



School Improvement Plan 2018 - 2019



Muscogee County Dawson Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Dawson Elementary School
Team Lead	Dr. C. Shanta 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)

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	Lack of fidelity in differentiated instruction
Root Cause # 1	* There is a need to monitor daily progress toward learning targets/goals and related success criteria. * Instructional adjustment to address individual needs should occur more frequently.
Root Cause # 2	
Goal	By May 2019, 100% of teachers will be trained on conferencing with students on key learning targets, and effective implementation will be evident in 80% of classrooms.

Action Step # 1

Action Step	Identify key learning targets and related success criteria in order to deliver high quality, rigorous instruction.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	* Weekly grade level/data team meetings * Review of lesson plans by administrators and academic coach * Classroom observations by administrators and district personnel
Position/Role Responsible	All 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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Action Step # 2

Action Step	Utilize the MTSS framework to plan and deliver evidence-based interventions and supports for Tier 2 and Tier 3 students
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	* Analysis and review of student assessment data * Review of lesson plans, which include interventions, by administrators and academic coach * Classroom observations by administrators and district personnel
Position/Role Responsible	All Faculty
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 # 3

Action Step	Use appropriate assessments to monitor and document students' performance on learning targets/success criteria and to plan instruction to address identified needs
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation and Effectiveness	<ul style="list-style-type: none"> * Analysis and review of student assessment data * Review of teacher documentation on student performance on learning target/success criteria * Review of lesson plans by administrators and academic coach * Classroom observations by administrators and district personnel
Position/Role Responsible	All Faculty All students
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 # 4

Action Step	Utilize student/teacher conferences for students to monitor individual growth toward academic goals in reading, writing, and mathematics.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	<ul style="list-style-type: none"> * Review of teacher/student conferencing documentation * Review of teacher documentation on student performance on learning target/success criteria * Classroom observations by administrators and district personnel
Position/Role Responsible	All Faculty
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	
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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	Participate in training on the 6 + 1 Traits of Writing to enhance writing across the curriculum
Funding Sources	Title I, Part A Title I, Part C Title I, Part D 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 Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	* PD/meeting agendas and sign-in sheets * Review of student writing samples * Review of lesson plans by administrators and academic coach * Classroom observations by administrators and district personnel
Position/Role Responsible	Academic Coach Administrators All Faculty
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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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Reduce the number of office discipline referrals
Root Cause # 1	* Teachers need to distinguish between classroom infractions and office referrals. * Teachers need strategies to effectively address Tier 2 and 3 behaviors.
Goal	By May 2019, PBIS Classroom Modules 2 and 3 will be delivered to all teachers, and effective implementation will be evident in 80% of classrooms.

Action Step # 1

Action Step	Implement rituals and routines consistently for the first 21 days and routinely throughout the school year
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	* Weekly review of SWIS data by administrators and monthly review by PBIS Team * Classroom focus walks and observations
Position/Role Responsible	All Faculty and Staff All Students
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	Use PBIS Classroom Snapshots to measure the effectiveness of the module implementation
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	* Focus walks and observations throughout school and in classrooms by administrators and district personnel.
Position/Role Responsible	All 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	Distinguish between classroom infractions and office referrals
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	* Weekly review of SWIS data by administrators and monthly review by PBIS Team *Observations throughout school and in classrooms by administrators and district personnel
Position/Role Responsible	All Faculty and Staff

Action Step # 3

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 # 4

Action Step	Provide training on preventing and managing challenging behaviors
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	*PD/meeting agendas and sign-in sheets * Weekly review of SWIS data by administrators and monthly review by PBIS Team * Observations throughout the school and in classrooms by administrators and district personnel
Position/Role Responsible	PBIS Coach Administrators
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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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>Meetings were held with faculty/staff, parents, and community members to obtain input and feedback on the School Improvement Plan. Parents, students, and faculty/staff also completed surveys, and the results were reviewed by the School Improvement Team.</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 Dawson teachers will meet 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>All students will receive instruction in ELA/reading, math, science, social studies, art, music, and physical education based on the Common Core Georgia Performance Standards. Students with weaknesses in academic and/or social-emotional areas will be identified through on-going monitoring and assessments. The needs of students with disabilities or limited English proficiency, homeless and migrant students, and neglected or delinquent students will be identified and addressed to ensure that all students have opportunities to be successful in school. Differentiated instruction and interventions will be used to address students' identified strengths and weaknesses.</p> <p>Muscogee County School District will provide a free and appropriate public education for children whose primary residence is a facility or treatment center for neglected children. These students will be evaluated by means of the same assessment instruments as other students to measure academic achievement. School personnel will follow District, State, and federal guidelines to ensure students meet State standards established for all learners.</p> <p>Participation in parental involvement opportunities offered by the District, as well as school-based activities, will be available for directors and personnel from each residential facility or treatment center. Further, parental assistance may be provided by means of parenting materials, resources, and supplies available for all parents of students enrolled in schools within the District.</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>
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<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>Pre-K to Kindergarten:</p> <ul style="list-style-type: none"> ● Pre-K parents will attend workshops to address readiness skills and how to help their children develop these skills throughout the year and during the summer break ● Parent workshops will be conducted periodically to give practical instruction to parents of Pre-K students. ● Pre-K teachers will work with pre-k students, parents, and teachers by assisting with questions that arise throughout the school year concerning Kindergarten requirements. ● The District will host a Kindergarten Round-up in the spring. ● Kindergarten teachers will host an Open House for parents and students to visit Kindergarten classrooms. ● Information on Kindergarten expectations will be provided to Pre-K parents.
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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</p>	<p>N/A</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>PBIS classroom modules are being implemented in all classrooms and at all grade levels. PBIS strategies and practices include preventative and responsive approaches to discipline. Behavioral expectations are taught to all students, and students are recognized for appropriate behavior. Implementation of the PBIS classroom modules includes PD and ongoing support for faculty and staff. Teachers will participate in training on distinguishing between classroom infractions and office discipline referrals. Teachers will also learn strategies to effectively address Tier 2 and Tier 3 behaviors.</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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