



# School Improvement Plan 2018 - 2019



**Muscogee County  
Dimon Elementary**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Dimon Elementary
Team Lead	Janet Sellers

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)NA

## 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:

<b>Specific</b>	<b>Measurable</b>	<b>Attainable</b>	<b>Relevant</b>	<b>Time-Bound</b>
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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	To enhance our reading and writing instruction and the types of strategies teachers are focusing on as they work with collaborative conversations.
Root Cause # 1	In K-3, 30 to 40% of students are reading below grade level and they are not prepared to move to the next grade level. In 3-5 students are not able to analyze and evaluate what they are reading.
Goal	By May 2019, 100% of our teachers will be trained while 75% of our teachers will model and facilitate the use of collaborative language in order to support student's higher level thinking and long term memory skills through the use of reading, writing and Stem/Steam activities in all content areas.

#### Action Step # 1

Action Step	Stem/Steam conferences, Stem/Steam school visits, Stemapalooza, RESA Stem Conference, Math Collaborative,
Funding Sources	Title I, Part A Title I, Part C Title I, Part D IDEA
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	100% of our teachers will be monitored using walk throughs, TKES, collaborative rubrics, checklists, and lesson plans
Position/Role Responsible	Principal
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a	We are partnering with the Springer Opra House and Columbus State University to facilitate our school as we become Steam certified.
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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)?	We are partnering with the Springer Opra House and Columbus State University to facilitate our school as we become Steam certified.
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Last year we had a huge increase in office referrals. In 2016-2017 we had 98 office referrals and in 2017-2018 we had 237 office referrals. We would like to see a reduction in office referrals this year as well as address some of the extreme student behaviors we experienced last year.
Root Cause # 1	Students are not taught positive behaviors. We see a real need to teach them positive behaviors so this year teachers will be trained in acknowledging positive behaviors and de-escalation techniques for students with extreme behaviors that do not respond to positive reinforcements.
Goal	The 2018-2019 school climate goal, 100% of teachers will create a behavior matrix and an acknowledgement system in order to reduce office referrals by 40%.

Action Step # 1

Action Step	PD's on acknowledgment systems and behavior matrix.
Funding Sources	Title I, Part A Title II, Part A McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant 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	walk throughs, PBIS meetings, faculty meetings, lesson plans
Position/Role Responsible	Principal/Training teachers
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	The action steps will be carried out along with the school's PBIS team, support from the district PBIS team, Project Aware and our school's PTO committee.
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Action Step # 1

<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>	<p>The action steps will be carried out along with the school's PBIS team, support from the district PBIS team, Project Aware and our school's PTO committee.</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>We had school improvement focus team (SIFT) meetings, faculty meetings, Stem committee meetings, PTO meetings and school council 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>Dimon's teachers meet professional qualifications. We support new teachers through a mentoring program, through grade level and data team meetings and through the academic coach and administrative conferences and feedback sessions.</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>Dimon is currently a Stem certified school. We integrate all subject areas as well provide students with differentiated instruction on a daily basis.</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>Our kindergarten teachers use the second step program and PBIS to begin to introduce our incoming students to our behavior system and expectations. They use an acknowledgement system to provide positive reinforcement for desired behaviors. They use Stem curriculum, as well as district mandated curriculum, to guide their instruction. They also use district mandated assessments in order to assess their learning needs. Kindergarten students receive art, music and physical education as part of their structured day and we utilize our parent coordinator to act as a bridge between our incoming kindergarten students and parents new to Dimon. Our coordinator sets up events for our new kindergarten students and keeps an open line of communication with parents as their kindergarten student begins their career in elementary 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>	<p>We are a PBIS Operation school. We have strategies in place to address the 3% of our population that have extreme behaviors. We provided training through PBIS as well as outside consultants to provide support for our teachers in the classroom.</p>
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**ADDITIONAL RESPONSES**

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	<p>For the 2018-2019 school year, our second goal with regards to PBIS, 100% of teachers will create a behavior matrix and an acknowledgement system in order to reduce office referrals by 40%.</p>
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