

*Hahira Elementary School*  
*School Year 2017-2018*

**2017-2018 SCHOOL IMPROVEMENT PLAN**

Title I Schoolwide Program

Title I Targeted Assistance

Non-Title I School  (double click on box to add X)

**Hahira Elementary School**  
**School Year 2017-2018**

School Name: Hahira Elementary School	District Name Lowndes County
School Address: 350 Claudia Drive, Hahira, GA 31632	District Address: 1592 Norman Drive, Valdosta, GA 31601
School Phone #: (229)316-8600	District Phone #: (229)245-2250
School Email: www.lowndes.k12.ga.us/hes	District Email: www.lowndes.k12.ga.us
School Website: www.lowndes.k12.ga.us/hes	District Website: www.lowndes.k12.ga.us/hes
Principal Name: Iris A. Mathis	School Year: 2017-2018
Principal's Signature: <i>Iris A. Mathis</i>	Date: June 6, 2017
Title I Director's Signature: Herb Hamilton	Date:
Superintendent's Signature: Wes Taylor	Date:

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***“Each Day – Excellence in Every Way”***

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**Planning Team**

<b>NAME</b>	<b>POSITION/ROLE</b>
Iris A. Mathis	Principal
Neil Wilkes	Assistant Principal
Michelle Lipscomb	Academic Coach
Colleen McGinn	Teacher – 4 <sup>th</sup>
Jennifer Hiers	Teacher – 3 <sup>rd</sup>
Brandy Wilkes	Parent
Michelle Boutwell	Parent

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**Goal 1: Improve academic achievement at the domain level in ELA and Math through focused student engagement.**

Actions, Strategies, Interventions, Programs, and Initiatives	Timeline	Resources, Estimated Costs, Funding Sources	Person(s) Responsible	Key Metrics to Impact/Monitor
<p>1.1 Students in grades 1-5 will be reading at or above their grade level Lexile score.</p> <ul style="list-style-type: none"> <li>- Incorporate D.E.A.R. time</li> <li>- Set Lexile goals</li> <li>- Self-Monitor</li> <li>- Monitor monthly progress</li> <li>- Use GMAS Assessment Guides</li> <li>- Use paired passages</li> <li>- Monitor fluency monthly for struggling students</li> <li>- GMAS Achievement Level Descriptors</li> <li>- Identify students who scored a level 1 or 2 on GMAS (Grades 4 and 5) for additional support</li> <li>- Evaluate Istation/STAR/AR Data</li> <li>- AR Reports</li> <li>- Complete Monthly Istation Assessments</li> <li>- Administer STAR Assessments</li> </ul> <p><b>New Strategies:</b></p>	<p>2017-18</p>	<p>Lexile website, Paired Text, STAR Early Literacy, Leveled Readers, Trade books, Readworks, eBooks, Read-Aloud, Subs for Release Time, Waterford, iStation, StemScopes, GKIDS Readiness Check, Curious about Reading</p>	<p>Administrators Academic Coach Media Specialist Teachers Students Parents</p>	<p>AR/Student Lexile Reading D.E.A.R. Logs Data Sheet 1st Grade – 300L (STAR Early Literacy/STAR) 2nd Grade – 500L (Star, 3rd Grade – 650L (GMAS/Domain 1 and 2) 4th Grade – 750L (GMAS/Domain 1 and 2) 5th Grade – 850L (GMAS/Domain 1 and 2)) GKIDS Readiness Check Istation 2-5</p>

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<p><b>1.2 K-5 students will meet or exceed the writing goal.</b></p> <ul style="list-style-type: none"> <li>- 100% of homerooms will participate in the Coastal Plains Writing Fair.</li> <li>- Provide students with instruction utilizing graphic organizers, anchor charts, exemplars, and rubrics</li> <li>- GMAS Assessment Guides</li> <li>- GOFAR domain specific questions and practice test</li> <li>- Vertical planning</li> <li>- Modeling (Teacher model for students)</li> <li>- Write Score (2-5)</li> <li>- Incorporate writing across all subjects</li> <li>- I-Station</li> <li>- Identify students scoring at levels 1 and 2 on GMAS (Grades 4 and 5)</li> <li>- GMAS Achievement Level Descriptors</li> <li>- Increase the rigor of assessments to align to GMAS format, including timed element</li> <li>- Incorporate Bernadette Lambert strategies and resources</li> </ul>	<p style="text-align: center;"><b>2017 - 2018</b></p>	<p>WriteScore, ELA Common Assessments, Journeys Writing resources, substitutes for release time, Performance Matters, state rubrics, GMAS Assessment guides, Chromebooks, iPads, GMAS Achievement Level Descriptors, Istation Writing, GOFAR, PARCC Test Prep</p> <p>Bernadette Lambert resources</p>	<p>Administrators Academic Coach Media Specialist Teachers Students Parents</p>	<p>Kindergarten: 5-7 connected sentences.</p> <p>1st grade: Write narratives about events in sequence. Write a response to literature with an opinion.</p> <p>2nd grade: Write Score results, if available</p> <p>Students in grades 3-4-5 will earn 5 of 7 points on the Extended Writing Task.</p> <p>Students in grades 3-4-5 will earn 2 of 4 points on the Narrative Writing Response</p> <p>Write Score results</p> <p>Common ELA Benchmarks</p>

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				<b>GMAS ELA</b>
<p><b>1.3 K-5 students will have average to high growth in their specific math domain.</b></p> <ul style="list-style-type: none"> <li>- Eureka Math</li> <li>- Front Row Ed assessments</li> <li>- Use GMAS Assessment Guides</li> <li>- Use PARCC Test Prep &amp; online tools</li> <li>- Create questions and tests using GOFAR for domain specific questions</li> <li>- GKIDS Readiness Assessment</li> <li>- GKIDS</li> <li>- BlendSpace for specific grade level (Youtube lessons, parent tips, and homework help)</li> <li>- Zearn</li> <li>- Front Row Ed and lessons</li> <li>- Study Island lessons</li> <li>- FrontRow Ed Reports (Monthly)</li> <li>- Monitor Study Island blue ribbons (2<sup>nd</sup> Semester)</li> <li>- Continue to increase rigor of tests to align to GMAS format, including timed element</li> </ul>	2017 - 2018	<p>Eureka Math, GKIDS Readiness Assessments, GKIDS,, Zearn, FrontRowEd, Study Island, GOFAR, PARCC Test Prep., GMAS assessment guides</p> <p>Zearn Frontrow Ed</p>	<p>Administrators Academic Coach Teachers Students Parents</p>	<p>Operations and Algebraic Thinking K (GKIDS) 1-3 (FrontRowEd) 3 (GMAS) Numbers and Operations Fractions 4-5 (FrontRowEd and GMAS)</p>

Monitoring Notes on Goal 1:

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**Goal 2: Improve student and teacher attendance.**

Actions, Strategies, Interventions, Programs, and Initiatives	Timeline	Resources, Estimated Costs, Funding Sources	Person(s) Responsible	Key Metrics to Monitor
<p><b>2.1 Students will miss fewer than 6 days per school year</b></p> <ul style="list-style-type: none"> <li>- Drawing for parents to receive a gift card for students who have perfect attendance</li> <li>- Gift certificates from Huddle House</li> <li>- Drawing for bicycle</li> <li>- Collaboration between school, resource officer, and county office staff</li> <li>- Quarterly Rewards for perfect attendance for staff and students</li> </ul>	2017-2018	Remind 101 app, purchase of incentive items CPIE PBIS and School Counselor	Administrators Teachers Students Parents DARE Officer IC Secretary IC Owen Prince/CO	Attendance
<p><b>2.2 Create a positive school culture</b></p> <ul style="list-style-type: none"> <li>- Utilize behavior strategies through Rtl</li> <li>- Use PBIS expectations and incentives</li> <li>- Mentoring program</li> <li>- DARE</li> <li>- Family Engagement</li> <li>- Incorporate Amy Dean Behavior Management</li> </ul>	2017-2018	PBISworld.com Class Dojo PBIS matrix, lesson, videos, schedule, purchase of incentive items Substitutes for PLC time,	Administrators Teachers Students Parents Financial Director	Discipline Record SWIS Climate Survey results Student Rtl folders



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<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>- Reading Buddies</li> <li>- Utilize CPIE</li> <li>- Teacher websites</li> <li>- Class Dojo</li> <li>- Remind 101</li> </ul>		<p>Amie Dean (Behavior Queen) PLC, CPIE Amy Dean Staff development</p>		
<p>2.3 Increase the score of parent, student, and staff school climate surveys.</p> <ul style="list-style-type: none"> <li>- Make sure everyone understands the survey questions.</li> <li>- County office will assist school in locating low ranking questions.</li> <li>- Send home a hard copy of the survey to make sure results are more valid.</li> <li>- Conduct conferences with parents</li> <li>- Increase parent participation in academic events</li> <li>- Invite families to school events and encourage families to view on-line parent and teacher websites</li> </ul>	<p>2017-2018</p>	<p>Hard copy of parent surveys, DOE school climate website, Parent Portal, PGE webpage, Teacher webpages, Title I One-Year Action Plan</p>	<p>Staff Administrators Parents Students</p>	<p>Georgia Parent, student, and staff school climate surveys</p> <p>Event Sign In sheets</p> <p>Conference Sheets</p>

Monitoring Notes Goal 2:

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**Monitoring Notes Goal 2:**

**New Template:**

- New cover page with additional info and a way to mark the Title I program type
- The addition of the school mascot and school motto
- A place for listing the School leadership team and positions on the second page
- New header
- New footer
- One inch margins with all tables centered
- Arial Narrow font throughout
- Some editing of column titles
- Professional Learning should be included in column 1 -- not a separate column.
- School Keys strands column is deleted. (The Keys are under revision again.)

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- SMART Goals are numbered. (See front page.)
- Column 1 Actions are coded to the SMART Goals with 1.1, 1.2 -- with hanging indents. (See page 3.)
- Column 1 Actions/Strategies should start with a verb.
- Space provided at the end of each SMART Goal for periodic monitoring notes.

**Table A: Percent of 1<sup>st</sup> Grade Students Scoring At or Above the Lexile Target (300) (Based on STAR / STAR Early Literacy Growth Reports)**

School	2017	2018	2019	2020	2021	2022
Target	Baseline	%	%	%	%	%
Actual	27 % %	%	%	%	%	%

**Table B: Percent of 2<sup>nd</sup> Grade Students Scoring At or Above the Lexile Target (500) (Based on STAR Growth Reports)**

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School	2017	2018	2019	2020	2021	2022
Target	Baseline	%	%	%	%	%
Actual	23 %	%	%	%	%	%

**Table C: Percent of 3<sup>rd</sup> Grade Students Scoring At or Above the Lexile Target (650) (Based on GMAS Content Summary)**

School	2017	2018	2019	2020	2021	2022
Target	Baseline	%	%	%	%	%
Actual	42 42 %	%	%	%	%	%

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**Table D: Percent of 4<sup>th</sup> Grade Students Scoring At or Above the Lexile Target (750) (Based on GMAS Content Summary)**

School	2017	2018	2019	2020	2021	2022
Target	Baseline	%	%	%	%	%
Actual	71 %	%	%	%	%	%

**Table E: Percent of 5<sup>th</sup> Grade Students Scoring At or Above the Lexile Target (850) (Based on GMAS Content Summary)**

School	2017	2018	2019	2020	2021	2022
Target	Baseline	%	%	%	%	%
Actual	80 %	%	%	%	%	%