

Heard is a Great Place to Learn!

Our Continuous Improvement Team:

Mr. Jeff Hatfield, Principal
Dr. LaVonda Senn, Program Specialist
Leah Oppert, Counselor
Anita Davis, Music Teacher, Special Area Representative
Tonya Porter, Instructional Coach
Sydney Hoffman, Kindergarten Representative
Hollie Andrews, First Grade Representative
Brooke Davis, Second Grade Representative
Holly Braswell, Third Grade Representative
Jeaneva Mitchell, Fourth Grade Representative
Ehren Johnson, Fifth Grade Representative
Judy Ayala, EL Teacher
Milissa Judy, Parent Representative
Lydia Kirkland, Community Representative
Lee Jacobs, Director of Federal Programs/Assistant
Superintendent for Instruction and Accountability

We work together as a team to plan specifically for our school. The plan we develop is called the Continuous Improvement Plan (CIP). The CIP is a plan to move the school toward academic success in all areas including reading, math, and science. Our plan includes attendance monitoring, positive behavior supports, and the use of technology to enhance the curriculum. The CIP is reviewed monthly to evaluate progress toward reaching our goals and objectives. It is continuously evolving throughout the school year.



Our Beliefs

It is our belief that all children can learn and deserve respect. Decisions are driven based on what is right for children. Children need to have basic needs met in order to grow and learn. High expectations and a well-ordered environment produce high achievement. A positive school climate promotes an environment for increasing achievement. Student success and motivation are dependent upon cooperation between the home, school, and community. Curriculum and instruction should support a variety of learning styles and exceptionalities. They should be challenging, organized, age appropriate, ability appropriate, child centered, and focused. Planning should be a collaborative effort with the consensus and support of all stakeholders. Professional Development should be research-based, relevant to the needs of the staff, motivational, and supportive of instruction. Continuous Improvement requires a positive attitude, a willingness to change, and cooperation among students, parents, faculty, and staff.

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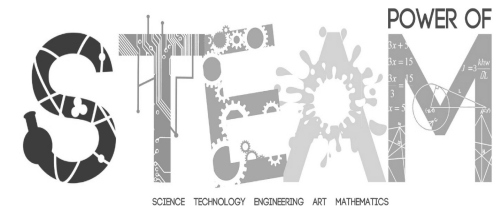
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Heard Magnet School

Continuous Improvement Plan

2018-2019



ART + SCIENCE = PROGRESS

Our Mission

The Mission of Heard Magnet School is to provide a safe and positive educational environment where all children are valued and challenged to achieve their highest level of learning and become respectful, responsible citizens.

*Respectful*Responsible*Resourceful

Heard Magnet School-Continuous Improvement Plan-Our Objectives: 2018-2019

READING

Measurable Objective: 78% of Third, Fourth and Fifth grade students will demonstrate a proficiency by meeting or exceeding Alabama Benchmark Scores in Reading by 05/23/2019 as measured by the 2019 Scantron Performance Series Assessment.

Strategy: Vocabulary Practice

Activity 1: Storyboard Vocabulary Activities

Give students a list of words that they will encounter during their reading. This list should contain the definitions. Once students have completed this, they should routinely use these words in order to gain mastery, through questioning techniques, discussion, and writing activities. Before reading, ask students to create storyboards/graphic organizers that use the word in a sentence correctly. It is helpful if you ask them to include the part of speech for each word. Students will also illustrate and use Frayer Models.

Activity 2: Professional Development

The Instructional Coach will provide professional development sessions to address reading comprehension and vocabulary acquisition. The District Reading Specialist will provide professional development to address standards alignment.

ATTENDANCE

Measurable Objective: Teachers will collaborate to reduce the number of student absences and tardies by 10% (including early-checkouts) by 05/23/2019 as measured by INOW/Chalkable attendance reports.

Strategy: Attendance Awareness and Promotion - Attendance awareness will be developed and promoted including:

1. Announcements will be made, reminders will be sent, and displays will be shown to reinforce the importance of daily attendance
2. Signs will be posted to create a visual display to encourage attendance each day and timeliness (i.e. All Here and All on Time; schooleveryday)
3. Attendance reports will be printed to monitor absences, tardies, and checkouts
4. Use of attendance incentives:
 - a. 20 Day Attendance Challenge Winners will be recognized and incentives will be provided for present each day of the challenge window.
 - b. Incentives will continue each month for the grade level as well as top class in the school with the highest attendance percentage and the fewest tardies (20 minutes extra recess to each).
 - c. Students will receive 15 minutes extra recess for having 100% attendance each month.
 - d. Perfect Attendance will be recognized at each Honor's Day Ceremony during the year.
 - e. Students with no absences during the first 100 days of school will receive a 100 Day Certificate.

Activity 1: Attendance Monitoring and Incentives

Activity 2: Class Lessons-All Here, All on Time

STUDENT AND COMMUNITY ENGAGEMENT

Measurable Objective: Teachers will collaborate to enhance the curriculum by creating STEAM lessons and activities that engage students, teachers, parents, and community stakeholders by 05/23/2019 as measured by findings from a comprehensive survey to determine increased satisfaction.

Strategy: Targeted STEAM activities with stakeholders to promote Science, Engineering, and Arts & Humanities

Activity: STEAM Building Stations and Activities involving Science, Engineering, and Arts & Humanities

MATH

Measurable Objective: 85% of Third, Fourth and Fifth grade students will demonstrate a proficiency by meeting or exceeding Alabama Benchmark Scores in Mathematics by 05/23/2019 as measured by the 2019 Scantron Performance Series Assessment.

Strategy: Patterns, Functions, and Algebra

Activity 1: Study of Patterns and Relationships

In grades 3-4, teachers will assist students with the study of patterns and relationships specifically: Students will: a. recognize, describe, extend, and create a wide variety of patterns; b. represent and describe mathematical relationships; c. explore the use of variables and open sentences to express relationships.

Activity 2: Exploration of Patterns and Functions

In grades 5, teachers will implement exploration of patterns and functions so that students can: a. describe, extend, analyze, and create a wide variety of patterns; b. describe and represent relationships with tables, graphs, and rules; c. analyze functional relationships to explain how a change in one quantity results in a change in another; d. use patterns and functions to represent and solve problems.

Activity 3: Algebraic Concepts and Processes

In grade 5, teachers will include explorations of algebraic concepts and processes so that students can: a. understand the concepts of variable, expression, and equation; b. represent situations and number patterns with tables, graphs, verbal rules, and equations and explore the interrelationships of these representations; c. analyze tables and graphs to identify properties and relationships; d. develop confidence in solving linear equations using concrete, informal, and formal methods; e. investigate inequalities and nonlinear equations informally; f. apply algebraic methods to solve a variety of real-world and mathematical problems.



Heard Magnet School-Continuous Improvement Plan-Our Objectives (Continued): 2018-2019

TECHNOLOGY GOAL 1

Measurable Objective: Students will demonstrate a behavior to locate and promote the use of interactive, digital content curriculum materials aligned with Alabama's College and Career-Ready Standards in Reading by 05/23/2019 as measured by classroom observations, technology surveys, and Transform 2020.

Strategy: Professional Learning Opportunities

Teachers will receive professional learning designed to assist them in locating and promoting the use of interactive, digital content curriculum materials. These resources will infuse technology into the classroom and assist in achieving Alabama's College and Career Ready Standards, specifically in the area of Reading.

Activity: School-wide Technology Integration Professional Development Plan

Teachers will participate in a Professional Development process aimed at providing instruction on increasing the levels of technology integration in classroom lessons and activities. Topics are available at the school level throughout the 2018-19 school year such as gaining a deeper understanding of Google Tools to further enhance the curriculum and increase student learning. These are:

- face to face training sessions that help teachers integrate technology to strengthen instruction
- presented during the school day
- available to teachers, administrators, and special area teachers
- consistently provided throughout the year for the faculty members
- presented by a trainer with technology expertise

TECHNOLOGY GOAL 2

Measurable Objective: Students will demonstrate a proficiency by using creative and critical thinking and communication skills showing products and processes through technology by 05/23/2019 as measured by classroom observations, final student products/performance, lesson plans, and Educator Effectiveness.

Strategy 1: Web resources and experiences

Students will be provided with web resources and experiences to develop creative thinking and communication skills.

Activity: Cooperative Planning

Collaborate and plan with teachers to develop challenge-based lessons and units that require students to demonstrate critical thinking, research, and problem-solving skills using technology.

Strategy 2: Professional Development Opportunities

Teachers will participate in Professional Development opportunities to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Activity: Challenge-based Lesson Plans Using Technology

Teachers will be instructed on developing lessons and units to increase students' creative thinking and communication skills through the use of technology.

TECHNOLOGY GOAL 3

Measurable Objective: Teachers will collaborate to improve professional practice, model lifelong learning, and exhibit leadership in the school by promoting and demonstrating the effective use of technology tools and resources by 05/23/2019 as measured by classroom observations, final student products or performance, lesson plans, and Educator Effectiveness.

Strategy: Professional Learning Opportunities

Teachers will receive professional learning designed to help them move from text-based resources to effective, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

Activity: School-wide Technology Integration Professional Development

Teachers will participate in a Professional Development process aimed at providing instruction on increasing the levels of technology integration during classroom lessons and activities. PD will take place at the school level and will focus on gaining a deeper understanding of Google Tools as they relate to improving classroom instruction and student knowledge. These are:

- face to face training sessions that help teachers integrate technology to strengthen instruction
- presented during the school day
- available to teachers, administrators, and special area teachers
- consistently provided throughout the year for the faculty members
- presented by a trainer with technology expertise

2018 Performance Series Results

3rd Grade

Reading: Proficiency Level 84%
Math: Proficiency Level 87%

4th Grade

Reading: Proficiency Level 72%
Math: Proficiency Level 80%

5th Grade

Reading: Proficiency Level 71%
Math: Proficiency Level 81%

