



School Improvement Plan

2021 – 2024

General Improvement Plan Information	
School	Downtown Elementary Magnet Academy
Principal	Dr. Tujuana Wiggins
SIP Team Lead	Mrs. Jill Steinhauser/ SIP Team Lead
Grades Served	Kindergarten-Fifth Grade
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
Dr. Tujuana Wiggins	Principal
Mrs. Tamika Freeman	Assistant Dean, PBIS Lead, MTSS/SST Chair, and Family Engagement Representative
Mrs. Jill Steinhauser	Academic Coach/ SIP Lead Team Member/ Lead Personalized Learning
Mrs. Kathy Wagers	2nd Grade Teacher K-2 Teacher Representative
Mrs. Inez Parker	5th Grade Teacher 3rd-5th Grade Teacher Representative
Mrs. Julie Jackson	Special Education Teacher Representative
NA	ESOL Teacher (when applicable)
Mrs. Cherree Quinn	Paraprofessional
Ms. Tamara Boykin	Parent
Mr. Antonio Byrd	Parent/ School Council Parent Representative
Ms. Karen Mobley	TSYS Business/Community Partner
Dr. Shawn Cruzen	Coca Cola Science Center/Community Partner
	GaDOE (SI schools only)
	RESA (SI schools only)

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

- Stakeholders will be invited to attend quarterly SIP meetings where members of the SIP team will share the mission, vision, and goals for review and feedback. The team will also discuss progress on goals and any adjustments needed.
- Stakeholders will receive a copy of the School Improvement Plan to review and provide feedback.
- Stakeholders will be provided with monthly data related to SIP plan/goals.
- Stakeholders will be notified if any changes are made to the SIP plan and/or goals.

OUR SCHOOL MISSION

The mission of Downtown Elementary Magnet Academy is to explore engineering excellence by building upon each scholar’s strengths and interests using collaboration, problem solving, and critical thinking.

OUR SCHOOL VISION

The vision of Downtown Elementary Magnet Academy is to provide educational experiences using an inquiry based engineering curriculum that embraces student creativity and teaches thinking and reasoning skills needed for lifelong success.

OVERARCHING NEEDS

Overarching Needs in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
<p>Teachers in grades K-5 need professional development on the core four of personalized learning and will need additional support implementing student reflection and ownership, one of the core four of personalized learning.</p> <p>Teachers who implemented personalized learning during the 2020-2021 school year will need additional support to strengthen core four area data based decision making.</p>	<ol style="list-style-type: none"> 1. Teachers have not created and implemented a growth mindset for both teaching and learning. 2. Resources, including time, personnel, and curriculum need to be maximized in order to implement core four of personalized learning. 3. Teachers, students, and parents need to communicate expectations for learning and implement at a high level. 4. Teachers have not had professional development on the core four of personalized learning. 	<p><input checked="" type="checkbox"/> Instructional</p> <p><input type="checkbox"/> Climate</p>

<p>Teachers need a clear understanding of a Multi-Tiered System of Support Framework and the SST Process and knowledge of a variety of tier 2 and tier 3 academic and behavioral interventions.</p>	<ol style="list-style-type: none"> 1. Teachers do not have a clear understanding of Tier 1 instruction and knowledge of a variety of Tier 2 and Tier 3 interventions. 2. Teachers do not implement interventions consistently and/or as prescribed. 3. Resources not being utilized effectively 4. Lack of communication both within the school and with parents. 5. Teachers need additional support and professional development on tier 2 and tier 3 academic and behavior supports. 	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate
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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.

DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN	
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 st & 2 nd 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.

ADVANCED ENGAGEMENT REVIEW FOR ACCREDITATION (FALL 2017)	
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)
Implement core four areas of personalized learning to address individual student needs and improve overall student achievement.	By July 2024, 100% of faculty and staff will participate in training on Core Four area Student Reflection and Ownership of Personalized Learning, with 85% of teachers who participated in the training being able to implement practices with 85% fidelity as measured by focus walks, TKES walk-throughs, and peer to peer observations and feedback.
Implement tier 2 and tier 3 interventions consistently and as prescribed to address individual students needs and improve overall student achievement.	By 2024, 100% of faculty and staff will participate in training on a Multi-Tiered System of Support and how to implement and monitor Tier 2 and Tier 3 interventions, with 85% of teachers who participated in the training being able to implement practices with 85% fidelity as measured by focus walks, TKES walk-throughs, participation in PLC and MTSS meetings, and peer to peer observations and feedback.

SHORT TERM ACTION PLAN

FALL 2021

Goal:	By July 2022, all MCS D 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.						
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
Action Step #1: Teachers in grades K-5 will participate in professional development on Core Four areas of Personalized Learning and will implement practices related to and centered around student reflection and ownership	Economically Disadvantaged Homeless Race / Ethnicity / Minority Student with Disabilities	Title 1	Principal Academic Dean Academic Coaches Teachers	August 2021 October 2021 January 2021	TKES Evaluations: 3 times per year Focus Walks: 3 times per year Classroom Observations: Once per coaching cycle. Additional observations will be conducted as needed. Professional Learning Communities: TBA Collaborative Planning: 3 times per week Lesson Plans: Weekly	TKES Observations Results and Feedback Focus Walk Results and Feedback Peer Observation Results and Feedback Student Data Notebooks to include: Student created learning Goals, evidence of students monitoring progress towards goal, teacher feedback, and student reflection.	Not started
	Intended Outcomes:	<ul style="list-style-type: none"> Teachers will gain knowledge, understanding, and expertise of the Core Four areas of personalized learning including the what, how, and why. Teachers will be able to implement core four area Student Reflection and Ownership. 					

<p>Action Step #2</p> <p>Administration will provide faculty and staff with guidelines and expectations for effective communication between faculty and staff and between school and parents to support both learning at school and at home.</p>	<p>Economically Disadvantaged</p> <p>African American</p> <p>Students with Disabilities</p>	<p>Title 1</p>	<p>Administration SIP Team Faculty and Staff Parents</p>	<p>August 2021</p>	<p>Faculty and Staff Handbook</p> <p>Documentation of when and how guidelines were communicated to faculty, staff, and parents.</p> <p>Survey results</p>	<p>Faculty and Staff Handbook</p> <p>Documentation of when and how guidelines were communicated to faculty, staff, and parents.</p> <p>Survey results</p>	<p>Not Started</p>
	<p>Intended Outcomes:</p>	<ul style="list-style-type: none"> • Build and foster trust within school and between faculty and staff and between school and families. • Improve relationships between faculty and staff members and between the school and families. • Provide clarity and direction to all those involved. • Aid teachers in resolving conflict and problem solving • Increase engagement and productivity 					
<p>Action Step #3</p> <p>Administration will collaborate with teacher leaders to ensure resources, including time, personnel and curriculum resources are being maximized.</p>	<p>Economically Disadvantaged</p> <p>African American</p> <p>Students with Disabilities</p>	<p>Title 1</p>	<p>Administration Administrative Assistant SIP Team Magnet Coordinator Grade Level Chairs</p>	<p>July -August 2021 Quarterly SIP Team Meetings:</p> <p>October 2021 End of 1st 9 weeks</p> <p>January 2022 End of 2nd 9 weeks</p> <p>March 2022 End of 3rd 9 Weeks</p> <p>May 2022 End of 4th 9 Weeks</p>	<p>SIP Team Meeting Agenda and Minutes</p>	<p>Teacher Feedback</p> <p>Survey Results</p>	<p>Not started</p>

	Intended Outcomes:	<ul style="list-style-type: none"> Teachers will be able to maximize instructional time and meet individual student needs. Teachers will be able to implement tier 2 and tier 3 interventions with fidelity and as prescribed. 					
<p>Action Step #4</p> <p>Using the coaching cycle, the Academic Coach and/or Academic Dean will collaborate with grade level teachers to assess, plan, and implement Core Four area related to and/or centered around Student Reflection and Ownership.</p>	<p>Economically Disadvantaged</p> <p>African American</p> <p>Student with Disabilities</p>	Title 1	Academic Coach Teachers Administration	<p>August-September 2021</p> <p>October-December 2021</p> <p>January- March 2022</p>	<p>Coaching Cycle: Once per PD cycle OR 3 times per year.</p> <p>PLC Meetings Agenda and Minutes: TBA</p> <p>Lesson Plans: One-two times per coaching cycle. Additional plans may be requested depending on the length of cycle.</p> <p>Classroom Observations: Conducted by Academic Coach and grade level teachers once per coaching cycle</p>	<p>Classroom Observation Results</p> <p>Feedback from Academic Coach and grade level teachers.</p> <p>Student Data Notebooks</p> <p>Teacher Data Notebooks</p> <p>Lesson Plans</p> <p>PLC Minutes</p>	Not started
	Intended Outcomes:	<ul style="list-style-type: none"> Teachers will gain expertise on core four area of student reflection and ownership and personalized learning. Teachers will reflect on teaching practices in order to raise the quality and effectiveness of their instructional delivery. Increase teacher growth through peer to peer observations and reflection. 					

<p>Action Step #5</p> <p>Teachers will attend and participate in monthly professional learning communities and ongoing professional development related to core four area of student reflection and ownership.</p>	<p>Economically Disadvantaged</p> <p>Homeless</p> <p>Race / Ethnicity / Minority</p> <p>Student with Disabilities</p>	<p>Title 1</p>	<p>Administration Academic Coach Magnet Coordinator Teachers</p>	<p>Monthly</p>	<p>TKES Evaluations: 3 times per year</p> <p>Focus Walks: 3 times per year</p>	<p>Focus Walk Results and Feedback</p> <p>Classroom Observation Results and Feedback</p> <p>Focus Walk Results and Feedback</p> <p>Student Data Notebooks</p> <p>Teacher Data Notebooks</p> <p>Lesson Plans</p> <p>PLC Agenda and Sign in Sheet</p> <p>Professional Development Agenda and Sign in Sheet</p>	<p>Choose an item.</p>	
<p>Action Step #6</p> <p>Teachers will participate in peer to peer observations and provide meaningful feedback to improve instructional practices.</p>	<p>Economically Disadvantaged</p> <p>African Americans</p> <p>Student with Disabilities</p>	<p>Title 1</p>	<p>Academic Dean Academic Coach Magnet Coordinator Teachers</p>	<p>Once per professional development cycle:</p> <p>August-September 2021</p> <p>October-December 2021</p> <p>January-March 2022</p>	<p>Peer Observations</p>	<p>Classroom Observation Results</p> <p>Feedback from Academic Coach and grade level teachers.</p> <p>Student Data Notebooks</p> <p>Teacher Data Notebooks</p> <p>Lesson Plans</p>	<p>Not Started</p>	
<p>Intended Outcomes:</p>		<ul style="list-style-type: none"> ● Teachers will measure and increase effectiveness of the following: <ul style="list-style-type: none"> ○ Professional development ○ Instructional practices ○ Use of data to intentionally plan for individual student needs. ○ Collaborative Planning ○ Assessment Practices <p>*</p> <ul style="list-style-type: none"> ● Teachers will use student outcomes to make any necessary adjusts to instruction and plan next steps. 						

	Intended Outcomes:	<ul style="list-style-type: none"> Teachers will gain knowledge and expertise to improve instructional practices. Build culture and climate of trust Build relationships amongst teachers. 				PLC Minutes	
<p>Action Step #7</p> <p>Teachers will participate in professional development on the Engineering Design Process in order to create a growth mindset that embraces student creativity and teaches problem solving.</p>	<p>Economically Disadvantaged</p> <p>African Americans</p> <p>Student with Disabilities</p>	Title 1	<p>Administration Academic Dean</p> <p>Academic Coach Magnet Coordinator Teachers</p>	<p>May 2020</p> <p>Ongoing Monthly</p> <p>Additional Training will be scheduled after unit 1 is completed.</p>	<p>Classroom Observations</p> <p>Lesson Plans</p> <p>PLC Agendas and Minutes related to Engineering Design Process</p>	<p>Classroom Observation Results and Feedback</p> <p>Teacher Data Notebook</p> <p>Student Data Notebook</p> <p>Peer Observation Results and Feedback</p>	Not Started
	Intended Outcome	<ul style="list-style-type: none"> Teachers will gain knowledge and expertise on the engineering design process as it relates and centers around magnet programs. Teachers will implement the EiE Curriculum twice during the year with fidelity. Create and foster a growth mindset. Create a culture and climate of trust. Build relationships amongst teachers, teachers and students, and school and families. 					
<p>Action Step #8</p> <p>School Improvement Team will meet at the end of each nine weeks, within a week of report cards going home, to discuss progress on SIP goals.</p>	<p>Economically Disadvantaged</p> <p>African Americans</p> <p>Student with Disabilities</p>	Title 1	SIP Team	<p>Quarterly</p> <p>Once per 9 weeks</p>	<p>SIP Team Meeting Agenda and Minutes</p>	<p>TKES Evaluation Results</p> <p>Focus Walk Results and Feedback</p> <p>Classroom Observation Results and Feedback</p> <p>Lesson Plans</p>	Not Started
	Intended Outcomes:	<ul style="list-style-type: none"> Monitor progress on goal Make adjustments to plan if and when needed. 					

SHORT TERM ACTION PLAN

Spring 2022

Goal:	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.						
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
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.

SHORT TERM ACTION PLAN

FALL 2021

Goal: Climate	By 2024, 100% of faculty and staff will participate in training on a Multi-Tiered System of Support and How to implement and monitor Tier 2 and Tier 3 Interventions, with 85% of teachers who participated in the training being able to implement practices with 85% fidelity as measured by focus walks, TKES walk-thoroughs, participation in PLC and MTSS meetings, and peer to peer observations and feedback.						
					Evaluation of Implementation & ROI		
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
<p>Action Step #1 Teachers will participate in ongoing professional development on a Multi-Tiered System of Support and will implement tier 2 and tier 3 interventions for BOTH academics and behavior with fidelity.</p>	<p>Economically Disadvantaged African Americans Student with Disabilities</p>	<p>Title 1</p>	<p>Principle Academic Dean Academic Coach Teachers</p>	<p>August 2021 October 2021 January 2022</p>	<p>TKES Walk-through results and feedback. Focus Walk Results and feedback. Focus Walks Once per PD cycle</p>	<p>TKES Walk-through results and feedback. Focus Walk Results and feedback. Classroom Observation Results Feedback from Academic Dean, Academic Coach, and grade level teachers. Progress Monitoring Lesson Plans MTSS Meeting Agenda and Sign in Sheets</p>	<p>Not Started</p>
<p>Action Step #2 Teachers who attend professional development will implement tier 2 and</p>	<p>Economically Disadvantaged African Americans</p>	<p>Title 1</p>	<p>Principle Academic Dean Academic Coach</p>	<p>August 2021-May 2022</p>	<p>SST Packet</p>	<p>TKES Walk-through results and feedback.</p>	<p>Not Started</p>

<p>tier 3 interventions consistently and as prescribed.</p>	<p>Student with Disabilities</p>		<p>Teachers</p>	<p>Weekly, bi-weekly, and or monthly depending on intensity of intervention.</p>		<p>Focus Walk Results and feedback.</p>	
	<p>Intended Outcomes:</p>	<ul style="list-style-type: none"> Teachers will measure the effectiveness of intervention on student growth. Teachers will make adjustments to frequency and duration of intervention OR implement new intervention. 				<p>Classroom Observation Results</p> <p>Feedback from Academic Dean, Academic Coach, and grade level teachers.</p>	
<p>Action Step #3</p> <p>Teachers will attend weekly/monthly MTSS/SST meetings with Academic Dean, Academic Coach, grade level teachers, parents, and/or principal.</p>	<p>Economically Disadvantaged African Americans Student with Disabilities</p>	<p>Title 1</p>	<p>Principle Academic Dean Academic Coach Teachers</p>	<p>Tier 1: Monthly Tier 2: Bi-Weekly Tier 3: Weekly</p>	<p>Progress Monitoring</p> <p>MTSS Meeting Agenda and Sign in Sheets</p> <p>Record of parent conference</p> <p>SST Packet</p>	<p>Classroom Observation Results and Feedback</p> <p>Feedback from Academic Dean, Academic Coach, and/or and grade level teachers.</p> <p>Lesson Plans</p>	<p>Not Started</p>
	<p>Intended Outcomes:</p>	<ul style="list-style-type: none"> Teachers will gain expertise on effective implementation of tier 2 and tier 3 academic and behavior interventions. Teachers will use data to analyze effectiveness of instructional practices and interventions. Teachers will discuss student progress on intervention and/or progress towards meeting goals. Build relationships through collaboration with other grade level teachers. Build a climate of trust through a growth mindset. 				<p>Progress Monitoring</p> <p>MTSS Meeting Agenda and Sign in Sheets</p> <p>Record of parent conference</p> <p>SST Packet</p>	

SHORT TERM ACTION PLAN

SPRING 2022

Goal:							
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
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.

YEAR 1

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022			
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Progress Monitoring Method
PD Day #1	Personalized Learning: Student Reflection and Ownership Getting Started AND What is a Multi-Tiered System of Support?	Instructional Goal #1: Personalized Learning AND Climate Goal #1: MTSS/ Tier 2 and Tier 3 Interventions	Focus Walks TKES Walk-Throughs Informal Classroom Observations
PD Day #2	Personalized Learning: Student Reflection and Ownership Digging Deeper AND Multi-Tiered System of Support: Tier 2 vs Tier 3 Interventions Implementing Interventions in Classroom Progress Monitoring	Instructional Goal #1: Personalized Learning AND Climate Goal #1: MTSS/ Tier 2 and Tier 3 Interventions	Focus Walks TKES Walk-Throughs Informal Classroom Observations
PD Day #3	Personalized Learning: Student Reflection and Ownership All In!!: Putting it All Together AND Multi-Tiered System of Support The Big Picture: How do Tier 1, 2, and 3 Balance?	Instructional Goal #1: Personalized Learning AND Climate Goal #2: MTSS/ Tier 2 and Tier 3 Interventions	Focus Walks TKES Walk-Throughs Informal Classroom Observations
TBA	K-2: Phonemic Awareness and Phonics Instruction	Climate Goal #2	Classroom Observations Peer to Peer Observations Lesson Plans
TBA	K-5: Introduction of HMH into Reading	Instructional Goal #2	TKES Walk-Throughs Classroom Observations
TBA	Differentiated Professional Development provided for following: 1. New Teacher Induction 2. Close Reading 3. Number Talks 4. BAS: Benchmark Assessment System (3rd-5th)	Instructional Goal #1 and Climate Goal #2	

YEAR 2

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022			
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Progress Monitoring Method
PD Day #1			
PD Day #2			
PD Day #3			
Additional PD			

YEAR 3

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022			
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Progress Monitoring Method
PD Day #1			
PD Day #2			
PD Day #3			
Additional PD			

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).

In developing this plan, advice was sought from various stakeholders including teachers, other school leaders, paraprofessionals, specialized support personal, parents, families, community business partners, and other outside stakeholders. Advice was sought through collaborative planning meetings, professional learning communities, faculty meetings, magnet meetings, PBIS meetings, and surveys. Additional advice was sought from paraprofessionals during monthly meeting with either the principal and/or Academic Dean, from school leaders during monthly leadership team meetings, and special education teachers and support staff during monthly SPED meetings. The Principal, Academic Dean, Academic Coach, Guidance Counselor, and Media Specialist also met every Monday to provide updates from each department, discuss any important events in the buildings, and discuss individual students needing additional support, testing, and other important agenda items. Advice on school performance and policies was sought from parents through surveys that were conducted throughout the year, and through School Council meetings, where a parent representative was always invited. A monthly school newsletter was also provided to parents on the school website.

Advice and feedback from all stakeholders was shared with the leadership team, magnet team, PBIS team, and/ or SIP team and was taken into consideration when developing the plan, evaluating the effectiveness, and/or when changes or adjustments needed to be made. As in previous years, all data collected throughout the year was shared with members of the school improvement team in order to develop goals for next school year. The school improvement team consists of our Principal, Academic Dean, Academic Coach, K-2 Teacher Representative, 3rd-5th Teacher Representative, who will serve as our Magnet Coordinator next school year, Special Education Teacher Representative, Paraprofessional representative, Parent Representative, and outside stakeholders, which include our partners in education TYSY and The Coca-Cola Space and Science Center.

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.

The instructional focus for next school year will be related to and/or centered around the core four of personalized learning, and our school improvement team has chosen student reflection and ownership as our school focus because we see this is a way to empower students to take accountability for their learning and begin to develop, along with teacher support, their own learning path. Through student reflection and ownership students will also begin to develop a growth mindset, which is where they feel the freedom to make mistakes and take risks because from those will come lessons. This mindset will allow students who perform lower academically to showcase a different set of skills in a safe, risk free learning environment. When students feel safe and are not afraid to share their opinions, take risks, and make mistakes they will be less likely to misbehave because they are engaged in the learning. Student engagement will also increase when students are directly involved in setting their own learning goals which will lower misbehavior in the classroom.

Student reflection and ownership is also aligned to our Magnet Program, which we will begin implementing next school year in grades K-5th grade. The focus of our magnet program is the engineering design process, which is process that will aid in creating, develop, and foster a growth mindset. Students, of all abilities, will be more willing to take risks and try tasks that embrace their creativity, problem solving skills, and collaborating with peers. Through the engineering design process students will again be asked to set their own learning goals, create a plan, test their plan, make changes and/or adjustments, and test again. Through this process students will learn to overcome obstacles while being engaged in hands-on learning experiences thus again lessening the likelihood of students misbehaving.

Our climate goal for next school year will focus on continuing to strengthen our Multi-Tiered System of Support within the school. The school will reduce the overuse of discipline practices by providing teachers with more in depth study of the MTSS Framework to include both tier 2 and tier 3 interventions for both academic and behavior. We recognize in many cases, the behavior is a direct result of the quality of Tier 1 instruction and on whether or not the teacher has differentiated and/or personalized instruction. While improving tier 1 instruction will always be an ongoing focus, we will also provide differentiated professional development on tier 2 and tier 3 interventions for behavior and academics for those teachers who have 80% or more of their students performing on grade level. By learning how to better differentiate and/ or personalize learning for each student based on need, students will be more engaged in their own learning and begin to take accountability for their learning. This will in turn lead to less behavior issues. Teachers will also learn how to implement both an academic and behavior intervention at the same time, which our data indicates is needed by a large percentage of our students who are currently in the SST process. . By becoming more efficient in these areas, we feel we will be able to reduce the number of students being removed for discipline issues.

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 5th grade students in their transition to middle school.

At the beginning of the school year, the school will provide all pre-school children and parents with an orientation to help transition them into elementary school. This will include an overview or school expectations, school tour, and classroom visits.

At the end of the year, all fifth grade students and/or parents will attend transition meetings to support transition to middle school. This also includes an orientation and middle school visits.

Middle Schools Only

Describe how the school will support, coordinate and integrate services with elementary schools, including strategies for 5th grade students in the transition from elementary school to middle school.

Also, describe what supports and/or services will be put into place to support 8th grade students in their transition to high school.

Describe how the school will ensure that enrolled low-income and minority students are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers.