



# School Improvement Plan 2018 - 2019



**Muscogee County  
Davis Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County School District
School Name	J. D. Davis Elementary School
Team Lead	Aetavia Williams

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	Improve classroom management
Root Cause # 1	A number of our scholars lack self management, interpersonal skills, and the appropriate behaviors to deal with conflict resolution. These are learned behaviors that must be modeled and taught with fidelity. The lack of consistent school-wide mandated rituals and routines continues to stifle positive student behaviors.
Goal	By April 2019, 100% of PreK-5 teachers will be trained in PBIS classroom modules with 100% effective implementation.

Action Step # 1

Action Step	Implement at least one PBIS Classroom Module during the first semester. We will begin with module #1: Classroom Rituals and Routines.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Homeless 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	PBIS Classroom Modules Progress Monitoring Systems
Position/Role Responsible	Administration Academic Coaches PBIS Team Teachers Instructional Paraprofessionals Students Parents
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	We will partner with the following community stakeholders to assist scholars in developing self-management, interpersonal skills, and the appropriate behaviors to deal with conflict resolution. * Phi Beta Sigma - Black Tie Boys Mentoring Program * Griffin and Griffin Towing - Girls, Pearls, and Cupcakes Mentoring Program * YMCA - Mentoring and Academic Support
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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)?	* Mount Tabor Baptist Church - Mentoring and Academic Support
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Action Step # 2

Action Step	We will continue to implement the Second Steps Social Emotional Learning Curriculum daily through Morning Meetings.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Homeless 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	Second Steps Progress Monitoring System, Lesson Plans, Daily Focus Walks
Position/Role Responsible	Administration Academic Coaches PBIS Team Teachers Instructional Paraprofessionals Students Parents
Timeline for Implementation	Others : Daily

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)?	We will partner with the following community stakeholders to assist scholars in developing self-management, interpersonal skills, and the appropriate behaviors to deal with conflict resolution. * Phi Beta Sigma - Black Tie Boys Mentoring Program * Griffin and Griffin Towing - Girls, Pearls, and Cupcakes Mentoring Program * YMCA - Mentoring and Academic Support * Mount Tabor Baptist Church - Mentoring and Academic Support
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Action Step # 3

Action Step	The faculty and staff will receive training and implement required strategies to transition from the RtI process to the Multi-Tiered System of Supports (MTSS). Teachers will use the district provided framework of evidence based practices in instruction and assessment to address the needs of all students. During weekly common planning, teams of teachers will proactively identify struggling students and design an action plan for improvement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Homeless 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	Common Grade Level Minutes Data Team Minutes MTSS meetings IEP/504 Meetings FBAs BIPs Action Plans
Position/Role Responsible	Administration Academic Coaches PBIS Team Teachers Instructional Paraprofessionals Students Parents
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)?	We will partner with the following community stakeholders to assist scholars in developing self-management, interpersonal skills, and the appropriate behaviors to deal with conflict resolution. * Phi Beta Sigma - Black Tie Boys Mentoring Program * Griffin and Griffin Towing - Girls, Pearls, and Cupcakes Mentoring Program * YMCA - Mentoring and Academic Support * Mount Tabor Baptist Church - Mentoring and Academic Support
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.3 Overarching Need # 2

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase phonological and phonemic awareness in lower grades and writing across the curriculum for all grade levels.
Root Cause # 1	There is not a phonological and phonemic awareness program that is consistently implemented and monitored in lower grades. Therefore, students struggle with basic writing skills, stamina, and schema.
Goal	By April 2019, 100% of teachers will implement Writers' Workshop through the Gradual Release Framework with 100% effective implementation.

#### Action Step # 1

Action Step	Teachers will develop a daily Writer’s Workshop that includes: <ul style="list-style-type: none"> <li>· Teacher Modeling/Mini Lessons</li> <li>· Student Guided Small Groups /Independent Writing</li> <li>· Teacher/Student Conferencing</li> <li>· Student and Teacher Rubrics</li> <li>* Sharing and Reflecting</li> <li>· Grade Level, Standards-Based Genres across the Curriculum</li> </ul>
Funding Sources	N/A
Subgroups	Economically Disadvantaged Homeless 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, Common Grade Level/Data Team Meetings and Minutes, Focus Walks, TKES evaluation
Position/Role Responsible	Administration Academic Coaches A Team Teachers Instructional Paraprofessionals Students Parents
Timeline for Implementation	Weekly

What partnerships with IHEs,	We will partner with the following community stakeholders to assist scholars in
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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)?	developing self-management, interpersonal skills, and the appropriate behaviors to deal with conflict resolution. * Phi Beta Sigma - Black Tie Boys Mentoring Program * Griffin and Griffin Towing - Girls, Pearls, and Cupcakes Mentoring Program * YMCA - Mentoring and Academic Support * Mount Tabor Baptist Church - Mentoring and Academic Support
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Action Step # 2

Action Step	Teachers will implement a systematic daily phonics program that includes: <ul style="list-style-type: none"> <li>· Letter/Sound Recognition</li> <li>· Decoding Strategies</li> <li>· Embedded Phonics in Text</li> <li>· High Frequency words</li> <li>· Collaborative, Interactive Phonics Stations</li> <li>· Technology Support through Smarty Ants, Adaptive Learning, and other Online Resources</li> </ul>
Funding Sources	N/A
Subgroups	Economically Disadvantaged Homeless 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, Common Grade Level/Data Team Meetings and Minutes, Focus Walks, TKES evaluation
Position/Role Responsible	Administration Academic Coaches A Team Teachers Instructional Paraprofessionals Students Parents
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	We will partner with the following community stakeholders to assist scholars in developing self-management, interpersonal skills, and the appropriate behaviors to deal with conflict resolution. * Phi Beta Sigma - Black Tie Boys Mentoring Program * Griffin and Griffin Towing - Girls, Pearls, and Cupcakes Mentoring Program * YMCA - Mentoring and Academic Support
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Action Step # 2

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)?	* Mount Tabor Baptist Church - Mentoring and Academic Support
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Action Step # 3

Action Step	The faculty and staff will receive training and implement required strategies to transition from the RtI process to the Multi-Tiered System of Supports (MTSS). Teachers will use the district provided framework of evidence based practices in instruction and assessment to address the needs of all students. During weekly common planning, teams of teachers will proactively identify struggling students and design an action plan for improvement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Homeless Race / Ethnicity / Minority Student with Disabilities
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Position/Role Responsible	Administration Academic Coaches PBIS Team Teachers Instructional Paraprofessionals Students Parents
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	We will partner with the following community stakeholders to assist scholars in developing self-management, interpersonal skills, and the appropriate behaviors to deal with conflict resolution. * Phi Beta Sigma - Black Tie Boys Mentoring Program * Griffin and Griffin Towing - Girls, Pearls, and Cupcakes Mentoring Program
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Action Step # 3

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)?	* YMCA - Mentoring and Academic Support * Mount Tabor Baptist Church - Mentoring and Academic Support
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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/School Improvement Plan Team met a total of 5 days to analyze data, complete the Comprehensive Needs Assessment (CNA), and create the FY 19 School Improvement Plan. The team was comprised of a team member from each grade level, academic coaches, counselor, Special Education Department, Administration, and parents.</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>	<ol style="list-style-type: none"> <li>1. All teachers are highly qualified to meet professional qualifications.</li> <li>2. All teaches will receive quality embedded professional development and support throughout the school year.</li> <li>3. All school-wide expectations will be progress monitored through daily focus walks, TKES, lesson plans, data team meetings, and academic coaches' observations</li> </ol>
<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>The SIP is our Title I instructional program that will be implemented at J. D. Davis.                  At-risk students will be supported in all content areas, specifically the literacy block:</p> <ul style="list-style-type: none"> <li>* Daily Direct Classroom Instruction</li> <li>* Daily Push-in Instructional Paraprofessional Support</li> <li>* Weekly Small Group Instruction for McKinney-Vento Students</li> <li>* Daily Small Group Instruction provided by the Title I Intervention Teachers</li> </ul>
<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>J. D. Davis is no longer a Title I targeted assistance school. In previous years, we implemented a flexible learning program; however, we no longer qualify for that funding as of FY 17.</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>J. D. Davis is no longer a Title I targeted assistance school. In previous years, we implemented a flexible learning program; however, we no longer qualify for that funding as of FY 17.</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>J. D. Davis currently houses 4 Pre-Kindergarten Classes. The Pre-Kindergarten department is included in the School Improvement Plan. The Pre-Kindergarten classrooms are monitored in the same way that the local elementary classrooms are monitored:</p> <ul style="list-style-type: none"> <li>* Administrative Focus Walks</li> <li>* Academic Coaches' Observations</li> <li>* Submission of Weekly Data Minutes</li> <li>* TKES</li> </ul> <p>At the end of each school term, a transition meeting is conducted by the Title I Parent Liaison to educate parents about kindergarten programs and expectations in the local elementary schools.</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><b>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.</b></p>	<p>By April 2019, 100% of PreK-5 teachers will be trained in the PBIS classroom modules with 100% effective implementation. Teachers will introduce and model at least one classroom module per quarter.</p>
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**ADDITIONAL RESPONSES**

<p><b>8 Use the space below to provide additional narrative regarding the school's improvement plan</b></p>	<p>J. D. Davis is working together so all can achieve excellence without exception.</p>
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