



School Improvement Plan 2018 - 2019



Muscogee County Fox Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Fox Elementary School
Team Lead	Dr. Yvette Scarborough

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	Writing to Respond to Learning
Root Cause # 1	Students are not using rubrics to assess their writing.
Root Cause # 2	Students are not using graphic organizers routinely to plan writing.
Root Cause # 3	Teachers are not consistently providing feedback to students about their writing.
Root Cause # 4	Students are not able to write a grade level expectation to explaining learning in all subject areas.
Root Cause # 5	Teachers do not have/implement effective writing instruction strategies.
Goal	100% of Fox Elementary teachers will implement ways to help students organize, interact, and process content in all areas by May of 2019.

Action Step # 1

Action Step	<p>Monitor the implementation of and provide feedback on:</p> <ul style="list-style-type: none"> •Comprehensive lesson plan structure that includes data, RTI and district resources •Tier 1 instruction that is rigorous, relevant, and differentiated for student success •Writing every day across all content areas •Using graphic organizers and rubrics to plan and evaluate writing •Use collaborative processing strategies •Use PAIR strategies to increase student engagement in all content areas •Increased Learning Time (ILT) •Extended day and extended year academic and/or enrichment programs •Support and resources provided via school based content coaches •BBY Math Program to support number sense and writing in math (consultant to train new teachers and support previous implementation; subs needed for training; materials already purchased) •Effective use of technology and writing instructional strategies through lessons in the computer lab (Title I Intervention Teacher)
Funding Sources	<p>Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title IV, Part A IDEA</p>
Subgroups	<p>Economically Disadvantaged Homeless Race / Ethnicity / Minority Student with Disabilities</p>
Systems	<p>Coherent Instruction Effective Leadership Professional Capacity</p>

Action Step # 1

Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	<p>Weekly review of lesson plans to see graphic organizers, rubrics, and student engagement strategies used in lessons by academic coaches and administrators</p> <p>Monthly leadership team meetings</p> <p>Monitoring of professional development implementation through focused walks and student work samples</p> <p>LEA monitoring</p> <p>On-going monitoring of classroom instruction by LEA, administrators, and/or academic coaches</p>
Position/Role Responsible	<p>School Leaders Demonstrate:</p> <p>Set clear guidelines for implementation</p> <p>Conduct evaluations</p> <p>Provide specific feedback</p> <p>Plan professional learning</p> <p>Monitor professional learning through focus walks</p> <p>Teachers Demonstrate:</p> <p>Develop and implement rigorous, engaging lessons</p> <p>Compile and analyze student data to inform future instructional practices</p> <p>Participate in professional learning and implement strategies</p> <p>Conduct monthly data chats with students about their progress</p> <p>Plan collaboratively with colleagues and coaches</p>
Timeline for Implementation	Weekly

<p>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)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Discipline
Root Cause # 1	Positive incentives and rewards are not used consistently in the classroom.
Root Cause # 2	Teachers have not established a classroom management plan with consistent expectations, routines, and procedures.
Root Cause # 3	Deescalation and self-regulation strategies are not implemented by teachers and students.
Root Cause # 4	PBIS expectations have not been clearly defined and explained to staff and students.
Goal	100% of Fox Elementary teachers will participate in training for and implement PBIS Classroom Systems by May of 2019.

Action Step # 1

Action Step	<ul style="list-style-type: none"> •Implement PBIS Classroom Systems school-wide •Support and resources provided via Elementary Dean •Problem-solving protocols •Parent involvement •Community partnerships •Celebration of successes •2nd Step Curriculum lessons daily •Response to Intervention (RTI) interventions training and collection of data
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged 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	Weekly review of lesson plans to see PBIS expectations, 2nd Step Curriculum, and PAIR in lessons by academic coaches and administrators Monthly leadership team meetings Monitoring out of school suspensions and office referrals monthly

Action Step # 1

<p>Method for Monitoring Implementation and Effectiveness</p>	<p>Monitoring all parent engagement events</p> <p>LEA monitoring three times a year</p> <p>On-going monitoring of classroom instruction by LEA, administrators, and/or academic coaches</p>
<p>Position/Role Responsible</p>	<p>School Leaders Demonstrate:</p> <p>Set clear guidelines for implementation</p> <p>Conduct evaluations</p> <p>Monitor focus walks</p> <p>Provide feedback</p> <p>Plan professional learning</p> <p>Teachers Demonstrate:</p> <p>Build relationships with students and families</p> <p>Develop and implement rigorous, engaging lessons</p> <p>Compile and analyze student data to inform future instructional practices</p> <p>Participate in professional learning and implement strategies</p> <p>Plan collaboratively with colleagues and coaches</p> <p>Communicate with all stakeholders as necessary</p>
<p>Timeline for Implementation</p>	<p>Weekly</p>

<p>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)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student engagement during instruction
Root Cause # 1	Students are not attentive during instruction.
Root Cause # 2	Teachers utilize the same engagement strategies repeatedly during instruction.
Root Cause # 3	Teachers have not observed successful implementation of engagement strategies.
Goal	100% of Fox Elementary teachers will implement ways to help students organize, interact, and process content in all areas by May of 2019.

Action Step # 1

Action Step	<p>Monitor the implementation of and provide feedback on:</p> <ul style="list-style-type: none"> •Comprehensive lesson plan structure that includes data, RTI and district resources •Tier 1 instruction that is rigorous, relevant, and differentiated for student success •Writing every day across all content areas •Using graphic organizers and rubrics to plan and evaluate writing •Use collaborative processing strategies •Use PAIR strategies to increase student engagement in all content areas •Increased Learning Time (ILT) •Extended day and extended year academic and/or enrichment programs •Support and resources provided via school based content coaches •BBY Math Program to support number sense and writing in math (consultant to train new teachers and support previous implementation; subs needed for training; materials already purchased) •Effective use of technology and writing instructional strategies through lessons in the computer lab (Title I Intervention Teacher)
Funding Sources	<p>Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title IV, Part A IDEA</p>
Subgroups	<p>Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities</p>
Systems	<p>Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment</p>
Method for Monitoring Implementation and Effectiveness	<p>Weekly review of lesson plans to see graphic organizers, rubrics, and student engagement strategies used in lessons by academic coaches and administrators</p>

Action Step # 1

<p>Method for Monitoring Implementation and Effectiveness</p>	<p>Monthly leadership team meetings</p> <p>Monitoring of professional development implementation through focused walks and student work samples</p> <p>On-going monitoring of classroom instruction by LEA, administrators, and/or academic coaches</p>
<p>Position/Role Responsible</p>	<p>School Leaders Demonstrate:</p> <p>Set clear guidelines for implementation</p> <p>Conduct evaluations</p> <p>Provide specific feedback</p> <p>Plan professional learning</p> <p>Monitor professional learning through focus walks</p> <p>Teachers Demonstrate:</p> <p>Develop and implement rigorous, engaging lessons</p> <p>Compile and analyze student data to inform future instructional practices</p> <p>Participate in professional learning and implement strategies</p> <p>Conduct monthly data chats with students about their progress</p> <p>Plan collaboratively with colleagues and coaches</p> <p>Communicate with all stakeholders as necessary</p>
<p>Timeline for Implementation</p>	<p>Weekly</p>

<p>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)?</p>	
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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>Multiple opportunities were provided to all stakeholders to solicit feedback on the school's needs to be addressed and progress towards goals. Planning meetings, surveys, and data reviews were held throughout the school year and summer to foster discussion and gather feedback in preparation for the compilation of this year's school improvement plan.</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>At this time Fox does not have any teachers K-5 working out-of-field. SIG has not allowed us to hire those not meeting professional qualifications in K-5. Training will continue to be provided to all teachers to improve quality of instruction. Targeted hiring practices will also be utilized to recruit and retain effective teachers. Administration will strategically place students in classes to ensure future needs will be met.</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>Title I programming utilizes highly qualified teachers as well as assistant teachers that provide extra help in the areas of reading and math for all students. All students receive both small group instruction in reading and math. During the small group instruction, students are taught using research based instructional strategies depending on the specific identified needs of the student. Each student's learning is regularly assessed in both subjects to better and more effectively guide interventions with the student. The teachers utilize best practices to better ensure student success in learning.</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</p>	<p>N/A</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>	
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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>Fox Elementary School supports and coordinates with early childhood programs by integrating with developmentally delayed classrooms as well as regular educational classrooms. The instructors are included in professional development that adheres to the goals and procedures of the 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>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>	<ul style="list-style-type: none"> ● Consistency in classroom management practices ● Implement the use of the Classroom Matrix in every classroom ● Utilize a "buddy class" on the same grade level for de-escalation ● Every teacher will have a cool down area designated in their classroom ● Build relationships with each student from day one ● PBIS Fox Bucks/Class Dojo points that equate to Fox Bucks ● Weekly rewards within the classroom ● Monthly PBIS awards ● Utilize Fox Elementary created "behavior intervention tool kit" ● De-escalation training
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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>	<ul style="list-style-type: none"> ● Individualized replacement behavior plans as needed ● Continue collaboration with SPED at the district level ● Utilize resources through Project Aware ● Incorporate plan where parents sit in classes with students instead of students being suspended
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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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