



School Improvement Plan 2019 - 2020



Muscogee County South Columbus Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County School District
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 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 increase teachers knowledge and use of learning targets aligned to GSE.
Root Cause # 1	There is a lack of teacher training and knowledge of learning targets and success criteria in the area of writing across the curriculum.
Goal	By May 2020, 100% of teachers in grades K-5 will receive training on developing Learning Targets that are clearly aligned to the ELAGSE. Teachers will select appropriate strategies from The Writing Strategies Book that address the Learning Targets related to idea development and conventions. Eighty-five percent (85%) of teachers will successfully implement those strategies as measured by an increase in student writing performance on pre/post writing prompts, using common grade level standards-based writing rubrics.

Action Step # 1

Action Step	A professional development plan will be developed to increase teachers use of success criteria and learning targets that impact student success in writing across 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
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data team meetings Grade level team meetings Vertical team meetings Assessment data from BOY, MOY, EOY TKES LT/District Focus Walks
Position/Role Responsible	Teachers Academic Coach Principal/Assistant Principal

Action Step # 1

Timeline for Implementation	Monthly
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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)?	Chatt-Flint RESA
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Action Step # 2

Action Step	Writing samples will be collected in 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 scoring rubric.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data team meetings Grade level meetings Vertical team meetings Writing assessment data-BOY, MOY, EOY
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	Chatt-Flint RESA
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Action Step # 2

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)?	Chatt-Flint RESA
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Action Step # 3

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
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data team meetings Grade level 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)?	Chatt-Flint RESA
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	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.
Root Cause # 1	A formalized process for identifying and supporting Tier 2 and above students with MTSS structures and interventions.
Goal	By May 2020, our Tier II team will develop and train 100% of teachers in grades PK-5 on a written process for Tier II structures and interventions that builds capacity to support all students. 85% of teachers will implement the process with fidelity as measured by the Tier II section of the TFI and/or the Tier 2/Tier 3 Intervention Tracking tool.

Action Step # 1

Action Step	Tier 2 MTSS team will meet bi-monthly to review/monitor targeted instruction/interventions/supplemental supports for students who did not respond to tier 1 interventions.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	MTSS team meetings SWIS data PBIS EOY report BESS screener data
Position/Role Responsible	PBIS Coach Academic Coach PRincipal/Assistant Principal
Timeline for Implementation	Weekly

What partnerships with IHEs,	
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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	Professional development in the area of FBAs will be provided for teachers to build their understanding of the ABCs of behavior.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	SWIS CICO data BESS screener data PBIS EOY report
Position/Role Responsible	PBIS Coach Academic Coach Principal/Assistant Principal
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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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: ? Shared vision among entire school staff (Creating a sense WE) ? Academic focus (gradual release) ? Planning and design(MTSS) ? 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>
<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 district adopted pre-k 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: ? 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.</p>
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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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