



School Improvement Plan 2020–2021



Marion County
L. K. Moss Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Marion County
School Name	L.K. Moss Elementary School
Team Lead	Leigh Medders, 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 Overarching Need# 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Decrease the percentage of students scoring at Level 1 (Beginning Learner) and Level 2 (Developing Learner) on the Milestones EOG for ELA assessment by focusing on Literacy components.
Root Cause # 1	Pacing Guides Curriculum Maps Tier 1 Instruction PLC Professional Learning
Root Cause # 2	Teacher Placements
Goal	#1 Decrease the percentage of students scoring at Level 1 (Beginning Learner) and Level 2 (Developing Learner) on the Milestones EOG for ELA assessment by focusing on Literacy components. #2. Decrease the percentage of students scoring at Level 1 (Beginning Learner) and Level 2 (Developing Learner) on the Milestones EOG for Math assessment.

Action Step # 1

Action Step	<ul style="list-style-type: none"> - Convey high expectations for all students and teachers. - Purchased Fontas and Pinnel last year. We will continue to use it with fidelity and look to add on more grades (4-5). - Purchase Book Worms for grades grade K-5 -Have weekly grade level meetings (PLC) -Professional Development for BAS. The teachers will be trained and then once the BAS is complete they will use the data to complete their flexible groups and interventions. - Professional Development for Great Minds Math - Weekly Faculty meetings - Delivery of Georgia Standards of Excellence - Utilization of assessment data to include BAS, RI, Star Reading , Star Math and Write Score. Use this data to revise and inform instruction - Analysis of previous years Georgia Milestones assessment data to guide teaching and learning that aligns to the GSE. - Utilization of student profile folders - Use of RTI/MTSS strategies
Funding Sources	Title I, Part A Title I, Part C Title IV, Part A Title V, Part B

Action Step # 1

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	-Weel<ly PLC grade level minutes -Professional Development Log -Weel<ly Lesson Plans -Progress Monitoring Data Sheets -Individual Student Profile folders -TKES -Parent/Teacher conference forms -Progress Monitoring/Benchmark Parent Report -Parent Communication Logs
Position/Role Responsible	All students Teachers Parents Administrators
Timeline for Implementation	Yearly

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

2.2 Overarching Need# 2

Overarching Need

CNA Section 3.2	Decrease the percentage of students scoring at Level 1 (Beginning Learner) and Level 2 (Developing Learner) on the Milestones EOG for Math assessment.
Root Cause # 1	Pacing Guides Curriculum Maps Tier 1 Instruction PLC Professional Learning
Root Cause # 2	Teacher Placements
Goal	

Goal Implementation

Action Step	
Funding Sources	
Subgroups	
Systems	
Method for Monitoring Implementation and Effectiveness	
Position/Role Responsible	
Timeline for Implementation	

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

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.	Our school council met three times during the school year and our teachers, parents and students took a survey during the school year.
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.	The faculty and staff at L.K. Moss Elementary are professionally qualified in the grade level/content areas in which they teach. Each teacher is well-rounded and committed to providing rigorous and relevant instruction to fulfill the many needs of all of our students, especially the low-income and minority children. All staff members are part of a professional learning community designed for professional growth and support. Teacher leaders are utilized to lead these professional learning communities. Our data coordinator meets with teachers to support and enrich instruction by helping them disaggregate the data to plan for remediation and enrichment instruction for differentiated groups.
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>-Funding of teachers to support the Class Size Reduction model we use at L.K. Moss</p> <p>-Edgenuity- Innovative, research-based curriculum that raises student achievement.</p> <p>-Fontas and Pinnel- is organized into instructional contexts that include books, lessons or conferring cards, and sets of mini lessons for a systematic and cohesive approach to literacy instruction.</p> <p>-Moby Max- Helps struggling learners quickly catch up to grade level and close learning gaps for all students</p> <p>-Progress Monitoring tools: RI, BAS, Star Reading, Star Math, USA test prep</p> <p>-Reading <i>Counts-Reading Counts-leverages</i> your independent reading program into a measurable and highly motivating literacy resource. This Lexile®-based independent reading program tracks students' success on the books they read, in and out of school. Software-based reading recommendations, assessment, instant feedback, and monitoring are just some of the tools that help turn all students into successful independent readers.</p> <p>-Write Score: Write Score provides robust tools for personalizing learning for at-risk students in grades 2-5 in an effort to fill gaps in formative writing and literacy</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.

N/A

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.

N/A

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.

N/A

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.

L.K. Moss Elementary School will implement the use of a behavior matrix which prescribes consequences based on the idea of progressive discipline. Students are not removed from the classroom setting for minor incidents until the behavior has occurred multiple times. Sometimes students will be moved from the classroom in which behavior is occurring to a different classroom so the student can still receive teacher instruction.

ADDITIONAL RESPONSES

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