



**School Improvement Plan/Title I School Wide Plan  
2018-2019**

**Hunt Elementary School**

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

**1. GENERAL IMPROVEMENT PLAN INFORMATION**

<i>District Name</i>	PEACH COUNTY SCHOOL DISTRICT
<i>School Name</i>	Hunt Elementary School
<i>Team Lead</i>	Anita C. Mathis
<i>Position</i>	Principal
<i>Email</i>	<a href="mailto:amathis2@peachschools.org">amathis2@peachschools.org</a>
<i>Phone</i>	478-825-5296

<b>Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select ALL that apply)</b>	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) – Pilot systems <b>ONLY</b>
<input type="checkbox"/>	“Fund 400” – Consolidation of Federal funds only

<b>Factor(s) Used by District to Identify Students in Poverty (Select ALL that apply)</b>	
<input type="checkbox"/>	Free/Reduced meal applications
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) – Direct Certification <b>ONLY</b>
<input type="checkbox"/>	Other (if selected, please describe below)

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**Planning Committee Members:**

<b>NAME</b>	<b>POSITION/ROLE</b>
Anita C Mathis	Principal/ Facilitator
Jamal Harris	Assistant Principal/ Data
Roderick Earl	Assistant Principal/ Data
Latresha Hunt	Instructional Facilitator/ Academics
Jennifer Palmer	Teacher/ Kindergarten Representative
Melonie Osborne-Mann	Teacher/ First Grade Representative
Michelle Harvey	Teacher/ Second Grade Representative
Angela Slaton	Teacher/ Third Grade Representative
Christopher Drakes	Teacher/ Fourth Grade Representative
Trina Wright	Teacher/ Fifth Grade Representative
Dawn Kinsey-Ogburn	Family and Community Engagement
Sheryl Tennyson	Counselor
Melody Harris	Media Specialist
Marquitta Harris	Specials Representative
Janine Boone	Student Service Representative
Yolanda Cummings	Paraprofessional Representative
Jennifer Williams	PBIS Coordinator

# School Improvement Structures

## **Coherent Instructional System**

- CIS-1 Planning for quality instruction
- CIS-2 Delivering quality instruction
- CIS-3 Monitoring student progress
- CIS-4 Refining the instructional system

## **Effective Leadership**

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classrooms
- EL-4 Managing the school and its resources
- EL-5 Driving improvement efforts

## **Professional Capacity**

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

## **Family and Community Engagement**

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student success
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

## **Supportive Learning Environment**

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

## Board Goals

1. All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
2. All students will graduate from high school, college and career ready.
3. All students will be taught by highly effective teachers.
4. Operations will enhance learning environments that are healthy, safe, orderly, and conducive to learning.

<b>OVERARCHING NEEDS:</b>	Retention of Effective Teachers with knowledge of content, pedagogy, and effective interventions					
<b>GOAL #1 :</b>	Hunt Elementary will increase the retention rate of effective teachers at each school to 80% or higher as measured by PSC retention data.					
<b>Structure(s):</b> System-Standard Number	PC-2, PC-3, PC-4, CIS-1 CIS-2, CIS-3, CIS-4, EL-3, SLE-3,FCE-3, PC-2, PC-3, PC-4, SLE-2 <b>Board Goals: 1,2, 3,</b>					
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.						
Action Steps	Resource(s)	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning	
			b. Method for Monitoring			
1. Ensure that teachers with 1-3 years of teaching experience have mentors and induction support. Veteran and/or transfer teachers with satisfactory evaluations will have a mentor for 2 years.	Mentor selection criteria Mentor training support Mentor logs Stipends for mentors Subs for peer observations	Title IIA General Budget School Budget	a. July 24, 2018	Administrators, Mentors, Coordinator, Instructional Facilitators Assistant Superintendent of Curriculum and Instruction/Title IIA	Status <b>Progressing at Expected Rate</b>	Next Steps: All HES New Teachers have an assigned Mentor.  Mr. Harris conducted his 1 <sup>st</sup> Meeting with teachers and Mentor  Peer Walkthrough schedule shared
			b. Mentor Meeting, Agendas/Minutes Submit Mentor Logs Analyzed Survey Data on Mentors from teachers being mentored			
2. Provide : A teacher retention incentive and recognition opportunities for highly effective teachers. Recognitions for veteran teachers' years of experience (5, 10, 15 yrs. etc.)	Funding for Incentives for recognitions (TOY, Staff and Teacher of Month, Service Certificates,) Retention incentive guidelines Retention incentives Community partners Retention stipends Certificates (Achievement)	Title IIA General Budget School Level Budget	a. May 2019	Principals, Assistant Principals, Instructional Facilitator Title IIA Coordinator, Human Resources,	Status <b>Progressing at Expected Rate</b>	Next Steps: At the end of the year celebration Administrators will recognize the teachers for their 5, 10, and 15 years of service.  Spreadsheet shared to gather years of experience for all faculty and staff
			b. Teacher Retention Data Form, Achievement data for each teacher, Evaluation Data, PCA Summary Data Sheet, EOG Summary Reports			

<p>3. Provide strategies and training for teachers to support academic content areas (math, reading, ELA, science, and social studies) to be able to meet the learning needs of students who come from high poverty, minority students, students with disability, ESOL students, and student who have other diverse needs. Provide Mindset training for teachers. Provide PBIS Training for Teachers at PBIS Conference. First and Second Grade teachers will receive additional support with ELA and Reading. Monthly PL with focus Walks to monitor progress of PL. <b>(Goals 1 &amp; 2 Overarching Needs 1 &amp; 2)</b></p>	<p>Funding for PL People to Facilitate Training Analyzed data from the subgroups showing needs Analysis of teacher needs Training For Classworks Implementation</p>	<p>Title IIA Professional Learning General Budget Title I Title III/ESOL School Budget Gifted Budget</p>	<p>a. July 2018</p> <p>b. Meeting Agendas/Minutes, Lesson Plans, Evaluation feedback, Implementation of PBIS Strategies, and participation of school wide events. Monthly Discipline Data Achievement Data, Reports (Leadership, Data) Implementation of Strategies from Endorsement Trainings Observations, Implementation Fidelity, Lesson Plan Checks</p>	<p>Professional Learning Coordinators (district and school level), Administrators, Instructional facilitators, school administrators, Title IIA and Title I Coordinators/Directors HES PBIS Coordinator, HES Spirit Committee Chair</p>	<p>Status <b>Progressing at Expected Rate</b></p>	<p>Next Steps: Continue Professional Learning by Instructional Facilitation based on teacher needs.</p> <p>PL will be the first Wednesday of each month. School wide focus walks will be on the third Wednesday of each month.</p> <p>Hunt and Harvard to attend Growing Readings Training and Redelivery.</p>
<p>4. Use systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, professional learning, assessment and instruction. The Critical Friend Process and Focus Walks will be implemented.</p>	<p>Materials for Training on the Critical Friend Process</p>	<p>Title IA Title Ia</p>	<p>a. September 2018, October 2018, January 2019, February 2019, March 2019</p> <p>b. Lesson Plan Review Worksheet, Student Work Handout, Sign In Sheet, Agenda, Feedback Sheet, Lesson Plans</p>	<p>Instructional Facilitators, Administrators, Teachers</p>	<p>Status <b>Progressing at Expected Rate</b></p>	<p>Next Steps: Continue with Critical Friends Schedule 9/2018 10/2018 1/2019 2/2019 3/2019</p>
<p><b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?</p>						
<p><b>Economically Disadvantaged</b></p>			<p><b>Foster and Homeless</b></p>			
<p>Monthly Data Meeting to monitor subgroup data.</p>						
<p><b>English Learners</b></p>			<p><b>Migrant</b></p>			
<p>ESOL TCP Meeting twice a year to support teachers with strategies to implement the WIDA Can Do Descriptors. Monthly Data Meeting to monitor subgroup data.</p>						
<p><b>Race/Ethnicity/Minority</b></p>			<p><b>Students with Disabilities</b></p>			
			<p>Co-Teaching Collaboration with Student Services and Regular Education Teachers. Accommodations provided to teachers. Monthly Data Meeting to monitor subgroup data.</p>			

<b>OVERARCHING NEEDS:</b>	Retention of Effective Teachers with knowledge of content, pedagogy, and effective interventions					
<b>GOAL # 2:</b>	Hunt Elementary will provide monthly professional learning opportunities that are <i>sustained, collaborative, job-embedded, data-driven, and classroom-focused to increase teacher knowledge and student achievement as measured by growth measure data.</i>					
<b>Structure(s):</b> System-Standard Number	PC-2, PC-3, PC-4, CIS-2, EL-2, EL-3, EL-5, SLE-3, FCE-3 <b>Board Goals: 1, 2, 3</b>					
	<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.					
Action Steps	Resource(s)	Possible Funding Source(s)	c. Timeline for Implementation	Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning	
			d. Method for Monitoring			
1. Teachers will participate in monthly professional learning focused on understanding the curriculum, subject content, pedagogical knowledge, interventions, and addressing the needs of students. Allow teachers collaborative planning time during the instructional plan to plan lessons	Funding for PL People to Facilitate Training Analyzed achievement data showing needs Analysis of teacher needs	Title IIA Professional Learning General Budget Title I Title III/ESOL School Budget Title Ia	a. Monthly beginning August 2018: The First Wednesday of each month will be professional learning by instructional facilitators.	Instructional Facilitators Teacher Leaders Professional Learning Coordinators Teachers Consultants Administrators	Status Progressing at Expected Rate	Next Steps: Establish Calendar for PL, Establish Focus Walk Schedule, and Establish Focus Walk Form.  Mrs. Hunt will develop a focus walk form.  Dr. Mathis will develop a focus walk schedule
			b. Professional learning planning forms, evaluation of PL forms, evaluation summaries from TLE dashboard, lesson plans, student achievement. Focus walks will be conducted on the third Wednesdays of the following month to monitor professional learning.			
2. Each teacher will develop and implement a professional learning goal to improve content and pedagogy	Guidelines for developing goals  Instructional Support to develop goals	Title IIA Professional Learning Budget General Budget School Budget Title I Title III/ESOL	a. September 2018	Instructional Facilitators Teacher Leaders Teachers Consultants	Status Completed	Next Steps: All Teachers have a professional learning goal or plan in the TKES Platform  Goals Entered on 9/14/2018
			b. Developed Professional Goal/Plan Individual Learning Logs Monitored on the TLE Platform End of Year TLE Signoff Data to measure goal attainment			
3. Annual training on CCRPI Updates and Indicators at each level	Technology Handouts RESA	Professional Learning Budget General Budget RESA	a. July 2018	Administrators Assistant Superintendent of Curriculum and Instruction	Status Completed	Next Steps: Administrators continue to conduct CCRPI Updates as new information is available  Mr. Bunch has conducted four technology trainings
			b. Agenda and Meeting Minutes			

						with teachers. Walkthrough data has been collected.
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4. Provide teachers with Reading strategies to help students with extended response, constructed response, citing evidence, and vocabulary development.	Instructional Support and Resources	No Funding Needed	a. August 2018	Administrators Instructional Facilitators, Teachers	Status <b>Not Started</b>	Next Steps: Instructional Facilitators will continue to give ELA teacher strategies to support learning in PL Training and Newsletter.  Mrs. Harvard and Mrs. Hunt to redeliver Growing Readers Training
			b. Agenda, Meeting Minutes, Lesson Plan Collaboration Monitoring of Implementation of Strategies			
5. Provide teachers with training on advisements and Monday Morning Meetings to support students with feedback and self monitoring.	Advisement Handbook	Materials for Lessons	a. August 2018	Instructional Facilitators Teacher Leaders Teachers Consultants	Status <b>Progressing at Expected Rate</b>	Next Steps: Create a school wide schedule. Train Teachers. Start Date Late October 2018  Mrs. Hunt has schedule of Topics and activities for 1 <sup>st</sup> month.  Our first advisement lead to modifications to original plan. Teachers will have 45 meetings with students once a month on the last Monday of each month.
			b. Advisement meetings, Advisement Lessons, Student portfolios			

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>



<b>OVERARCHING NEEDS:</b>	<b>Increasing Student Achievement</b>					
<b>GOAL# 3:</b>	<b>Increase by 3% the number of students performing at or above developing in Math and ELA in grades 3-5 as measured by Georgia Milestones Assessments.</b>					
<b>Structure(s):</b> <i>System-Standard Number</i>	CIS-1, CIS-2, CIS-3, CIS-4, EL-1, EL-3, EL-4, EL-5, PC-2, PC-3, PC-4, FCE-3, SLE-2, SLE-3 Board Goals 1,2,3					
	<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.					
Action Steps	Resource(s)	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning	
			b. Method for Monitoring			
1. Provide Math and ELA remedial support to supplement Math and ELA/Reading instruction.	Math and ELA/Reading paraprofessionals  Classworks	Title I Title Ia	a. August 2018 to May 2019	Paraprofessionals, Instructional Facilitators, Assistant Principal and Principal	Status <b>Progressing at Expected Rate</b>	Next Steps: Two Instructional Paraprofessional were hired and students are working on the Program during Specials.  Students have taken two screeners: Fall and Winter. Growth reports are being generated to see what level of the GMAS students will score if the students complete their ILPs.
			b. Data Reports and Data Analysis, Benchmarks, PCAs, and Georgia Milestones Assessments results, Observations of Paraprofessionals Analysis of Classworks Data and Usage Reports			
2. Refine the instructional system to support remediation and classroom instruction in Math and ELA/Reading. Labs will have smaller class size to ensure proper monitoring for time on task in Classworks.	Technology: Computers, Laptops, WriteScore, Ink Cartridge, Smartboards, Classworks, supplemental supplies and materials) Support Reading during Science by using a class size reduction teacher to teach reading strategies during ILT.	Title I Title Ia	a. August 2018 to May 2019	Paraprofessionals, Instructional Facilitators, Assistant Principal and Principal Class Size Reduction Teacher	Status <b>Progressing at Expected Rate</b>	Next Steps Fourth and Fifth grades have a schedule for using Classwork during ILT. Instructional paraprofessionals have a screener schedule to measure student's progress with Classworks. The instructional paraprofessional work through the students Individualized Learning Plans based on the Screener.  Look at data reports from Screeners on September 20, 2018
			b. Time on Task Reports, Classworks Data, Benchmarks, PCAs, and Georgia Milestones Assessments results, Monitor achievement and observation data on Class Size Reduction Teacher			
			b. Observations, Implementation Fidelity, Lesson Plan Checks			

3. Provide Math and ELA/Reading instructional support to all teachers and parents to increase student achievement in Math and ELA/Reading. Parent meetings will take place in the community or at HES. (HES Community Day).	Instructional Facilitators, Class size reduction teacher and Family Engagement Coordinator.	Title I	a. August 2018 - May 2019	Administration, Classroom Teachers, Instructional Facilitators, Engagement Coordinator	Status Progressing at Expected Rate	Next Steps: HES has conducted 3-5 Math Parent Meetings. K-2 Math Parent Meeting on 2/8/2018  ELA Teachers worked on refining the ELA instructional block to support students in reading.
			b. Parent Surveys, Parent Workshops, Teacher Feedback, Teacher Pedagogy			
4. Implement a school wide “Trojan Mentors” advisement program to increase student self-assessment towards gains and monitoring progress.	<i>Advisement Handbook/Curriculum</i>	<i>Title I</i>	a. September 2018 – May 2019	Administration, Classroom Teachers, Instructional Facilitators,	Status Not Started	Next Steps: Establish Handbook and develop an advisement schedule. This action step will need to start in the 2019-2020 school term. The selection of the mentors will be based on the Student Government Association established by Ivory and Neal.
			b. Student Sign-in sheets, student portfolios, student goals, and student growth.			

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Provide Language lab for students who are below grade level in Reading. Students will use Imagine Learning during Increased Learning Time.	
<b>English Learners</b>	<b>Migrant</b>
ESOL Push In Schedule has been established to give students additional support with language development.	
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
	The master schedule was developed to meet the individualized learning plans of students with exceptionalities.

<b>OVERARCHING NEEDS:</b>	<b>Increasing Student Achievement</b>					
<b>GOAL # 4:</b>	<b>Decrease the number of students missing 6 or more days by 5% from 52% in the 2016-2017 school year to 47% in the 2017-2018 school year.</b>					
<b>Structure(s):</b> <i>System-Standard Number</i>	CSI-3, EL-1, EL-4, EL-5, FCE-6, FCE-5, FCE-3, FCE-2, SLE-2, FCE-4 Board Goals 1, 2, 3					
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.						
Action Steps	Resource(s)	Possible Funding Source(s)	1. Timeline for Implementation	Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning	
			2. Method for Monitoring		Status	Next Steps:
1. Monthly leadership meetings analyzing and discussing attendance, Lexile and discipline issues.	Discipline and Attendance Data	No Funding Needed	a. September 2018	Administration, Counselor, Teachers, Family Engagement Coordinator	Progressing at Expected Rate	Next Steps: Leadership Meetings are held Monthly to analyze Data
			b. Leadership team meeting, attendance data reports, participation in attendance incentives			
2. Provide attendance incentives for students who have good attendance or have made improvements in their attendance. Provide PBIS Strategies for all students to improve student achievement.	Funding for Incentives and PL Opportunities ((PBIS Conference, Youth AT Risk Conference)	School Funding Title I	a. September 2018	Administration, Counselor, Teachers, Family Engagement Coordinator, HES PBIS Coordinator, HES Pride Committee Chair	Progressing at Expected Rate	Next Steps: Continue with Monthly attendance Incentive There are 20 more students with perfect attendance from this time last year.
			b. FTE count, student records, Leadership team meeting, attendance data reports, participation in attendance incentives, participation in school wide events.			
3. Parent Workshops on Attendance	Light snacks needed for meeting with parents	Title I	a. September 2018	FTE Clerk, Administration, Counselor, Family Engagement Coordinator	Progressing at Expected Rate	Next Steps: Schedule a meeting with Family and Community Engagement Coordinator  Mrs. Kinsey has planned serval parent meetings for February 2019 and March 2019
			b. Parent Feedback, Parent participation in workshops			
4. Monitor attendance data and communicate (FTE letters, etc.) with parents regarding interventions for student attendance. Parent conference after students have missed 10 days	Attendance Letters issued by FTE Clerk at day 5. (Postage is needed to mail correspondence to parents)	Title I	a. August 2018	FTE Clerk, Administration, Teachers, and Family Engagement Coordinator	Progressing at Expected Rate	Next Steps: Adjustment to action step. Teachers call on day three of absent. FTE Clerk mails letters at 5 days. Counselor does a referral at 15.  Ms. Fobbs is send out attendance letters. Mr. Earl has noticed we need to focus on
			b. Signature receipts from parents, Teacher Contact log. Teacher phone call at 3 days, FTE Letter at 5 days, parent conference at 10 days.			

	Person(s) Assigned to monitor data				students missing 1 or 2 days. Mr. Earl will conduct conferences with parents of students who have missed ten days of school.
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?					
<b>Economically Disadvantaged</b>			<b>Foster and Homeless</b>		
Develop a watch list and attendance group to support students who have missed 3, 5, and 7 days. The support group would encourage students not to miss day 4, 6, and 8.					
<b>English Learners</b>			<b>Migrant</b>		
<b>Race/Ethnicity/Minority</b>			<b>Students with Disabilities</b>		