

SCHOOL IMPROVEMENT PLAN FY19 REVIEW

***EMBRACE CHANGE; ACCEPT THE
CHALLENGE***

HANNAN ELEMENTARY MAGNET ACADEMY

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SIP GOAL #1 – FY18

- **Goal:**

- By May 2018, 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.

- **Goal met/not met:**

- Yes and No

- **Why/why not?**

- Discipline data reflects positive discipline systems. Survey given to staff show we still need more buy in on PBIS

- **Supporting data: PBIS**

	2014-2015	2015-2016	2016-2017	2017-2018
Total # of Referrals	460	474	338	182
OSS Days	153	204	183	92

COMPARISON ACROSS THE YEARS WITH CCRPI CLIMATE RATINGS

	2014	2015	2016	2017
Climate Star Rating	4	3	2	3
Parent Response (Georgia Parent Survey)	91%	76%	83%	87%
Non-Violent Incidents (Data)	81%	87%	72%	75%
Bullying and Harassment Data	93%	97%	98%	98%
Student Attendance	96%	84%	81%	81%

REVIEW OF STUDENT ATTENDANCE

- Attendance for 2017-18

Number of Students Absent Less than 10% of school year	474
Percentage of Students Absent Less than 10% of school year	87%

Source: DOE Portal

SIP GOAL #2 – FY18

- **Goal:**

- By May 2018, 100% of teachers will have implemented research-based strategies that promote active engagement and rigor through a differentiated instructional approach.

- **Goal met/not met:**

- Yes and No

- **Why/why not?**

- Preliminary GMAS and Lexile data shows:

% of Level 3 and 4	ELA	Math	Science	Social Studies
2016	51	56	46	39
2017	51	49	53	44
2018	48	49	51	46

SIP GOAL #2 – FY18

LEXILE DATA

3rd Grade Lexiles

% of Students Lexiles	2015	2016	2017	2018
Within or Above	73	54.3	75	57
Below	27	41	24	43

4th Grade Lexiles

% of Students Lexiles	2015	2016	2017	2018
Within or Above	68	51.5	72	69
Below	32	47.5	29	31

5th Grade Lexiles

% of Students Lexiles	2015	2016	2017	2018
Within or Above	56	72	84	83
Below	44	28	16	17

SIP GOAL #2 – FY18

LEXILE DATA AS A SCHOOL

	Lexie Grade Level or Above
3 rd Grade	56.3%
4 th Grade	69%
5 th Grade	83%
Total School Average	69%

STAR AND ACHIEVE GROWTH FOR 2017-2018

3rd Grade

STAR	Pre	Post	Achieve	Pre	Post
Class 1	2.4	3.9	Class 1	198	338
Class 2	1.9	2.6	Class 2	86	239
Class 3	4.5	5.3	Class 3	482	662
Class 4	4.0	5.1	Class 4	470	658

4th Grade

STAR	Pre	Post	Achieve	Pre	Post
Class 1	2.7	3.5	Class 1	206	403
Class 2	3.2	3.9	Class 2	298	480
Class 3	6.5	7.8	Class 3	770	886
Class 4	5.6	7.0	Class 4	685	808

STAR AND ACHIEVE GROWTH FOR 2018-2019

5th Grade

STAR	Pre	Post	Achieve	Pre	Post
Class 1	2.9	4.0	Class 1	422	541
Class 2	5.9	6.5	Class 2	823	914
Class 3	6.1	7.4	Class 3	809	901

**Differentiation is key to meet
the needs of all of our
students.**

PL DAY #1 – FY18

AUGUST 3, 2017

- **Focus:**

- Needs Assessment and SIP
- Overview of PBIS and Soft Skills:
Project I Believe in You
- TKES Checklist and Notebook
Expectations
- Research Based Strategies
 - DOK and Writing
- STEM Updates

- **Was a change made from the original plan?**

- Yes; due to PBIS State Training

Implementation effective?

Great overview, but could have been better

Why/why not?

Too rushed; better chunking and more participation needed

Supporting Data

Teacher feedback from surveys

PLC check in and feedback

Focus remained on the forefront throughout PLCS weekly

PL DAY #2 – FY18

OCTOBER 9-10, 2017

- Focus
 - Write Where You Are
 - Engaging Students for Vocabulary Building, Elaboration, and Structure
- Was a change made from the original plan?
 - No
- Implementation effective?
 - Model lesson the day after was most effective
 - More solid rubric/checklist development still a need
- Why/why not?
 - Model lessons for teachers to watch with our students was effective
 - Teachers wanted more feedback on continual writing workshop format
- Supporting Data
 - GMAS Data Shows in Writing

GMAS DATA

3RD GRADE

Percentage of Level 3 and 4	2015	2016	2017	2018
Ext. Idea Development, Organization/Coherence	9	28	16	17
Ext. Language Usage and Conventions	6	29	9	15
Narrative Writing Response	15	6	20	7

GMAS WRITING DATA

4th Grade Data

Percentage of Level 3 and 4	2015	2016	2017	2018
Ext. Idea Development, Organization/Coherence	11	21	13	21
Ext. Language Usage and Conventions	3	13	2	20
Narrative Writing Response	12	27	21	10

5th Grade Data

Percentage of Level 3 and 4	2015	2016	2017	2018
Ext. Idea Development, Organization/Coherence	9	22	54	21.6
Ext. Language Usage and Conventions	6	19	43	39
Narrative Writing Response	15	8	26	42

PL DAY #3 – FY18

JANUARY 4, 2018

- Focus
 - PBIS and PLCs with Mrs. Talley to review Data (QBA, Quarterly Progress Monitoring, and Writing)
- Was a change made from the original plan?
 - No
- Implementation effective?
 - Yes; chunking PBIS and PLCs into 2 groups helped target the audience
- Why/why not?
 - Smaller groups and more participation
- Supporting Data
 - Quarterly Data Sheets
 - QBA Data
 - Writing Samples

PRIORITIZED NEEDS

10 NEEDS FROM CNA P. 75

- Student Attendance
- Math Achievement
- Writing and ELA
- Parental Involvement at Parent workshops
- Differentiated Learning
- Rigor
- Staff Attendance
- PBIS full implementation
- Peer lessons/walk throughs
- Effective Engaging Classroom Strategies

OVERARCHING NEEDS

TOP 4 NEEDS FROM CNA PP. 77-78

- Differentiated instruction
- ELA and Writing Achievement
- Math Achievement and Growth
- PBIS full implementation
- Student/Staff Attendance

REVISED INSTRUCTIONAL 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.

INSTRUCTIONAL GOAL: REVISED ACTION STEPS

- Provide professional development on differentiation
- Provide PLCs for data analysis
- Utilize PLCs to plan for differentiated groups
- Develop differentiated rubrics and checklists
- Implement common lesson plan template
- Conduct teacher-to-teacher observations of differentiated instruction
- Use MTSS to reach and differentiate to the needs of our students

REVISED CLIMATE 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.

CLIMATE GOAL: REVISED ACTION STEPS

- Provide guidelines to faculty/staff of major vs. minor infractions.
- Continue to use infraction sheets to implement support model for behaviors.
- Continue to implement PBIS through Hawk Store and Hawk Bucks
- Continue to use Class Dojo
- Increase school to parent communication regarding student progress both academically and behaviorally
- Visit PBIS schools within and outside MCSD
- Attend National-at Risk Youth Conference
- Attend Ruby Payne Conference
- Attend Eric Jensen Poverty Training

FY19 PL DAY FOCUS

- 8/3/18
 - Review of PBIS
 - Review of *The Differentiated Classroom* by Carol Ann Tomlinson
 - Elements of MTSS
 - TKES Expectations;The Hannan Way
 - Uniform Lesson Plan
- 10/8/18
 - Review of PBIS Data
 - Review of *The Differentiated Classroom* by Carol Ann Tomlinson
 - Elements of MTSS
 - Differentiation Walk Through Peer Collaboration
- 1/7/19
 - Review of PBIS Data
 - Review of *The Differentiated Classroom* by Carol Ann Tomlinson
 - Rubric and Cross Grade Level Writing Collaboration
 - Elements of MTSS