



## 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>	<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>
<b>Anita C Mathis</b>	<b>Principal/ Facilitator</b>
<b>Jamal Harris</b>	<b>Assistant Principal/ Data</b>
<b>Roderick Earl</b>	<b>Assistant Principal/ Data</b>
<b>Latresha Hunt</b>	<b>Instructional Facilitator/ Academics</b>
<b>Jennifer Palmer</b>	<b>Teacher/ Kindergarten Representative</b>
<b>Melonie Osborne-Mann</b>	<b>Teacher/ First Grade Representative</b>
<b>Michelle Harvey</b>	<b>Teacher/ Second Grade Representative</b>
<b>Angela Slaton</b>	<b>Teacher/ Third Grade Representative</b>
<b>Christopher Drakes</b>	<b>Teacher/ Fourth Grade Representative</b>
<b>Donovan Maxwell</b>	<b>Teacher/ Fifth Grade Representative</b>
<b>Dawn Kinsey-Ogburn</b>	<b>Family and Community Engagement</b>

<b>OVERARCHING NEEDS:</b>		Retention of Effective Teachers with knowledge of content, pedagogy, and effective interventions	
<b>GOAL:</b>	Peach County 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-2, EL-3, SLE-3, FCE-3		
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		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.	Title IIA General Budget	a. July 24, 2017	Principals, Assistant Superintendent of Curriculum and Instruction/Title IIA Coordinator, Instructional Facilitators
		b. Mentor Meeting Agendas/Minutes  Monitoring of Submitted Mentor Logs Analyzed Survey Data on Mentors from teachers being mentored	
2. Provide a teacher retention incentive and recognition opportunities for highly effective teachers. Add teacher incentives for veteran teachers as well. (Every 5, 10, 15 yrs. etc.)		a. July 2017	Title IIA Coordinator, Human Resources, Principals
		b. Teacher Retention Data Form, Achievement data for each teacher, Evaluation Data	
3. Provide strategies and training for teachers 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.		a. July 2017	Professional Learning Coordinators (district and school level), Principals, Instructional facilitators, school administrators, Title IIA and Title I Coordinators/Directors
		b. Meeting Agendas/Minutes, Lesson Plans, Evaluation feedback	
4. Uses 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	Title I	a. September 2017, October 2017, February 2018, March 2018	Instructional Facilitator, Administration, Teachers
		b. Lesson Plan Review Worksheet, Student Work Handout, Sign In Sheet, Agenda, Feedback Sheet, Lesson Plans	

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Monthly Data Meeting to monitor subgroup data.	
<b>English Learners</b>	<b>Migrant</b>
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.	
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
	Co-Teaching Collaboration with Student Services and Regular Education Teachers. Accommodations provided to teachers.  Monthly Data Meeting to monitor subgroup data.

<b>OVERARCHING NEEDS:</b>	<b>Retention of Effective Teachers with knowledge of content, pedagogy, and effective interventions</b>		
<b>GOAL:</b>	<b>Peach County 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>		
<b>Structure(s): System-Standard Number</b>	PC-2, PC-3, PC-4, CIS-2, EL-3, SLE-3, FCE-3		
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.			
<b>Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>c. Timeline for Implementation</b>	<b>Position/Role Responsible</b>
		<b>d. Method for Monitoring</b>	
1. Teachers at all schools will participate in monthly professional learning focused on understanding the curriculum, subject content, pedagogical knowledge, interventions, and addressing the needs of students.		a. Monthly beginning August 2017	Instructional Facilitators Teacher Leaders Professional Learning Coordinators Teachers Consultants
		b. Professional learning planning forms, evaluation of PL forms, evaluation summaries from TLE dashboard	
2. Each teacher will develop and implement a professional learning goal to improve content and pedagogy		a. September 2017	Instructional Facilitators Teacher Leaders Professional Learning Coordinators Teachers Consultants
		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		a. July 2017	Assistant Superintendent of Curriculum and Instruction Director of Assessment School Administrators
		b. Agenda and Meeting Minutes	
4. Provide teachers with math strategies to help students with extended response, showing their work.		a. August 2017	Principal, Assistant Principal, Instructional Facilitator, Teachers
		b. Agenda, Meeting Minutes, Lesson Plan Collaboration	

<b><i>Supplemental Supports:</i></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:</b>	<b>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.</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		
<b>Evidence-based Action Steps:</b> <i>Describe the evidence-Based action steps to be taken to achieve the goal.</i>			
<b>Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>1. Timeline for Implementation</b>	<b>Position/Role Responsible</b>
		<b>2. Method for Monitoring</b>	
1. Provide Math and ELA remedial support (Math and ELA/Reading paraprofessionals) to supplement Math and ELA/Reading instruction.	Title I	a. August 2017 to May 2018	Paraprofessionals, Instructional Facilitator, Assistant Principal and Principal
		b. Data Reports and Data Analysis, Benchmarks, PCAs, and Georgia Milestones Assessments results	
2. Refine the instructional system to support remediation and classroom instruction in Math and ELA/Reading. (Addition of Technology: Computers, Smartboards, Classworks, supplemental supplies and materials)	Title I	a. August 2017 to May 2018	Paraprofessionals, Instructional Facilitator, Assistant Principal and Principal
		b. Time on Task Reports, Benchmarks, PCAs, and Georgia Milestones Assessments results	
3. Train teachers and instructional support staff to implement and analyze the supplemental Math and ELA/Reading instructional system. Attend Professional Learning to Support Academic Content Areas (Math, Reading, ELA, Science, and Social Studies)	Title I	a. August 2017	Administration, Classroom Teachers, Instructional Facilitator
	Title II	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 and Family Engagement Coordinator).	Title I	a. August 2017 - May 2018	Administration, Classroom Teachers, Instructional Facilitator, Engagement Coordinator
		b. Parent Surveys, Parent Workshops, Teacher Feedback, Teacher Pedagogy	



<b>Supplemental Supports:</b> 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 leveling 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:</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>			
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.			
<b>Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>1. Timeline for Implementation</b>	<b>Position/Role Responsible</b>
		<b>2. Method for Monitoring</b>	
1. Monthly leadership meetings analyzing and discussing attendance and discipline issues.	Title I	a. September 2017	Administration, Counselor, Teachers, Family Engagement Coordinator
		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.		a. September 2017	Administration, Counselor, Teachers, Family Engagement Coordinator
		b. FTE count, student records, Leadership team meeting, attendance data reports, participation in attendance incentives	
3. Parent Workshops on attendance (Light snacks need for meeting for parents)	Title I	a. October 2017	FTE clerk, Administration, Counselor, Family Engagement Coordinator
		b. Parent Feedback, Parent participation in workshops	
4. Attendance Letters issued by FTE Clerk at days 3, 5, and 7. (Postage is need to mail correspondence to parents)	Title I	a. August 2017	FTE Clerk, Administration, Teachers, and Family Engagement Coordinator
		b. Signature receipts from parents, Teacher Contact log,	

<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>