at-risk.
- Additional programs South Hart uses to provide assistance to at-risk students include Study Island, Quickreads, RAZ Kids, Reflex math, Prodigy, Moby Max, Whooo's Reading, Wilson Phonics and SRA Reading and Math.

South Hart teachers provide measures to ensure that student weaknesses are identified on a timely basis. South Hart Elementary teachers begin planning for instruction long before the school year begins. Teachers begin the process of analyzing assessment data to determine student strengths and weaknesses early so that flexible groups may be formed to target specific student needs. Careful review of previous year data allows teachers to continue with strategies that have proven effective. The process of data analysis continues throughout the school year.



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Benchmark assessment data is reviewed immediately following each administration. Achievement Teams meet monthly to set class, grade, and personal goals and drive instruction. Achievement Teams also set buffer days to review instruction students need. Study Island reports are reviewed weekly in some grade levels. Flexible groups are reformed as needed and as new students enter the group. A balanced assessment program including formative assessment, summative assessment, and frequent progress monitoring strategies allow teachers to consistently monitor student progress toward mastery of standards. The Response to Intervention process provides another avenue for students to receive additional academic and behavioral support. Progress monitoring data is reviewed on a weekly or bi-weekly basis to determine effectiveness of strategies used for tier instruction.

Teachers at the school level collaborate weekly as grade level teams during horizontal team planning and professional learning communities. During these collaborations they review data and student work, develop effective instructional units, discuss differentiated instructional strategies, and review assessments in order to triangulate data and meet the needs of all students.

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:

The following chart represents the integration of federal, state, and local services and programs.

Funding Source	Resources provided
FTE	Teacher salaries and benefits, paraprofessional salaries and benefits of other staff, instructional materials and supplies, software, transportation, and professional learning opportunities.
Title I	Teacher salaries and benefits, paraprofessionals, Instructional Coaches, SMARTboards, instructional materials and supplies, software, math and reading tutors, parental involvement activities, and parental involvement coordinator, instructional technology (Study Island, Ipads, computers, chromebooks, interactive boards). Resources from Title I along with other resources are used to support



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	<p>the instructional program at South Hart. These funds are used to strengthen the technology that is available for student use. These funds are also used to provide instructional support including during school and after school tutoring for at-risk students. Title I funds are used to purchase research-based instructional programs that are used by teachers to support their instruction. These funds provide support for our Professional Learning programs as well as our Parent/Family Engagement activities.</p> <p>Title I funding supports the instructional program of the school as a whole.</p>
Title II	Professional Learning Opportunities, teachers
Title III	Specifically for ELL students-instructional materials and supplies, technology, teachers, software
IDEA	Specifically for IDEA (individuals with disabilities education act) Instructional materials and supplies, technology, teachers software
SPLOST	Technology (computers, SMARTboards), buildings
Carl D Perkins	N/A

<p>11. Description of how individual student assessment results and interpretation will be provided to parents.</p> <p><i>Response:</i></p> <p>MAP individual score reports will be discussed with and sent home with students; assessment information is often placed in progress reports or report cards. It is the goal of South Hart Elementary School to provide ongoing assessment of student achievement and communication of assessment results to parents through mid-term progress reports and report cards. Progress reports are sent home every four and one-half weeks, and report cards go home every nine weeks. The school communicates directly with parents through telephone calls, monthly newsletters, and emails as they monitor student progress. Parents are encouraged to sign-up for access to Infinite Campus Parent Portal where they can monitor the progress of their student on a daily basis. State standardized test score reports will be sent home along with information which provides an explanation of the test and results. Parents are encouraged to contact their student's teacher for additional assistance in interpreting scores and reports. In addition, pre and post assessment data for each data cycle will be sent home with students.</p>
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12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response:

The state of Georgia collects and disaggregates achievement and assessment data on students in Georgia through the state testing program.

Teachers participate in regularly scheduled faculty meetings, horizontal planning meetings, and Professional Learning Communities training sessions to discuss the data from standardized assessments. Pioneer RESA personnel assist teachers by providing disaggregated data and training in data interpretation. Teachers analyze data to look for trends, patterns, and weaknesses in the student body as a whole and as subgroups. In addition, teachers are provided data specific to the students assigned to them for the current school year in order to evaluate their classroom performance.

Formal standardized test data such as MAP and Georgia Milestones are disaggregated into various sub-group populations, in addition to, being viewed on an individual, grade level, and school level basis. This data is then used to plan for classroom instruction and skills instruction. This data is also used to help identify students for tutorial programs. Teachers also view data vertically so that a better understanding of the upcoming students can be achieved and planning for instruction may occur. The data from year to year may be looked at to compare performance related to stated school improvement goals.

Teachers are encouraged to look for strengths and weaknesses over time. Trends are discussed during professional learning activities and grade level planning meetings. Teachers are encouraged to share successes in order to strengthen the instructional program as a whole.

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

Response:

The state of Georgia has assured the validity and reliability of the tests used by the Georgia Department of Education.

MAP data is reviewed by classroom teachers to drive instructional strategies for students. Study Island has been evaluated by the Edmentum Company and is reported to be both valid and



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reliable.

14. Provisions for public reporting of disaggregated data.

Response:

South Hart Elementary School students and teachers are proud of all assessment scores that show student improvement regardless of whether the numbers indicate a pass or fail score. The goal is for all students to progress as much as they can with the ability that they possess. Assessment results are communicated to all stakeholders by using a variety of methods which include the following:

- CCRPI reports will be shared and will be analyzed with all stakeholders. Action steps will be developed and implemented to address areas of concern and to improve the overall CCRPI score. The CCRPI report is available to parents and the community on the Georgia Department of Education website (www.doe.k12.ga.us).
- School website and marquee will provide parents with information needed to access Georgia Milestones score information and/or other assessment data.
- Teachers routinely write individual comments regarding assessment results in student agendas which are given to each student at the beginning of the school year. Student work, along with teacher commentary, is sent home and parents are requested to sign as an indication that the material was reviewed.
- Parents receive a copy of The Georgia Milestones Assessment results and MAP reports.
- The local newspaper eagerly prints pictures and articles about student academic success.
- A bulletin board proudly displays names of students earning Honor Roll and Merit List status.
- Various assessment results and updates are shared at all public school meetings including PTO meetings and School Governance meetings.



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- Display cases located in the school atrium are used to publically recognize student successes. Student work is frequently displayed for all stakeholders to see.
- Student achievement information is included in the bimonthly reports to the superintendent and the board of education.
- Student assessment results are shared at monthly System Leadership Team meetings.
- Awards Day is a community event held on the last day of school to recognize students for various achievements.
- Fifth grade students participate in a special recognition program held at the end of the school year to celebrate their achievements for the year and to wish them success as they enter the middle school in the fall.
- Infinite Campus is available for parents to review grades, attendance, and student information at any time with a username and password.
- Two early release days for conferences are built into the Hart County Charter System calendar. These days provide teachers and parents with two opportunities to meet to discuss their student's various achievement results and specific learning needs. Parents can also request a conference at any time to discuss their child's academic progress.

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:

The school-wide plan was initially developed during a one year period. This school-wide plan was updated upon completion of the 2016-2017 school year for implementation during the 2017-2018 school year.

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:



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South Hart Elementary School’s Improvement / Leadership Team consists of grade level lead teachers, support teachers, and school administrators, as well as, the School Governance Team. This team oversees the instructional needs of the school and assists in the development and implementation of the School Improvement Plan. Our school-wide parent family engagement week was held May 26, 30, and 31, 2017 and June 1-2, 2017 and the following members worked each day from 8:00am – 4:00pm: Lydia Bennett, Principal; Dr. J.T. Stewart, Assistant Principal; Joshua McCurley, Fourth Grade Teacher; Ashley McNeill, Second Grade Teacher; Leslie Wallace, Third Grade Teacher; Lauren Kay, School Counselor; Hannah Kelly, Parent; and Emily King, Parent, Angela Keifer, Parent, Vicki Moorehead, Grandparent, Aaron McBride, Parent, Justin and Whitney Berelc, Parents, Samantha Skelton, Parent, Aubrey Dickenson, Parent, Ayoca Freeman, Parent, & Chau Truong, Parent.

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

Response:

A copy of the South Hart Elementary School Title I School-Wide Plan is readily available for parents and stakeholders to review. Copies are available in the school’s Media Center as well as the front office. The Title I School-Wide Plan, as well as the School Improvement Plan is posted on the school website for easy parent access. Parents are made aware of the plan through website postings and the annual Title I Parent Night Training.

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 South Hart Elementary does not have a significant percentage of parents whose primary language is a language other than English. If, in the future, a significant percentage of parents speak a primary language other than English, this school wide plan will be translated into the appropriate language.

The faculty and staff at South Hart Elementary School understand that all written communication that is sent to parents should be in a “user friendly” format. The use of acronyms is discouraged unless a full explanation is given as well.



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

Response:

This plan is subject to the school improvement provisions of the Every Student Succeeds Act.