



School Improvement Plan 2018 - 2019



**Muscogee County
Dorothy Height Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Dorothy Height Elementary School
Team Lead	Lamont Sheffield

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	School Climate and Culture
Root Cause # 1	PBIS not fully and effectively implemented with fidelity. No formal training was provided.
Root Cause # 2	Teacher referral expectations and processes not clear and consistent.
Goal	By May 2019, 100% of teachers will be trained in six (6) out of ten (10) Tier 1 critical elements of PBIS with a 90% implementation rate as measured by the Benchmarks of Quality (BoQ) and Tiered Fidelity Inventory (TFI) Tier I crosswalk.

Action Step # 1

Action Step	Critical Element #2: Engage Faculty Commitment
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	Sign-in sheets, Discipline Data report, and Surveys
Position/Role Responsible	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)?	PBIS
---	------

Action Step # 2

Action Step	Critical Element #3 - Develop effective procedures for dealing with discipline
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	Sign-in sheets, Discipline Data report, and Surveys
Position/Role Responsible	PBIS Team Assistant Principal
Timeline for Implementation	Quarterly

Action Step # 3

Action Step	Critical Element #4 - Develop a Data Entry and Analysis Plan
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	Sign-in sheets, Discipline Data report, and Surveys
Position/Role Responsible	PBIS Team
Timeline for Implementation	Monthly

Action Step # 4

Action Step	Critical Element #5 - Develop Expectations and Rules
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	Sign-in sheets, Discipline Data report, and Surveys
Position/Role Responsible	PBIS Team, Faculty/Staff
Timeline for Implementation	Yearly

Action Step # 5

Action Step	Critical Element #6 - Established a Reward/Recognition Program
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	Sign-in sheets, Data from Digital Reward Systems, Discipline Data report, and Surveys
Position/Role Responsible	PBIS Team, Faculty/Staff
Timeline for Implementation	Weekly

Action Step # 6

Action Step	Critical Element #7 - Develop Lesson Plans for Teaching Expectations and Rules
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	Sign-in sheets, Lesson plans, and Surveys
Position/Role Responsible	PBIS Team, Faculty/Staff, Students
Timeline for Implementation	Weekly

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	School-wide Literacy Focus
Root Cause # 1	Lack of literacy implementation across the curriculum. No formal school-wide literacy/reading practices.
Root Cause # 2	Lack of collaborative planning for teachers to address students' learning needs and no active data team to analyze student data to inform and differentiate instruction.
Goal	By May 2019, 100% of K-5 teachers will be trained on the balanced literacy framework with 90% successful teacher implementation as measured by observational data.

Goal Implementation

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)?	
---	--

Action Step # 1

Action Step	Implement schoolwide 'Literacy Across the Curriculum' strategies.
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	Lesson Plans, Student work samples, observational data
Position/Role Responsible	Principal, Assistant Principal, Academic Dean, Academic Coaches, Teachers
Timeline for Implementation	Weekly

Action Step # 2

Action Step	Establish collaborative planning and data teams to disaggregate data to inform and differentiate instruction.
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	Data Team Reports, Student work samples, Common assessments, Meeting Agendas and Sign in Sheets
Position/Role Responsible	Principal, Assistant Principal, Academic Dean, Academic Coaches, Teachers
Timeline for Implementation	Weekly

Action Step # 3

Action Step	Provide Professional Development on the Gradual Release of Responsibility Framework to all teachers.
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	Sign-in sheets, Lesson plans, observational data
Position/Role Responsible	Academic Dean, Academic Coaches, Teachers
Timeline for Implementation	Quarterly

Action Step # 4

Action Step	Implement Daily Non-Negotiable Schoolwide Literacy Initiatives including Increased Learning Time (ILT) and Drop Everything And Read (D.E.A.R).
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	Master Schedule, Lesson plans, observational data
Position/Role Responsible	Teachers, Academic Dean, Academic Coaches
Timeline for Implementation	Others : Daily

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>Due to new Administration transitioning in, only the school leadership was able to meet during the Summer to plan and set goals for the 2018-2019 school year. However, we were able to gain feedback from faculty and staff via an End of the Year survey. The leadership team used this feedback to address concerns and establish new ideas.</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>Extensive efforts are made to attract, support, and maintain teachers 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>The Title I Instructional Program being implemented at Dorothy Height Elementary School targets ELA, Math, Science, and Social Studies. Teachers will receive training on the Gradual Release Framework with a focus on modeling during focused instruction and questioning, checks for understanding and differentiation during Guided Instruction. Baker also uses Lexia Core5, Achieve 3000, Reading Wonders, Guided Reading, F&P BAS, Envision Math, and Dreambox to encourage, monitor, and support leveled and high interest reading to increase Lexile Levels. Teachers are supported by two Title I Intervention teachers (math and literacy), and two Title I Academic Coaches.</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>

<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>Two Pre-K classes will added this school year.</p>
--	---

<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>
---	------------

<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>We will effectively implement a Positive Behavioral Intervention and Supports (PBIS) team to train faculty and staff as well as monitor the implementation of the strategies. We have developed a School Wide PBIS Matrix that includes all expectations and rules for common areas of the school. The team will review data monthly to determine if changes are needed and will share the information with the faculty and staff.</p>
--	---

ADDITIONAL RESPONSES

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