



School Improvement Plan 2018 - 2019



**Muscogee County
Hannan Elementary**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Hannan Elementary
Team Lead	Lisa Whitaker

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) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Creating Improvement Goals

Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

- Specific**
- Measurable**
- Attainable**
- Relevant**
- Time-Bound**

An example of a SMART goal is:

By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 School Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional

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

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 access
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

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 classroom
- EL-4 Managing the School and its resources
- EL-5 Driving improvement efforts

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

Professional Capacity

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

2. SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Full implementation of PBIS
Root Cause # 1	Student behavior that is not conducive to efficient or effective instruction
Goal	By May 2019, 90% of faculty and staff will have implemented a positive discipline system that fosters a safe and effective learning environment as evidenced by discipline data.

Action Step # 1

Action Step	Utilize majors/minors infraction sheet, post expectations throughout school, consistent use of Dojo, continue positive reward system (HAWK Bucks & Hawk Store), continue/increase communication w/ parents, attend Ruby Payne and Jensen Poverty training, visit PBIS schools within and outside MCSD, attend Youth at Risk Conference
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	monthly discipline data
Position/Role Responsible	All faculty and staff
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	We will continue to partner with PTA and our PIE to help fund and support positive incentives for our students. We will continue to use district tiered supports as well in reaching the needs of our students.
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2. SCHOOL IMPROVEMENT GOALS

2.3 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increased student attendance
Root Cause # 1	Research suggests a strong correlation between student attendance and academic achievement.
Goal	N/A

Action Step # 1

Action Step	
Funding Sources	
Subgroups	
Systems	
Method for Monitoring Implementation and Effectiveness	
Position/Role Responsible	
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Differentiated Instruction
Root Cause # 1	Contributing factors...students with varied academic strengths and deficiencies, personal motivation, emotional stability, and support at home - all expected to master grade level standards
Goal	By May 2019, 100% of teachers will have implemented differentiated instruction based on data collection and analysis, across all domains of content areas, including writing.

Action Step # 1

Action Step	Provide professional development on Differentiation, guide teachers through data collection & analysis in PLCs, develop checklists for walk-throughs, utilize the MTSS process to identify and meet student needs, implement common lesson plan template, develop differentiated rubrics and checklists, utilize PLCs to plan for differentiated groups
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Common lesson plan template, focus walks with checklists/feedback, PLC minutes
Position/Role Responsible	All faculty
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	We will continue to follow state standards, district pacing guides, and implement differentiation across all domains in curriculum.
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>The Leadership Team, comprised of representatives from all segments of the faculty and staff, collaborated to analyze each section of the CNA. Input was also sought from the Local School Council and the PTA executive members. Surveys were also completed by faculty, students, and parents.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>All teachers meets professional qualifications with the exception of one teacher going through the GTAPP program. She will be closely supported and monitored.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Core instruction of state grade level standards is conducted using the district adoptions (Reading Wonders, enVision Math, SS Weekly) as a foundation. Teachers supplement when needed. Special education and Title I teachers hone in on individual student needs via co-teaching and pullout groups, based on individual needs identified in IEPs and 504 plans.</p>
<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>N/A</p>

<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>A kindergarten readiness program is conducted during the summer to help rising kindergarten students acclimate and transition to kindergarten.</p>
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<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Transition meetings are held with parents of students who may experience difficulties transitioning from elementary to middle school. In addition, 5th graders take an annual field trip to Jordan High School.</p>
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<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>As we increase the level of PBIS implementation, data will be collected and shared at regular intervals to reflect on the use and effectiveness of different discipline practices. The use of the Infraction Sheets should result in fewer office referrals, and therefore fewer out-of-school suspensions.</p>
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ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	
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