



# School Improvement Plan 2018 - 2019



## Muscogee County Key Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Key Elementary School
Team Lead	Dr. Jacqueline D. Flakes

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

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

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 Creating Improvement Goals

#### Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

**Specific                      Measurable                      Attainable                      Relevant                      Time-Bound**

An example of a SMART goal is:

By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 School Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

#### **Coherent Instructional**

- CIS - 1 Planning for quality Instruction
- CIS - 2 Delivering Quality Instruction
- CIS - 3 Monitoring student progress
- CIS - 4 Refining the instructional system

#### **Family and Community Engagement**

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student access
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

#### **Effective Leadership**

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classroom
- EL-4 Managing the School and its resources
- EL-5 Driving improvement efforts

#### **Supportive Learning Environment**

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

#### **Professional Capacity**

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Over 80% of the students feel that students do not treat each other well.
Root Cause # 1	Social Emotional Learning was not used in conjunction with PBIS.
Goal	By the end of the school year 2018-2019, 100% of the teachers will implement the Second Step Curriculum with 75% of the teachers implementing it effectively to decrease the number of office discipline referrals by 25% or from 183 referrals to 138.

Action Step # 1

Action Step	Review professional development on Social Emotional Learning Curriculum
Funding Sources	Title I, Part A Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Behavior Data from SWISS Behavior Data from classroom teachers (minor) Teachers will monitor classroom discipline Observation of school climate  Surveys  Focus Walk data and feedback
Position/Role Responsible	School Counselor Elementary Dean
Timeline for Implementation	Weekly

What partnerships with IHEs,	4th Street Missionary Baptist Church
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Action Step # 1

What partnerships 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)?	
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Action Step # 2

Action Step	Review PBIS plan and classroom matrices with teachers.
Funding Sources	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 N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Focus Walks, PBIS reports, Observations
Position/Role Responsible	PBIS Team, Teachers
Timeline for Implementation	Weekly

What partnerships 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)?	N/A
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Action Step # 3

Action Step	Complete a staff book study using, "Power of Our Words" to establish a common school wide language.
Funding Sources	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 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 and Effectiveness	Chapter summaries, sign in sheets, meeting notes, observations, feedback through surveys.
Position/Role Responsible	Teachers, School Counselor, Literacy Coach
Timeline for Implementation	Quarterly

What partnerships 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)?	N/A
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Action Step # 4

Action Step	PBIS Team will meet monthly to analyze data and identify areas of concern.
Funding Sources	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 N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PBIS reports
Position/Role Responsible	PBIS Team, Elementary Dean
Timeline for Implementation	Monthly

What partnerships 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)?	N/A
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Action Step # 5

Action Step	Upon completion of professional learning book study, "Teaching with Poverty in Mind", administration will redeliver to faculty.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D

Action Step # 5

Funding Sources	Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins 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 and Effectiveness	Sign in sheets, Handouts
Position/Role Responsible	Administration
Timeline for Implementation	Monthly

What partnerships 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)?	N/A
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Action Step # 6

Action Step	All staff will receive professional learning regularly (monthly or bi-monthly) to transition from RtI to MTSS practices in support of district-wide MTSS implementation.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority



Action Step # 6

Subgroups	Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES, student data
Position/Role Responsible	Administrators, classroom teachers, counselor and academic coach
Timeline for Implementation	Weekly

What partnerships 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)?	Muscogee County School District School and District Initiatives used as universal screeners (i.e. Achieve 3000, STAR, etc.)
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To move developing students to proficient students
Root Cause # 1	Most of our students enter their grade below grade level and need to experience success.
Goal	By May 2019, 100% of teachers will be trained on collaborative learning strategies with 75% of teachers effectively modeling and facilitating the use of collaborative learning in all content areas, to include; higher level thinking, long term memory skills, writing and STEM activities.

Action Step # 1

Action Step	All staff will receive professional learning regularly (monthly or bi-monthly) to transition from RtI to MTSS practices in support of district-wide MTSS implementation.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D
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 and Effectiveness	TKES, LKES, Observations, Monitor MCSD and state assessment data Monitor Envision and Reading Wonders data Monitor Smarty Ants, Achieve 3000 and IXL Data Monitor PLC meeting minutes
Position/Role Responsible	School Leaders

**Action Step # 1**

Timeline for Implementation	Monthly
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What partnerships 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)?	Muscogee County School District Universal Screeners from District and School Initiatives (i.e. Achieve 3000, STAR Reading, etc.)
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**Action Step # 2**

Action Step	•Plan for Collaborative Learning Strategies using the Gradual Release Model and implement with fidelity during classroom instruction.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	TKES, focus walks
Position/Role Responsible	Administration, Academic Coach and Teachers
Timeline for Implementation	Weekly

**Action Step # 3**

Action Step	•Professional Learning on Collaborative Conversations with focus on Georgia Standard of Excellence/ELA: Speaking and Listening
Funding Sources	Title I, Part A Title II, Part A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Focus Walks
Position/Role Responsible	Administration, Academic Coach
Timeline for Implementation	Quarterly

Action Step # 4

Action Step	•Use focus walks to measure the effective implementation of Collaborative Learning strategies in the classroom.
Funding Sources	Title I, Part A Title II, Part 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 and Effectiveness	Focus Walks
Position/Role Responsible	Administration
Timeline for Implementation	Monthly

Action Step # 5

Action Step	•Professional Learning on incorporating STEM activities to support students' higher level thinking through the use of writing across all content areas.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Focus Walks, TKES
Position/Role Responsible	Administrator, Academic Coach, trainers
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations,	Columbus State University Springer Opera House
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Action Step # 5

What partnerships 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)?	Columbus State University Springer Opera House
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p>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) was accomplished.</p>	<p>We had faculty meetings, stakeholders meetings, CNA surveys, climate surveys, parent workshops, received input from regional gifted facilitator and LEA.</p>
<p>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.</p>	<p>All teachers are required to meet state certification levels in order to work in a Title I school ensuring that they are teachers meeting professional qualifications.</p>
<p>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).</p>	<p>Based on the information obtained from the data (i.e. GMAS) and the various surveys (i.e. school climate surveys) it was determined that Reading/ELA, Math and Science were subject areas that need to be addressed utilizing instructional strategies/ methodologies. The instructional programs that the school will continue to use are: Gradual Release Framework, Focused Instruction, Muscogee County adopted curriculum (Reading Wonders, EnVision, Wonder Works), Technology (STAR Reading, Achieve 300, IXL).</p>
<p>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.</p>	<p>N/A</p>

<p>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.</p>	<p>Each summer, our school provides a Pre-K to Kindergarten transitional program. This program provides early literacy skills and helps develop academic, social and emotional skills.</p>
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<p>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; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>N/A</p>
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<p>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.</p>	<p>The school will support efforts to reduce the overuse of discipline practices through the use of Positive Behavior Intervention and Supports (PBIS) school-wide plan, PBIS classroom modules and Social Emotional Learning (Second Step Curriculum). Also monitor the major infractions by utilizing our school-wide discipline plan.</p>
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**ADDITIONAL RESPONSES**

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	<p>There were secondary factors that were also identified while analyzing school related data. These include attendance, parental engagement, community involvement, performance in Social Studies and movement of students from proficient to distinguished band.</p>
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