



## 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>

## 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

### 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): System-Standard Number</b>	C-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,					
<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.	selection criteria training support logs s for mentors r 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 <b>Completed</b>	Steps: All HES New Teachers have an assigned Mentor.
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.)	g for Incentives for recognitions (TOY, Staff and Teacher of Month, Service Certificates,) on incentive guidelines on incentives nity partners on stipends ates (Achievement)	A Budget 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 <b>Completed</b>	Steps: At the end of the year celebration Administrators will recognize the teachers for their 5, 10, and 15 years of service.
3. Provide strategies and training for teachers to support academic content areas	Funding for PL People to	A ional Learning	a. July 2017	Professional Learning Coordinators (district and school level), Administrators,	Status	xt Steps: Continue Professional

(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 ( <b>Goals 1 &amp; 2 Overarching Needs 1 &amp; 2</b> )	Facilitate Training ed data from the subgroups showing needs  Analysis of teacher needs Training For Classworks Implementation	Budget  /ESOL Budget Budget	b. Meeting Agendas/Minutes, Lesson Plans, Evaluation feedback, Implementation of PBIS Strategies, and participation of schoolwide events. Monthly Discipline Data Achievement Data, Reports (Leadership, Data) Implementation of Strategies from Endorsement Trainings Observations, Implementation Fidelity, Lesson Plan Checks	Instructional facilitators, school administrators, Title IIA and Title I Coordinators/Directors HES PBIS Coordinator, HES Spirit Committee Chair	Completed	Learning by Instructional Facilitation based on teacher needs.
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	Instructional Facilitators, Administrators, Teachers	Status Completed	Steps: Continue with Critical Friends Schedule 10/2017 1/2018 2/2018 3/2018
			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>		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): System-Standard Number</b>	C-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	Location 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 and achievement data showing needs Analysis of teacher needs	Professional Learning Budget /ESOL Budget	a. Monthly beginning August 2017	Instructional Facilitators Teacher Leaders Professional Learning Coordinators Teachers Consultants Administrators	Status	Steps: Teachers will continue to work with instructional facilitators
			b. Professional learning planning forms, evaluation of PL forms, evaluation summaries from TLE dashboard, lesson plans, student achievement		Completed	
2. Each teacher will develop and implement a professional learning goal to improve content and pedagogy	Resources for developing goals Professional Support to develop goals	Professional Learning Budget Budget Budget /ESOL	a. September 2017	Instructional Facilitators Teacher Leaders Teachers Consultants	Status	Steps: All Teachers have a professional learning goal or plan in the TKES Platform
			b. Developed Professional Goal/Plan Individual Learning Logs Monitored on the TLE Platform End of Year TLE Signoff Data to measure goal attainment		Completed	
3. Annual training on CCRPI Updates and Indicators at each level	Logistics	Professional Learning Budget Budget	a. July 2017	Administrators Assistant Superintendent of Curriculum and Instruction	Status	Steps: Administrators continue to conduct CCRPI Updates as new information is available
			b. Agenda and Meeting Minutes		Completed	
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	Steps: Instructional Facilitators will continue to give Math teacher strategies to support learning
			b. Agenda, Meeting Minutes, Lesson Plan Collaboration Monitoring of Implementation of Strategies		Completed	
<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 proficiency in Math and ELA in grades 3-5 as measured by Georgia Milestones Assessments.</b>					
<b>Structure(s): System-Standard Number</b>	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	ation 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 <b>Completed</b>	Steps: Two Instructional Paraprofessional were hired and students are working on the Program during Specials.
			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 <b>Completed</b>	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.
			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	Instructional Facilitators,	Title I	a. August 2017 - May 2018	Administration, Classroom	Status	Steps: HES has conducted 3-5 Math Parent Meetings. K-2



student achievement in Math and ELA/Reading	Class size reduction teacher and Family Engagement Coordinator.		b. Parent Surveys, Parent Workshops, Teacher Feedback, Teacher Pedagogy	Teachers, Instructional Facilitators, Engagement Coordinator	Completed	Math Parent Meeting on 2/8/2018 Teachers worked on refining the ELA instructional block to support students in reading.
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<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 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): System-Standard Number</b>	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.						
<b>Action Steps</b>	<b>Resource(s)</b>	<b>Possible Funding Source(s)</b>	<b>1. Timeline for Implementation</b>	<b>Position/Role Responsible</b>	<b>Evaluation of Implementation and Impact on Student Learning</b>	
			<b>2. Method for Monitoring</b>			
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 <b>Completed</b>	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 2017	Administration, Counselor, Teachers, Family Engagement Coordinator, HES PBIS Coordinator, HES Pride Committee Chair	Status <b>Completed</b>	Steps: Continue with Monthly attendance Incentive There are 200 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. October 2017	FTE Clerk, Administration, Counselor, Family Engagement Coordinator	Status <b>Completed</b>	Steps: Schedule a meeting with Family and Community Engagement Coordinator
			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 <b>Completed</b>	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.
			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>