



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

| SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE                                   |                          |                  |  |                          |                  |
|---|--------------------------|------------------|--|--------------------------|------------------|
| School Name: <b>Hope-Hill ES</b>  |                          |                  | District Name: <b>Atlanta Public Schools</b>     |                          |                  |
| Principal Name: <b>Maureen Wheeler</b>  |                          |                  | School Year: <b>2015-2016</b>                    |                          |                  |
| School Mailing Address: <b>112 Boulevard NE Atlanta, GA 30312</b>             |                          |                  |  |                          |                  |
| Telephone: <b>404-802-7450</b>  |                          |                  |  |                          |                  |
| District Title One Director/Coordinator Name:                                 |                          |                  |  |                          |                  |
| District Title One Director/Coordinator Mailing Address:                      |                          |                  |  |                          |                  |
| Email Address: <b>mtwheeler@atlanta.k12.ga.us</b>                             |                          |                  |  |                          |                  |
| Telephone: <b>404-802-7450</b>  |                          |                  |  |                          |                  |
| ESEA WAIVER ACCOUNTABILITY STATUS   |                          |                  |  |                          |                  |
| (Check all boxes that apply and provide additional information if requested.) |                          |                  |  |                          |                  |
| Priority School <input type="checkbox"/>                                      |                          |                  | Focus School <input checked="" type="checkbox"/> |                          |                  |
| Title I Alert School <input type="checkbox"/> .                               |                          |                  |  |                          |                  |
| Subject Alert   | <input type="checkbox"/> | List Subject(s)  | Sub-Group Alert                                  | <input type="checkbox"/> | List Subgroup(s) |
| Graduation Alert  | <input type="checkbox"/> | List Subgroup(s) |  |                          |                  |
| Principal's Signature:  |                          |                  |  | Date:                    |                  |
| Title I Director's Signature:   |                          |                  |  | Date:                    |                  |
| Superintendent's Signature:   |                          |                  |  | Date:                    |                  |
| Revision Date:  |                          | Revision Date:   |  | Revision Date:           |                  |



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

### Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

#### Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (\*) denotes required components as set forth in section 1114 of ESEA.
- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) **must** be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.
- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.).  
**Note:** The planning team must involve parents in the planning process.  
See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.
- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf>.



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**Planning Committee Members:**

| <b>NAME</b>               | <b>MEMBER'S SIGNATURE</b> | <b>POSITION/ROLE</b>                |
|---------------------------|---------------------------|-------------------------------------|
| <b>Maureen Wheeler</b>    |                           | <b>Principal</b>                    |
| <b>Jaron Trimble</b>      |                           | <b>Asst. Principal</b>              |
| <b>Michelle Crawford</b>  |                           | <b>Instructional Coach</b>          |
| <b>Lottie Larkins</b>     |                           | <b>Counselor</b>                    |
| <b>Colese Brown</b>       |                           | <b>Kdg teacher</b>                  |
| <b>Pamela Herrera</b>     |                           | <b>1<sup>st</sup> grade teacher</b> |
| <b>Cernithia Battle</b>   |                           | <b>2<sup>nd</sup> grade teacher</b> |
| <b>Lavonda Dalton</b>     |                           | <b>3<sup>rd</sup> grade teacher</b> |
| <b>Lakesha McDaniel</b>   |                           | <b>4<sup>th</sup> grade teacher</b> |
| <b>Kathryn Evans</b>      |                           | <b>5<sup>th</sup> grade teacher</b> |
| <b>Terry Cooper-Owens</b> |                           | <b>EIP teacher</b>                  |
| <b>Nicole Fluker</b>      |                           | <b>EIP teacher</b>                  |
| <b>Lisa Healy</b>         |                           | <b>SST Chair</b>                    |
| <b>Christine Tigue</b>    |                           | <b>Media Specialist</b>             |
| <b>Patsy</b>              |                           | <b>Parent</b>                       |
| <b>Wendy Mendoza</b>      |                           | <b>Parent</b>                       |
| <b>Misty Huff</b>         |                           | <b>Parent</b>                       |
|                           |                           |                                     |



**Georgia Department of Education  
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**SWP Components**

**\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.**

*Response:*

- a. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were

| <b>NAME</b>               | <b>POSITION/ROLE</b>                |
|---------------------------|-------------------------------------|
| <b>Maureen Wheeler</b>    | <b>Principal</b>                    |
| <b>Jaron Trimble</b>      | <b>Asst. Principal</b>              |
| <b>Michelle Crawford</b>  | <b>Instructional Coach</b>          |
| <b>Lottie Larkins</b>     | <b>Counselor</b>                    |
| <b>Colese Brown</b>       | <b>Kdg teacher</b>                  |
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| <b>Kathryn Evans</b>      | <b>5<sup>th</sup> grade teacher</b> |
| <b>Terry Cooper-Owens</b> | <b>EIP teacher</b>                  |
| <b>Nicole Fluker</b>      | <b>EIP teacher</b>                  |
| <b>Lisa Healy</b>         | <b>SST Chair</b>                    |
| <b>Christine Tigue</b>    | <b>Media Specialist</b>             |
| <b>Patsy</b>              | <b>Parent</b>                       |
| <b>Wendy Mendoza</b>      | <b>Parent</b>                       |

\* Required component of SWP as set forth in section 1114 of ESEA



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

- \*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

The ways they were involved include . . .

The Principal, Assistant Principal, Instructional Coach, Grade Level Chairs, Media Specialist, SST/RTI Coordinator, Parent Liaison, parents, and external advisors. Involvement in the process included conducting a comprehensive needs assessment, clarifying needs, establishing school-wide program goals, identifying scientifically-based strategies and interventions, and writing the School-wide Plan. Additionally, external advisors reviewed the plan and provided technical assistance. The attached School Planning Team chart outlines the specific individuals involved and levels of involvement

- We have used the following instruments, procedures, or processes to obtain this information . . . We have used the following instruments, procedures, or processes to obtain this information . . . standardized test data, district-wide common assessments, universal screenings (SRI/SMI), discipline data and attendance rates. All sources of data are used to determine the success of the FY '15 plan and to establish goals for FY '16. Analysis of the data for returning students as well as those new to the school has helped us to understand the subjects and skills in which teaching and learning need to be improved. For example, data reveals that student performance in the area of mathematics remains an area for improvement. In addition to this data, an analysis of the TKES Teacher Self-Assessment was used to assist in determining root causes of deficit areas and professional development needs.
- We have taken into account the needs of Migrant Children who enroll in the Atlanta Public District. Currently, Atlanta Public Schools does not have or expect a large population of migrant students. However, the district has implemented a Migrant Education Program Student Verification Process/Procedure for school use to identify potential migrant students. School staff will review responses to the migrant information section of APS Student Enrollment forms for all new students to the Atlanta Public Schools District. Copies of the enrollment forms with yes responses to this migrant information section will be entered into Infinite Campus and forwarded by a designated school staff member to the Family Engagement Manager in the Office of Federal Grants and Program Compliance. The Family Engagement Manager will then forward the information to Region 3 Consortium Administrators for confirmation and return notification of the student status. The school/district will work with the consortium to provide required services for students identified as migrant.
- We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved.

\* Required component of SWP as set forth in section 1114 of ESEA

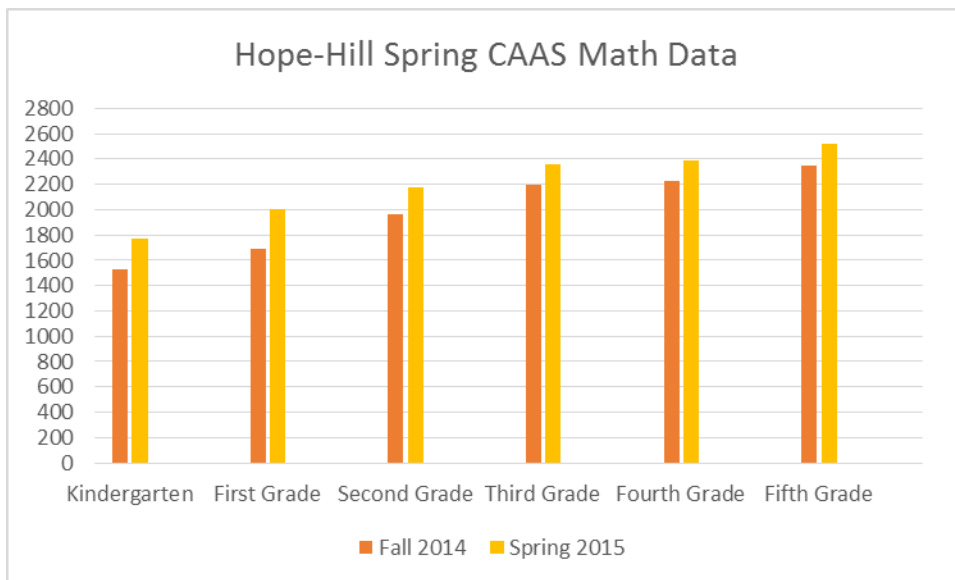


# **Georgia Department of Education** **Title I Schoolwide/School Improvement Plan**

**\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.**

**Hope-Hill Spring CAAS Math Data**

|              | Fall 2014 | Spring 2015 | Gains |
|--------------|-----------|-------------|-------|
| Kindergarten | 1527      | 1772        | 245   |
| First Grade  | 1686      | 2004        | 318   |
| Second Grade | 1960      | 2179        | 219   |
| Third Grade  | 2193      | 2359        | 166   |
| Fourth Grade | 2231      | 2386        | 155   |
| Fifth Grade  | 2345      | 2518        | 173   |



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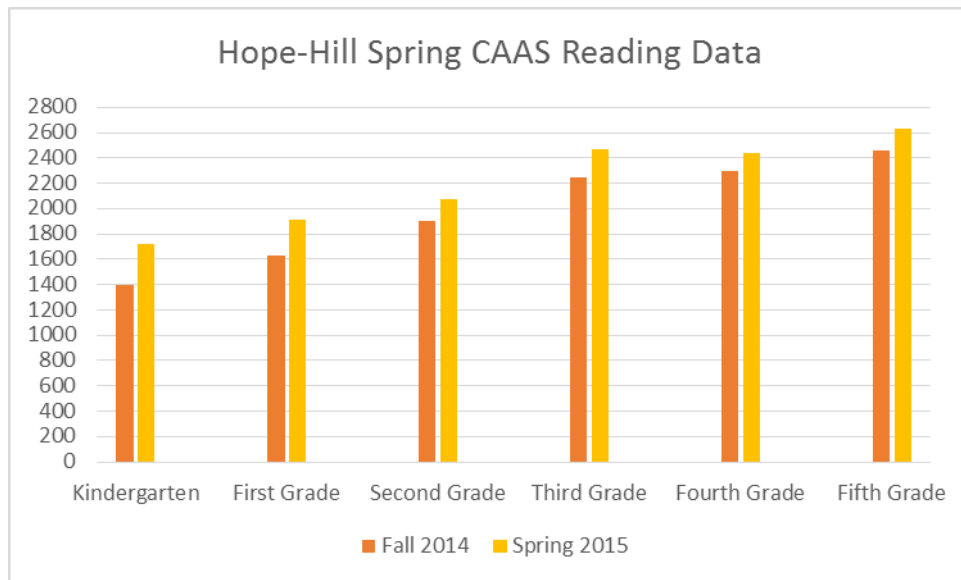


# **Georgia Department of Education** **Title I Schoolwide/School Improvement Plan**

**\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.**

**Hope-Hill Spring CAAS Reading Data**

|              | Fall 2014 | Spring 2015 | Gains |
|--------------|-----------|-------------|-------|
| Kindergarten | 1393      | 1716        | 323   |
| First Grade  | 1626      | 1916        | 290   |
| Second Grade | 1901      | 2073        | 172   |
| Third Grade  | 2246      | 2467        | 221   |
| Fourth Grade | 2292      | 2437        | 145   |
| Fifth Grade  | 2454      | 2626        | 172   |



\* Required component of SWP as set forth in section 1114 of ESEA





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

**\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.**

- We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including

|                                   | Reading   | ELA   | Math  | Science   | Social Studies  |
|-----------------------------------|---|---|---|---|---|
| <b>Economically Disadvantaged</b> | Subgroup met<br>Participation Rate<br>and Subgroup<br>Performance Target<br>but not State<br>Performance Target | Subgroup met<br>Participation Rate<br>and Subgroup<br>Performance Target<br>but not State<br>Performance Target | Subgroup met the<br>Participation Rate,<br>but did not meet<br>either the State or<br>Subgroup<br>Performance Targets | Subgroup met<br>Participation Rate<br>and Subgroup<br>Performance Target<br>but not State<br>Performance Target | Subgroup met<br>Participation Rate<br>and Subgroup<br>Performance Target<br>but not State<br>Performance Target |
| <b>Students with Disability</b>   | Subgroup met<br>Participation Rate<br>and Subgroup<br>Performance Target<br>but not State<br>Performance Target | Subgroup met<br>Participation Rate<br>and Subgroup<br>Performance Target<br>but not State<br>Performance Target | Subgroup met the<br>Participation Rate,<br>but did not meet<br>either the State or<br>Subgroup<br>Performance Targets | Subgroup met<br>Participation Rate<br>and Subgroup<br>Performance Target<br>but not State<br>Performance Target | Subgroup met<br>Participation Rate<br>and Subgroup<br>Performance Target<br>but not State<br>Performance Target |
| <b>English Language</b>           | Subgroup met<br>Participation Rate<br>and Subgroup<br>Performance Target<br>but not State<br>Performance Target | Subgroup met<br>Participation Rate<br>and Subgroup<br>Performance Target<br>but not State<br>Performance Target | Subgroup met<br>Participation Rate<br>and Subgroup<br>Performance Target<br>but not State<br>Performance Target       | Subgroup met<br>Participation Rate<br>and Subgroup<br>Performance Target<br>but not State<br>Performance Target | Subgroup met<br>Participation Rate<br>and Subgroup<br>Performance Target<br>but not State<br>Performance Target |

\* Required component of SWP as set forth in section 1114 of ESEA



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**\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.**

- a. The data has helped us reach conclusions regarding achievement or other related data.
  - i. The major strengths we found in our program were:
    - Consistent growth was demonstrated across all grade levels and content areas according to the CAAS data available.
    - HHES students performed at or above level in all grades and content areas in comparison to similar schools according to demographics.
  - i. The major needs we discovered were
    - Digit Fluency at the primary level
    - 3<sup>rd</sup> and 5<sup>th</sup> grade reading comprehension
    - 4<sup>th</sup> and 5<sup>th</sup> grade math
  - i. The needs we will address are
    - Digit Fluency at the primary level
    - 3<sup>rd</sup> and 5<sup>th</sup> grade reading comprehension
    - 4<sup>th</sup> and 5<sup>th</sup> grade math
  - ii. The specific academic needs of those students that are to be addressed in the schoolwide program plan will be
    - We will address the specific needs of students through strategic and intentional scheduling, departmentalizing, vertical teaming, weekly PLCs and data talks, an intentional focus on data, and strengthening our tutorial program.
  - iii. The root cause(s) that we discovered for each of the needs are
    - Students don't stay for after school tutorial
    - Mobility/transition
    - 3<sup>rd</sup> – 5<sup>th</sup> grade students did not have foundational reading skills in primary grades
    - Growing PEC population
    - Students transitioning into HHES are typically one to two grade levels below in reading and math
- b. The measurable goals/benchmarks we have established to address the needs are
  - Increase the Lexile scores of all students to on grade level performance
  - Demonstrate growth in math according to the SMI reports
  - Demonstrate growth in reading according to the SRI reports

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**\*2. Schoolwide reform strategies that are scientifically-researched based.**

**2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.**

*Response:*

*The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are:*

- Data Driven Instruction
  - Formative Assessments During Instruction
  - Bi-Weekly or Unit Assessments
  - Cooperative/Flexible Grouping Based on Student Data
- Differentiated Instruction
  - Extended Learning Time/Additional Instructional Support
  - Integration of Technology
  - Cooperative/Flexible Grouping Based on Student Data
  - Level 1 Student Placement in Academic Remediation

These strategies will help us to consistently monitor student performance towards mastery of standards and provide the framework with which to address student deficiencies.

**2(b). Are based upon effective means of raising student achievement.**

*Response:*

Following (or in our appendices) are examples of the scientifically-based research supporting our effective methods and instructional practices or strategies.

1. Stays involved with the lesson at all stages so that adjustments can be made based on feedback from the students.

Tursman, C. (1981). Good teacher: what to look for. Arlington, VA: National School Public Relations Association.

2. Uses a variety of instructional strategies, as no one strategy is universally superior with all students. Darling-Hammond, L. (2000); Educational Review Office. (1998). The capable teacher.
3. Involves students in appropriate and challenging learning activities, such as cooperative learning, to enhance higher order thinking skills. Shellard, E. & Protheroe, N. (2000). Effective teaching: How do we know it when we see it? The informal Educator Series.

Uses remediation, skills-based instruction, and differentiated instruction to meet individual student's learning needs. Shellard, E. & Protheroe, N. (2000). Effective teaching: How do we know it when we see it? The informal Educator Series

\* Required component of SWP as set forth in section 1114 of ESEA



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2(c). Use effective instructional methods that increase the quality and amount of learning time.

*Response:*

We will increase the amount and quality of learning time by:

- **Data Driven Decision Making:** This allows teachers to plan small group instruction during which students are placed in flexible groups to work on specific skills/concepts that remain a challenge. Analyses of formative and summative assessments are also used to determine students who would benefit from additional support.
- **Gifted and Talent Development:** Students participating are afforded opportunities to extend their learning beyond the Georgia Standards of Excellence through rigorous instruction and creative student products.
- **Wednesday After School Tutorial:** Individual tutoring and/or small group instruction by teachers and volunteers is provided every Wednesday after school for students who are not proficient on the GMAS or who are in jeopardy of failure. Volunteer tutors & mentors through Our Lady of Lourdes, UUCA, and Georgia State will be trained to assist with tutoring beginning in October, 2013. Tutors will be strategically allocated to maximize the tutorial benefit by reducing class/group sizes. Additionally, beginning the second semester, teachers are paid to extend tutorial to Thursday afternoons for an additional 2 hours a week. Title I money has afforded the opportunity to provide after school buses to ensure that transportation will not be a barrier to participation in after school tutorial.
- **Interrelated Instruction:** Students receiving instruction for Interrelated Instruction will receive targeted instruction according to students' IEP. The interrelated teacher will implement a combination of an inclusion and resource model for teaching grade level GSE.
- **ESOL:** (English to Speakers of Other Languages): Students will receive 45 minutes of ESOL instruction by the ESOL teacher in addition to the 90 minute daily reading block. The ESOL teacher implements both the inclusion and push-in models to support student development of English language skills and reading skills. We currently have 5 classroom teachers who are ESOL endorsed. They will assist with tutoring students Not Meeting in grades 3-5 in Reading/Language Arts and Mathematics.
- **EIP:** The Early Intervention Program (EIP), which greatly reduces class size, will provide the opportunity for more interactive and individualized instruction. Reduced- class size and pull-out EIP models will be used whenever possible.
- **Math & Science Club:** Every Tuesday for 90 minutes students that are proficient or above standards on the GMAS and/or those students scoring comparably on the district common assessments have the opportunity to participate in the Math Club or Science Club. The clubs are sponsored by volunteers and designed for students to engage in hands on activities in math or science. Questions and activities are aligned to the GES and accelerated to enrich math and science.
- **Everybody Wins! Atlanta:** Everybody Wins offers a weekly 30 minute "power

\* Required component of SWP as set forth in section 1114 of ESEA



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2(c). Use effective instructional methods that increase the quality and amount of learning time.

lunch” during which students at risk for academic failure are paired with a reading mentor. Students are read aloud to one-on-one by the same mentor throughout the year. Simply reading with the same mentor all year, each child experiences the joy of reading, as well as the remarkable benefits of sustained, individual attention by a caring adult. These lunchtime experiences are proven to improve children’s attitudes and interest in reading.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

*Response:* In order to monitor the progress of students in K-2 for basic literacy, 3 -5 math, and school-wide science, data will be analyzed on an ongoing basis to determine the particular needs of students who have a wide range of academic and behavioral needs. The school has implemented Response to Intervention which is imbedded within the Georgia Pyramid of Interventions to provide intensive data-monitoring of research-based strategies. The school will determine if the needs of this targeted-group of students is met by utilizing the School-wide Assessment calendar to probe and assess students using diagnostic and curriculum based measures on a consistent basis. The outcome of this data will be measured with peer group performance along with progress on suggested research-based strategies. The School Leadership Team utilizes assessment outcomes to consistently disaggregate data to determine how specific groups of at-risk students are performing and then what instructional methods and interventions need to be employed to meet the varying needs of students. Specific emphasis will be provided for our students in the Department of Special Education and ESOL students.

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring finding for Georgia.

*Response:* Educational field trips will be paid for through sponsors and volunteers. Title I funds will not be used to pay for educational field trips.

\*3. Instruction by highly qualified professional staff.

*Response:* According to the Professional Standards Commission guidelines, 100% of Hope-Hill teachers and paraprofessionals are Highly Qualified. Also, each paraprofessional works under the supervision of a highly qualified teacher.

\* Required component of SWP as set forth in section 1114 of ESEA



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**\*3. Instruction by highly qualified professional staff.**

**\*3(a). Strategies to attract highly qualified teachers to high-needs schools.**

*Response:*

Prospective teachers are interviewed by a panel comprised of the administrative team, Leadership Team members, and teachers from the grade level or department the applicant would be working with. During their visit, candidates tour the building to experience the school culture and climate. During the interview process, applicants' experience working with students from diverse socioeconomic backgrounds is heavily considered.

Hope-Hill also utilizes the strategies and procedures of the Atlanta Public Schools' Human Resource Department. In addition, Hope-Hill distributes the school brochure during teacher interviews and job fairs to attract highly qualified teachers. Positive aspects are as follows: small class sizes, new teacher mentor program, various materials and resources including a wealth of technology, great corporate and community partnerships, volunteers, and helpful parental involvement. Additionally, in partnership with Spelman College, a collaborative effort exists to train student teachers at Hope-Hill ES.

**\*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

*Response:*

A. We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to address the root causes of our identified needs. For example:

- \* Erik Cork will be used to provide writing workshops for teachers and students
- \* Saxon Phonics will be used to provide training to K-2 students in basic literacy and phonics.
- \* Mastery Connect will be used to assist teachers with analyzing data and planning for meaningful instruction.
- \* Write Steps will be used as a school-wide writing program
- \* Scholastic Reading Inventory will be used to assess students' reading fluency.
- \* Scholastic Math Inventory will be used to assess students' math abilities.
- \* Scholastic Leveled Reader Library will be used to support the balanced literacy block.

Release time will be provided to staff for the training opportunities outlined above. Additionally, grade level teams will convene weekly to further explore instructional strategies to promote student achievement. Team meetings are facilitated by the Principal, Assistant Principal, Instructional Coach and/or grade level chairperson. These collaborative planning sessions will build consistency in curricular implementation and will be explicitly aligned to student mastery of the GSE. Intentional opportunities for collegial sharing and reflective dialogue promote the development of our professional learning community.

\* Required component of SWP as set forth in section 1114 of ESEA



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**\*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

In addition to on-site professional development, teachers and administrators will be able to attend local and out of state conferences to stay abreast of current research and best practices. Some of these professional development opportunities include Metro RESA courses, the ASCD Annual Conference and Exhibit Show, the National Science Teachers Association Annual Conference, the National Council for Teachers of Mathematics Conference, and Solution Tree Common Core Standards Conference.

**B. We will align professional development with the State's academic content and student academic achievement standards.**

Professional development is on-going at Hope-Hill Elementary School. We provide opportunities both on-site and off-site. Over twenty-three percent of the Title I funds are designated for professional development for instructional and administrative staff. These funds will be used for purchasing additional resources, materials, and supplies to facilitate the trainings. For training that must be conducted outside of the teachers and paraprofessionals regular work schedule, stipends are allocated in the Title I Budget.

| <b>Hope-Hill Elementary<br/>Professional Development Plan<br/>2015-2016</b> |  |
|---|--|
| August  | <ul style="list-style-type: none"> <li>• Framework for Instructional Planning</li> <li>• RTI/SST Training</li> <li>• Balanced Literacy Training</li> <li>• Data Talks</li> <li>• Number Talks</li> <li>• SRI/SMI Assessment Uses</li> <li>• Phoenix / IRespond training</li> </ul>   |
| September   | <ul style="list-style-type: none"> <li>• Selecting Appropriate Interventions</li> <li>• Balanced Literacy</li> <li>• SLDS</li> <li>• Study guides &amp; Assessment blueprints</li> <li>• Integration of SS/Sci into Balanced Literacy</li> <li>• Guided Reading in Action</li> </ul> |
| October   | <ul style="list-style-type: none"> <li>• Vertical Teaming</li> <li>• RTI/SST Training</li> <li>• Step up to Writing/Write Steps integration</li> <li>• Journeys – Workshop approach</li> <li>• Formative Instructional Practices Module 1</li> </ul>                                 |
| November  | <ul style="list-style-type: none"> <li>• Writing Pathways</li> <li>• Formative Instructional Practices – Module 2</li> <li>• Collaborative Planning/Unpacking the Standards</li> </ul>   |
| December  | <ul style="list-style-type: none"> <li>• Integrating writing into SS/Sci/Math</li> </ul>   |

\* Required component of SWP as set forth in section 1114 of ESEA





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**\*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

|          |   |
|----------|---|
|          | <ul style="list-style-type: none"> <li>Formative Instructional Practices – Module 3</li> <li>Cloze Reading Strategies</li> </ul>  |
| January  | <ul style="list-style-type: none"> <li>Writing Pathways</li> <li>Formative Instructional Practices – Module 4</li> <li>Step up to Writing – Annotated Text</li> <li>Mid-Year Data Review</li> </ul>                           |
| February | <ul style="list-style-type: none"> <li>Balanced Literacy/Workshop approach</li> <li>Formative Instructional Practices – Module 5&amp;6</li> <li>Writing Pathways</li> <li>Differentiated Instruction</li> </ul>               |
| March    | <ul style="list-style-type: none"> <li>Formative Instructional Practices – Module 7</li> <li>Student Engagement</li> <li>Calibrating student writing</li> <li>Integrating technology with instruction – Erin Davis</li> </ul> |
| April    | <ul style="list-style-type: none"> <li>Formative Instructional Practices – Module 8</li> <li>Integrating technology with instruction – Erin Davis</li> </ul>  |
| May      | <ul style="list-style-type: none"> <li>Integrating technology with instruction – Erin Davis</li> </ul>  |

C. We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems.

D. We will included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways All teachers attend on-site professional development at least twice a month. Much of the on-site professional development is facilitated by the staff members. Teachers attend trainings and redeliver content to the appropriate staff. Teachers are also provided with the opportunity to share their expertise with the staff. Some of the on-site training will consist of strategies to assist teacher with differentiation of instruction; understanding and delivering the core state standards to students with fidelity. There will be funds used to have an independent contractor(s) conduct on-site workshops, which will be based on a needs assessment of students and teachers.

(See Hope-Hill Professional Development Plan 2015-2016)

\* Required component of SWP as set forth in section 1114 of ESEA





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**\*5. Strategies to increase parental involvement.**

*In completing this section, you should review the parental involvement strategies already defined in your school's parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.*

**Response:**

- A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of school-wide programs and the school parental involvement policy by...inviting parents to the annual Title I meeting at the beginning of the year and any additional meetings held to discuss and/or revise Title I plan. Hard copies will be available to parents and feedback can be given in the form of a survey. There will be monthly meetings with PTA and bi-monthly meetings with Local School Council (LSC) to provide additional opportunities for parents to have input on SIP. All minutes will be posted on the school website.
- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community, by... having it available in the parent resource room and posting it to our school website. A copy will be kept in the main office and in the media center.
- C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by... email, school newsletter, and telephone call outs.
- D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by... conducting a needs assessment to inquire about the convenient time and location of our meetings.
- E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by ...Sending home quarterly report cards, bi-quarterly proficiency/deficiency reports, parent/teacher conferences, Annual Title I Meeting, Open House, Instructional Focus Night, Bring Your Parent To School Day(s), GMAS Individual Student Reports, Monthly School Newsletter, monthly Principal Chats, and Monthly Parent Workshops.

\* Required component of SWP as set forth in section 1114 of ESEA



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- F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards by... a panel of staff members, parents and students will have the opportunity to revamp the school compact by outlining responsibilities of all key stakeholders. It will be the intent that the school and the parents will build a partnership that will assist students in succeeding. Parents will be invited to attend monthly parent workshops that focus on Common Core Georgia Performance Standards and strategies that can assist students mastering the standards.
- G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators, by... hosting monthly parent workshops designed to meet the identified needs of your parents. These workshops will be hosted by our parent liaison and will be held in our parent resource room.
- H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by... conducting a needs assessment and aligning the purchasing of resources for the parent resource room to the identified needs of our families.
- I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by ... beginning a book study using *From Rage to Hope*. We will also provide training, as necessary, to teachers and staff using Ruby Payne's *A Framework For Understanding Poverty*.
- J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by ... providing means and access to practice the skills needed to help their student. Our parent liaison provides contacts with community programs and distributes these to parents.

\* Required component of SWP as set forth in section 1114 of ESEA



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- K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by... email, school newsletters, US mail, and telephone call outs.
- L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by... utilizing staff members who speak other languages to support our non-English speaking families.

**\*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.**

***Response:***

We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering middle school or high school and for students entering from private schools including students entering our school throughout the school year .

**Pre-K-Kindergarten Transition**

- Hope-Hill sponsors ongoing “Kindergarten Round-up” in the spring to various local Pre- kindergarten programs in the community. Pre-kindergarten students are invited to spend the day in a kindergarten class in preparation for kindergarten. Parents are invited to attend.
- Various local pre-kindergarten programs are invited to tour, spend a day and receive curriculum information regarding Hope-Hill’s kindergarten program.

\* Required component of SWP as set forth in section 1114 of ESEA



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- **Students and** parents receive specific information for preparing for the transition to kindergarten.

### **Kindergarten Transition**

- At the start of the school year, parents are invited to the school's Open House which allows teachers to meet with parents to outline academic goals for the school year.
- On-going across grade level meetings are held throughout the school year between kindergarten and first grade teachers.
- "Eat lunch with your child day" allows kindergarten's parents to eat lunch with their child to ease the transition during the fall.

### **5<sup>th</sup> Grade Transition**

- Panel discussions with former Hope-Hill students who are currently in middle school will be facilitated by the school counselor. This will serve as an opportunity for our students to ask questions and receive advice on making a smooth transition to middle school. Additionally, parents of middle school students will be available to offer advice.
- Fifth grade students will also have the opportunity to visit our cluster middle school during the school day to see the day in the life of a 6<sup>th</sup> grader and to have an orientation of the school.

### **Students entering from private schools**

- The Instructional Team and the Parent Liaison will work together to create a brochure that gives pertinent information about Hope-Hill Elementary (History, Demographics, Instructional Program, Enrichment Opportunities, Standardized Testing Data, and Community/Partner Relationships), which will be mailed out to local private schools.
- Hope-Hill will also conduct Open House, We Love Our School Day(s) and Instructional Observation Day(s) that will be opened and advertised to private schools.

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- \*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.**

***Response:***

The ways that we include teachers in decisions regarding use of academic assessments are . . .

At the beginning of the year, teachers utilize the previous year's GMAS and GKIDS scores and pre-assessments in Reading, Mathematics, Science, and Social Studies to reveal specific strengths and weaknesses in student learning. Additionally, these results are used to determine the effectiveness of the previous year's instructional program. Teachers are required to analyze this data to celebrate success and determine what parts of the instructional program must be improved to increase student mastery. During this time an updated/revised instructional program will be developed. Teachers will help decide what areas the need the most assistance with.

Teachers play a vital role in the assessment process. For each unit of study, teachers develop a balanced assessment plan to include a variety of assessment formats. These formative assessments are developed and scored by the teachers and the results are analyzed during collaborative planning sessions. Analysis of student work samples is also emphasized to assist in the determination of the performance level of the students and overall effectiveness of their instructional program. Teachers are expected to make instructional modifications/adjustments based on the data and make the necessary student RTI referrals (i.e. Student Support Team).

In an effort to triangulate the data with the formative assessments developed by the teachers, the district and/or administrative team develops summative common assessments for each content area and unit of study. These assessments are outlined on the assessment calendar and the teachers are consulted during the development of the summative/unit assessments

- \*8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:**

**8(a). Measures to ensure that student's difficulties are identified on a timely basis.**

***Response:***

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance. Those activities are (especially for those students who are struggling)

- i. Tiered support through a comprehensive RTI process. Teachers meet weekly with the RTI coordinator to look at data and plan for the needs of students.

Before and after school tutoring by teachers, business partners, and volunteers.

**8(b). Periodic training for teachers in the identification of difficulties and appropriate**

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assistance for identified difficulties.

*Response:*

8(c). Parent-Teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

*Response:*

Parents are informed of student performance through progress reports (twice per month). Parents are required to attend at least two teacher conferences per school year. Parents are also informed of student performance through the Infinite Campus Parent Portal, Direct Instruction. Conferences are used for teachers to communicate strengths and weaknesses and to come up with individual strategies and materials/resources that parents can utilize at home. Teacher-parent conferences are vital to stressing the importance of the agreements set forth in our Home-School Compact. Therefore, conferences also highlight what the teacher and the school will do in order to support students' academic goals as well as recommend additional opportunities that are available for parents to support their child's overall development. The school counselor also plays an active role in conferences to explain the guidance and counseling needs of students which may be impacting learning outcomes and to assist parents in the interpretation of score/data reports. For additional assistance, students will be encouraged to attend weekly tutorial with homeroom teacher; designated students will receive additional instruction in reading and/or math through the Early Intervention Program; Math & Science Club meets every Tuesday; Everybody Wins! Atlanta Tutorial Program; classroom teachers incorporate differentiated instruction practices and flexible grouping. A lending library is being established to assist parents at home.

Additionally, Teachers are required to document all parent contacts/conferences in their Parent Contact Log. Logs are due to the administrators on the last day of each month for review.

Feedback is provided to teachers regarding the quality, frequency, and content of their parent communication.

**\*9. Coordination and integration of federal, state, and local services and programs.**

*This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.*

\* Required component of SWP as set forth in section 1114 of ESEA



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| Funding Source | Program                       | School Use   |
|----------------|-------------------------------|--|
| Federal        | Title I                       | <p><u>Instruction</u></p> <ul style="list-style-type: none"> <li>➤ Paraprofessionals to work in collaboration with and under direct supervision of classroom teachers</li> <li>➤ Materials and Supplies will be purchased to support teachers in the implementation of current state standards and the new Common Core State Standards.</li> <li>➤ Moby Max, Mastery Connect, Reading A-Z, Saxon Phonics, and Write Steps will be purchased to support the Implementation of standards and assist teachers in tracking student progress towards standards mastery.</li> <li>➤ Purchase and installation of promethean boards, laptops, and iPad Air to engage students in standards-based lessons.</li> <li>➤ Purchase of expendable equipment to enhance student instruction (laminator, study buddies)</li> <li>➤ Classroom printers will be purchased to support copies for classroom instruction and parent communications.</li> <li>➤ Books other than Text to purchase Marilyn Burns book sets to support math instruction</li> <li>➤ Leveled readers and Saxon Phonics Program will be purchased to support a balanced literacy program.</li> </ul> <p><u>Improvement of Instruction</u></p> <ul style="list-style-type: none"> <li>➤ Georgia Certified Supply Teachers will be acquired through Title I funds to provide coverage for teachers when professional development and/or collaborative planning sessions are conducted during the instructional day.</li> <li>➤ Registration and Out of town travel for the Differentiated Instruction Conference will be funded through Title I to expand professional development opportunities for teachers and administrators.</li> <li>➤ An instructional coach is funded to support the improvement of instruction.</li> </ul> <p><u>Parental Involvement</u></p> <ul style="list-style-type: none"> <li>➤ The school will hire a full-time Parent Liaison with the sole purpose of coordinating and soliciting parental involvement and to assist in ensuring that students come to school every day and on time.</li> </ul> |
| Federal        | School Nutrition Program      | <ul style="list-style-type: none"> <li>➤ Free and reduced lunch</li> </ul>   |
| State          | EIP                           | <ul style="list-style-type: none"> <li>➤ Reduced class size, self-contained, and pull out models</li> </ul>  |
| State          | GA Pre-K                      | <ul style="list-style-type: none"> <li>➤ Provides a certified teacher and paraprofessional to have quality instruction for 20 pre-k students on site.</li> </ul>   |
| State          | Healthcare Help-A-Child-Smile | <ul style="list-style-type: none"> <li>➤ Hearing and Vision Screening</li> <li>➤ Free Dental Services</li> </ul>   |
| Local          | Atlanta Chamber               | <p><u>Cultural Experience Project Field Trips</u></p> <ul style="list-style-type: none"> <li>➤ Center of Puppetry Arts</li> </ul>  |

\* Required component of SWP as set forth in section 1114 of ESEA



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|  |                |  |
|--|----------------|--|
|  | Of<br>Commerce | <ul style="list-style-type: none"><li>➤ Alliance Theater</li><li>➤ Atlanta Ballet</li></ul> <u>Improvement of Instruction</u> <ul style="list-style-type: none"><li>➤ Alternative Spring Break with Howard University</li><li>➤ Operation Hope – Center for Hope</li></ul> |
|--|----------------|--|

9(a). List of state and local educational agency programs and other federal programs that will be included.

*Response:* See response to number 9

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9(b). Description of how resources from Title I and other sources will be used.

*Response:* Resources from Title I will be used to:

- i. Reduce class size
- ii. Provide comprehensive training for teachers
- iii. Provide resources to support student achievement
- iv. Provide resources to integrate technology

9(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

*Response:* Hope Hill ES does not receive funding from these sources.

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

*Response:* Parents receive school based assessment results via bi-weekly progress reports. On the progress reports, teachers are required to provide detailed comments that give further explanation to each student's strengths and weaknesses and offer recommendations for improvement. Additionally, parents can access their child's grades on Infinite Campus at anytime. Wednesdays have been established as dedicated days when students will have school wide tutorial. Parents can visit the school to discuss assessment results and any other information regarding the academic progress of their child on the 4<sup>th</sup> Tuesday of every month.

Parents are informed of each standardized state assessment prior to its administration. Parents are provided with the purpose of the assessment, the kinds of questions students will be asked, and how the results should be interpreted and how they will be used. Individual student assessment results are mailed home to parents. Informational sessions are held during which school personnel are available to discuss results with parents, interpret results, and answer any questions.

Annually, the Principal presents the school's achievement data at a PTA meeting. Parents are also invited to review data charts on display in the main hallway that illustrate student performance levels for each grade level in each subject tested on the GMAS.

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

\* Required component of SWP as set forth in section 1114 of ESEA



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*Response:* Results from the Georgia Milestones Assessment System (GMAS) are disaggregated for all students and for each subgroup by the Georgia State Department of Education. When assessment results are received all teachers receive a copy of their class roster that details the performance of each student for each subject and domain tested. The data for 3<sup>rd</sup> - 5<sup>th</sup> grade is also presented to the faculty as a whole by the Principal and Instructional Coach.

The data is analyzed by the teachers to ascertain school-wide, grade level specific, and/or classroom specific patterns or trends. Domains are identified that are strengths and weaknesses so that informed decisions can be made to improve the instructional program. Furthermore, domain specific strengths and weaknesses are identified for every student to further determine the impact of the programs/interventions put in place.

At the beginning of each school year teachers are provided with the data of their incoming students. Teachers familiarize themselves with the strengths and weaknesses of their students and have opportunities for cross grade level/vertical meetings discuss the data and share insights with the grade levels above and below.

As previously mentioned, school based summative assessment data and district common assessments are disaggregated to determine students' progress towards mastering the state standards. The information is used for data driven decision making and informs teachers' next steps to accurately plan differentiated lessons and strategically plan for re-teaching opportunities so that all students meet or exceed state standards.

Additionally, the instructional coach will host periodic data digs for the purpose of analyzing available data and planning for the identified needs of students. Twice a year HHES teachers will participate in school-wide data reviews. One will be a mid-year data review, and another will be an end of the year data review.

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

*Response:* As a statewide test, the validity and reliability of the GMAS is established at the state level. Assessment results are disaggregated at the state level based on the Student Information System. Prior to the GMAS, we carefully review the demographic information (i.e. gender, ethnicity, special education status, socioeconomic status, etc.) that has been entered in the Student Information System (Infinite Campus). We do this to ensure that assessment results will be disaggregated and reported accurately. When the school level reports are received, we compare the data reported for our subgroups to the data that was collected prior to the assessment to ensure accurate reporting.

\* Required component of SWP as set forth in section 1114 of ESEA



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**13. Provisions for public reporting of disaggregated data.**

*Response:* The public is informed of and has several opportunities to review disaggregated test data. Copies of the CCRPI report are available in the Media Center, Parent Center, and in the Main Office. Our website also provides a link to the Georgia State Department of Education's CCRPI report. Additionally, signs will be posted in the building informing parents that this data can be located on the GADOE website. Furthermore, data charts are posted prominently in the main hall that detail last year's results and current achievement goals.

**14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.**

*Response:* : Hope-Hill Elementary School's school-wide plan was developed during a one year period in FY09 and the plan is revised on an annual basis.

**15. 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:*

| Name<br>&<br>Signature | Position/Role          | Phone<br>Number | Degree of<br>Involvement |
|------------------------|------------------------|-----------------|--------------------------|
| Maureen Wheeler        | Principal              | 404-802-7450    | 100%                     |
| Jaron Trimble          | Assistant Principal    | 404-802-7450    | 100%                     |
| Lottie<br>Larkins      | Counselor              | 404-802-7450    | 100%                     |
| Michelle Crawford      | Instructional<br>Coach | 404-802-7450    | 100%                     |
| Pamela Herrera         | Teacher                | 404-802-7450    | 50%                      |
| Lisa Healy             | SST/RTI Coordinator    | 404-330-4957    | 50%                      |

\* Required component of SWP as set forth in section 1114 of ESEA



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|                   |                  |              |     |  |
|-------------------|------------------|--------------|-----|--|
|                   |                  |              |     |  |
| LaKeisha McDaniel | Teacher          | 404-802-7450 | 50% |  |
| Angie Lewis       | Parent           | 404-802-7450 | 10% |  |
| Priscilla Borders | Parent           | 404-802-7450 | 10% |  |
| Billy Hungeling   | External Advisor | 404-802-7450 | 5%  |  |
| Richard Bergman   | External Advisor | 404-802-7450 | 5%  |  |
|                   |                  |              |     |  |

\* Required component of SWP as set forth in section 1114 of ESEA



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**16. Plan available to the LEA, parents, and the public.**

*Response:* A copy of the School-wide Title I Plan will be provided to the Associate Superintendent for the Grady, Jackson, and Carver Cluster and to the Office of Federal Grants and Program Compliance. All parents will receive a brochure outlining that we operate a Title I School-wide Program and that summarizes the plan. Parent will also be notified that updated copies of the plan are available in the Parent Center, Main Office and in the school's Media Center. The Title I plan will be posted to the school website.

**17. 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:* Hope-Hill will submit a written request for translation services to the Department for Learning Excellence: Office of English to Speakers of Other Languages (ESOL) to have the plan translated into Spanish. A copy of the translated plan will be housed in the Parent Center. Signs are posted in the parent center and office indicating that any and all Title I documents can be translated into Spanish.

**18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.**

*Response:* The plan is subject to the school improvement provisions of 1116. All schools in the State of Georgia are subject to this school improvement provision. Consistent analysis of our assessments is vital to the development/revision of our school-wide plan. Therefore, our assessment calendar ensures that we are regularly monitoring the progress of our students and the effectiveness of the school program. The results from these assessments are not only analyzed with each grade level. They are also presented to the Leadership Team to ensure that we are exhausting all possible strategies and to assist in the development of innovative programs to support students in their areas of need. The Leadership Team also assists in coordinating the funding that may be needed to implement to best possible plans. ARRA funds have been allocated to assist in acquiring and implementing innovative strategies via the use of technology applications. The actions taken during Leadership Team are also communicated at Title I School-wide Planning meetings. Communication and collaboration across these teams provide the "safety nets" needed to ensure that we remain responsive, and more importantly, proactive in meeting and exceeding state standards.

\* Required component of SWP as set forth in section 1114 of ESEA