



Step 1: Review 16-17 School Imp. Plan Reflection

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- CCPRI Goal
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- Climate Goal

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Step 5 (End of the Year): 17-18 School Imp. Plan Reflection

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2018 Executive Summary

Continuous Improvement Goals	Learner Profile (Check all that apply)		Support from FCS Depts.* (List all that apply)
CCRPI Goal			
Haw Creek Elementary will increase the overall CCRPI score from 91.2 in 2017 to a 93 as measured by the 2018 CCRPI.	X X X X X	Pursue Continuous Learning Exhibit Strong Personal Qualities Utilize Creative & Critical Thinking Engage & Contribute Interact Effectively	Teaching and Learning Special Education Technology
Academic / Instructional Goal			
Haw Creek Elementary will increase student achievement in the areas of Science and Social Studies.	X X X X x	Pursue Continuous Learning Exhibit Strong Personal Qualities Utilize Creative & Critical Thinking Engage & Contribute Interact Effectively	Teaching and Learning Special Education Technology
Climate Goal			
Haw Creek Elementary will increase the overall Climate rating from 4 to 5 stars.	X X	Pursue Continuous Learning	Teaching and Learning Special Education

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	X	Exhibit Strong Personal Qualities	Technology
	X	Utilize Creative & Critical Thinking	Student Support Services
	X	Engage & Contribute	
	X	Interact Effectively	

*** FCS Departments: Educational Leadership, Facilities, Finance, Food & Nutrition Services, Human Resources, Operations, Public Information & Communications, Special Education, Student Support Services, Superintendent, Teaching & Learning, Technology & Information Services, and Transportation**

2018 School Improvement Plan

CCRPI Goal:

Haw Creek Elementary will increase the overall CCRPI score from 91.2 in 2017 to a 93 as measured by the 2018 CCRPI.

SMART Goal:

Haw Creek Elementary will increase the percentage of students that make typical or high growth in the area of ELA from 63% to 70% as measured by the 2018 CCRPI.

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior (“If...then...” Statements)	Timeline	Resources Needed? Who is Responsible?
All grade levels will implement a common writing program, <i>Being a Writer</i> to build common vocabulary and instructional practices.	If teachers build instructional expertise in the teaching of writing and implement a program with consistency and fidelity, then student progress in the area of ELA will increase.	August, 2017-May, 2019	Professional learning to support the <i>Being a Writer</i> program provided by the school’s instructional coach and the program developer.
All grade levels will implement the <i>MyOn</i> reading program to build independent reading skills of complex text.	If students are exposed to fiction and non-fiction reading material presented at their independent reading level, then students will increase their Lexile measures.	August, 2017-May, 2019	Professional learning to support the <i>MyOn</i> reading program provided by the school’s instructional coach.
The master schedule will be created to allow for RTI time throughout the day for each grade level in order to allow for differentiation and specialized programs (gifted, ESOL, EIP) to take place on a consistent basis.	If students are provided additional support in areas identified through data, then student progress in the areas of ELA will increase.	August, 2017-May, 2019	A scheduling team of school representatives to determine the best master schedule to meet all students’ needs.
An increased focus on data driven instruction and the data team process will be implemented throughout the school year at all grade levels in order to facilitate continuous learning.	If teachers are making data driven decisions in their instruction, then student progress will increase.	August, 2017-May, 2019	Planning time for data team meetings each month to discuss student growth and appropriate interventions. The administrative team will compile school-wide data to share and explain to all grade levels. Professional learning community to focus on data driven decision making.
Creation of a vertical team professional learning community to assist in aligning standards throughout the grade level in order to prepare students for the next level of learning.	If teachers vertically plan, K-5, then student progress will increase.	August, 2018-May, 2019	Time and resources allocated to professional learning communities that focus on vertical teaming.

Describe how your SMART Goal will be monitored throughout the year:

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Grade levels will collaborate throughout the year through weekly Instructional Planning meetings. These meetings will include the instructional coach who will conduct check-ins with teachers on the validity of the programs as well as sharing professional learning for each program.

Academic / Instructional Goal:

Haw Creek Elementary will increase achievement scores in the areas of Science and Social Studies as measured by the 2018 CCRPI.

SMART Goal:

Haw Creek Elementary will increase the percentage of students who score at the Developing Learner or above in Science from 76% to 78% and at the Developing Learner or above in Social Studies from 82% to 84% as measured by the 2018 CCRPI.

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior (“If...then...” Statements)	Timeline	Resources Needed? Who is Responsible?
The master schedule will be created to allow for an increase of instructional time in the areas of science and social studies in all grade levels.	If students receive additional exposure to science and social studies standards, then science and social studies achievement scores will increase.	August, 2017-May, 2019	A scheduling team of school representatives to determine the best master schedule to meet all student’s needs. Professional learning community to focus on science and social studies standards.
All grade levels will utilize the iLab and iPlan sessions to increase student exposure to hands on science lessons.	If students are provided with more engaging, hands-on science activities, then science achievement scores will increase	August, 2017-May, 2019	Resources and staffing for iLab to provide materials and lessons to teachers.
All grade levels will receive professional learning opportunities in the area of Science to include inquiry based, virtual programs (<i>Education Galaxy & STEMscopes</i>).	If teachers have the knowledge to use science inquiry-based programs with their students, then science achievement scores will increase.	August, 2017-May, 2019	Professional learning to be provided by the school’s instructional coach, county-level science coordinator and representatives from the various web-based programs. Professional learning communities to focus on student engagement and integration of technology.
All grade levels will receive professional learning opportunities in the area of Social Studies to include inquiry based programs such as <i>Social Studies Weekly</i> and <i>Educational Galaxy</i> .	If teachers have the knowledge to use social studies inquiry-based programs with their students, then social studies achievement scores will increase.	August, 2017-May, 2019	Professional learning to be provided by the school’s instructional coach, county level social studies coordinator and representatives from the various curriculum programs.

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The EIP program will increase the use of <i>QuickReads</i> as a tier III intervention to provide more non-fiction in the areas of science and social studies to struggling readers.	If struggling readers are exposed to more content-specific reading opportunities, then there will be an increase in the achievement scores for science and social studies.	August, 2017-May, 2019	Professional learning provided by the district office on the <i>QuickReads</i> program.
Creation of a vertical team professional learning community to assist in aligning standards throughout the grade levels in order to prepare students for the next level of learning.	If teachers vertically plan, K-5, then student achievement will increase.	August, 2018-May, 2019	Time and resources allocated to professional learning communities that focus on vertical teaming.
Modification of ESOL delivery models to assist students with the language of the content in the areas of science and social studies.	If English Language students are exposed to and assisted with learning more content language skills, then this subgroup of students will increase their achievement scores in the areas of science and social studies.	August, 2018-May, 2019	Assistance from county level personnel in the area of acceptable content delivery models and the scheduling team to determine the best schedule to meet all students' needs.
Haw Creek Elementary staff and community will participate in a culminating science night in the spring semester.	If students are provided an opportunity to utilize creative and critical thinking in the area of science, then science achievement scores will increase.	May, 2019	Community volunteers and high school students to assist with science experiments and presentations. HCES faculty to sponsor the event and help with coordination.

Describe how your SMART Goal will be monitored throughout the year:

Data team meetings will be held each month to discuss student progress. Previous Georgia Milestone Data will be reviewed and compared to previous years to focus on areas for potential growth. These areas will be monitored by F & P levels, Universal Screenings, and pre-post test data.

Climate Goal:

Haw Creek Elementary will increase our STAR rating of 4 to 5 on our CCRPI School Climate Rating.

SMART Goal:

Haw Creek Elementary will increase the overall climate score from 94.4% to 96.4% as measured by the 2018 CCRPI.

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior (“If...then...” Statements)	Timeline	Resources Needed? Who is Responsible?
Implementation of 7 <i>Mindsets</i> program to address the social and emotional needs of all students and create a positive, student-centered culture and climate that teaches students to interact effectively.	If students are provided a structured program and time to address their social and emotional needs, then the overall climate score will increase.	August, 2017-May, 2019	Time built in to the master schedule for presenting the 7 <i>Mindsets</i> program on a weekly basis. Counselors to provide additional lessons through the ‘guidance’ special rotation to all grade levels. Professional

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			learning for all staff to be provided through the 7 <i>Mindsets</i> team who attended the 7 <i>Mindsets</i> University as well as 7 <i>Mindsets</i> program representatives. Professional learning community to focus on the social and emotional learning for students.
Husky of the Month student recognition program based on the qualities of the 7 <i>Mindsets</i> .	If students feel that their hard work is recognized, then the overall climate score will increase.	September, 2017-May, 2019	Office support staff for logistical planning of certificates, pictures, etc... Leadership team to determine qualities that match each grade level within the Mindset of the month.
Positive Office Referral program allowing students to exhibit strong personal qualities.	If students feel that administration places value students who display positive behaviors in the classroom, then the overall climate score will increase.	September, 2017-May, 2019	Teacher recommendations and resources for tokens of appreciation given to students.

Describe how your SMART Goal will be monitored throughout the year:

Survey data will be assessed through the 7 *Mindsets* program.

Continuous, Job-Embedded Professional Learning Plan

Professional Learning Goal(s):

To increase pedagogical knowledge and training of effective and meaningful teaching tools resulting in an academically challenging classroom environment. Our professional learning goal is to provide teachers with high quality professional development and grade level collaboration that will have direct application on their instructional practices resulting in increased student achievement.

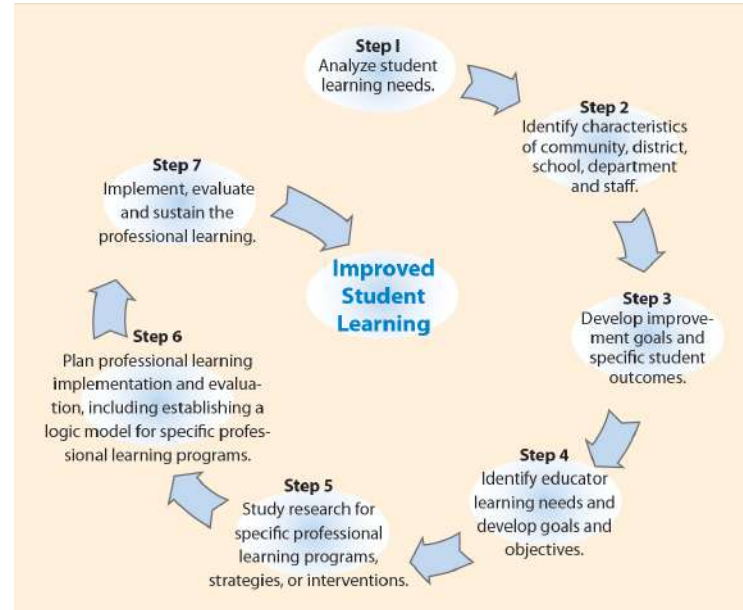
Specifically, this year we are focused on providing professional learning that address:

- Implementation of *Being a Writer* program.
- Implementation of *7 Mindsets*.
- Implementation of *MyOn* reading program.
- Formation and continued progress towards meaningful Professional Learning Communities.

Timeline: Dates and Times (Add/modify as needed; however, there is no need to total contact hours.)	Professional Learning Actions, Strategies and Interventions	Impact on Student and Adult Behavior (“If...then...” Statements)	Connection to Continuous Improvement Goal(s):
Pre-Planning: 7/27-8/2	Together as a staff the following was reviewed: grade level collaboration, safety training, logistics, AESOP, Mandatory videos, leadership team meeting, TKES, 7 Mindsets training from program representatives.	If teachers are provided with all the necessary information and tools for the opening of school, then they will spend their time and energy on creating engaging and enriching lessons for their students.	All professional learning will be directly related to our continuous improvement goals.
Early Release/Professional Development: 8/30	District collaboration	If teachers engage in targeted, meaningful professional learning then there will be direct application in their classrooms resulting in increased student achievement.	All professional learning will be directly related to our continuous improvement goals.
Professional Learning: 10/20	District collaboration, REBW Test Training, grade level collaboration	If teachers engage in targeted, meaningful professional learning then there will be direct application in their classrooms resulting in increased student achievement.	All professional learning will be directly related to our continuous improvement goals.
Professional Learning: 2/20	District collaboration, data team discussion and grade level collaboration	If teachers engage in targeted, meaningful professional learning then there will be direct application in their classrooms resulting in increased student achievement.	All professional learning will be directly related to our continuous improvement goals.
Post-Planning: 5/29-5/30	Review of year: data, school improvement, looking forward discussions (scheduling, etc...)	If teachers are informed and involved in the planning process, then they will feel more connected with the school and the goals set	All professional learning will be directly related to our continuous improvement goals.

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		forth in the school improvement plan.	
Data Team Meetings: Monthly	Response to Intervention, EIP, ESOL, Special Education, etc...	If we analyze data and work collaboratively, then we will effectively differentiate our instruction based on the academic needs of all students.	All professional learning will be directly related to our continuous improvement goals.
Leadership Meetings: Weekly	Focus on student achievement, culture and climate, growing leaders, and continuous monitoring of school improvement goals.	If our focus is on student achievement, then our data, culture and climate will foster the necessary risks for teachers to ensure all students are achieving at higher levels.	All professional learning will be directly related to our continuous improvement goals.
Faculty Meetings: 8/23, 9/6, 10/4, 11/1, 12/13, 1/5, 2/7, 3/7, 5/2	7 Mindsets Training, Behavior Intervention Trainings, Teacher of the Year, ESOL Training, Milestone training, and other professional learning that is associated with the school improvement goals.	If teachers engage in targeted, meaningful professional learning then there will be direct application in their classrooms resulting in increased student achievement.	All professional learning will be directly related to our continuous improvement goals.
Professional Learning Communities Meetings: Monthly	Teachers joined one of 10 professional learning communities (PLC) based on common goals.	If teachers engage in targeted, meaningful professional learning, then there will be student engagement and contribution in their classrooms resulting in increased achievement.	Every professional learning community is tied to school improvement goals.
Instructional Planning Meetings: Weekly	Training on instructional programs such as MyOn, Education Galaxy, Being a Writer, etc... This included presentations by district leaders in the areas of science and social studies. Presenting CCRPI and School Improvement data.	If our focus is on increasing science and social studies and the pedagogical knowledge of teachers, then student scores will increase on the Georgia Milestones assessment.	All professional learning will be directly related to our continuous improvement goals.
iPlan Meetings: Monthly	Meetings to discuss strategies, materials, and interactive labs for science.	If we provide clear expectations and professional development to assist teachers in higher levels of instruction, then our student learning will increase in the area of science.	All professional learning will be directly related to our continuous improvement goals.



2017-18 School Improvement Plan Reflection

Please provide a short reflection summary for each goal listed below. (Did you meet your goals? Why or why not? What were your strengths / weaknesses? Did you monitor your goals throughout the year? If so, then how? Did you revise your goals throughout the year? If so, then why? What can be improved?)

CCRPI Goal

Academic / Instructional Goal

Climate Goal

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Data Teams Reflection

Process:

Impact on Instruction/Achievement: