



# School Improvement Plan 2018 - 2019



## Muscogee County Brewer Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Brewer Elementary School
Team Lead	Mrs. Patricia Woodall

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	Teachers need help with how to use formative and summative assessments to monitor, instruct, and differentiate teaching for all students.
Root Cause # 1	Lack of training on how to use formative data to meet the needs of all learners.
Goal	By May 2019, 100% of teachers will participate in training, 85% of the teachers will participate in personalized learning training and will implement formative data strategies to plan for effective instruction in Reading/ELA or content specific curriculum as measured by SGM, GMAS and other summative data.

Action Step # 1

Action Step	Attend trainings: Personalized Learning conferences, faculty meetings, 3 Professional Development days, embedded PD in Grade level meetings, school visits Create and monitor data notebooks Monitor lesson plans Peer observations at Brewer and other schools Rubrics created by Academic Coach Teachers will collect data and analyze data in PLC
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Focus Walks, Collaborative Planning, Data Team meetings, Lesson Plans, peer observations
Position/Role Responsible	Administrators, Teachers, Support Staff, 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	School Improvement Specialist, Personalized Learning Grant (3 year grant) through Ed.Elements and GOSA from GADOE, Pair Program through Springer Opera House (3 year grant), Partners in Education
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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)?	School Improvement Specialist, Personalized Learning Grant (3 year grant) through Ed.Elements and GOSA from GADOE, Pair Program through Springer Opera House (3 year grant), Partners in Education
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.3 Overarching Need # 2

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a lack of consistency with rituals and routines for students and practices with teachers.
Root Cause # 1	Teacher inconsistency with implementing school-wide expectations and lack of teacher buy in to PBIS. Lack of documentation of what was done this past year
Goal	By May 2019, all ten (10) Tier 1 critical elements of School-Wide Positive Behavioral Interventions and Supports (PBIS) will be at least partially implemented with five (5) of the ten (10) elements developed to at least 80% fidelity based on the Tiered Fidelity Inventory (TFI) score (or Self Assessment (SAS) Survey score).

#### Action Step # 1

Action Step	Implement major and minor flow chart for discipline and display expectations throughout the school Teach staff the 10 elements of Tier I Provide de-escalation training for teachers Recognize behaviors that reflect a respectful climate each month (perfect attendance, Top Dojo) Monthly parenting Workshop and have parenting room available daily Monitor attendance and contact parents when necessary PBIS kick off meeting during pre-planning, conferences, ongoing professional development in faculty meetings.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agenda from monthly meeting, Behavior data, focus walks, PBIS lessons, Surveys, Parenting Check in/out logs,
Position/Role Responsible	Administrators, PBIS Coach, Parent Coordinator

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)?	We are partnering with the Springer Opera House and Columbus State University. Our PIE partners can help us with incentives for positive behavior.
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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 School Improvement Focus Team met for two days to review the previous CNA and SIP and review current data.</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>Brewer does not employ out-of-field teachers. We support our teachers through a mentoring program , through grade level and data team meetings and through the academic coach and administrative conferences and feedback sessions.</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>We will provide differentiated instruction through personalized learning and blended learning in every classroom. Specifically we are going to focus on Reading (vocabulary) because our data shows that in every content area vocabulary is a significant weakness as well as lexile scores. Personalized learning will address all learners in the building. Using universal screeners through Reading Wonders, EnVisions Math, Lexia and Dreambox will allow our teachers to differentiate instruction through the workshop model and guided release.</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>Administrators will participate in the GEARS program with local Early Childhood Programs. We will work with parents and the community to help students make the transition.</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>The PBIS team leaders will attend training and come back to school to redeliver to entire staff. The PBIS team will meet monthly to review data and make decisions on next steps. Data will be reported to staff monthly and training will be provided to all staff.</p>
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ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	<p>N/A</p>
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