



School Improvement Plan/Title I School Wide Plan

2017-2018

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>	amathis2@peachschools.org
<i>Phone</i>	478-825-5296

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

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

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Planning Committee Members:

NAME	POSITION/ROLE
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
Donovan Maxwell	Teacher/ Fifth Grade Representative
Dawn Kinsey-Ogburn	Family and Community Engagement

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.

OVERARCHING NEEDS:		Retention of Effective Teachers with knowledge of content, pedagogy, and effective interventions				
GOAL #1 :	Hunt Elementary will increase the retention rate of effective teachers at each school to 80% or higher as measured by PSC retention data.					
Structure(s): 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 Board Goals: 1,2, 3,					
Evidence-based Action Steps: 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, 2017 b. Mentor Meeting, Agendas/Minutes Submit Mentor Logs Analyzed Survey Data on Mentors from teachers being mentored	Administrators, Mentors, Coordinator, Instructional Facilitators Assistant Superintendent of Curriculum and Instruction/Title IIA	Status Choose an item.	Next Steps
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. July 2017 b. Teacher Retention Data Form, Achievement data for each teacher, Evaluation Data, PCA Summary Data Sheet, EOG Summary Reports	Principals, Assistant Principals, Instructional Facilitator Title IIA Coordinator, Human Resources,	Status Choose an item.	Next Steps

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 (Goals 1 & 2 Overarching Needs 1 & 2)	Funding for PL People to Facilitate Training Analyzed data from the subgroups showing needs Analysis of teacher needs Training For Classworks Implementation	Title IIA Professional Learning General Budget Title I Title III/ESOL School Budget Gifted Budget	a. July 2017 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	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	Status Choose an item.	Next Steps
4. Use systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction. The Critical Friend Process will be implemented	Materials for Training on the Critical Friend Process	Title IA Title Ia	a. September 2017, October 2017, February 2018, March 2018 b. Lesson Plan Review Worksheet, Student Work Handout, Sign In Sheet, Agenda, Feedback Sheet, Lesson Plans	Instructional Facilitators, Administrators, Teachers	Status Choose an item.	Next Steps
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?						
Economically Disadvantaged			Foster and Homeless			
Monthly Data Meeting to monitor subgroup data.						
English Learners			Migrant			
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.						
Race/Ethnicity/Minority			Students with Disabilities			
			Co-Teaching Collaboration with Student Services and Regular Education Teachers. Accommodations provided to teachers. Monthly Data Meeting to monitor subgroup data.			

OVERARCHING NEEDS:		Retention of Effective Teachers with knowledge of content, pedagogy, and effective interventions				
GOAL # 2:	Hunt Elementary will provide monthly professional learning opportunities that are <i>sustained, collaborative, job-embedded, data-driven, and classroom-focused</i> to increase teacher knowledge and student achievement as measured by growth measure data.					
Structure(s): System-Standard Number	PC-2, PC-3, PC-4, CIS-2, EL-2, EL-3, EL-5, SLE-3, FCE-3 Board Goals: 1, 2, 3					
Evidence-based Action Steps: 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 2017	Instructional Facilitators Teacher Leaders Professional Learning Coordinators Teachers Consultants Administrators	Status Choose an item.	Next Steps
			b. Professional learning planning forms, evaluation of PL forms, evaluation summaries from TLE dashboard, lesson plans, student achievement			
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 2017	Instructional Facilitators Teacher Leaders Teachers Consultants	Status Choose an item.	Next Steps
			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 2017	Administrators Assistant Superintendent of Curriculum and Instruction	Status Choose an item.	Next Steps
			b. Agenda and Meeting Minutes			
4. Provide teachers with math strategies to help students with extended response, showing their work.	Instructional Support and Resources	No Funding Needed	a. August 2017	Administrators Instructional Facilitators, Teachers	Status Choose an item.	Next Steps
			b. Agenda, Meeting Minutes, Lesson Plan Collaboration Monitoring of Implementation of Strategies			
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?						
Economically Disadvantaged			Foster and Homeless			
English Learners			Migrant			
Race/Ethnicity/Minority			Students with Disabilities			

OVERARCHING NEEDS:		Increasing Student Achievement					
GOAL# 3:	Increase by 3% the number of students performing at or above proficiency in Math and ELA in grades 3-5 as measured by Georgia Milestones Assessments.						
Structure(s): System-Standard Number	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						
Evidence-based Action Steps: 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 2017 to May 2018	Paraprofessionals, Instructional Facilitators, Assistant Principal and Principal	Status Choose an item.	Next Steps	
			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.	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 2017 to May 2018	Paraprofessionals, Instructional Facilitators, Assistant Principal and Principal Class Size Reduction Teacher	Status Choose an item.	Next Steps	
			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				
4. Provide Math and ELA/Reading instructional support to all teachers and parents to increase student achievement in Math and ELA/Reading	Instructional Facilitators, Class size reduction teacher and Family Engagement Coordinator.	Title I	a. August 2017 - May 2018	Administration, Classroom Teachers, Instructional Facilitators, Engagement Coordinator	Status Choose an item.	Next Steps	
			b. Parent Surveys, Parent Workshops, Teacher Feedback, Teacher Pedagogy				
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?							

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

OVERARCHING NEEDS:	Increasing Student Achievement					
GOAL # 4:	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.					
Structure(s): System-Standard Number	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					
Evidence-based Action Steps: 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			
1. Monthly leadership meetings analyzing and discussing attendance and discipline issues.	Discipline and Attendance Data	No Funding Needed	a. September 2017	Administration, Counselor, Teachers, Family Engagement Coordinator	Status Choose an item.	Next Steps
			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 2017	Administration, Counselor, Teachers, Family Engagement Coordinator, HES PBIS Coordinator, HES Pride Committee Chair	Status Choose an item.	Next Steps
			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. October 2017	FTE Clerk, Administration, Counselor, Family Engagement Coordinator	Status Choose an item.	Next Steps
			b. Parent Feedback, Parent participation in workshops			

4. Monitor attendance data and communicate (FTE letters, etc.) with parents regarding interventions for student attendance.	Attendance Letters issued by FTE Clerk at days 3, 5, and 7. (Postage is needed to mail correspondence to parents) Person(s) Assigned to monitor data	Title I	a. August 2017	FTE Clerk, Administration, Teachers, and Family Engagement Coordinator	Status Choose an item.	Next Steps
			b. Signature receipts from parents, Teacher Contact log,			

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

Economically Disadvantaged	Foster and Homeless
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.	
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities