



School Improvement Plan

2021 – 2024

General Improvement Plan Information	
School	Johnson Elementary School
Principal	Mr. Mark Hanner/Mrs. Lisa Whitaker
SIP Team Lead	Mrs. Carol Gallatin
Grades Served	K-5
Factors used by the District to Identify Students in Poverty (All Schools) – Check One Box	
<input type="checkbox"/> Community Eligibility Provision (CEP) <input checked="" type="checkbox"/> Free/Reduced Meal Application	
Federal Funding Options to be Employed in this Plan (Title I Schools Only) – Check One Box	
<input checked="" type="checkbox"/> Traditional Funding (All Federal Funds are Budgeted Separately) <input type="checkbox"/> Consolidated Funds (State/Local and Federal Funds are Consolidated)	

TEAM MEMBERS

The comprehensive needs assessment (CNA)/school improvement plan (SIP) team consists of people who are responsible for working collaboratively throughout the CNA/SIP process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Schools must ensure they are incorporating a paraprofessional in the process.

Name	Position
Mr. Mark Hanner/Mrs. Lisa Whitaker	Principal
Mrs. Carol Gallatin	Assistant Principal or Dean
Mrs. Case McKinney	Academic Coach
Mr. Larry Walker	Teacher
Ms. Nancy Lee	Teacher
Mrs. Kimberly Cooper	SWD Teacher (when applicable)
	ESOL Teacher (when applicable)
	Paraprofessional
Mrs. Carol Gallatin	Family Engagement Representative
Mrs. Jennifer Greer	Parent (teacher)
Mrs. Joanne Wilson	Parent (teacher)
	Business/Community Partner
	Business/Community Partner
	GaDOE (SI schools only)
	RESA (SI schools only)

ADDITIONAL TEAM MEMBERS

Name	Position
Ms. Victoria Enfinger	Teacher
Mrs. Taeler Jordan	Teacher

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the CNA/SIP process?

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OUR SCHOOL MISSION

Our mission is to inspire and equip all students to achieve unlimited potential.

OUR SCHOOL VISION

The MCSD is a beacon of educational excellence where all are known, valued and inspired.

OVERARCHING NEEDS

Overarching Needs in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Tier 1 Instruction	<ul style="list-style-type: none">• Not understanding the standards• Collaboration• Active student engagement	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
2. Stakeholder engagement	<ul style="list-style-type: none">• Offer opportunities• Recruit partners from the community• Making them feel welcome	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate

IMPORTANT

As you develop your school's Improvement Plan (SIP), the actions in the plan need to align with the district's CNA Overarching Needs/DIP Goals as well as the Powerful Practices, Opportunities for Improvement and Improvement Priorities from the last AdvancED review.

DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN	
Overarching Needs	Improvement Plan Goals
1. Provide leadership development	1. By July 2022, MCSD will have implemented the first 3 tiers of its leadership development program (Aspiring Principal cohort, Assistant Principals, 1 st & 2 nd year Principals) and developed the next tier (all Principals) for FY 2023 implementation as well as provide pertinent leadership development training in alignment with the district's mission and vision.
2. Address individual student needs	2. By July 2022, 100% of teachers will implement evidence-based Tier 1 instructional strategies through the standards-based classroom framework with 80% of teachers implementing them effectively as measured by student achievement across content areas and student Lexile scores as well as progress on individual school improvement plans. 3. By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area as measured by status reports, walk-throughs and survey feedback.
3. Monitor progress (<i>applies to all 4 goals</i>)	4. By July 2023, all MCSD schools will implement Multi-Tiered System of Supports (MTSS) at a "Developing" level or higher as measured by the School MTSS Fidelity of Implementation Rubric.
4. Create a Culture of Kindness	5. By July 2022, MCSD will increase awareness of and adherence to the district's Mission, Vision and Values to create a "Culture of Kindness" for all stakeholders as measured by stakeholder surveys and a reduction in office discipline referrals.

ADVANCED ENGAGEMENT REVIEW FOR ACCREDITATION (FALL 2017)	
Powerful Practices	
1.	The Muscogee County School District is exceptional in engaging stakeholders to support achievement of the system's purpose and direction through the development and maintenance of strong relationships with regular and positive communication among community partners, system staff, students and parents.
2.	The Muscogee County School District fosters a culture of collaboration, excellence and pride that is evident across all levels of the organization.
3.	The Muscogee County School District analyzed its existing utilization of resources and crafted an exceptional plan to prioritize and reorganize resources in order to provide a more structured support system aligned to the organization's needs resulting in greater student performance and system effectiveness.
Opportunities for Improvement	
1.	Design and implement a defined process to review and revise, as indicated, the system and schools' purpose and vision on a regular basis.
2.	Develop, implement and regularly monitor clearly defined system-wide practices to coordinate learning support services that meet the multi-tiered learning needs of all learners.
3.	Align system resources and instructional support with school-based practices to ensure the fidelity of implementation of the collection, analysis and utilization of formative and summative data for increased student learning, achievement and growth.
4.	Develop and implement professional development strategies that focus on utilization of digital resources as an integral component of content delivery.
Improvement Priorities	
1.	Strengthen and monitor professional learning communities to evaluate, interpret and utilize data for personalized learning and differentiated instruction to increase learning, achievement and growth.
2.	Develop and implement a comprehensive professional development plan that addresses the training needs of instructional, instructional support and leadership staff.

2021 – 2024 OVERARCHING NEEDS & GOALS

District Overarching Need	SIP Goal
Address individual student needs	By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.
School Overarching Need	SIP Goal (SMART process goal, not an outcome goal)
Tier 1 Instruction	By July 2024, 100% of teachers will design engaging and rigorous lessons through a differentiated approach using personalized learning with at least 80% effective implementation.
Stakeholder engagement	By July 2024, Johnson faculty will promote an engaging school culture by providing a positive learning environment and educational partnerships with parents and stakeholders.

SHORT TERM ACTION PLAN

FALL 2021

Goal:	By July 2024, 100% of teachers will design engaging and rigorous lessons through a differentiated approach using personalized learning with at least 80% effective implementation.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Teachers and selected instructional support staff will participate in peer observations to help strengthen areas of instruction quarterly		All students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Principal; Dean; Academic Coach; classroom teachers	August-December	Peer observation schedule and forms	Not Started
	Intended Outcomes:	All teachers will learn something from the other teacher to help in their implementation of their instructional strategies.					
Teacher led instruction is differentiated for individual groups of students		All students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Classroom teachers; administration; Academic Coach	August-December	Focus walks; lesson plans; grade level minutes	Not Started
	Intended Outcomes:	Teachers will utilize a differentiated approach in their target instruction.					
Grade levels will meet weekly to collaborate and plan lessons based off student data		All students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV,	Classroom teachers; administration; Academic Coach	August-December	Grade level minutes; Focus Walks; lesson plans	Not Started

			Part A Title V, Part B IDEA McKinney-Vento Perkins					
	Intended Outcomes:	Teachers will plan and create consistent instruction across the grade level.						
Grid/document of various flexible tools to help with student engagement		All Students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	PL team	Monthly (August-December)	Focus Walks; Lesson Plans	Not Started	
	Intended Outcomes:	Teachers will implement one or more flexible tools to help with student engagement.						
All certified teachers will be trained in personalized learning		All Students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Principal; Dean; Academic Coach; classroom teachers; PL team	August-December	Training sign in sheets; agendas	Not Started	
	Intended Outcomes:	Teachers will implement personalized learning in their classrooms.						
Teachers will unpack the standards for each unit		All students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Classroom teachers; administration; Academic Coach	August-December	Lesson plans; board configuration; focus walks; grade level minutes	Not Started	

	Intended Outcomes:	Teachers will review standards for their grade level and adhere to what their students need to know to master each skill.		
<p>If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.</p>				
<ul style="list-style-type: none"> • To be determined 				

SHORT TERM ACTION PLAN

SPRING 2022

Goal:	By July 2024, 100% of teachers will design engaging and rigorous lessons through a differentiated approach using personalized learning with at least 80% effective implementation.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Teachers will participate in peer observations to help strengthen areas of instruction		All students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Principal; Dean; Academic Coach; classroom teachers;	January-May	Peer observation schedule and forms	Not Started
	Intended Outcomes:	All teachers will learn something from the other teacher to help in their personalized learning journey.					
Teacher led instruction is differentiated for individual groups of students		All students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Classroom teachers; administration; Academic Coach	January-May	Focus walks; lesson plans; grade level minutes	Not Started
	Intended Outcomes:	Teachers will utilize a differentiated approach in their target instruction.					
Grade levels will meet weekly to collaborate and plan lessons based off student data		All students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV,	Classroom teachers; administration; Academic Coach	January-May	Grade level meetings; Focus Walks	Not Started

			Part A Title V, Part B IDEA McKinney-Vento Perkins					
	Intended Outcomes:	Teachers will plan and create consistent instruction across the grade level.						
Grid/document of various flexible tools to help with student engagement		All Students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	PL team	Monthly (August-December)	Focus Walks; Lesson Plans	Not Started	
	Intended Outcomes:	Teachers will implement one or more flexible tools to help with student engagement.						
All certified teachers will be trained in personalized learning		All Students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Principal; Dean; Academic Coach; classroom teachers; PL team	August-December	Training sign in sheets; agendas	Not Started	
	Intended Outcomes:	Teachers will implement personalized learning in their classrooms.						
Teachers will unpack the standards for each unit		All students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA	Classroom teachers; administration; Academic Coach	January-May	Lesson plans; target boards; focus walks	Not Started	

			McKinney-Vento Perkins					
	Intended Outcomes:	Teachers will review standards for their grade level and adhere to what their students need to know to master each skill.						
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.								
<ul style="list-style-type: none"> To be determined 								

SHORT TERM ACTION PLAN

FALL 2021

Goal:	By July 2024, Johnson faculty will promote an engaging school culture by providing a positive learning environment and educational partnerships with parents and stakeholders.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Continue to implement PBIS and introduce Tier 2 strategies		All students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Classroom teachers; administration; PBIS coach; Tier 2 team	August-December	Focus Walks; check-in and check-out forms	Not Started
	Intended Outcomes:	Students will exemplify PBIS expectations throughout the school.					
PBIS Incentive/Community Involvement		All students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	All faculty and staff	August-December	Incentive/Reward charts; monthly student recognition	Not Started
	Intended Outcomes:	Students will exhibit PBIS expectations throughout the school.					
Plan and offer monthly events for students and parents		All students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A	All teachers	August-December	Johnson newsletter/flyers; Teacher newsletters; sign in sheets	Not Started

			Title IV, Part A Title V, Part B IDEA McKinney- Vento Perkins				
	Intended Outcomes:	Parents will feel more welcome and involved at Johnson.					
<p>If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.</p> <ul style="list-style-type: none"> To be determined 							

SHORT TERM ACTION PLAN

SPRING 2022

Goal:	By July 2024, Johnson faculty will promote an engaging school culture by providing a positive learning environment and educational partnerships with parents and stakeholders.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Continue to implement PBIS and introduce Tier 2 strategies		All students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Classroom teachers; administration; PBIS coach; Tier 2 team	January-May	PBIS rewards/incentive charts	Not Started
	Intended Outcomes:	Students will exemplify PBIS expectations throughout the school.					
PBIS Incentive/Community Involvement		All students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	All faculty and staff	January-May	Johnson newsletter/flyers; class dojo; classroom newsletters	Not Started
	Intended Outcomes:	Students will exhibit PBIS expectations throughout the school.					
Plan and offer monthly events for students and parents		All students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A	All teachers	January-May		Choose an item.

			Title IV, Part A Title V, Part B IDEA McKinney- Vento Perkins				
	Intended Outcomes:	Parents will feel more welcome and involved at Johnson.					
<p>If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.</p> <ul style="list-style-type: none"> To be determined 							

YEAR 1

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	Personalized Learning Training with Integration of Writing Across grade level collaboration MTSS Overview and Training PBIS Class Dojo	Academic Goal Climate Goal	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Agendas; Sign in sheets; student data; data sheets; parent survey; lesson plans
PD Day #2	Personalized Learning Training with Integration of Writing Across grade level collaboration MTSS follow-up and Dyslexia progress PL PBIS Class Dojo	Academic Goal Climate Goal	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Agendas; Sign in sheets; student data; data sheets; parent survey; lesson plans
PD Day #3	Personalized Learning Training with Integration of Writing Across grade level collaboration MTSS follow-up and Dyslexia progress PBIS Class Dojo	Academic Goal Climate Goal	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Agendas; Sign in sheets; student data; data sheets; parent survey; lesson plans
Additional PD	As needed by individual grade level needs			

YEAR 2

PROFESSIONAL DEVELOPMENT PLAN 2022 – 2023				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	Personalized Learning Training with Integration of Writing Across grade level collaboration MTSS Overview and Training PBIS Class Dojo	Academic Goal Climate Goal	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Agendas; Sign in sheets; student data; data sheets; parent survey; lesson plans
PD Day #2	Personalized Learning Training with Integration of Writing Across grade level collaboration MTSS follow-up and Dyslexia progress PL PBIS Class Dojo	Academic Goal Climate Goal	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Agendas; Sign in sheets; student data; data sheets; parent survey; lesson plans
PD Day #3	Personalized Learning Training with Integration of Writing Across grade level collaboration MTSS follow-up and Dyslexia progress PBIS Class Dojo	Academic Goal Climate Goal	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Agendas; Sign in sheets; student data; data sheets; parent survey; lesson plans
Additional PD	As needed by individual grade level needs			

YEAR 3

PROFESSIONAL DEVELOPMENT PLAN 2023 – 2024				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	Personalized Learning Training with Integration of Writing Across grade level collaboration MTSS Overview and Training PBIS Class Dojo	Academic Goal Climate Goal	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Agendas; Sign in sheets; student data; data sheets; parent survey; lesson plans
PD Day #2	Personalized Learning Training with Integration of Writing Across grade level collaboration MTSS follow-up and Dyslexia progress PL PBIS Class Dojo	Academic Goal Climate Goal	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Agendas; Sign in sheets; student data; data sheets; parent survey; lesson plans
PD Day #3	Personalized Learning Training with Integration of Writing Across grade level collaboration MTSS follow-up and Dyslexia progress PBIS Class Dojo	Academic Goal Climate Goal	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Agendas; Sign in sheets; student data; data sheets; parent survey; lesson plans
Additional PD	As needed by individual grade level needs			

REQUIRED QUESTIONS FOR ALL SCHOOLS

In developing this plan, briefly describe how the school sought advice from various stakeholders (ex. teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners and other stakeholders).

We had leadership team meetings to discuss our goals, CNA and needed PD for the upcoming school year.

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.

Part of our PD for the upcoming year will be to review majors/minors and give teachers strategies to use with students in the classroom. We also plan to set up a tier 2 behavior team to support teachers and students in the classroom.

Describe any continuing and/or new Title IV-A funded activities and programming, including objectives and intended outcomes, planned for supporting:

- Well-rounded educational opportunities for all students
- Safe and healthy students
- Effective use of technology by students

We use Title IV funds to support our fine arts and physical education departments. We also use it for PD and subs for teachers. If we are able to in the fall, we plan to use some of the money to support some PBIS PD for our team.

Elementary Schools Only

Describe how the school will support, coordinate and integrate services with early childhood programs at the school level, including strategies for assisting pre-school children in the transition from early childhood education programs to the elementary school.

Also, describe what supports and/or services will be put into place to support 5th grade students in their transition to middle school.

Transition meetings
Parent Workshops

Middle Schools Only

Describe how the school will support, coordinate and integrate services with elementary schools, including strategies for 5th grade students in the transition from elementary school to middle school.

Also, describe what supports and/or services will be put into place to support 8th grade students in their transition to high school.

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REQUIRED QUESTIONS FOR TITLE I SCHOOLS

Describe how the school will ensure that enrolled low-income and minority students are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers.

All of our teachers are highly qualified and are certified PK-5 in all content areas.	
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Provide a general description of the Title I instructional program being implemented. Specifically define the content areas to be addressed and the strategies to be utilized to address the identified needs of the most at-risk students in the school. Include any services being provided for homeless students or any students living in group homes.

Title 1 funds are used to provide instructional support in ELA and math through a full-time and a part-time teacher. Students are identified through data teams using multiple data sources by homeroom teachers in combination with administrators. We use flexible grouping for students in both co-teaching and small group models. When extra assistance is needed due to a living situation, we involve our school counselor and social worker.
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