



School Improvement Plan 2019 - 2020



Muscogee County Dawson Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Dawson Elementary School
Team Lead	Dr. C. Shanta Patrick

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 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Planning and implementation of rigorous, differentiated instruction in all classrooms
Root Cause # 1	Lack of a clear definition and a common understanding of rigor within lessons. Lack of professional learning aligned to the meaning of rigor in instruction.
Goal	By May 2020, all teachers will be trained on planning and implementing rigorous, differentiated instruction in the classroom with 80% of teachers effectively implementing the rigorous, differentiated instruction, as measured by walk-throughs, classroom observations, and lesson plans.

Action Step # 1

Action Step	Implement the Gradual Release Instructional Framework
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	* Review of lesson plans by administrators and academic coach * Classroom observations by administrators, academic coach, and district personnel

Action Step # 1

Position/Role Responsible	All Faculty and Staff
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)?	
---	--

Action Step # 2

Action Step	Differentiated Professional Learning Community (PLC) for the K-5 Teachers.
Funding Sources	N/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	Agendas and minutes from grade level meetings, faculty/staff meetings, and PD sessions
Position/Role Responsible	All Faculty
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)?	
---	--

Action Step # 3

Action Step	Implement student data notebooks in grades K-5 and student-led parent conferences
Funding Sources	N/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	*Review of teacher/student conferencing documentation *Analysis and review of student assessment data * Review of teacher documentation on student performance on learning target/success criteria
Position/Role Responsible	All Faculty All students
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)?	
---	--

Action Step # 4

Action Step	Review curriculum resources to ensure teachers understand the rigor of learning targets and know where to locate research-based differentiated strategies
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 4

Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas and minutes from grade level meetings, faculty/staff meetings, and PD sessions
Position/Role Responsible	All Faculty
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)?	
---	--

Action Step # 5

Action Step	Utilize Achieve 3000 and Lexia to analyze, scaffold, monitor, and increase Lexile levels
Funding Sources	Title I, Part A Title I, Part C Title I, Part D 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	Achieve 3000 and Lexia Reports
Position/Role Responsible	Academic Coach Administrators All Faculty
Timeline for Implementation	Weekly

Action Step # 5

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 # 6

Action Step	Utilize the MTSS framework to plan and deliver evidence-based interventions and supports for students based on instructional need.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, 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 Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	*MTSS/SST Meeting documentation *Agendas and minutes from grade level meetings
Position/Role Responsible	All Teachers and administrators
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)?	
---	--

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Promoting positive interactions and a sense of community among faculty, staff, and students.
Root Cause # 1	Rules, practices, and procedures necessary for a safe, orderly school are in place. However, the PBIS Classroom Modules have not been implemented with fidelity in all classrooms. Evidence exists that a culture of trust and respect has been established, but a sustained commitment to promoting positive interactions and a sense of community remains a need. The achievements and accomplishments of students and staff are recognized and celebrated, but increasing the frequency and/or consistency is needed.
Goal	By May 2020, 100% of the faculty and staff will participate in Professional Development on de-escalation strategies and preventing/managing challenging behaviors with 80% of the faculty implementing the strategies effectively, as measured by walk-throughs, classroom observation checklists, and informal observations throughout the school.

Action Step # 1

Action Step	Implement rituals and routines consistently for first 21 days and routinely throughout the school year
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	* Weekly review of SWIS data by administrators and monthly review by PBIS Team * Classroom focus walks and observations
Position/Role Responsible	All Faculty and Staff All Students
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	
---	--

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)?	
---	--

Action Step # 2

Action Step	Implement the PBIS Classroom Modules
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	* Focus walks and observations throughout school and in classrooms by administrators and district personnel.
Position/Role Responsible	All Faculty and Staff
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)?	
---	--

Action Step # 3

Action Step	Provide training on de-escalation and preventing and managing challenging behaviors
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	* Weekly review of SWIS data by administrators and monthly review by PBIS Team *Observations throughout school and in classrooms by administrators and district personnel
Position/Role Responsible	All Faculty and Staff
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)?	
---	--

Action Step # 4

Action Step	Routinely recognize students and staff for student achievement, attendance, and other accomplishments
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 4

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	*PD/meeting agendas and sign-in sheets * Weekly review of SWIS data by administrators and monthly review by PBIS Team * Observations throughout the school and in classrooms by administrators and district personnel
Position/Role Responsible	PBIS Coach Administrators
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)?	
---	--

Action Step # 5

Action Step	Create and implement a calendar/schedule for events, rewards, and incentives throughout the year
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Calendars Sign-In Sheets Agendas
Position/Role Responsible	Administrators
Timeline for Implementation	Weekly

What partnerships with IHEs,	
------------------------------	--

Action Step # 5

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 # 6

Action Step	Consistently recognize positive behaviors in the classroom and school-wide.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Use of PBIS Rewards app and Tiger Bucks
Position/Role Responsible	All faculty and staff
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)?	Donations from community members and businesses
---	---

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>Meetings were held with faculty/staff, parents, and community members to obtain input and feedback on the School Improvement Plan. Parents, students, and faculty/staff also completed surveys, and the results were reviewed by the School Improvement Team.</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 Dawson teachers will meet 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>All students will receive instruction in ELA/reading, math, science, social studies, art, music, and physical education based on the Common Core Georgia Performance Standards. Students with weaknesses in academic and/or social-emotional areas will be identified through on-going monitoring and assessments. The needs of students with disabilities or limited English proficiency, homeless and migrant students, and neglected or delinquent students will be identified and addressed to ensure that all students have opportunities to be successful in school. Differentiated instruction and interventions will be used to address students' identified strengths and weaknesses.</p> <p>Muscogee County School District will provide a free and appropriate public education for children whose primary residence is a facility or treatment center for neglected children. These students will be evaluated by means of the same assessment instruments as other students to measure academic achievement. School personnel will follow District, State, and federal guidelines to ensure students meet State standards established for all learners.</p> <p>Participation in parental involvement opportunities offered by the District, as well as school-based activities, will be available for directors and personnel from each residential facility or treatment center. Further, parental assistance may be provided by means of parenting materials, resources, and supplies available for all parents of students enrolled in schools within the District.</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>Pre-K to Kindergarten:</p> <ul style="list-style-type: none"> ● Pre-K parents will attend workshops to address readiness skills and how to help their children develop these skills throughout the year and during the summer break ● Parent workshops will be conducted periodically to give practical instruction to parents of Pre-K students. ● Pre-K teachers will work with pre-k students, parents, and teachers by assisting with questions that arise throughout the school year concerning Kindergarten requirements. ● The District will host a Kindergarten Round-up in the spring. ● Kindergarten teachers will host an Open House for parents and students to visit Kindergarten classrooms. ● Information on Kindergarten expectations will be provided to Pre-K parents.
--	--

<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</p>	<p>N/A</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>PBIS classroom modules are being implemented in all classrooms and at all grade levels. PBIS strategies and practices include preventative and responsive approaches to discipline. Behavioral expectations are taught to all students, and students are recognized for appropriate behavior. Implementation of the PBIS classroom modules includes PD and ongoing support for faculty and staff. Teachers will participate in training on distinguishing between classroom infractions and office discipline referrals. Teachers will also learn strategies to effectively address Tier 2 and Tier 3 behaviors.</p>
--	---

ADDITIONAL RESPONSES

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