



# School Improvement Plan 2019 - 2020



**Jeff Davis County  
Jeff Davis Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Jeff Davis County
School Name	Jeff Davis Elementary School
Team Lead	Deidra Higgins

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 checked="" type="checkbox"/>	Free/Reduced meal application
<input 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 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the effectiveness of Tier 1 Instruction
Root Cause # 1	Lack of professional learning in content related best practices.
Root Cause # 2	Lack of continuous monitoring and additional support of effective professional learning implementation.
Goal	By the end of the 2019-2020 school year, all teachers will have training in a PLC for their content-specific area for Tier 1 instruction.

Action Step # 1

Action Step	Collaboratively design and revise curriculum documents to ensure a guaranteed and viable curriculum.
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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Administration/SIS observations
Position/Role Responsible	Administration SIS
Timeline for Implementation	Monthly

What partnerships with IHEs,	Various community partnerships
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Action Step # 1

<p>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)?</p>	<p>Various community partnerships</p>
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Action Step # 2

<p>Action Step</p>	<p>Collect and analyze student and program data.</p>
<p>Funding Sources</p>	<p>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</p>
<p>Subgroups</p>	<p>Economically Disadvantaged                  Foster                  Homeless                  English Learners                  Migrant                  Race / Ethnicity / Minority                  Student with Disabilities</p>
<p>Systems</p>	<p>Coherent Instruction</p>
<p>Method for Monitoring Implementation and Effectiveness</p>	<p>Data Analysis Document                  Administration/SIS monitoring process</p>
<p>Position/Role Responsible</p>	<p>Administration                  SIS                  Teachers</p>
<p>Timeline for Implementation</p>	<p>Monthly</p>

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is</p>	<p>Various community partnerships</p>
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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)?	Various community partnerships
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Action Step # 3

Action Step	Provide feedback to teacher related to quality instruction.
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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Administration/SIS observations
Position/Role Responsible	Administration SIS
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	Various community partnerships
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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)?	Various community partnerships
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Action Step # 4

Action Step	Ensure a common understanding and explicit expectations for quality Tier I instruction.
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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Administration/SIS observations
Position/Role Responsible	Administration SIS
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	Various community partnerships
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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)?	Various community partnerships
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Action Step # 5

Action Step	Monitor collaboration meetings to ensure protocols are being implemented consistently.
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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Administration/SIS observations and monitoring process.
Position/Role Responsible	Administration SIS Teacher
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	Various community partnerships
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Action Step # 5

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)?	Various community partnerships
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Action Step # 6

Action Step	Ensure teachers communicate with parents regarding student achievement.
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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Administration/SIS monitoring process Record of parent communication
Position/Role Responsible	Administration SIS Teacher
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	Various community partnerships
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Action Step # 6

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)?	Various community partnerships
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Action Step # 7

Action Step	Inform parents of opportunities to strengthen their knowledge and skills in order to support student learning at home.
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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Administration/SIS observation Record of parent communication
Position/Role Responsible	Administration SIS Teacher
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a	Various community partnerships
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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)?	Various community partnerships
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve reading and writing in all content areas.
Root Cause # 1	Lack of time designated during academic time for additional reading and writing.
Root Cause # 2	Lack of a balanced approach to literacy and writing.
Goal	By the end of the 2019-2020 school year, reading and writing achievement will improve by 3% as measured by Reading Inventory Lexile and Georgia Milestones.

Action Step # 1

Action Step	Continue to implement balanced approach to literacy with fidelity.
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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Administration/SIS observation
Position/Role Responsible	Administration SIS Teacher
Timeline for Implementation	Others : Daily

What partnerships with IHEs, business, Non-Profits,	Various community partnerships
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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)?	Various community partnerships
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Action Step # 2

Action Step	Ensure common understanding of the components of a balanced approach to literacy and writing instruction
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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Administration/SIS observations
Position/Role Responsible	Administration SIS
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	Various community partnerships
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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)?	Various community partnerships
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Action Step # 3

Action Step	Provide explicit expectations for effective literacy and writing instructions.
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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Administration/SIS observations
Position/Role Responsible	Administration SIS
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	Various community partnerships
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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)?	Various community partnerships
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Action Step # 4

Action Step	Continued professional learning communities to plan, implement, and assess the effectiveness of literacy and writing instruction.
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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Administration/SIS monitoring process Documentation of PLC
Position/Role Responsible	Administration SIS Teacher
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a	Various community partnerships
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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)?	Various community partnerships
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Action Step # 5

Action Step	Ensure teachers communicate with parents regarding student achievement on Reading Inventory Lexile assessment and ways to help with reading and writing strategies to help improve student achievement.
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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Administration/SIS monitoring process Documentation of parent communication
Position/Role Responsible	Administration SIS Teacher
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations,	Various community partnerships
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Action Step # 5

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)?	Various community partnerships
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Action Step # 6

Action Step	Provide additional time for reading and writing in all content areas and during connection time. Students will be given additional time during connection classes to increase writing and reading skills outside the content setting.
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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Administration/SIS monitoring process
Position/Role Responsible	Administration SIS Teacher
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations,	Various community partnerships
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Action Step # 6

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)?	Various community partnerships
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.3 Overarching Need # 3

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve overall student achievement in reading and math.
Root Cause # 1	Lack of regular collaboration to analyze assessment results to adjust instruction and drive interventions
Root Cause # 2	Inconsistent implementation of Eureka curriculum and/or 6 elements of effective math lesson.
Root Cause # 3	Inconsistent implementation of Balanced Literacy framework
Goal	By the end of the 2019-2020 school year, reading and math achievement will improve by 3% as measured by Progress Level on GMAS.

#### Action Step # 1

Action Step	Monitor the implementation of protocols and procedures for curriculum, assessment, and instruction analysis alignment is consistent.
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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Administration/SIS observation Documentation of analysis
Position/Role Responsible	Administration SIS Teacher

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)?	Various community partnerships
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Action Step # 2

Action Step	Ensure the protocols and procedures are conducive to learning and improving student achievement in all areas.
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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Administration/SIS monitoring process
Position/Role Responsible	Administration SIS Teacher
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	Various community partnerships
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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)?	Various community partnerships
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Action Step # 3

Action Step	Provide support for collaboration among teachers to meet expectations, ensure productivity, and prevent interruptions during instruction.
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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Administration/SIS monitoring process and observations
Position/Role Responsible	Administration SIS
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	Various community partnerships
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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)?	Various community partnerships
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p><b>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.</b></p>	<p>The school sought advice from stakeholders during Leadership Team meetings, School Council meetings, parents, personnel, and student surveys. The members of the Leadership Team and School Council were given the current plan and asked for input for any possible changes.</p>
<p><b>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.</b></p>	<p>The school will ensure that low-income and minority children enrolled will be taught by effective, in-field, and experienced teachers by distributing the students identified. The teacher's data will be analyzed to ensure allocation of services is provided to the best of the teacher's ability.</p>
<p><b>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).</b></p>	<p>In SY 18, the instructional program being implemented in ELA is a Balanced Literacy Model. In Math, Number Talks and Six Elements of Math Instruction have been implemented. Beginning in SY 19, the Inquiry Based Model will be implemented in Social Studies. The 5E Model will be implemented in Science in SY 19. Remedial classes will continue to be offered during connection time for at-risk students in areas of reading and math. FLP classes will use IStation and iLearn for intervention in those classes. System44 and Read180 will also continue to be offered for the greatest at-risk students in ELA. iLearn and MobyMax are two programs that will be utilized as supplemental and/or intervention instructional programs.</p>
<p><b>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.</b></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>During the spring, second grade students will tour the elementary school.</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 school will support efforts to reduce the overuse of discipline practices by implementing a check-in/check-out mentor program if needed. The student will be counseled in regards to the student's behavior in the class based on the behavior goals set by the mentor and the student. If the student has to be removed from the classroom, the student will be placed in In-School Suspension (ISS) where the student will continue to work on classroom assignments.</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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