School Improvement Plan
2024 - 2025

Thomas County
Hand In Hand Primary

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Thomas County
School Name	Hand In Hand Primary
Team Lead	Dee Gaines
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement in reading and math.
Root Cause # 1	Inconsistent implementation of Tier I-III reading and math interventions and progress monitoring tools.
Root Cause # 2	Lack of monitoring of student data in PreK and K to guide instruction.
Goal	Improve student achievement in literacy on universal screeners and math on GKIDS by 3% by the end of the 2024-2025 school year.

Action Step # 1

Action Step	Pre-K and K plan and implement differentiated instruction based on student assessment data. Utilize Tier I, II, & III math and reading interventions and progress monitoring tools with fidelity to provide academic support to students experiencing difficulties and/or performing below grade level.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Intervention Calendar Progress Monitoring Lesson Plans TKES
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	Administration Academic Interventionist Instructional Coach Teachers
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, 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)?	

Action Step # 2

Action Step	In all Pre-K classrooms, improve Pre-K math scores by implementing Seeing Numbers with fidelity and implement required teacher-led, small group math lesson once a week.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Intervention Calendar Progress Monitoring Lesson Plans TKES
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	Administration Instructional Coach Teachers
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, 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)?	

Action Step # 3

Action Step	In all 3K, Pre-K, and kindergarten classes, implement universal screeners to identify needs and target instruction. Support student transition from daycare to school by identifying academic needs and providing rigorous instruction. Data teams will analyze common assessments to implement differentiated instruction and form RTI groups.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Intervention Calendar Progress Monitoring Lesson Plans TKES
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	School Leaders Instructional Coach Teachers Interventionist
Timeline for Implementation	Weekly

Action Step # 3

What partnerships, if any, 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)?	

Action Step # 4

Action Step	In all 3K, Pre-K, and kindergarten classes, provide additional math and language arts materials (A to Z Readers, Language for Learning, Secret Stories, HWT, Decodables, Heggerty) to allow for more rigorous instruction.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Intervention Calendar Progress Monitoring Lesson Plans TKES
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	Administrators Instructional Coach Teachers
Timeline for Implementation	Weekly

What partnerships, if any, 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)?	

Action Step # 4

What partnerships, if any, 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)?	

Action Step # 5

Action Step	Provide MEP support to PK and K students.
Funding Sources	Title I, Part C
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Intervention Calendar Progress Monitoring Lesson Plans TKES
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3% for MEP students. Fall to winter and winter to spring.
Position/Role Responsible	Administrators Migrant SSP
Timeline for Implementation	Weekly

What partnerships, if any, 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)?	

Action Step # 6

Action Step	Provide ESOL support to K students.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Intervention Calendar Progress Monitoring Lesson Plans TKES
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3% for ESOL students. Fall to winter and winter to spring.
Position/Role Responsible	Administrators ESOL Teacher
Timeline for Implementation	Weekly

What partnerships, if any, 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)?	

Action Step # 7

Action Step	Utilize an interventionist to support at-risk students with supplemental instruction.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 7

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Language for Learning Intervention Orton-Gillingham Intervention Intervention Calendar Progress Monitoring Lesson Plans TKES
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	Administrators Interventionist
Timeline for Implementation	Weekly

What partnerships, if any, 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)?	

Action Step # 8

Action Step	Increase usage of digital learning tools. *Implement and monitor technology programs to improve academic content areas. *Utilize Instructional Technology Specialist to deliver training and support implementing technology tools in the classroom.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 8

Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Usage Reports Instructional Technology Specialist Schedule Professional Learning Schedule
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	Instructional Technology Specialist
Timeline for Implementation	Quarterly

What partnerships, if any, 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)?	

Action Step # 9

Action Step	In all kindergarten classes, continue to implement Bookworms, Heggerty, and supplemental Language Arts curriculum with fidelity.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Intervention Calendar Progress Monitoring Lesson Plans TKES

Action Step # 9

Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	Administration Instructional Coach Teachers
Timeline for Implementation	Weekly

What partnerships, if any, 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)?	

Action Step # 10

Action Step	In all Pre-K and kindergarten classrooms, improve the MTSS process by creating and implementing an MTSS data notebook to include the following: Hand-In-Hand MTSS Overview, resources, and data templates. Meet with new teachers monthly for MTSS training.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	MTSS Leaders Data Meetings Professional Learning Benchmarks Progress Monitoring Lesson Plans

Action Step # 10

Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	Administration MTSS Leaders Instructional Coach Interventionist Teachers
Timeline for Implementation	Monthly

What partnerships, if any, 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)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Provide a Supportive Learning Environment
Root Cause # 1	Increase in student absenteeism.
Root Cause # 2	Increase in the number of students who need counseling/mental health support.
Root Cause # 3	Increase in Tier III behavior referrals.
Goal	Reduce discipline referrals by 3% and increase student attendance by 3%.

Action Step # 1

Action Step	Decrease the number of students who are absent greater than 10% of their enrollment. *Parent Coordinator will send reminders of being at school using Remind. *Update and improve attendance incentives. *Hold a drawing for a gift card each nine weeks for students who have perfect attendance. Gift cards awarded to the family. *Announce students names on the morning show each nine weeks for perfect attendance. *Utilize Parent Involvement Coordinator to maximize Family Engagement. *Family Attendance "shout outs" in school newsletters. *Work with Business Partners to promote the importance of Daily Attendance.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Attendance Data Parent contacts by teachers and/or Parent Involvement Coordinator
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	Administrators School Counselor Parent Involvement Coordinator Teachers Records Keeper

Action Step # 1

Timeline for Implementation	Weekly

What partnerships, if any, 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)?	

Action Step # 2

Action Step	Decrease the number of discipline referrals by 3%. *Implement Tier I behavior practices with fidelity. Teach routines and expectations for school and bus behavior. *Implement self-regulation and de-escalation strategies with fidelity. *Update and communicate Professional Learning with staff expectations for Tier I, Tier II, and Tier III behavior interventions.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Attendance Data Tier III Behavior Referrals
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	Administrators Behavior Interventionist Teachers
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, 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)?	

Action Step # 3

Action Step	School Counselor/Behavior Interventionist will deliver/coordinate skill building lessons for appropriate school-based behaviors using Conscious Discipline strategies.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Tier III Behavior Referrals
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	Counselor, Behavior Interventionist
Timeline for Implementation	Monthly

What partnerships, if any, 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)?	

Action Step # 4

Action Step	Implement Tier I-Tier III interventions with fidelity to address academic and behavior needs. Academic Interventions: Creative Curriculum, Frog Street, Bookworms, Heggerty, Language for Learning, Orton-Gillingham, Mountain Math, Saxon Math Behavior Interventions: Conscious Discipline, PBIS
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Data collected from Acadience Reading & Math, GKIDS 2.0, PELI, PPVT, WSO
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	Instructional Coach Teachers Interventionist Administration
Timeline for Implementation	Weekly

What partnerships, if any, 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)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Provide Professional Learning to Support School Improvement Plan
Root Cause # 1	Increase in new teachers who need training in reading and math curriculum and assessment tools.
Root Cause # 2	Teachers need to remain knowledgeable of best practices and district initiatives in the areas of: monitoring data, unpacking the standards, and Tier I-III behavior and academic strategies.
Goal	100% of staff members will participate in professional learning related to Tier I-Tier III interventions and strategies.

Action Step # 1

Action Step	Use data from student assessments, annual needs assessments, teachers self-assessments, and TKES to plan focused, on-going professional development for certified and non-certified staff. Administration will conduct walkthroughs to observe initiatives and follow-up with a Professional Learning plan as needed.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Professional learning agendas, sign-in sheets, TKES observation data, staff self-assessment data
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	Administration Professional Learning Leaders
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, 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)?	

Action Step # 2

Action Step	Provide release time for teachers to shadow peer teachers in-house and at neighboring schools to learn targeted instructional strategies, behavior management, and work on vertical alignment.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	New teacher survey data will show new teaching, behavior, and management strategies applied in the classroom.
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	Administration Instructional Coach Lead Mentor Teacher
Timeline for Implementation	Quarterly

Action Step # 2

What partnerships, if any, 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)?	

Action Step # 3

Action Step	Provide CPI Training for teachers who work with students who demonstrate extreme behaviors. Provide all staff with Conscious Discipline training to address the social/emotional behaviors of students.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Behavior referrals to the We Care Room will be reduced by 3%.
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	Administrators Behavior Interventionist All Special Ed Staff
Timeline for Implementation	Quarterly

Action Step # 3

What partnerships, if any, 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)?	

Action Step # 4

Action Step	Attend L4GA professional learning institutes and redeliver during professional learning meetings. Provide curriculum training (Creative Curriculum, Frog Street, BookWorms, Hand-Writing without Tears, Orton-Gillingham, Heggerty, Math Seeds) for all new teachers and supports. Provide assessment training (GKIDS, Acadience, PELI, MAPS) for all new teachers.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Acadience Reading Acadience Math PELI PPVT GKIDS 2.0 Data
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.t
Position/Role Responsible	Administration Instructional Coach Elementary Curriculum Director
Timeline for Implementation	Others :

Action Step # 4

What partnerships, if any, 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)?	

Action Step # 5

Action Step	Provide Science of Reading and Heggerty training for Pre-K and K teachers.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets Completion certificates Writing Rubric Lesson plans
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	Administrators Instructional Coach Elementary Curriculum Director Teachers
Timeline for Implementation	Weekly

Action Step # 5

What partnerships, if any, 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)?	

Action Step # 6

Action Step	Implement Professional Learning Communities to unpack standards, create common assessments, and analyze data (academic, behavior, attendance).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agendas Data Analysis
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	Administration Instructional Coach Elementary Curriculum Director Teachers Interventionist Counselor Family Engagement Coordinator
Timeline for Implementation	Weekly

Action Step # 6

What partnerships, if any, 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)?	

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Parent Engagement and Communication
Root Cause # 1	Parents are interested in learning more about data and how it is used to support student learning.
Root Cause # 2	Parents are interested in learning ways to support students' learning at home.
Goal	Increase parent engagement and communication

Action Step # 1

Action Step	Inform parents of engagement opportunities and provide families with a Parent Engagement Calendar for Pre-K and K families.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Newsletters Parent Survey and Student Achievement data
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	Administration Parent Involvement Coordinator
Timeline for Implementation	Others :

Action Step # 1

What partnerships, if any, 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)?	

Action Step # 2

Action Step	Host "building capacity events" (student-led conference, curriculum nights, L4GA outreach events) to inform parents on how the school uses student data and how they can be involved. Promote daily student attendance. Provide Building Capacity events to staff on how to use the Parent Compact in parent conferences and how to promote ongoing 2-way communication between school and families.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign-in Sheets Acadience Data PELI WSO Parent Data Night GKIDS Data
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	Parent Coordinator Interventionist Teachers
Timeline for Implementation	Yearly

Action Step # 2

What partnerships, if any, 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)?	

Action Step # 3

Action Step	Provide books and information for parents to increase students' vocabulary and early math skills. Provide summer camps, literacy nights/events to promote literacy to families. Provide the local hospital and daycares with books and literature on the importance of developing and building early literacy skills.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Travel Log Fall PPVT Scores
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	Parent Involvement Coordinator Media Specialist
Timeline for Implementation	Yearly

Action Step # 3

What partnerships, if any, 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)?	

Action Step # 4

Action Step	Host literacy events/activities, readers, school tours for HNH students and local daycares to assist students transitioning from daycare to daily school enrollment.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign In Sheets Participant Survey
Method for Monitoring Effectiveness	Improve grade-level rate on screeners by 3%. Fall to winter and winter to spring.
Position/Role Responsible	Parent Involvement Coordinator Assistant Principal Grant Coordinator Elementary Curriculum Director
Timeline for Implementation	Yearly

Action Step # 4

What partnerships, if any, 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)?	

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

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).	Stakeholders were invited to participate in Family Engagement focus groups to edit the School Improvement Plan, Parent Compacts, and Family Engagement Plans. Stakeholders are also encouraged to attend Parent Advisory Council Meetings and complete perception surveys. Staff meetings and Leadership Team meetings were also held to implement, monitor, and revise the School Improvement Plan. The School Improvement Plan is available for review in the main office and posted on the school website.

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.	The school will seek and hire professionally qualified, in-field teachers. Teachers are provided common planning times to participate in professional learning groups where they collaborate to plan instruction and monitor student performance on the state standards. Administrators conduct formative assessments and walkthroughs on all teachers to monitor their performance on the TKES standards. In the event that teachers are rated ineffective, student placements are reviewed annually to ensure students are not placed for 2 consecutive years with new/ineffective teachers.

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).	All students attending Hand-in-Hand follow a daily schedule including literacy, math, science, social studies, and social/emotional instruction. Kindergarten students are provided 2.5 hours of literacy instruction using the Bookworms curriculum and Heggerty, and 1.5 hours of math instruction using enVision Math and state units. Pre-K uses Frog Street to address all areas of the curriculum and follows all Ga. Pre-K guidelines to teach and assess students. A School Interventionist pulls at risk learners individually and in small groups to deliver individualized reading (Orton-Gillingham) and math (Connecting concepts) interventions. Parent Involvement Coordinator maintains contact with the community organizations that provide services to students and their families. This can mean working with after-school programs, tutoring services and medical teams to provide health care to students. An ESOL teacher provides instruction on academic English and supports student success in the regular education classroom.

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.	Hand-In-Hand implements a school wide Title 1 Program.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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.	Hand-In-Hand will support early childhood programs in the community as well as at the school level by aligning the curriculum between grades and conducting transition meetings to assist in acclimating students to the new school environment. Early childhood programs will be invited to participate in training opportunities as well as special events such as guest literacy speakers/authors. Literacy events/activities will also be hosted throughout the year to strengthen literacy skills and develop a love for reading.

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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	N/A

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.	Teachers are supported with resources and professional learning to respond to student behaviors. Resources include but are not limited to: Tier I behavior curriculum, Tier II and Tier III library of behavior intervention strategies. Students are provided with social skills Tier III small group lessons. A behavior Interventionist is available to offer support guidance to all staff and students. Tier I group lessons are conducted with Conscious Discipline by the school counselor. Conscious Discipline training is provided to all staff and model classrooms are set-up and available for staff to learn how Conscious Discipline is implemented in the classroom.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	School Improvement goals and actions are monitored at the school level quarterly and by the district each semester. Local and state data reports are combined with observational survey data to monitor and adjust continuous improvement. The School Improvement Plan covers a one year period and is developed in coordination with other Federal, State, and local services, resources, and programs.