



School Improvement Plan

2021 – 2024

General Improvement Plan Information	
School	Wynnton Arts Academy
Principal	Jackie Mumpower
SIP Team Lead	Natalie Chandler
Grades Served	K-5
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
Jackie Mumpower	Principal
Jeremy Pownall	Assistant Principal or Dean
Jill Steinhauer	Academic Coach
Michelle Hatton	Teacher
Jill Hester	Teacher
Dorothy Hogg	SWD Teacher (when applicable)
NA	ESOL Teacher (when applicable)
Amanda Ramos	Paraprofessional
Tammy Caldwell	Family Engagement Representative
Janice Hawkins	Parent
Melanie Scarborough	Parent
Gayle Yarbrough	Business/Community Partner
Elizabeth Russell	Business/Community Partner
NA	GaDOE (SI schools only)
NA	RESA (SI schools only)

ADDITIONAL TEAM MEMBERS

Name	Position
Debbie Hughes	Magnet Coordinator
Natalie Chandler	Media Specialist
Katie Cumming	Counselor
Betty Walker	Teacher
Kathy Rulon	Teacher
James Murphy	Teacher
Stacey McClary	Teacher
Shari Perry	Teacher
Amanda Zarate	Teacher

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

The team will ensure that stakeholders are given the opportunity to provide meaningful feedback by scheduling meetings and discussions for all stakeholder groups to support the school improvement process.

OUR SCHOOL MISSION

Our mission is to inspire and equip all students to achieve unlimited potential.

OUR SCHOOL VISION

- All students will experience challenging and personalized learning opportunities to support success and progress.
- All students will be provided with social, emotional, and educational supports to meet their individual needs.

OVERARCHING NEEDS

Overarching Needs in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Low student achievement and progress	<ul style="list-style-type: none"> • Lack of personalized learning • Need for professional development • Need for additional collaborative planning time 	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
2. Expand culture of kindness	<ul style="list-style-type: none"> • Need for positive relationships • Provide SEL supports for school community 	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate
3.		<input type="checkbox"/> Instructional <input type="checkbox"/> Climate
4.		<input type="checkbox"/> Instructional <input type="checkbox"/> Climate

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 2024, 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)
Low student achievement and progress	By May 2024, 100% of teachers will be trained in two areas of the Core Four for Personalized Learning, Targeted Instruction and Data-Driven Decisions, and will implement with 85% fidelity as measured by classroom walk-throughs, lesson plans, and teacher feedback.
Expand Culture of Kindness	By May 2024, a Culture of Kindness will be implemented throughout the school year with increased awareness and focus as measured by stakeholder surveys and a reduction of office discipline referrals.

SHORT TERM ACTION PLAN

FALL 2021

Goal:	By July 2024, 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	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Focus on data driven instruction to inform instructional decisions and groupings	Moderate	All Students		Classroom Teachers Academic Coach PLT	Fall 2021	-Weekly PLC meetings - STAR baseline test -Weekly reading assessments	Progressing at Expected Rate
	Intended Outcomes:	Teachers will use data to drive instructional decisions and groupings. Students in grades 2-5 will have more voice and choice for their learning.					
Identify model classrooms and then conduct peer observations to build confidence and capacity with personalized learning among the teachers in grades 2-5.	Moderate	All Students		Classroom Teachers Academic Coach PLT	Fall 2021	-Walk-Throughs -Weekly PLC meetings	Progressing at Expected Rate
	Intended Outcomes:	Teachers will identify exemplary characteristics of model personalized learning classrooms and will build confidence in using personalized learning strategies within their own classroom.					
Design professional development opportunities with personalized learning resources	Promising	All Students		Classroom Teachers Academic Coach PLT	Fall 2021	-PLC meetings -District Professional Development Days	Progressing at Expected Rate
	Intended Outcomes:	Personalized Learning Team will design professional development opportunities for faculty and staff centered on personalized learning in the classroom setting. Teachers will participate in these professional development opportunities to obtain resources for the personalized learning model.					
							Choose an item.
							Choose an item.
							Choose an item.

If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.

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SHORT TERM ACTION PLAN

Spring 2022

Goal:	By July 2024, 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	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
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SHORT TERM ACTION PLAN

FALL 2021

Goal: By May 2024, a Culture of Kindness will be implemented throughout the school year with increased awareness and focus as measured by stakeholder surveys and a reduction of office discipline referrals.							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Focus on The First 30 Days to establish PBIS protocols and school wide procedures	Strong	All students		PBIS Core Team Teachers Guidance Counselor Administrators		-SWIS Data (monthly) -Surveys (quarterly) -Walkthroughs -Leadership team meeting agenda and minutes	Progressing at Expected Rate
	Intended Outcomes:	School wide procedures and protocols with PBIS will be implemented with fidelity school wide with evidence in decreased ODR's and counselor referrals.					
Develop Tier I instructional lessons to focus on positive peer interactions and relationships	Strong	All students		Guidance Counselor PBIS Core Team	Fall 2021	-SWIS Data (monthly) -Surveys (quarterly) -Walkthroughs	Progressing at Expected Rate
	Intended Outcomes:	Teachers will implement lesson plans during a designated social emotion learning block in the instructional day. The guidance counselor will build off of these lessons with weekly follows up during guidance instruction. Evidence of implementation will be a decrease in ODR's and counselor referrals.					
							Choose an item.
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SHORT TERM ACTION PLAN

SPRING 2022

Goal:							
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SHORT TERM ACTION PLAN

FALL 2021

Goal:							
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SHORT TERM ACTION PLAN

SPRING 2022

Goal:							
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SHORT TERM ACTION PLAN

FALL 2021

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SHORT TERM ACTION PLAN

SPRING 2022

Goal:							
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YEAR 1

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	Culture of Kindness/PBIS	Goal #2		Walk-throughs, SWIS discipline data
PD Day #2	Personalized learning	Goal #1		Walk-throughs, PLC agendas and minutes
PD Day #3	Personalized learning	Goal #1		Walk-throughs, PLC agendas and minutes
Additional PD				

YEAR 2

PROFESSIONAL DEVELOPMENT PLAN 2022 – 2023				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1				
PD Day #2				
PD Day #3				
Additional PD				

YEAR 3

PROFESSIONAL DEVELOPMENT PLAN 2023 – 2024				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1				
PD Day #2				
PD Day #3				
Additional PD				

REQUIRED QUESTIONS FOR ALL SCHOOLS

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).

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.

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.

Consistent implementation of the school PBIS plan and Tier II supports focus on the goal of keeping all subgroups of students in class through counseling, mindset training, and self-reflection strategies which give students multiple opportunities to be successful in the classroom.

Describe any continuing and/or new Title IV-A funded activities and programming, including objectives and intended outcomes, planned for supporting:

- Well-rounded educational opportunities for all students
- Safe and healthy students
- Effective use of technology by students

Anticipated Title IV funded activities include cultural arts field trips, arts in residence programs, counseling resources, and technology hotspots with the goal of enriching the lives of the students through experiences, training, and virtual learning.

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.

Kindergarten teachers provide orientations to preschool programs to assist with the transition to the elementary setting. In addition, the school hosts a Kindergarten Orientation during pre-planning week for students and parents. Middle school enrollment materials and procedures are shared with fifth grade students and parents throughout the year as appropriate.

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.

REQUIRED QUESTIONS FOR TITLE I SCHOOLS

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.

Only highly qualified teachers are hired, and they are then matched to grade level assignments to ensure the effectiveness of instruction for all students.

Provide a general description of the Title I instructional program being implemented. Specifically define the content areas to be addressed and the strategies to be utilized to address the identified needs of the most at-risk students in the school. Include any services being provided for homeless students or any students living in group homes.

Title I instructional program supports:

- Intervention teachers are scheduled to serve and support students in K-2 who are academically below grade level during guided reading.
- The Academic Coach meets with teachers weekly to analyze student learning data and plan instruction to meet the needs of all students.
- Instruction is differentiated through the use of netbooks and Chromebooks purchased with Title I funds.
- Professional development opportunities are funded to support improvement of instruction to promote student learning.
- Additional supplies support achievement for all students.