

# School Accountability Plan

**2015-2016**

for

Savannah-Chatham County Public Schools

Lesley S. Taylor, *Principal*

Thomas Lockamy, Ed.D. *Superintendent of Schools*



## I. Principal's Message



September 20, 2015

Dear Friends:

I would like to inform you that our school is engaging in an ambitious school improvement planning process during this year which will focus on:

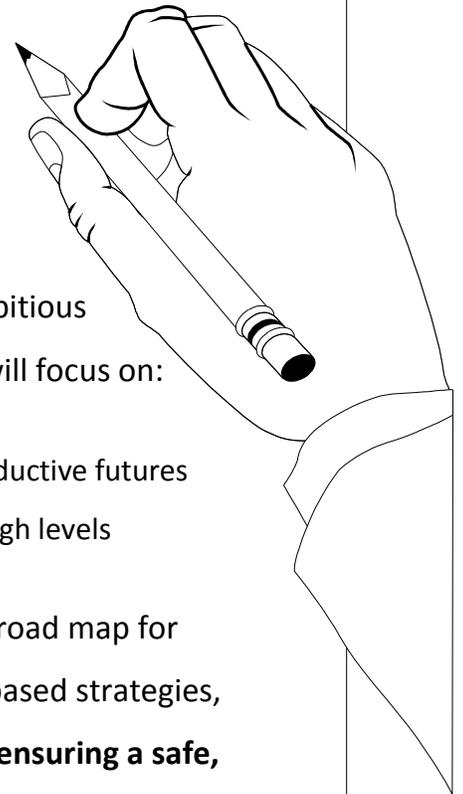
**Vision:** From school to the world: **All** students prepared for productive futures

**Mission:** To ignite a passion for learning and teaching at high levels

In many ways, our School Accountability Plan will serve as our road map for continued success. Our plan, which is supported by research-based strategies, will focus on **the continuous growth of student achievement, ensuring a safe, secure, and disciplined learning environment, and demonstrating that parents, business, and community members are actively engaged in the educational process.** Because we value your input and support, you are invited to join us as we work to make May Howard Elementary School better.

Sincerely,

Lesley S. Taylor, Ed. S, NBCT, *Principal*  
May Howard Elementary School



## II. Development Plan and Communication Process

A multi-stage process is used to develop school accountability plans. Many individuals are involved in order to ensure that the needs of all students are addressed. The chart below illustrates the diverse group involved with the development of this plan. Also included below is a statement of how this improvement plan will be shared with all stakeholders. The people involved and the processes used will be useful in developing the school's Tier 3 narrative, which helps paint a total picture of the school's progress and tells "the story behind the numbers."

<b>Committee Members/Representation</b>	
<b><u>Individual/Groups</u></b>	<b><u>Position</u></b>
Lesley S. Taylor, <i>Principal</i>	A
Stephen Ailes, Asst. Principal	A
School Leadership Team/Faculty	T
Anna Pierce	R
School Data Team	T

*Position codes are noted as follows:*

- A** – Building Administration
- B** – Business Partner
- C** – Community Member
- O** – Other
- P** – Parent
- PT** – Parent of Identified Title I Service
- R** – Related Services and/or Support Staff
- S** – Student
- T** – Teacher

This plan can be shared in the following ways:

- Individual review
- Professional Learning Communities
- Business Partner Meetings
- School Council Meetings
- PTA

## Needs Assessment (Data Sources Used to Develop Plan)

Continuous Growth of Student Academic Achievement		Safe, Secure & Disciplined Learning Environment
<p>X Gifted Programs Data</p> <p>X GKIDS</p> <p>X SWD Data</p> <p>X Attendance Data for Students and Staff</p> <p>X Promotion/Retention Data</p> <p>X GAC</p> <p>X TKES/LKES surveys/data</p> <p>X Climate Surveys</p> <p>X SDLS data</p> <p>X District data</p> <p>X State Percent HiQ</p> <p>X PowerSchool Data</p> <p>X ITBS data</p> <p>X CRCT/GMAS data</p> <p>X OAS data</p> <p>X DIBELS/MCLASS data</p> <p>X ESOL data</p> <p>X CCRPI data</p> <p>X MAP data</p> <p>X SRI data</p> <p>X State Report Card (also gives demographic information)</p> <p>X Professional Development Hours and Involvement Related to Academic Achievement</p> <p>X School Improvement Plan Review</p>	<p>X Incidents of Physical Violence</p> <p>X Incidents of Possession of Weapons Other than Firearms in School</p> <p>X Students Without Incidents of Physical Violence in School</p> <p>X Incidents of Out-of-School Suspensions</p> <p>X Incidents of In-School Suspensions</p> <p>X After-School Behavior Intervention/Alternative Program</p> <p>X Tienet data/RTI</p>	<p><b>Other</b></p>



## IV. Tier 2 Indicator

### Focus Area (#1): Continuous Growth of Student Academic Achievement

For this focus area, we identified needs and formulated at least three corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

<b>Tier 2 Indicator</b>	<p><b>GOAL A:</b> To increase the fifth grade students' performance on the Monitoring Academic Progress Test (MAP) from a RIT score of 212.4 to 214.4 as measured by the Spring MAP (May, 2016).</p> <p><b>RATIONALE:</b> Students in fifth grade need to improve on their ability to think critically and solve problems at high levels. By placing a strong focus on Georgia Standards of Excellence mathematics, fifth grade students will demonstrate an increase in their mathematical and reasoning skills. This will also assist with exceeding the district promotion/retention guidelines.</p>
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Instructional Strategies (Timeline)	Related Professional Learning Strategies (Timeline)
<ol style="list-style-type: none"> <li>1. Integrate Math across the curriculum</li> <li>2. Emphasize the understanding of conceptual math</li> <li>3. Use hands-on and simulation activities to foster the understanding of various math concepts</li> <li>4. Use MAP data in data team meetings to determine what students know and are able to do.</li> <li>5. Use of technology integration for Math.</li> <li>6. Utilize math coaches from district to work with teachers in the area of mathematics</li> <li>7. Implement additional STEM based activities in the classroom.</li> <li>8. Invite STEM state coordinator to school to consult and assist in math and engineering concepts.</li> <li>9. GSE Implementation</li> <li>10. Compass Learning</li> <li>11. Timed Test (Math Facts)</li> <li>12. Math Expressions utilized</li> </ol> <p><b>Other supplemental strategies also include:</b></p> <ul style="list-style-type: none"> <li>• Marzano’s 9 Instructional Strategies</li> <li>• Guided Math Practice</li> <li>• Small Group Mathematics</li> <li>• Mathematics Across the Curriculum</li> <li>• Math, Science and Writing Focus</li> <li>• Frayer Model for conceptual understanding and math vocabulary</li> <li>• State math tasks</li> <li>• Webb’s Depth of Knowledge Practices</li> <li>• Mathematical Reasoning</li> <li>• Number Talk Strategies</li> <li>• Math Expressions</li> <li>• STEM design challenges and briefs</li> </ul>	<ul style="list-style-type: none"> <li>• District Math Plan</li> <li>• District Math Coaches</li> <li>• Extended Planning Sessions</li> <li>• Data Team meetings</li> <li>• RTI Review meetings</li> <li>• Math Tools PLCs</li> <li>• Math Reasoning Inventory Website</li> <li>• Marilyn Burns tools and tutorials</li> <li>• STEM design challenges during faculty meetings</li> <li>• Share differentiated learning strategies to enhance mathematics learning/teaching</li> <li>• Participate in district led math activities such as Pi Day, etc.</li> <li>• Brainstorm tiered lessons to address the various needs of each student via PLC days.</li> </ul> <ol style="list-style-type: none"> <li>1. Share differentiated learning strategies to enhance mathematics learning/teaching</li> <li>2. Participate in district led math activities such as Pi Day, etc.</li> <li>3. Brainstorm tiered lessons to address the various needs of each student via PLC days. Off-site tours (STEM certified schools across the district)</li> <li>4. GCTM/Other Math Conference</li> <li>5. NSTA Conference</li> <li>6. STEM Conferences and Forums</li> <li>7. GAETC/FETC Conference</li> </ol>
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>	<b>Results</b> __Met    __Not Met
<ul style="list-style-type: none"> <li>• Math Assessments reviewed every three weeks (MAP Math Tasks, Common Formative Assessments, Rubrics)</li> <li>• Student work displayed with teacher commentary (Monthly)</li> <li>• Observations (Monthly)</li> <li>• Walk through information (Monthly)</li> <li>• Sharing of strategies that work (Weekly)</li> <li>• Taking the math artifacts/data through the data team process (Monthly)</li> <li>• PLC level minutes (Every 3 weeks)</li> </ul>	<ol style="list-style-type: none"> <li>1. Staff will analyze math data during specified data team meetings.</li> <li>2. Walkthroughs will be conducted by administration and school data team to find results indicators.</li> </ol>
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible (Align with instructional strategies)</b>
<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• District services are free</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• All faculty members</li> </ul>

#### IV. Tier 2 Indicator *(continued)*

**Focus Area (#1): Continuous Growth of Student Academic Achievement**

For this focus area, we identified needs and formulated at least three corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

<b>Tier 2 Indicator</b>	<p><b>GOAL B:</b> To increase the third grade students' performance on the Monitoring Academic Progress Test (MAP) from a RIT score of 194.8 to 198.0 as measured by the Spring MAP (May, 2016).</p> <p><b>RATIONALE:</b> Students in third grade need to improve on their ability to think critically and solve problems at high levels. By placing a strong focus on Georgia Standards of Excellence mathematics, third grade students will demonstrate an increase in their mathematical and reasoning skills. This will also assist with exceeding the district promotion/retention guidelines.</p>
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Instructional Strategies (Timeline)	Related Professional Learning Strategies (Timeline)
<ol style="list-style-type: none"> <li>1. Integrate Math across the curriculum</li> <li>2. Emphasize the understanding of conceptual math</li> <li>3. Use hands-on and simulation activities to foster the understanding of various math concepts</li> <li>4. Use MAP data in data team meetings to determine what students know and are able to do.</li> <li>5. Use of technology integration for Math.</li> <li>6. Utilize math coaches from district to work with teachers in the area of mathematics</li> <li>7. Implement additional STEM based activities in the classroom.</li> <li>8. Invite STEM state coordinator to school to consult and assist in math and engineering concepts.</li> <li>9. GSE Implementation</li> <li>10. Compass Learning</li> <li>11. Timed Test (Math Facts)</li> <li>12. Math Expressions utilized</li> </ol> <p><b><u>Other supplemental strategies also include:</u></b></p> <ul style="list-style-type: none"> <li>• Marzano’s 9 Instructional Strategies</li> <li>• Guided Math Practice</li> <li>• Small Group Mathematics</li> <li>• Mathematics Across the Curriculum</li> <li>• Math, Science and Writing Focus</li> <li>• Frayer Model for conceptual understanding and math vocabulary</li> <li>• State math tasks</li> <li>• Webb’s Depth of Knowledge Practices</li> <li>• Mathematical Reasoning</li> <li>• Number Talk Strategies</li> <li>• Math Expressions</li> <li>• STEM design challenges and briefs</li> </ul>	<ul style="list-style-type: none"> <li>• District Math Plan</li> <li>• District Math Coaches</li> <li>• Extended Planning Sessions</li> <li>• Data Team meetings</li> <li>• RTI Review meetings</li> <li>• Math Tools PLCs</li> <li>• Math Reasoning Inventory Website</li> <li>• Marilyn Burns tools and tutorials</li> <li>• STEM design challenges during faculty meetings</li> <li>• Share differentiated learning strategies to enhance mathematics learning/teaching</li> <li>• Participate in district led math activities such as Pi Day, etc.</li> <li>• Brainstorm tiered lessons to address the various needs of each student via PLC days.</li> <li>• Share differentiated learning strategies to enhance mathematics learning/teaching</li> <li>• Participate in district led math activities such as Pi Day, etc.</li> <li>• Brainstorm tiered lessons to address the various needs of each student via PLC days. Off-site tours (STEM certified schools across the district)</li> <li>• GCTM/Other Math Conference</li> <li>• NSTA Conference</li> <li>• STEM Conferences and Forums</li> <li>• GAETC/FETC Conference</li> </ul>
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>	<b>Results</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>Lesson plans ( weekly)  Classroom Observations ( Monthly)  Notes from content specialist/coach ( November)  Displayed student products (Weekly)  Progress Monitoring data  Assessment data</p>	<p>Results will be reviewed monthly in PLCs.</p>
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible (Align with instructional strategies)</b>
<p>PLC: \$500  Math Expressions: \$5,000</p>	<p>Principal  Assistant Principal  All faculty members</p>

#### IV. Tier 2 Indicator *(continued)*

**Focus Area (#1): Continuous Growth of Student Academic Achievement**

For this focus area, we identified needs and formulated at least three corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

<b>Tier 2 Indicator</b>	<p><b>GOAL C:</b> To increase the percentage of students in all grades exceeding standards on the Science portion of the GMAS.</p> <p><b>RATIONALE:</b> Students met expectations last year, but it is believed that placing a high focus on Science will increase students' ability to reason, solve problems and think innovatively. This also challenges MHES students to be prepared for the 21<sup>st</sup> century work force that encourages collaboration and teamwork in an effort to solve real world problems.</p>
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Instructional Strategies - Yearlong	Related Professional Learning Strategies
<ol style="list-style-type: none"> <li>1. Differentiated instructional strategies</li> <li>2. Writing in the content areas (Science Informational)</li> <li>3. Instructional strategies involving movement and manipulation</li> <li>4. Technology embedded into science lessons</li> <li>5. STEM design challenges</li> <li>6. Science and Math design briefs</li> <li>7. Hands-on science experimentation and manipulation</li> <li>8. Robotics challenges</li> <li>9. Coding in technology</li> <li>10. Engineering Week</li> <li>11. STEM Lab Night</li> <li>12. STEM based units implemented</li> <li>13. PBL based unit implemented</li> </ol>	<ol style="list-style-type: none"> <li>1. Science PLCs during faculty meetings</li> <li>2. STEM PLCs at faculty meetings</li> <li>3. Off-site tours (STEM certified schools across the district)</li> <li>4. GCTM/Other math Conference</li> <li>5. STEM Conferences and Forums</li> <li>6. GAETC/FETC Conference</li> <li>7. District Science and Math Coaches/Directors</li> </ol>
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>	<b>Results</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>Lesson plans (Weekly)  Observations (Monthly)  Design Challenges  Student displayed work (Monthly)  Assessments  PLC minutes (Weekly)</p>	<p>Results will be reviewed in data teams every 3 months.</p>
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible</b>
<p>Professional Learning \$500  Grants and other sources \$5000+</p>	<p>Principal  Assistant Principal  All faculty members</p>

#### IV. Tier 2 Indicator *(continued)*

**Focus Area (#2): Safe, Secure, and Disciplined Learning Environment**

For this focus area, we identified needs and formulated at least two corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

Tier 2 Indicator	<p><b>GOAL A:</b> To use the School-wide discipline plan to maintain office referrals below 3%</p> <p><b>RATIONALE:</b> At May Howard there is a low percentage of office referrals. To maintain appropriate student behavior inside and outside of the classroom, all faculty members need to be consistent in their expectations of behavior. Students need to have strategies to deal with their feelings and ways to express themselves appropriately. Students also need to learn how to appreciate the differences in cultures, races, and belief systems.</p>
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Instructional Strategies (Timeline)	Related Professional Learning Strategies (Timeline)
<ol style="list-style-type: none"> <li>1. Teachers and counselor will use role play to help students develop strategies to use in real life situations</li> <li>2. Initiate the new Character Counts program</li> <li>3. Use the new HAWKS acronym throughout the school with school guidelines and behavior expectations (new school wide discipline plan)</li> <li>4. Counselor will conduct Conflict Resolution groups</li> <li>5. Counselor and teachers will utilize small group counseling.</li> <li>6. RTI (Tienet System)</li> <li>7. Cultural Diversity Sessions</li> </ol>	<ol style="list-style-type: none"> <li>1. PLC focus meeting on intervention strategies</li> <li>2. Attend District training on RTI</li> <li>3. Mini sessions providing information on different cultures and beliefs provided by community members and parents</li> <li>4. Frequent monitoring of HAWKS system via discipline team.</li> </ol>
Monitoring (Artifacts, Evidence, Frequency and Feedback)	Results __Met __Not Met
<ul style="list-style-type: none"> <li>• Observations (Weekly)</li> <li>• Lesson plans (Weekly)</li> <li>• Logs (Monthly)</li> <li>• Discipline referrals (Monthly)</li> <li>• HAWK expectation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Results will be reviewed monthly in PLCs</li> <li>• Data from HAWKS expectations with discipline team</li> <li>• HAWK Expectation Rubric</li> </ul>
Funding Source/Approximate Amount	Person(s) Responsible (Align with instructional strategies)
Professional Development Workshop - \$200	Principal Assistant Principal All faculty members

**IV. Tier 2 Indicator (continued)**

**Focus Area (#2): Safe, Secure, and Disciplined Learning Environment**

For this focus area, we identified needs and formulated at least two corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

<b>Tier 2 Indicator</b>	<b>GOAL B:</b> To update strategies and revise the Safe School Plan by end of first semester. <b>RATIONALE:</b> It is important to update new members of the Safe School Committee on the plan and make necessary adjustments to the plan. A fence has been placed around the property since the writing of the original plan that may alter some of the evacuation procedures.
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Instructional Strategies (Timeline)	Related Professional Learning Strategies (Timeline)
<ul style="list-style-type: none"> <li>• Hold Safe School Committee meetings regularly to review and update procedures and information</li> <li>• Train identified staff on first aid and medical emergency procedures</li> <li>• Review procedures with students for all types of emergencies</li> <li>• Train teachers using the Safe School Handbook provided for all staff</li> <li>• Required NIMS/FEMA training for all ERT members at school</li> <li>• Two exercises conducted during the school year (functional and table-top)</li> </ul>	<p>Using Professional Learning Communities (PLCs) and System-wide Training:</p> <ul style="list-style-type: none"> <li>• Emergency Situation Training</li> <li>• Safe School Handbook Training</li> </ul> <p>PLCs work on following activities supporting strategies:</p> <ul style="list-style-type: none"> <li>• First Aid/CPR and Medical Protocols</li> <li>• NIMS training/certificates on file</li> <li>• Mindset Training</li> </ul>
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>	<b>Results</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>Meeting agendas and notes (Monthly)            Emergency Plan (October)            Lesson plans (weekly)            Maps of escape routes (October)            Notes from debriefing sessions after drills or emergencies (Monthly)            New and updated Fire, Tornado Drill Maps</p>	<p>Administration and Safe School Committee will analyze:</p> <ul style="list-style-type: none"> <li>• Schedule of all drills conducted.</li> <li>• Time log of evacuations</li> </ul>
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible (Align with instructional strategies)</b>
500.00	Principal Emergency Response Team Faculty Members

**IV. Tier 2 Indicator** *(continued)*

**Focus Area (#3): Community Engagement**

For this focus area, we identified needs and formulated at least one corresponding Tier 2 indicator through strategies with an emphasis on academic achievement.

<b>Tier 2 Indicator</b>	<p><b>GOAL A:</b> Increase school involvement and communication with community with an increase in keeping informed (from 91% to 92%).</p> <p><b>RATIONALE:</b> Community and parental involvement is key to the success of any school. While May Howard has a lot of involvement, it is felt that more communication with parents and community will help our school's design flourishing.</p>
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Instructional Strategies (Timeline)	Related Professional Learning Strategies (Timeline)
<ol style="list-style-type: none"> <li>1. Faculty and staff will attend events in the community as representatives of May Howard Elementary.</li> <li>2. Grade levels will hold periodic grade level events that will involve parents (i.e. seasonal celebrations, readers' theaters, performances on stage, etc.)</li> <li>3. School wide events will be scheduled (i.e. Fun Day, Career Day, talent/variety shows, family nights at area restaurants, beautification days, etc.)</li> <li>4. Additional speaking at community based functions (TAG, Sunshine Rotary)</li> <li>5. Student Council</li> <li>6. Junior Achievement</li> <li>7. Math and Science Night</li> <li>8. STEM Night</li> <li>9. Wilmington Island Farmer's Market</li> <li>10. Engineering Week</li> <li>11. 4-H Clubs</li> <li>12. Partnerships with businesses</li> </ol>	<p><b>No professional learning strategies required.</b></p>
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>	<b>Results</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
Newspaper articles ( Monthly) Website features Sign-in sheet from meetings and workdays (Quarterly) Record of community events attended by faculty and staff, including administration (Monthly)	All staff will analyze and evaluate communication and involvement through PLCs
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible (Align with instructional strategies)</b>
PTA - \$1000 for celebrations and play props	All faculty and staff School Council Community Members Parents Students

**IV. Tier 2 Indicator** *(continued)*

**Focus Area (#4): Fiscal Responsibility**

For this focus area, we identified needs and formulated at least three corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

<b>Tier 2 Indicator</b>	<b>GOAL A:</b> Teachers will record and report all monies collected from students using the proper guidelines and procedures by 11:00 a.m. (97% accuracy is expected). <b>RATIONALE:</b> The school’s audit report stated there major improvements in the School Activities Fund area and purchase order receivers. We would like to keep that accuracy rate at a high percentage.
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Instructional Strategies (Timeline)	Related Professional Learning Strategies (Timeline)
<ol style="list-style-type: none"> <li>1. Follow procedures and instructions for completing SAF Check Request forms when collecting money from students.</li> <li>2. Walkthroughs for Office staff conducted every bi-monthly to determine next steps and to improve bookkeeping in the school.</li> </ol>	<p>Teachers will be trained on how to collect the money Reminders will be given periodically. Bimonthly meetings held with secretary to check all required responsibilities as bookkeeper.</p>
Monitoring (Artifacts, Evidence, Frequency and Feedback)	Results <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>Completed SAF sheets Auditor's comments Office Walkthroughs Completed Purchase Orders with packing slips attached Timely receivers placed in system by secretary</p>	<p>Results will be measured by the mid-year audit.</p>
Funding Source/Approximate Amount	Person(s) Responsible (Align with instructional strategies)
<p>\$0.00</p>	<p>Office staff Principal Assistant principal Teachers</p>

## V. Tier 3 Narrative

The Tier 3 narrative outlines the school's progress and provides more information regarding its advancement toward meeting the identified goals and tells "the story behind the numbers."

May Howard Elementary students consistently perform above the district average on the CRCT. While the May Howard faculty, staff, parents, students, and community celebrate this demonstrated success, the goal is to move from good to great. When the data was disaggregated, areas of concern surfaced, alerting the

faculty and administration to the need to make changes so that the students at May Howard could soar above expectations. We feel it is necessary to continue to accelerate all students to achieve above the basic standards set by the state of Georgia.

May Howard has a rich tradition in the community. We will continue to work to foster a joint relationship with the community, with the school staff and administration increasing their participation in community events.

At May Howard, we strive to provide a safe and secure environment for students and staff. Students and teachers perform their tasks at an optimal level when the environment is conducive to learning and there is a sense of safety and security. Parents are less apprehensive about sending their child to school when they know that a comprehensive safety plan is in place.

It is imperative that the faculty and staff are good stewards of the tax payers' money. All staff members must keep accurate and detailed records of how the money is collected and spent. May Howard is adamant about maintaining a high level of trust from the community and enjoy continued support from its members.

**End-of-Year Review – May 2015**  
**(scores will be added when received)**

**Focus Area 1 – Academics**

Goal A: All teachers have been introduced to the district's literacy plan for reading and writing. However, teachers will be introduced to the use of brief lessons in writing to jumpstart students to write via the use of mini lessons. They will also be exposed to non-formulaic methods for writing and organization. This is mandated by the District and is driven by the district's new literacy plan. Those lessons will focus on a skill or writing craft daily. Students must write daily. A school wide writing plan is being developed to help teachers follow the required curriculum in ELA. This will also help students improve their writing in all genres. Students must also learn how to write argumentatively and support their arguments with sensible reasons and evidence. Teachers continue to work on writing meaningful teacher commentary as well as displaying exemplars for students. PLCs will entail the analysis of scrimmaged or practiced writing.

Goal B: Teachers will teach mathematics and incorporate math journaling during their reading and writing times as a double dose. Teachers are continuing to work their PLCs and with district assistance on ways to infuse mathematics instruction into other academic areas. Teachers are continuing to plan ways to differentiate instruction and make math more relative to the students. An emphasis is placed on hands-on manipulatives and discussion based math. The emphasis is also focused on error analysis. Students should be able to identify their errors and be able to explain why or how they made that error (reasoning and problem solving). The use of technology will be instrumental in all goals.

Goal C: Data analysis to improve the differentiation of instruction is a topic of discussion in PLCs at all grade levels. According to the benchmark assessments and preliminary CRCT reports, the school's overall scores are above the district's average. Teachers will continue to review and analyze test results and use the data to drive their instruction.

Since both our ELL and Students with Disabilities are included when reporting College and Career Readiness Index (CCRPI), it is crucial that we not forget to address their needs. These groups will be our focal point for the upcoming year. The use of technology will be instrumental in all of these goals.

## **Focus Area 2 – Safety**

Goal A: Discipline issues remain very low at May Howard. The counselor works with all students through classroom guidance activities to help them understand, control, and express their feelings. Incorporating a book of the month targeting a specific character trait will also be beneficial. Individual students meet with the school counselor to work on specific issues that they may be experiencing. A school team has received district training on the Mindset which includes a process for de-escalating inappropriate behaviors. An expectation rubric and guidelines (HAWK Guidelines) was created for the purpose of maintain an environment of respect and proper discipline while on campus and abroad.

Goal B: The School Emergency Response Team met and updated the school emergency plan. Monthly fire drills have been conducted as well as severe weather drills practice. An actual evacuation practice was held earlier in the year and was very successful. A secondary fire drill plan was also put in place due to upcoming construction of new school building. This practice was used as our table top/functional activities with Sgt. Lewis, who is the district's liaison for school safety issues. Health and Safety meetings every nine weeks have also been implemented.

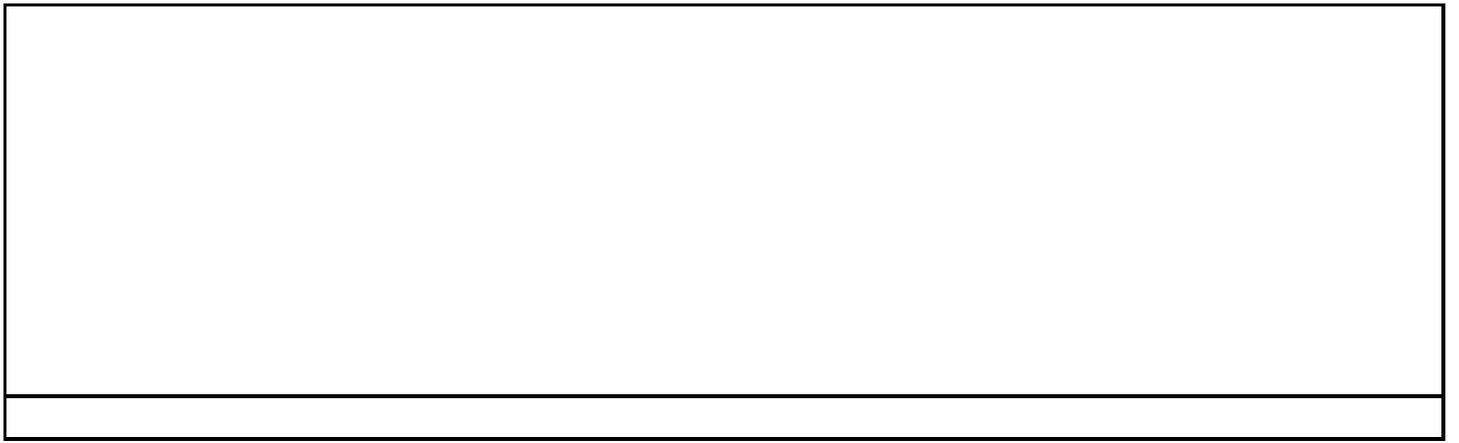
## **Focus Area 3 – Community/Parent Involvement**

Goal A: May Howard is partnering with several area businesses. Local restaurants are hosting May Howard nights in which the school receives a portion of the days' sales. Among the businesses are Papa John's Pizza, Dominoes Pizza, Publix, Target, Five Guys Burgers and Fries, Papa Murphy's and Beef O'Brady. Additionally, our school and PTA sponsored events have involved many parents and community volunteers (i.e. STEM Night, Engineering Week, Drama Club presentation, International Night, Family Fun Day/Silent Auction, Career Day, JRFH, Kiss-A-Pig, etc.). We also partner academically with SSU's STEM 360, Junior Achievement, 4-H Club, SCAD, Cogdell/Mendrala, Georgia Power, Georgia Tech (Savannah), Gulfstream, JCB, Pinyan and the Coast Guard. The MHE PTA has supported academic achievement in major ways through dollars for technology and STEM. The PTA funded 30 iPads, Mimios for classrooms and Clickers. Without the support of the MHE PTA, STEM implementation would be quite difficult.

## **Focus Area 3 – Fiscal Responsibility**

May Howard celebrates its improvement with district audits as well as outside audits and must continue with this trend of "no findings" as it pertains to SAF and receivers for orders placed and received. Quarterly walkthroughs will continue to be utilized and will continue to be a part of all bookkeeping reviews in-house.

May Howard's staff continues to review and reassess our goals to make sure that we are making gains toward what is needed to move our students forward.



## VI. Assurances

### SCHOOL IMPROVEMENT PLAN

**School Name:** May Howard Elementary

**Savannah-Chatham County Public Schools  
2015-2016 School Year**

**Principal:** Lesley S. Taylor

**Title I School-Wide Program:**  Yes  No

**Targeted Assistance:** \_\_\_\_\_

**Needs Improvement (NI) Status:** Year: 1 2 3 4 5 6 7 N/A

**Met AYP the Previous Year:**  Yes  No

#### 2015-16 Sanctions:

- School Improvement Plan (School Improvement Plans will be submitted to LEA for approval October 2015)
- Choice
- Supplemental Services
- Corrective Action (Corrective Action Addendum will be submitted to the LEA along with School Improvement Plans, October 2015)
- Restructuring (LEA approved Restructuring Addendum will be submitted to the Georgia Department of Education, February 2016 with a copy of current School Improvement Plan)