



# School Improvement Plan

## 2021 – 2024

General Improvement Plan Information	
School	River Road
Principal	Philip Bush
SIP Team Lead	Amber Martin
Grades Served	Pk-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 type="checkbox"/> Traditional Funding (All Federal Funds are Budgeted Separately) <input checked="" 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
Philip Bush	Principal
Jan Thomas	Assistant Principal or Dean
Amber Martin	Academic Coach
Hannah Walker	Teacher
Joshua Renfrow	Teacher
Jennifer Redmond	SWD Teacher (when applicable)
Danielle Esselman	ESOL Teacher (when applicable)
Traci Spurlock	Paraprofessional
Tammy Caldwell	Family Engagement Representative
Lisa Elliott	Parent
Jennifer Theel	Parent
Courtney Ellis (WC Bradley)	Business/Community Partner
	Business/Community Partner
	GaDOE (SI schools only)
	RESA (SI schools only)

**ADDITIONAL TEAM MEMBERS**

Name	Position
Lois Ancrum	School Counselor

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

The SIP team met for 6 days to work on the CAN & SIP. Surveys were sent to parents, students and staff to gain input from all stakeholders. The SIP will be presented to staff and parents when completed in order to allow continue discussion and feedback. As the SIP team meets throughout the year, stakeholders will be provided a chance to be involved in decisions.

### OUR SCHOOL MISSION

The mission of River Road Elementary is to provide a safe, nurturing, student centered learning environment that promotes academic excellence, student creativity, and life-long learning.

### OUR SCHOOL VISION

River Road is a family where all are valued, encouraged and inspired.

### OVERARCHING NEEDS

Overarching Needs in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Academically Challenging Environment	<ul style="list-style-type: none"><li>• Diverse student population</li><li>• lack of rigor</li><li>• language acquisition</li><li>• tier I instruction</li></ul>	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
2. Social Emotional Learning	<ul style="list-style-type: none"><li>• Family/home environment</li><li>• mental health</li><li>• social skills / coping skills</li></ul>	<input type="checkbox"/> Instructional <input checked="" 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 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 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)
Academically Challenging Environment	By May of 2024, River Road teachers will demonstrate growth in implementing Personalized Learning in the area of Targeted Instruction with 90% fidelity as measure by focus walks, grade level meetings and survey feedback.
Social Emotional Learning	By May of 2024, River Road will cultivate a positive learning environment with a focus on student-teacher relationships and wellness with 100% fidelity as measured by surveys, focus walks and discipline data.

## SHORT TERM ACTION PLAN: Fall 2021 **Instructional**

Goal:	By May of 2024, River Road teachers will demonstrate growth in implementing Personalized Learning in the area of Targeted Instruction with 90% fidelity as measure by focus walks, grade level meetings and survey feedback.						
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI		
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
Teachers will complete ELL PD	ELL Students	Title I, Part A Title I, Part C Title III, part A	All school admin and teachers	August - September	Lesson plan; grade level meetings; walkthroughs	PD sign in sheets; TKES; grade level meeting minutes; lesson plans	Choose an item.
	Intended Outcomes:	Improve content instruction to our ELL population					
Specified teachers will complete Co-teaching training	Sped Students	IDEA Title I, Part A	Regular Ed & Sped teachers in co-taught classrooms	August-September	Lesson plan; grade level meetings; walkthroughs	PD sign in sheets; TKES; grade level meeting minutes; lesson plans	Choose an item.
	Intended Outcomes:	Improve instruction in co-taught classrooms / clarify expectations					
PL Team will train staff on Personalized Learning: focus targeted instruction	All students	Title I, part A Title I, part C Title III, part A McKinney Vento IDEA	PL team; Academic Coach; School Admin.	August - December	Peer observations; lesson plan; grade level meetings; walkthroughs	Peer observation schedule & notes; lesson plans; walkthroughs	Choose an item.
	Intended Outcomes:	Phased implementation of Personalized learning w/ focus on Targeted Instruction					
Weekly data team meetings & grade level meetings	All students	Title I, part A Title I, part C Title III, part A McKinney Vento IDEA	Classroom Teachers; Academic Coach; School Admin.	August -May	Weekly data team minutes & agendas	Data team minutes; lesson plans; walkthroughs	Choose an item.
	Intended Outcomes:	Teachers will use data to plan and create consistent instruction across the grade level					
Teacher led instruction is differentiated for students through small group guided instruction	All students	Title I, part A Title I, part C Title III, part A McKinney Vento IDEA	School admin; Academic Coach; Classroom teachers	August-May	Lesson plan; walkthroughs; grade level meetings; data teams	Grade level meeting minutes; lesson plans; walkthroughs	Choose an item.
	Intended Outcomes:	Using student data, increase Small Group guided instruction to 3x weekly (minimum)					
Quarterly Assessments (Lexia, Achieve, IXL, STAR)	All students	Title I, part A Title I, part C Title III, part A McKinney Vento IDEA	Classroom teachers; academic coach; lab manager	August – May (every 9 weeks)	Lexia/ STAR Reading / IXL / Achieve	Data sheets	Choose an item.
	Intended Outcomes:	Provide consistent schoolwide data to monitor learning and guide instruction & PD					

Academic Coach will provide instructional support for teachers	All teachers	Title I, part A Academic Coach Classroom Teachers August-May Meeting minutes Intended outcome: improved teacher instruction	Pd Sign in sheets Meeting minutes	
Intervention Teacher will provide instructional support for at risk students	Identified at risk students	Title I, part A Title I, part C Title !!!, part A McKinney Vento Intended outcome: close gaps for at-risk students	intervention teacher August-May student data	Lesson plans; assessments; walkthroughs

## SHORT TERM ACTION PLAN: Spring 2022 **Instructional**

Goal:	By May of 2024, River Road teachers will demonstrate growth in implementing Personalized Learning in the area of Targeted Instruction with 90% fidelity as measure by focus walks, grade level meetings and survey feedback.						
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI		
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
Teachers will complete ELL PD	ELL Students	Title I, Part A Title I, Part C Title III, part A	All school admin and teachers	August - September	Lesson plan; grade level meetings; walkthroughs	PD sign in sheets; TKES; grade level meeting minutes; lesson plans	Choose an item.
	Intended Outcomes:	Improve content instruction to our ELL population					
Specified teachers will complete Co-teaching training	Sped Students	IDEA Title I, Part A	Regular Ed & Sped teachers in co-taught classrooms	August-September	Lesson plan; grade level meetings; walkthroughs	PD sign in sheets; TKES; grade level meeting minutes; lesson plans	Choose an item.
	Intended Outcomes:	Improve instruction in co-taught classrooms / clarify expectations					
PL Team will train staff on Personalized Learning: focus targeted instruction	All students	Title I, part A Title I, part C Title III, part A McKinney Vento IDEA	PL team; Academic Coach; School Admin.	August - December	Peer observations; lesson plan; grade level meetings; walkthroughs	Peer observation schedule & notes; lesson plans; walkthroughs	Choose an item.
	Intended Outcomes:	Phased implementation of Personalized learning w/ focus on Targeted Instruction					
Weekly data team meetings & grade level meetings	All students	Title I, part A Title I, part C Title III, part A McKinney Vento IDEA	Classroom Teachers; Academic Coach; School Admin.	August -May	Weekly data team minutes & agendas	Data team minutes; lesson plans; walkthroughs	Choose an item.
	Intended Outcomes:	Teachers will use data to plan and create consistent instruction across the grade level					
Teacher led instruction is differentiated for students through small group guided instruction	All students	Title I, part A Title I, part C Title III, part A McKinney Vento IDEA	School admin; Academic Coach; Classroom teachers	August-May	Lesson plan; walkthroughs; grade level meetings; data teams	Grade level meeting minutes; lesson plans; walkthroughs	Choose an item.
	Intended Outcomes:	Using student data, increase Small Group guided instruction to 3x weekly (minimum)					
Quarterly Assessments (Lexia, Achieve, IXL, STAR)	All students	Title I, part A Title I, part C Title III, part A McKinney Vento IDEA	Classroom teachers; academic coach; lab manager	August – May (every 9 weeks)	Lexia/ STAR Reading / IXL / Achieve	Data sheets	Choose an item.
	Intended Outcomes:	Provide consistent schoolwide data to monitor learning and guide instruction & PD					



Academic Coach will provide instructional support for teachers	All teachers	Title I, part A Academic Coach Classroom Teachers August-May Meeting minutes Intended outcome: improved teacher instruction	Pd Sign in sheets Meeting minutes	
Intervention Teacher will provide instructional support for at risk students	Identified at risk students	Title I, part A Title I, part C Title !!!, part A McKinney Vento Intended outcome: close gaps for at-risk students	intervention teacher August-May student data	Lesson plans; assessments; walkthroughs

## SHORT TERM ACTION PLAN: Fall 2021 **CLIMATE**

Goal:	By May of 2024, River Road will cultivate a positive learning environment with a focus on student-teacher relationships and wellness with 100% fidelity as measured by surveys, focus walks and discipline data.						
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI		
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
PBIS "In the Classroom" PD	All students	Title I, part A; Title I, part C; Title III, part A; McKinney Vento; IDEA	PBIS Team; School Admin	August - September	Walkthroughs; lesson plans	Agenda; sign in sheets;	Choose an item.
	Intended Outcomes:	Improve classroom learning environment and classroom management.					
Teach Rituals, Routines and Procedures	All Students	Title I, part A; Title I, part C; Title III, part A; McKinney Vento; IDEA	Classroom Teachers; PBIS Team; School Admin	August - September	Walkthroughs; lesson plans	Lesson plans; walkthroughs	Choose an item.
	Intended Outcomes:	Establish structure in the classroom and school to improve student engagement and behavior.					
Connecting with Kids lessons during "Morning Nesting"	All students	Title I, part A; Title I, part C; Title III, part A; McKinney Vento; IDEA	Classroom Teachers; PBIS Team; School Admin	August - May	Walkthroughs; lesson plans	Lesson plans; walkthroughs; surveys	Choose an item.
	Intended Outcomes:	Build stronger teacher-student relationship and help ID & monitor students in "crisis"					
Small Group Counseling	Identified Students	Title I, part A; Title I, part C; Title III, part A; McKinney Vento; IDEA	School Counseling	August - May	School Counseling records	School Counseling records	Choose an item.
	Intended Outcomes:	Help students gain necessary skills to function in school and home.					
PBIS Rewards for students from the "Nest"	All Students	Title I, part A; Title I, part C; Title III, part A; McKinney Vento; IDEA	Classroom Teachers; PBIS Team; School Admin	August- May	Rewards points sheet; inventory	Rewards points sheet; inventory	Choose an item.
	Intended Outcomes:	Encourage positive behaviors throughout school.					
Quarterly Family Nights	All Students & Families	Title I, part A; Title I, part C; Title III, part A; McKinney Vento; IDEA	Faculty & Staff	August - May	Sign in sheets	Sign in sheets; parent surveys	Choose an item.
Intended Outcomes:	Establish positive family/school interactions and foster parent engagement.						

## SHORT TERM ACTION PLAN: Spring 2022 **CLIMATE**

Goal:	By May of 2024, River Road will cultivate a positive learning environment with a focus on student-teacher relationships and wellness with 100% fidelity as measured by surveys, focus walks and discipline data.						
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI		
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
PBIS "In the Classroom" PD	All students	Title I, part A; Title I, part C; Title III, part A; McKinney Vento; IDEA	PBIS Team; School Admin	August - September	Walkthroughs; lesson plans	Agenda; sign in sheets;	Choose an item.
	Intended Outcomes:	Improve classroom learning environment and classroom management.					
Teach Rituals, Routines and Procedures	All Students	Title I, part A; Title I, part C; Title III, part A; McKinney Vento; IDEA	Classroom Teachers; PBIS Team; School Admin	August - September	Walkthroughs; lesson plans	Lesson plans; walkthroughs	Choose an item.
	Intended Outcomes:	Establish structure in the classroom and school to improve student engagement and behavior.					
Connecting with Kids lessons during "Morning Nesting"	All students	Title I, part A; Title I, part C; Title III, part A; McKinney Vento; IDEA	Classroom Teachers; PBIS Team; School Admin	August - May	Walkthroughs; lesson plans	Lesson plans; walkthroughs; surveys	Choose an item.
	Intended Outcomes:	Build stronger teacher-student relationship and help ID & monitor students in "crisis"					
Small Group Counseling	Identified Students	Title I, part A; Title I, part C; Title III, part A; McKinney Vento; IDEA	School Counseling	August - May	School Counseling records	School Counseling records	Choose an item.
	Intended Outcomes:	Help students gain necessary skills to function in school and home.					
PBIS Rewards for students from the "Nest"	All Students	Title I, part A; Title I, part C; Title III, part A; McKinney Vento; IDEA	Classroom Teachers; PBIS Team; School Admin	August- May	Rewards points sheet; inventory	Rewards points sheet; inventory	Choose an item.
	Intended Outcomes:	Encourage positive behaviors throughout school.					
Quarterly Family Nights	All Students & Families	Title I, part A; Title I, part C; Title III, part A; McKinney Vento; IDEA	Faculty & Staff	August - May	Sign in sheets	Sign in sheets; parent surveys	Choose an item.
Intended Outcomes:	Establish positive family/school interactions and foster parent engagement.						

## YEAR 1

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022			
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Progress Monitoring Method
PD Day #1	Personalized Learning: Targeted Instruction	Instructional goal	Agendas; Sign in sheets; student data; lesson plans; walkthroughs
PD Day #2	PBIS: classroom interventions	Climate goal	PBIS meetings; student data; staff/student/parent survey
PD Day #3	ELL regular classroom instruction	Instructional goal	Agendas; Sign in sheets; student data; lesson plans; walkthroughs
Additional PD	Sped co-teaching model	Instructional goal	Agendas; Sign in sheets; student data; lesson plans; walkthroughs

## REQUIRED QUESTIONS

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 a collaborative effort from all our stakeholders. These included regular ed teachers, sped teachers, paras, administration, family resource coordinator, school counselor, academic coach, parents and business partners. We met weekly for six weeks working on the CNA and SIP. In between meetings, team members discussed and received feedback from other faculty and staff. Before meeting, we also provided staff, parents and students the opportunity to provide feedbacks through surveys.

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.

We are a PBIS school which provides direct instruction for expected behaviors, rewards students for these positive behaviors and monitors student data specifically related to the number of office referrals that require the student to be removed from the classroom setting. This data is reviewed monthly at PBIS meetings and provided to staff members throughout the school. River road will promote social and emotional learning to compliment academic skills and encourage positive behaviors.

### **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.

5<sup>th</sup> grade students met virtually with middle schools and provided information regarding middle school. Prek students were offered an opportunity to be involved in the summer learning program in an effort to ease the transition into elementary school.