



# School Improvement Plan

## 2021 – 2024

General Improvement Plan Information	
School	Key Elementary School
Principal	Dr. Jacqueline Flakes
SIP Team Lead	Mrs. Sirona Peters
Grades Served	K-5
Factors used by the District to Identify Students in Poverty (All Schools) – Check One Box	
<input checked="" type="checkbox"/> Community Eligibility Provision (CEP) <input type="checkbox"/> Free/Reduced Meal Application	
Federal Funding Options to be Employed in this Plan (Title I Schools Only) – Check One Box	
<input checked="" type="checkbox"/> Traditional Funding (All Federal Funds are Budgeted Separately) <input type="checkbox"/> Consolidated Funds (State/Local and Federal Funds are Consolidated)	

## TEAM MEMBERS

*The comprehensive needs assessment (CNA)/school improvement plan (SIP) team consists of people who are responsible for working collaboratively throughout the CNA/SIP process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Schools must ensure they are incorporating a paraprofessional in the process.*

Name	Position
Dr. Jacqueline Flakes	Principal
Dr. Sonia Moore	Assistant Principal or Dean
Mrs. Sirona Peters	Academic Coach
Ms. Avis Jackson	Teacher
Mrs. Bailey Belcher	Teacher
Mrs. Florence Evermon	SWD Teacher (when applicable)
Ms. Latisha Bledsoe	ESOL Teacher (when applicable)
Mrs. Deborah Austin	Paraprofessional
Mrs. Keitha Williams	Family Engagement Representative
Ms. Jeanette Armour	Parent
Ms. Tameika Jones	Parent
Dr. Robbin Rowell & Mrs. Jewell Rowell (R & R Rehabilitation)	Business/Community Partner
Mr. Chris Bryant	Business/Community Partner
	GaDOE (SI schools only)
	RESA (SI schools only)

## ADDITIONAL TEAM MEMBERS

Name	Position
Ms. Brittany James	Teacher
Ms. Valerie Mansell	Media Specialist
Ms. Jeneka Bennett	Teacher
Mrs. Aura Johnson	Teacher
Mrs. Joslyn Beasley	Teacher
Ms. Jamie Spanner	Teacher

### How will the team ensure that stakeholders are able to provide meaningful feedback throughout the CNA/SIP process?

The SIP Team has met in May and June of 2021 to work on the Comprehensive Needs Assessment and School Improvement Plan. Surveys were completed by parents, students and staff. A questionnaire was also completed by stakeholders in the community. The School Improvement Plan (SIP) will be presented to the faculty, staff, parents and community stakeholders when completed in order allow continuous input and feedback. The SIP team will meet during the school year. Parents and stakeholders will also have an opportunity to provide feedback.

**OUR SCHOOL MISSION**

To Build **U**ndeniable Learners and Leaders **D**estined for **O**ptimal **G**reatness and **S**uccess

**OUR SCHOOL VISION**

Key Elementary Bulldogs foster independent learners, active engagement and a positive learning environment for all students to achieve academic success.

**OVERARCHING NEEDS**

Overarching Needs in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Students have deficits in reading comprehension skills and math skills for their current grade level.	<ul style="list-style-type: none"> <li>• Students enter current grade level reading/comprehending and mastering math skills below grade level requirements.</li> <li>• Diverse student population</li> <li>• Deficit/lack of previously required phonemic awareness, phonics and fluency skills.</li> <li>• Tier I Instruction</li> <li>• Lack of Rigor</li> <li>• Meet the needs of individual students</li> </ul>	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
2. Students lacking writing skills from across the four domains of the writing standards.	<ul style="list-style-type: none"> <li>• Lack of a school-wide writing program/procedure</li> <li>• Training for writing program</li> </ul>	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
3. Parental Involvement	<ul style="list-style-type: none"> <li>• Poor student attendance</li> <li>• Lack of parental support</li> <li>• Low frequency of communication between parents and school</li> </ul>	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate
4. Implementation of Multi-Tiered Systems of Support to identify early intervention needs of students.	<ul style="list-style-type: none"> <li>• Lack of full staff training on MTSS</li> <li>• Complete implementation of the SST process</li> </ul>	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate

## IMPORTANT

*As you develop your school's Improvement Plan (SIP), the actions in the plan need to align with the district's CNA Overarching Needs/DIP Goals as well as the Powerful Practices, Opportunities for Improvement and Improvement Priorities from the last AdvancED review.*

<b>DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN</b>	
Overarching Needs	Improvement Plan Goals
1. Provide leadership development	1. By July 2022, MCSD will have implemented the first 3 tiers of its leadership development program (Aspiring Principal cohort, Assistant Principals, 1 <sup>st</sup> & 2 <sup>nd</sup> year Principals) and developed the next tier (all Principals) for FY 2023 implementation as well as provide pertinent leadership development training in alignment with the district's mission and vision.
2. Address individual student needs	2. By July 2022, 100% of teachers will implement evidence-based Tier 1 instructional strategies through the standards-based classroom framework with 80% of teachers implementing them effectively as measured by student achievement across content areas and student Lexile scores as well as progress on individual school improvement plans. 3. By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area as measured by status reports, walk-throughs and survey feedback.
3. Monitor progress ( <i>applies to all 4 goals</i> )	4. By July 2023, all MCSD schools will implement Multi-Tiered System of Supports (MTSS) at a "Developing" level or higher as measured by the School MTSS Fidelity of Implementation Rubric.
4. Create a Culture of Kindness	5. By July 2022, MCSD will increase awareness of and adherence to the district's Mission, Vision and Values to create a "Culture of Kindness" for all stakeholders as measured by stakeholder surveys and a reduction in office discipline referrals.

<b>ADVANCED ENGAGEMENT REVIEW FOR ACCREDITATION (FALL 2017)</b>	
Powerful Practices	
1.	The Muscogee County School District is exceptional in engaging stakeholders to support achievement of the system's purpose and direction through the development and maintenance of strong relationships with regular and positive communication among community partners, system staff, students and parents.
2.	The Muscogee County School District fosters a culture of collaboration, excellence and pride that is evident across all levels of the organization.
3.	The Muscogee County School District analyzed its existing utilization of resources and crafted an exceptional plan to prioritize and reorganize resources in order to provide a more structured support system aligned to the organization's needs resulting in greater student performance and system effectiveness.
Opportunities for Improvement	
1.	Design and implement a defined process to review and revise, as indicated, the system and schools' purpose and vision on a regular basis.
2.	Develop, implement and regularly monitor clearly defined system-wide practices to coordinate learning support services that meet the multi-tiered learning needs of all learners.
3.	Align system resources and instructional support with school-based practices to ensure the fidelity of implementation of the collection, analysis and utilization of formative and summative data for increased student learning, achievement and growth.
4.	Develop and implement professional development strategies that focus on utilization of digital resources as an integral component of content delivery.
Improvement Priorities	
1.	Strengthen and monitor professional learning communities to evaluate, interpret and utilize data for personalized learning and differentiated instruction to increase learning, achievement and growth.
2.	Develop and implement a comprehensive professional development plan that addresses the training needs of instructional, instructional support and leadership staff.

**2021 – 2024 OVERARCHING NEEDS & GOALS**

District Overarching Need	SIP Goal
Address individual student needs	By May 2024, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.
School Overarching Need	SIP Goal (SMART process goal, not an outcome goal)
Address individual student learning and achievement needs	By May 2024, 100% of teachers will be trained in Targeted Instructional Strategies with 80% of teachers effectively implementing these strategies as measured by walkthrough data.
Parental Involvement	By May of 2024, 100% of the teachers will be trained in implementing MTSS and parent engagement strategies with 75% implementing effectively as measured by teacher data notebooks/PLC meetings and 80% of parents engaging in a workshop and/or classroom/school-wide activity.

## SHORT TERM ACTION PLAN

**FALL 2021**

### INSTRUCTIONAL GOAL

Goal:	By May 2022, 100% of teachers will be trained in Targeted Instructional Strategies with 80% of teachers effectively implementing these strategies as measured by walkthroughs and professional learning communities.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Designated ILT for Writing Program		All teachers All students	Title I, Part A Title II Title III, Part A	Principal, Elementary Dean, Academic Coach	August 2021-May 2022	Walkthroughs, Weekly, Writing Samples, School- wide Rubric, PLC grade level minutes	Choose an item.
	Intended Outcomes:						
Multicultural Literacy PD		All teachers All students	Title I, Part A Title II Title III, Part A	Principal, Elementary Dean, Academic Coach	August 2021-May 2022	Walkthroughs, Gallery Walk, Student Work Samples, PLC grade level minutes	Choose an item.
	Intended Outcomes:						
PL Team to be trained on Targeted Instruction		All 2 <sup>nd</sup> and 3 <sup>rd</sup> teachers All 2 <sup>nd</sup> and 3 <sup>rd</sup> students	Title I, Part A Title II Title III, Part A	Principal, PL Team	August 2021-May 2022	Peer Observations, Walkthroughs, Data Analysis, PLC grade level minutes	Choose an item.
	Intended Outcomes:						
Implementation of Gradual Release of Responsibility Model		All teachers, All students	Title I, Part A Title II Title III, Part A	Principal, Elementary Dean, Academic Coach and Teachers	August 2021-May 2022	Lesson plans, Walkthroughs, Observations, PLC grade level minutes	Choose an item.
	Intended Outcomes:						
Differentiated Instruction w/ Guided Reading and Guided Math		All teachers, All students	Title I, Part A Title II Title III, Part A	Principal, Elementary Dean, Academic Coach and Teachers	August 2021-May 2022	Lesson plans, Walkthroughs, Observations and Data Analysis PLC	Choose an item.
	Intended Outcomes:						

						grade level minutes	
Multi-Tiered Systems of Support and Student Support Teams & Monitoring Interventions		All teachers, All students	Title I, Part A Title II Title III, Part A	Principal, Elementary Dean, Academic Coach and Teachers	August 2021-May 2022	Lesson plans, Walkthroughs, Observations and Data Analysis PLC grade level minutes	Choose an item.
	Intended Outcomes:						
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
<ul style="list-style-type: none"> <li>Partnerships the YMCA and Columbus State University</li> </ul>							

## SHORT TERM ACTION PLAN

**SPRING 2022**

### INSTRUCTIONAL GOAL

<b>Goal:</b>	By May 2022, 100% of teachers will be trained in Targeted Instructional Strategies with 80% of teachers effectively implementing these strategies as measured by walkthrough data.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Designated ILT for Writing Program		All teachers All students	Title I, Part A Title II Title III, Part A	Principal, Elementary Dean, Academic Coach	August 2021-May 2022	Walkthroughs, Weekly, Writing Samples, School- wide Rubric, PLC grade level minutes	Choose an item.
	Intended Outcomes:						
Multicultural Literacy PD		All teachers All students	Title I, Part A Title II Title III, Part A	Principal, Elementary Dean, Academic Coach	August 2021-May 2022	Walkthroughs, Gallery Walk, Student Work Samples, PLC grade level minutes	Choose an item.
	Intended Outcomes:						
PL Team to train on Personalized Instruction		All 2 <sup>nd</sup> and 3 <sup>rd</sup> teachers All 2 <sup>nd</sup> and 3 <sup>rd</sup> students	Title I, Part A Title II Title III, Part A	Principal, PL Team	August 2021-May 2022	Peer Observations, Walkthroughs, Data Analysis, PLC	Choose an item.

	Intended Outcomes:					grade level minutes	
Implementation of Gradual Release of Responsibility Model		All teachers, All students	Title I, Part A Title II Title III, Part A	Principal, Elementary Dean, Academic Coach and Teachers	August 2021-May 2022	Lesson plans, Walkthroughs, Observations, PLC grade level minutes	Choose an item.
	Intended Outcomes:						
Differentiated Instruction w/ Guided Reading and Guided Math		All teachers, All students	Title I, Part A Title II Title III, Part A	Principal, Elementary Dean, Academic Coach and Teachers	August 2021-May 2022	Lesson plans, Walkthroughs, Observations and Data Analysis PLC grade level minutes	Choose an item.
	Intended Outcomes:						
Multi-Tiered Systems of Support and Student Support Teams & Monitoring Interventions		All teachers, All students	Title I, Part A Title II Title III, Part A	Principal, Elementary Dean, Academic Coach and Teachers	August 2021-May 2022	Lesson plans, Walkthroughs, Observations and Data Analysis PLC grade level minutes	Choose an item.
	Intended Outcomes:						
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							



## SHORT TERM ACTION PLAN

**FALL 2021**

### CLIMATE GOAL

Goal:	By September 2021 the Parent School Contact will be proficient in Parent and Family Engagement requirements in order to bridge relationships with parents to improve attendance, establish effective parent workshops and promote Social Emotional Learning at Key Elementary School.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Train Parent School Contact on all Parent and Family Engagement requirements.		Parent School Contact	Title I, Part A Title III	Principal, Program Specialist for Parent and Family Engagement	August 2021-May 2022	Meeting Agenda and Minutes, Parent and Family Engagement Checklist	Choose an item.
	Intended Outcomes:						
Train all faculty and staff on attendance procedures, including Attendance Incentive Program		All Teachers All Students All Parents	Title I, Part A Title III	Principal, School Clerk, School Counselor, Parent School Contact, Attendance Panel	August 2021-May 2022	Attendance Reports (Daily, Weekly, Monthly), Student Count Project Data, Parent Contact Log	Choose an item.
	Intended Outcomes:						
Conduct Professional Development Social Emotional Learning		All Teachers All Students	Title I, Part A Title III	Principal, Elementary Dean, Academic Coach School Counselor	August 2021-May 2022	Walkthroughs, Student Data, BESS data	Choose an item.
	Intended Outcomes:						
Implementation Parent Focus Group		All Teachers All Students All Parents	Title I, Part A Title III	Principal, Elementary Dean, Parent School Contact, School Clerk	August 2021-May 2022	Agenda, Meeting Minutes	Choose an item.
	Intended Outcomes:						
Implementation of the Student Attendance Count Project		All Teachers All Students All Parents	Title I, Part A Title III	Principal, Elementary Dean, School Clerk, School Counselor,	August 2021-May 2022	Attendance Reports (Daily, Weekly, Monthly),	Choose an item.

	Intended Outcomes:		Student Count Project Data	
<p>If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.</p>				

**SHORT TERM ACTION PLAN**

**SPRING 2022**

**CLIMATE GOAL**

<b>Goal:</b>							
By September 2021 the Parent School Contact will be proficient in Parent and Family Engagement requirements in order to bridge relationships with parents to improve attendance, establish effective parent workshops and promote Social Emotional Learning at Key Elementary School.							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Train Parent School Contact on all Parent and Family Engagement requirements		All Teachers All Students All Parents	Title I, Part A Title III	Principal, Program Specialist for Parent and Family Engagement	August 2021-May 2022	Meeting Agenda and Minutes, Parent and Family Engagement Checklist	Choose an item.
	Intended Outcomes:						
Train all faculty and staff on attendance procedures, including Attendance Incentive Program		All Teachers All Students All Parents	Title I, Part A Title III	Principal, School Clerk, School Counselor, Parent School Contact, Attendance Panel	August 2021-May 2022	Attendance Reports (Daily, Weekly, Monthly), Student Count Project Data, Parent Contact Log	Choose an item.
	Intended Outcomes:						
Conduct Professional Development Social Emotional Learning		All Teachers All Students All Parents	Title I, Part A Title III	Principal, Elementary Dean, Academic Coach School Counselor	August 2021-May 2022	Walkthroughs, Student Data, BESS data	Choose an item.
	Intended Outcomes:						
Implement Parent Focus Group		All Teachers All Students All Parents	Title I, Part A Title III	Principal, Elementary Dean, Parent School Contact, School Clerk	August 2021-May 2022	Agenda, Meeting Minutes	Choose an item.
	Intended Outcomes:						
Implement the Student		All Teachers All Students All Parents	Title I, Part A Title III	Principal, Elementary Dean, School Clerk,	August 2021-May 2022	Attendance Reports (Daily, Weekly, Monthly),	Choose an item.

Attendance Count Project				School Counselor, Attendance Panel		Student Count Project Data	
	Intended Outcomes:						
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							

## YEAR 1

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	Multi-Tiered Systems of Supports and Student Support Team	Instructional Goal		Agendas; PD Sign-In sheets, PLC minutes, lesson plans, walkthroughs, student and staff data
PD Day #2	Personalized Learning: Targeted Instruction	Instructional Goal		PLC meeting minutes, Collaborative grade level team meeting minutes, walkthroughs, student data and student tier forms.
PD Day #3	Social Emotional Learning	Climate Goal		Agenda, Leadership Team minutes, student attendance data
Additional PD	Multicultural Literacy	Instructional Goal		Agenda, Gallery Walk, Walkthroughs, Student Data, PLC grade level meeting minutes

## REQUIRED QUESTIONS FOR ALL SCHOOLS

In developing this plan, briefly describe how the school sought advice from various stakeholders (ex. teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners and other stakeholders).

This plan was written with the input from our school community which includes all faculty and staff, parents, students and community business partners. We met as a School Improvement Team, as well as additional input from additional teachers. Prior to meeting, we conducted surveys with students, faculty, staff and parents in order to provide feedback as we worked on the plan. Additionally, we compiled all our school data to review during this process and made it available to the School Improvement Plan team during our meetings.

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.

Since our climate goal focuses on attendance, we believe that it will be important to implement our school-wide PBIS expectations and school-wide discipline plan to reduce the number of out of school suspension days for our students.

Describe any continuing and/or new Title IV-A funded activities and programming, including objectives and intended outcomes, planned for supporting:

- Well-rounded educational opportunities for all students
- Safe and healthy students
- Effective use of technology by students

Key Elementary's Multicultural Literacy programming will support well-rounded educational opportunities for students. Also, the "Till Tomorrow School Garden" program will allow us an opportunity to demonstrate safe and healthy practices. We implement technology through the curriculum to ensure its effective use.

### **Elementary Schools Only**

Describe how the school will support, coordinate and integrate services with early childhood programs at the school level, including strategies for assisting pre-school children in the transition from early childhood education programs to the elementary school.

Also, describe what supports and/or services will be put into place to support 5<sup>th</sup> grade students in their transition to middle school.

We will continue to provide our annual pre-k to kindergarten transition program for parents.

### **Middle Schools Only**

Describe how the school will support, coordinate and integrate services with elementary schools, including strategies for 5<sup>th</sup> grade students in the transition from elementary school to middle school.

Also, describe what supports and/or services will be put into place to support 8<sup>th</sup> grade students in their transition to high school.

## **REQUIRED QUESTIONS FOR TITLE I SCHOOLS**

Describe how the school will ensure that enrolled low-income and minority students are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers.

As we hire and retain staff, we strive to ensure that teachers are highly qualified and that staff is fully trained. We also make sure our classes are diverse. Finally, we consistently review student data across all academic areas.

Provide a general description of the Title I instructional program being implemented. Specifically define the content areas to be addressed and the strategies to be utilized to address the identified needs of the most at-risk students in the school. Include any services being provided for homeless students or any students living in group homes.

The Title I Instructional program will address Reading, English/Language Arts, Mathematics, Science and Social Studies through the Targeted Strategies area of Personalized Learning. Some of the strategies include Gradual Release of Responsibility Model, Differentiated Instruction through small group instruction via Guided Reading and Guided Math.