



School Improvement Plan 2018 - 2019



Muscogee County Waddell Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Waddell Elementary School
Team Lead	Amy Patrick

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)McKinney Vento

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
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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	Supportive Learning Environment - Student behaviors are affecting the teachers ability to teach. Lack of communication between all stakeholders inhibits student and teacher success.
Root Cause # 1	Lack of effective communication.
Goal	By May 2019, 100% of staff will be trained in Tier 1 School-Wide Positive Behavioral Interventions and Supports (PBIS) and at least 5 out of 10 critical elements will be developed to 80% as measured by the Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS).

Action Step # 1

Action Step	Send PBIS Team members to additional trainings throughout the year.
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Trainings and walkthroughs Effective redelivery with sign in sheets, agenda and feedback form
Position/Role Responsible	Administration PBIS Coach and Team
Timeline for Implementation	Others : as needed and available

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)?	Partnering with other MCSD PBIS schools
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Action Step # 2

Action Step	Training in and use of TFI-Tiered Fidelity Inventory
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 Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Tiered Fidelity Inventory Walkthroughs and observations Sign in sheets and agendas from trainings
Position/Role Responsible	Administration PBIS Coach and Team Faculty and Staff
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)?	
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Action Step # 3

Action Step	Training in and use of SAS-Self Assessment Survey
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 Professional Capacity Family and Community Engagement

Action Step # 3

Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Self Assessment Survey Sign in sheets and agendas from trainings
Position/Role Responsible	Administration PBIS Coach and Team Faculty and Staff
Timeline for Implementation	Others : Twice a year

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 # 4

Action Step	PBIS Walkthroughs
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 Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Walkthrough and observation data PBIS Matrix
Position/Role Responsible	Administration PBIS Coach and Team District PBIS Team
Timeline for Implementation	Others : At least twice a year

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is	
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Action Step # 4

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 # 5

Action Step	Conduct monthly PBIS Team meetings to analyze data that informs our PBIS action plan
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas, minutes and sign in sheets from meetings SWIS Data
Position/Role Responsible	Administration PBIS Coach PBIS Team
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)?	
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Action Step # 6

Action Step	Increase faculty commitment: Provide meaningful training on PBIS to the faculty and staff Obtain and follow through with faculty feedback throughout the year Share school-wide data monthly with faculty and staff
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas, minutes and sign in sheets from meetings Feedback form SWIS Data
Position/Role Responsible	Administration PBIS Coach PBIS Team Faculty and Staff
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)?	
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Action Step # 7

Action Step	Display PBIS matrix expectation posters prominently throughout the school
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 7

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Walkthrough
Position/Role Responsible	Administration PBIS Coach PBIS Team All Teachers
Timeline for Implementation	Yearly

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 # 8

Action Step	Create PBIS lessons and an artifacts binder; teachers are teaching the created PBIS lessons
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 Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans Artifacts Binder Student Work Samples
Position/Role Responsible	Administration PBIS Coach PBIS Team All faculty and staff
Timeline for Implementation	Monthly

Action Step # 8

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 # 9

Action Step	Provide opportunities for students to increase empathy, self-awareness, emotional regulation, social awareness, cooperation, and problem solving while decreasing the number of behavior referrals and in-school suspensions. (Ripple Effects-Social and Emotional Learning and Behavioral-NREPP/The Social Express)
Funding Sources	Title I, Part 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 and Effectiveness	Reports from the products Student assessments and student work
Position/Role Responsible	Administration Media Specialist Classroom 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)?	
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Action Step # 10

Action Step	Faculty and Staff will learn how to use the Multi-Tier System of Supports (MTSS) process to better meet the needs of all students.
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	MTSS Process MTSS Documentation
Position/Role Responsible	Administration Counselor Faculty and Staff
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)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Coherent Instructional System-Problem of Practice: Available resources are not used as effectively and coherently as needed.
Root Cause # 1	Focusing on the product/program as opposed to focusing on the standard
Goal	By May 2019, 100% of Waddell’s faculty will be trained, and 85% will effectively use the strategy of clarifying, sharing, and understanding learning intentions and success criteria during their instruction in all content areas.

Action Step # 1

Action Step	Grade levels will establish common learning intentions and success criteria in 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
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans Walkthroughs and Observations Student Data and Work Samples
Position/Role Responsible	Administration Classroom Teachers 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)?	
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Action Step # 2

Action Step	PLC Days with the academic coach to plan differentiated instruction with success criteria across the curriculum
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	Agendas and sign in sheets Power point and other training materials
Position/Role Responsible	Administration Academic Coach Classroom Teachers
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)?	
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Action Step # 3

Action Step	Use of BAS, EdMark, IXL, Touch Math, Achieve 3000, Moby Max and Smarty Ants to differentiate 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 N/A

Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Reports from the corresponding programs
Position/Role Responsible	Administration Classroom Teachers 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)?	
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Action Step # 4

Action Step	Teachers will allow students to use IPADs or computers to help with learning intentions and success criteria by allowing the students to be successful in the above-mentioned programs as well as our content specific resources (EnVision, Reading Wonders, Studies Weekly)
Funding Sources	Title I, 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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Computer Lab Schedule Lesson Plans
Position/Role Responsible	Administration Classroom Teachers Media Specialist Academic Coach

Action Step # 4

Timeline for Implementation	Weekly
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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)?	
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Action Step # 5

Action Step	Grade levels will increase the amount of time on writing in 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
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Walkthroughs and Observations Student Work Samples Journals Lesson Plans
Position/Role Responsible	Administration Academic Coach Classroom 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)?	
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Action Step # 6

Action Step	Peer to peer observations
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 Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Observation Form Feedback
Position/Role Responsible	Administration Academic Coach Classroom Teachers
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)?	
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Action Step # 7

Action Step	Faculty and Staff will learn how to use the Multi-Tier System of Supports (MTSS) process to better meet the needs of all students.
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 Family and Community Engagement Supportive Learning Environment

Action Step # 7

Method for Monitoring Implementation and Effectiveness	MTSS Process MTSS Documentation
Position/Role Responsible	Administration Counselor Faculty and Staff
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)?	
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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>The Leadership Team met on May 2nd and May 9th to address the School Improvement Plan. The Leadership Team also met on May 31st and June 1st to address the School Improvement Plan. All members of the faculty and staff were invited to attend as well as parents and stakeholders in the community.</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 students at Waddell receive quality Tier I instruction from 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>At Waddell Elementary School, all teachers use the gradual release process, learning intentions, success criteria, writing across the content area, and graphic organizers in order to teach the Georgia Standards of Excellence. At Waddell, teachers are using Reading Wonders, Envision, Social Studies Weekly as well as Canvas Resources to enhance the teaching of the Georgia Standards of Excellence.</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>Does not apply</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>Waddell Elementary School offers a Kindergarten Transition Program for rising kindergarten students. This will take place June 18-21 and June 25-28. A Title I Parent Workshop in the Spring addresses Kindergarten Transition as well as the 5th grade Transition to Middle School.</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>Does not apply</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 PBIS Program implemented in the 2017-2018 school year will assist with the discipline practices here at Waddell. The Discipline Process Flow Chart assists teachers in determining the appropriate behaviors that result in an out of class referral. The Classroom Behavior Tracking Form and the Out of Class Referral form assist teachers in following procedures with interventions.</p>
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ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	
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