



School Improvement Plan 2018 - 2019



Muscogee County Wesley Heights Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Wesley Heights Elementary School
Team Lead	Dr. S. P. Evans

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 checked="" type="checkbox"/>	Other (if selected, please describe below)

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:

Specific Measurable Attainable Relevant Time-Bound

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	Student Achievement - Lexile Growth
Root Cause # 1	vertical articulation across grade levels
Root Cause # 2	large deficits in performing grade level when scholar enter current grade level (Gaps)
Root Cause # 3	lack of parental involvement/support
Goal	By May 2019, 100% of teachers will be trained and 80% of all teachers will implement a balanced literacy framework with fidelity that includes Guided reading, Achieve 3000 (A3K)/Lexia and writing across the curriculum.

Action Step # 1

Action Step	Teachers will teach, model and show scholars how to apply the process of writing effectively using Reading Wonders, Achieve 3000 and Writing across the curriculum.
Funding Sources	Title I, Part A 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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation Effectiveness will be ongoing through the observations, walk through/focus walks, and weekly data team meetings.
Position/Role Responsible	Principal, Assistant Principal, Academic Coach
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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Action Step # 2

Action Step	Teachers will teach, model, and show scholars how to apply the use of thinking maps and the R.A.C.E.R strategy for reading comprehension and application in writing.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
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	Monitoring Implementation Effectiveness will be ongoing through the observations, walk through/focus walks, and weekly data team meetings.
Position/Role Responsible	Principal, Assistant Principal, Academic Coach
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)?	
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Action Step # 3

Action Step	Teachers will teach scholars how to monitor and take ownership of their learning targets as it relates to Achieve 3000/K-2 program.
Funding Sources	Title I, Part A 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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation Effectiveness will be ongoing through the observations, walk through/focus walks, and weekly data team meetings.
Position/Role Responsible	Principal, Assistant Principal, Academic Coach
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)?	
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Action Step # 4

Action Step	Teachers will be trained on the balanced literacy framework elements to include: Reading Wonders, Achieve 3000/K-2 Program, and Writing Across the Curriculum.
Funding Sources	Title I, Part A 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

Action Step # 4

Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation Effectiveness will be ongoing through the observations, walk through/focus walks, and weekly data team meetings.
Position/Role Responsible	Principal, Assistant Principal, Academic Coach
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)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	PBIS implementation w/fidelity
Root Cause # 1	increase in ODRs/decrease in OSS
Root Cause # 2	Lack of Positive Attitude as it relates to implementing PBIS w/ fidelity
Goal	By May 2019, 100% of teachers will be trained on one (responses for inappropriate behaviors) of the eight PBIS Evidence-Based Classroom Practices with 80% of the teachers using the practices with fidelity.

Action Step # 1

Action Step	Teachers will teach and model for scholars how to respond correctly to inappropriate behaviors using PBIS school and class matrices, PBIS lessons, and PBIS professional learning.
Funding Sources	Title I, Part A 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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	This action will be monitored twice per month by the PBIS team, administration observations/focus walks, and teacher peer walk through observations.
Position/Role Responsible	Principal, Assistant Principal, Academic Coach
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)?	
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Action Step # 2

Action Step	Teachers will be trained on the PBIS module (response to inappropriate behaviors), and PBIS lessons that implement this module.
Funding Sources	Title I, Part A 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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation Effectiveness will be ongoing through the observations, walk through/focus walks, weekly data team meetings, PBIS walk throughs
Position/Role Responsible	Principal, Assistant Principal, Academic Coach
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)?	
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Action Step # 3

Action Step	Teachers will be trained on deescalation strategies, and major/minor infractions.
Funding Sources	Title I, Part A 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

Action Step # 3

Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Implementation Effectiveness will be ongoing through the observations, walk through/focus walks, weekly data team meetings, and PBIS walk throughs.
Position/Role Responsible	Principal, Assistant Principal, Academic Coach
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)?	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Family and Community Engagement
Root Cause # 1	different parental/cultural views of what is acceptable
Root Cause # 2	community violence
Root Cause # 3	mental health
Root Cause # 4	lack of motivation
Goal	<ul style="list-style-type: none"> •Goal #1- By May 2019, 100% of teachers will be trained on one (responses for inappropriate behaviors) of the eight PBIS Evidence-Based Classroom Practices with 80% of the teachers using the practices with fidelity. •Goal #2-By May 2019, 90% of all teachers will implement a balanced literacy framework with fidelity that includes Reading Wonders, Achieve 3000 and writing across the curriculum.

Action Step # 1

Action Step	Wesley Heights will host P.E. (parent engagement) meetings per grade level within the month of August to emphasize the expectations as it relates to academics, attendance, behavior, and extra curricular activities.
Funding Sources	Title I, Part A 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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	These meetings are required for each grade level. Agenda and sign in will be submitted. Teachers will make an initial contact with parents of scholars who do not have representation at the parent engagement meeting and send home correspondence to support info covered in the parent engagement meetings. Multiple opportunities will be provided to accommodate parent work schedule.
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Others :

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is	
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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	Wesley Heights will host multiple opportunities to engage family and community engagement to include: Career Day, Coffee with the Counselor, Read Across America, Real Dads Read, Guys Read, Community Volunteer Readers/tutors, Unity w/Pam, and Grandparents' Day.
Funding Sources	Title I, Part A 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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	These activities will be ongoing implementation. Faculty, Scholars, and Staff will be surveyed to monitor effectiveness and gain input.
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers, Counselor
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)?	
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Action Step # 3

Action Step	Wesley Heights will host a parent orientation during registration that will allow families to gain access to school related resources, register their children, and to acclimate them to various school /district initiatives ensuring a successful and smooth school year.
Funding Sources	Title I, Part A 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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Administration will monitor the effectiveness. Parents will be surveyed.
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Parent Liaison, Teachers, Community Volunteers
Timeline for Implementation	Others : During registration

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>The SIP team sought advice from specific individuals by inviting and encouraging participation in the SIP team process. Parents were surveyed to gain input as to resources that they desire to assist in helping scholars be more successful at home. Input was sought from the Local School Council to discuss how to engage and bridge the gap between the community and school. Staff survey analyzed to determine how to better use and engage community members for a successful partnership.</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 current teachers meet professional qualifications through the state of Georgia. In hiring additional staff for the upcoming 2018-2019 school year, specific focus is on recruiting teachers who meet professional qualifications, experienced, able to manage a classroom, and understand the climate/culture of the scholars of Wesley Heights.</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>The strategies/methodologies being employed to address the identified needs of the most academically at-risk scholars in the school include:</p> <ul style="list-style-type: none"> thinking maps frayer model R.A.C.E.R. strategy COPS IXL think, ink, pair, share cooperative learning P.L. Days differentiated instruction student learning targets <p>Some services being provided for neglected or delinquent children include the Sara Spano Clothing bank, Wesley Heights Uniform Supply Closet, and Wesley Heights Resource Room.</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</p>	<p>N/A</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>
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<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>Wesley Heights will provide a parent orientation for scholars/parents to gain access to available resources, acclimate them to school/district initiatives, and register as needed. Parent engagement nights will be held specifically for each grade level to emphasize attendance, academics, behavior, and extra curricular activities. An open house (transition) for incoming Pre-K/ K scholars will be held to acclimate them to the school environment. This allows them to get a glimpse into the school setting and what to expect coming into a more traditional school environment.</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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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.

De-escalating training will be provided to staff under the PBIS goal to ensure that staff understands how to respond correctly to inappropriate behaviors. New staff as well as support staff will attend classroom management training at the district level as well as receive continued and ongoing professional learning in this area. We will work towards understanding the difference between major and minor infractions and providing support to scholars by ensuring PBIS matrices are posted throughout the school/classroom and specifically in high traffic areas.

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan