



School Improvement Plan 2018 - 2019



Muscogee County Wynnton Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Wynnton Arts Academy
Team Lead	Carolyn Mull, Principal

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 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	Literacy Instructional Practices - Increase the number of students reading on/above grade level as defined by Lexile scores
Root Cause # 1	Literacy foundation, especially writing development, in K-2 does not support achievement of grade level Lexile scores.
Root Cause # 2	Independent reading learning opportunities are not available to promote literacy progress.
Goal	By May 2019, students in 100% of classrooms will use graphic organizers to cite text evidence when answering text dependent questions and comparing and contrasting texts with 80% efficiency.

Action Step # 1

Action Step	Conduct Data Team/collaborative planning meetings to analyze formative and summative assessments to plan instruction and plan differentiated instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	<p>Administrators</p> <ul style="list-style-type: none"> • Monitor and attend Data Team meetings • Conduct focus walks and observations • Monitor collaborative planning agendas and minutes • Monitor student learning data • Monitor lesson plans • Monitor and assist with professional development <p>Academic Coach</p> <ul style="list-style-type: none"> • Lead Data Team meetings • Assist with development of pre- and post- tests • Monitor student learning data • Provide mentoring and modeling <p>Classroom Teachers</p> <ul style="list-style-type: none"> • Administer pre- and post- tests • Monitor student learning data • Implement effective instructional strategies • Utilize Achieve 3000
Position/Role Responsible	Administrators Academic Coach Classroom Teachers

Action Step # 1

Timeline for Implementation	Weekly
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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)?	
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Action Step # 2

Action Step	Continue utilization of student data notebooks to monitor academic progress and encourage student accountability for learning.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Administrators <ul style="list-style-type: none"> • Monitor and attend Data Team meetings • Conduct focus walks and observations • Monitor collaborative planning agendas and minutes • Monitor student learning data • Monitor lesson plans • Monitor and assist with professional development Academic Coach <ul style="list-style-type: none"> • Lead Data Team meetings • Assist with development of pre- and post- tests • Monitor student learning data • Provide mentoring and modeling
Position/Role Responsible	Administrators Academic Coach Classroom Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a	
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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)?	
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Action Step # 3

Action Step	Provide professional development targeting effective, research-based strategies for literacy, especially writing, instruction.
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
Method for Monitoring Implementation and Effectiveness	<p>Monitor and attend Data Team meetings</p> <ul style="list-style-type: none"> • Conduct focus walks and observations • Monitor collaborative planning agendas and minutes • Monitor student learning data • Monitor lesson plans • Monitor and assist with professional development <p>Lead Data Team meetings</p> <ul style="list-style-type: none"> • Assist with development of pre- and post- tests • Monitor student learning data • Provide mentoring and modeling <p>Lead Data Team meetings</p> <ul style="list-style-type: none"> • Assist with development of pre- and post- tests • Monitor student learning data • Provide mentoring and modeling <p>Administer pre- and post- tests</p> <ul style="list-style-type: none"> • Monitor student learning data • Implement effective instructional strategies • Utilize Achieve 3000
Position/Role Responsible	Academic Coach Classroom Teachers Administrators
Timeline for Implementation	Weekly

What partnerships with IHEs,	
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Action Step # 3

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	Administer pre- and post unit and formative assessments for reading and math.
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Academic Coach <ul style="list-style-type: none"> • Lead Data Team meetings • Assist with development of pre- and post- tests • Monitor student learning data • Provide mentoring and modeling Classroom Teachers <ul style="list-style-type: none"> • Administer pre- and post- tests • Monitor student learning data • Implement effective instructional strategies • Utilize Achieve 3000
Position/Role Responsible	Academic Coach Classroom Teachers
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 # 5

Action Step	Increase fine arts integration collaboration and professional learning opportunities.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Monitor and attend Data Team meetings <ul style="list-style-type: none"> • Conduct focus walks and observations • Monitor collaborative planning agendas and minutes • Monitor student learning data • Monitor lesson plans • Monitor and assist with professional development
Position/Role Responsible	Administrators Academic Coach Classroom Teachers
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 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	School Climate -- Extend PBIS model to classrooms through continued implementation of classroom modules
Root Cause # 1	Classroom implementation of PBIS lacks consistency.
Goal	By May 2019, two evidence-based classroom systems modules, 3 & 4, will have been delivered to all teachers and the practices will be effectively implemented in 80% of the classrooms.

Action Step # 1

Action Step	Initiate weekly "traveling" PBIS school store
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Leadership Team agendas and sign-in sheets Faculty meeting agendas and sign-in sheets School newsletters
Position/Role Responsible	Administrators Academic Coach Classroom Teachers PBIS Team and 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	Schedule R&R, reflect and redirect, time for PBIS and secondSTEP lesson delivery and link to WAKB morning announcements.
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson plans Master schedule Meeting agendas and sign-in sheets Focus walks Classroom observations
Position/Role Responsible	Administrators Academic Coach Classroom Teachers Media Specialist PBIS Team
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	Implement four (4) PBIS classroom modules
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 3

Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Focus walks TKES observations Lesson plans School calendar
Position/Role Responsible	Academic Coach Classroom Teachers Administrators
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	Continue monthly PBIS data analysis and staff redelivery
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Leadership/PBIS team meeting agendas and sign-in sheets Faculty meeting agendas and sign-in sheets Discipline records Data team meeting agendas and sign-in sheets
Position/Role Responsible	Administrators PBIS Team Academic Coach Classroom Teachers PBIS 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 # 4

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 # 5

Action Step	Expand multi-tiered system to support diverse student needs and to keep students in class
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	Focus walks Observations Lesson plans Discipline records
Position/Role Responsible	Administrators Academic Coach Classroom 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 # 6

Action Step	Continue monthly PBIS student celebrations
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student participation records PBIS Product Book Discipline referrals
Position/Role Responsible	Administrators, Academic Coach, Counselor, PBIS Coach, Counselor
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 # 7

Action Step	Implement orientation/kickoff program for students and teachers new to the school
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	School calendar Presentation materials Sign-in sheets Discipline referrals
Position/Role Responsible	Administrators, PBIS Team
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	
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Action Step # 7

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>Meetings were conducted throughout the school year with all stakeholders: teachers, support staff, paraprofessionals, community partners, parent groups, and Local School Council to ensure continuous feedback and review to support school improvement.</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>Hiring staff and teachers that meet professional qualifications, grade level reassignments as appropriate, and continuous review of student learning data ensure the effectiveness of instruction for all students.</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>Intervention teachers serve students in K-2 who are academically below grade level.</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>NA</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>Kindergarten teachers provide orientations to preschool programs to assist with the transition to the elementary setting.</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>Middle school enrollment materials and procedures are shared with fifth grade students and parents throughout the year as appropriate.</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>A multi-tiered system of supports will be expanded with the goal of keeping all subgroups of students in the learning environment.</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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