



School Improvement Plan 2018 - 2019



Muscogee County South Columbus Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	South Columbus Elementary School
Team Lead	Dawn Jenkins

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	To increase students writing scores, a professional development plan is needed to further develop teachers use of effective writing strategies across contents.
Root Cause # 1	A lack of formalized writing plan with a consistent assessment tool to support students who perform below grade level on the writing portions of the GMAS.
Goal	By May 2019, 100% of teachers in grades K-5 will receive training utilizing a balanced literacy framework that includes effective reading and writing instruction and 85% of teachers will successfully implement the strategies as measured by walk through/focus walk data.

Action Step # 1

Action Step	Teachers will establish a protocol for consistent implementation of a year-long writing 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 Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data team meetings Vertical team meetings Grade level team meetings
Position/Role Responsible	Teachers Academic Coach Principal/Assistant Principal
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	Teachers will utilize The Writing Strategies Book by Jennifer Serravallo, as an instructional guide for teaching effective writing strategies to students.
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 Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data team meetings Grade level meetings Vertical team meetings
Position/Role Responsible	Teachers Academic Coach Principal/Assistant PRincipal
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	Three writing samples will be collected in the fall, winter, and spring, using a pre-determined prompt to establish if students are making progress in developing their writing skills using a common grade level standards-based writing rubric.
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 Professional Capacity

Action Step # 3

Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data team meetings Grade level meetings Vertical team meetings Assessment data pre to post
Position/Role Responsible	Teachers Academic Coach Principal/Assistant PRincipal
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 carrying out this action step(s)?	
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Action Step # 4

Action Step	Develop a year-long professional development plan that addresses effective teaching and learning practices that impact student success in all content areas.
Funding Sources	Title I, Part A Title II, Part A IDEA McKinney-Vento
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	Data team meetings Analysis of student work pre to post Focus walks TKES data
Position/Role Responsible	Principal Assistant Principal Academic Coach
Timeline for Implementation	Monthly

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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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Use of SEL curriculum to address behavioral needs of students in grades pre-k through 5.
Root Cause # 1	Students lack social skills to have positive interactions with peers and adults. They have not developed the ability to positive express emotions such as empathy, frustration, sadness and fear.
Goal	By May 2019, 100% of teachers will be trained on PBIS in the Classroom and 85% of teachers implementing these practices effectively with an emphasis on consequence system for academic engagement and instructional practices for student engagement.

Action Step # 1

Action Step	Teachers will receive training on PBIS in the Classroom focusing on the implementation of specific strategies for improving student engagement and a progression of consequences.
Funding Sources	Title I, Part A 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	Classroom walkthroughs PBIS monthly meetings
Position/Role Responsible	Principal/Assistant Principal PBIS Coach Academic Coach
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	
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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)?	
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Action Step # 2

Action Step	Tier 2 MTSS team will be established to increase targeted instruction/intervention and supplemental support, in addition to the SEL curriculum.
Funding Sources	Title I, Part A 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	MTSS team meetings
Position/Role Responsible	Principal/Assistant Principal PBIS Coach Academic Coach
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	Determine an appropriate evaluation tool to measure both teacher implementation and effectiveness of instruction on student engagement.
Funding Sources	Title I, Part A 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	PBIS walkthrough data
Position/Role Responsible	Principal/Assistant Principal PBIS Coach Academic Coach
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 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>Data collected throughout the year from various Title I surveys, school climate surveys and other data sources were use to note strengths and weaknesses of the overall school program. Stakeholder input was also sought through leadership team, local school council, monthly parent workshops and PIE meetings.</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 teachers in grades kindergarten through fifth meet professional qualifications. A full-time academic coach provides professional development, teacher support and coaching to ensure that they are equipped with effective, evidence based instructional methods to meet the needs of our diverse learners.</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>At SCES, we have a school-wide Title I program. It consists of:</p> <ul style="list-style-type: none"> ● Shared vision among entire school staff (Creating a sense WE) ● Academic focus (gradual release) ● Planning and design(RTI/SST) ● Family and community involvement (Title I parent liaison) ● Structure is common throughout the school (PBIS) ● Professional Development (PLC's) ● Inclusiveness (meeting needs of ALL students) ● Evaluation of progress
<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>SCES is an ESC (early success center) where we serve pre-k students from neighboring elementary school zones. Five regular education pre-k classrooms and one STEPS pre-k classroom provide a curriculum that supports students as they prepare for kindergarten readiness. The goal is to provide both academic and social-emotional learning through the Bright From the Start curriculum.</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>We utilize PBIS, a framework for teaching desired behavioral outcomes through positive reinforcement. PBIS has a few important principles:</p> <ul style="list-style-type: none"> ● Every child can learn proper behavior. ● Stepping in early can prevent more serious behavior problems. ● Each child is different and we need to provide many kinds of behavior support. ● We teach behavior based on evidence based research and science. ● Following a child's behavioral progress is important. ● We gather and use data to make decisions about behavior problems.
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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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