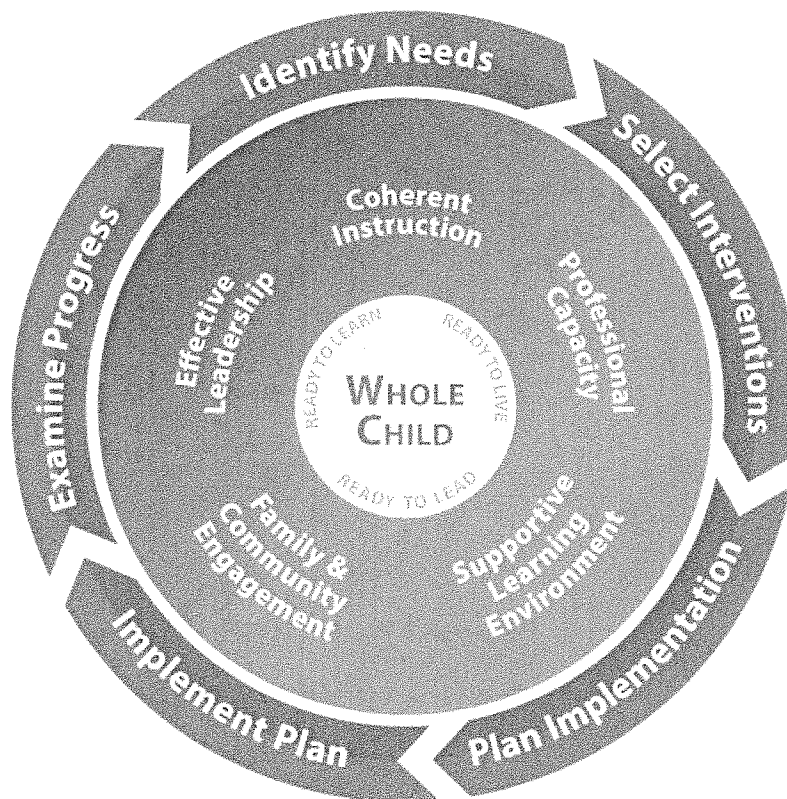




School Improvement Plan 2022 - 2023



**Lowndes County
Moulton-Branch Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Lowndes County
School Name	Moulton-Branch Elementary School
Team Lead	Solomon Summerlin
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input checked="" 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	Improve academic achievement and student growth on assessments.
Root Cause # 1	Achievement gaps, limited vocabulary, and limited exposure and experiences due to socioeconomic status of students
Root Cause # 2	Inconsistency in ELA instruction across all grade levels.
Root Cause # 3	Inconsistent focus on elements at the domain level.
Root Cause # 4	Inconsistent rigor in instructional expectations
Goal	Students will improve academic achievement in all content areas at the domain level by 3% through focused student engagement.

Action Step # 1

Action Step	<p>Tier 1 and Tier 2 instruction is being strengthened by analyzing student achievement data during Professional Learning Communities (PLCs).</p> <p>PLCs will determine learning targets, identify priority standards, develop and/or utilize common assessments, and analyze data (both formal and informal assessments). Students are re-taught and enriched based on individual needs.</p> <p>The Lowndes County Instructional Framework will be reviewed during PLCs. The Instructional Framework has been implemented into classrooms over a multi-year period. Grade wide academic training has been provided in Grades K-3rd for LETRS teaching strategies and Heggerty phonemic awareness training in grades K-1st. Both will have a long term positive impact on ELA. LETRS strategies will be instituted in grades K-3rd. Self Regulated Strategy Development (SRSD), a compilation of best writing strategies, continues to be implemented in grades 3rd-5th. Flocabulary is used in grades K-5th and Rooted in Reading grades K-3rd. Measuring Up will be used to focus flex ELA instruction in grades 3rd-5th. MyLexia will be used to support Reading instruction for Special Education students in grades K-5.</p>
Funding Sources	Title I, Part A
Subgroups	<p>Economically Disadvantaged</p> <p>Foster</p> <p>Homeless</p> <p>English Learners</p> <p>Migrant</p> <p>Race / Ethnicity / Minority</p> <p>Student with Disabilities</p> <p>N/A</p>

Action Step # 1

Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	TKES observations, Lesson plans, PLC Minutes, Common Assessments, Rollout Agenda, PLC Data Notebooks, Substitutes for teacher release time for PLC and extended planning, teacher subscriptions for Planbook.com, and informal academic coach walk-through.
Success Criteria for Impact on Student Achievement	Continued LETRS implementation grades K-3rd.
Position/Role Responsible	Academic Coaches, Administrators, Teachers
Timeline for Implementation	Weekly

What partnerships, if any, 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)?	MBE maintains an active relationship with key community partners who assist us in meeting our goals. MBE's has two key community partners, who wish to remain unnamed. Our partners add financial backing to endeavors to support MBE students. For specific academic support, Coastal Plains RESA affords both regional and state PL opportunities for staff.
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Action Step # 2

Action Step	<p>Students will set goals and self-monitor Lexile growth.</p> <p>Lexile goal attainment is acknowledged and celebrated by students and teachers.</p> <p>Students will complete Study Island modules and earn blue ribbons for mastery of ELA topics.</p> <p>Teachers will be trained on administering DIBELS assessments and interpreting scores.</p> <p>Techniques that utilize assessment results and continue organizing decodable/leveled readers will be modeled by the academic coaches.</p> <p>Purchase decodable readers to provide additional resources across all grade levels.</p> <p>Teachers will use reading strategies learned from LETRS training to strengthen ELA instruction in grades K-3rd. Saxon Phonics and Spelling will continue to be implemented in grades K-2.</p> <p>Implement Rooted in Reading in grades K-3rd to target specific vocabulary instruction.</p> <p>Each grade level most improved reader is acknowledged and celebrated by a community partner, students and teachers.</p> <p>Utilize Flocabulary to teach vocabulary and content. SRSD will be used in grades 3rd -5th</p>
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Action Step # 2

Action Step	for the teaching of writing. Heggerty's Phonemic awareness will be in combination with LETRS in grades K-1st.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	MAP Assessment grades K-5th, IStation Reports, Reading A-Z, Flocabulary
Success Criteria for Impact on Student Achievement	DIBELS growth in grades K-3rd. Standardized assessment growth in grades 3rd-5th.
Position/Role Responsible	Administrators, Academic Coaches, Teachers
Timeline for Implementation	Weekly

What partnerships, if any, 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 # 3

Action Step	Teachers will utilize LCS writing rubrics for instruction and student conferencing. ELA teachers will horizontally and vertically plan their writing instruction to reduce skill gaps. Teachers will analyze student writing in PLC's. Students in each grade level will write daily during a designated writing time. Self Regulated Strategy Development (SRSD) will continue to be implemented in grades 3rd-5th to strengthen writing across the curriculum.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	GMAS, Lesson Plans in Planbook, TKES observation, Salaries for paying substitutes for staff to participate in PL opportunities in SRSD,
Success Criteria for Impact on Student Achievement	Student performance on GMAS and writing graded using LC Writing Rubric.
Position/Role Responsible	Administrators, Academic Coaches, Teachers
Timeline for Implementation	Weekly

What partnerships, if any, 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)?	MBE maintains an active relationship with key community partners who assist us in meeting our goals. MBE has two key partners in these endeavors who wish to remain anonymous. Our partners add financial backing to endeavors to support MBE students. For specific academic support, Coastal Plains RESA affords both regional and state PL opportunities for staff.
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Action Step # 4

Action Step	<p>Gallopade (3rd-5th), Social Studies Weekly (K-2nd), and Social Studies units on the Georgia DoE website will be used to provide Social Studies instruction and Social Studies supplemental resources.</p> <p>Houghton Mifflin Harcourt Science will be used (K-5) to provide science instruction. Students will be encouraged to read non-fiction books emphasizing Social Studies and Science concepts.</p> <p>Teachers will utilize texts about Social Studies and Science concepts during reading and writing instruction as much as possible.</p> <p>Students will complete Study Island modules and earn blue ribbons for mastery of topics in Social Studies and Science.</p> <p>Hands-on activities will be provided for students regularly to encourage application of concepts. STEM teacher will plan with academic grades levels to extend hands-on science activities.</p>
Funding Sources	Title I, Part A
Subgroups	<p>Economically Disadvantaged</p> <p>Foster</p> <p>Homeless</p> <p>English Learners</p> <p>Migrant</p> <p>Race / Ethnicity / Minority</p> <p>Student with Disabilities</p> <p>N/A</p>
Systems	<p>Coherent Instruction</p> <p>Effective Leadership</p> <p>Professional Capacity</p> <p>Family and Community Engagement</p> <p>Supportive Learning Environment</p>
Success Criteria for Implementation	Lesson Plans, TKES Observations, Study Island Reports, substitutes for release time for staff professional learning
Success Criteria for Impact on Student Achievement	Standardized GMAS data
Position/Role Responsible	Administrators, Academic Coaches, Teachers
Timeline for Implementation	Weekly

What partnerships, if any, 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>MBE maintains an active relationship with key community partners who assist us in meeting our goals. MBE has two key partners in these endeavors who wish to remain anonymous. Our partners add financial backing to endeavors to support MBE students. For specific academic support, Coastal Plains RESA affords both regional and state PL opportunities for staff.</p>
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Building the social/emotional learning capacity of all students
Root Cause # 1	Social Emotional Learning training to build the social/emotional learning capacity of students and staff.
Root Cause # 2	Limited Professional Learning training and resources in SEL.
Root Cause # 3	Lack of equity and diversity awareness among the students and staff.
Root Cause # 4	Lower student achievement due to chronic absenteeism.
Goal	Moulton Branch Elementary Schools will annually demonstrate a positive impact on the social, emotional, and cultural needs of all students as measured in available climate perception data.

Action Step # 1

Action Step	Teachers will participate in professional learning that is designed to enhance their understanding of Social Emotional Learning of students.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Electronic documentation of contacts in Infinite Campus, social worker referrals, DoJo communications
Success Criteria for Impact on Student Achievement	Student Health, Climate Rating for Teachers
Position/Role Responsible	Principal, Assistant Principal , School Counselor
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, 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>Moulton-Branch Elementary has relationships with partners to support the needs both academically and emotionally. The Junior Service League screens for vision and hearing in 3rd grade. For needy families, MBE provides the Hungry at Home and Hunger Fight food programs. MBE has a mobile dental program for all students, Help a Child Smile. Help a Child Smile provides opportunities for dental care at school. We are working with Fresh Concepts, a community based partner to recognize the most improved reader in each grade level.</p> <p>MBE maintains an active relationship with key community partners, two of which wish to remain anonymous, who assist us in meeting our social learning goal.</p>
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

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).	A draft was developed by the core leadership group and shared with the staff. The plan was finalized by the leadership team after a consideration of the input.
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.	MBE teachers hold Georgia certification for the subject they are teaching with the exception of three teachers. Grade levels are balanced based on experience levels of teachers and expertise. Classes are balanced based on race, socioeconomic factors, exception (s) and ability.
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).	MBE is a school-wide Title I school and all students have access to instructional materials purchased with Title I funds. In addition, all students are taught based on individual needs in whole group, small group, and one-on-one settings appropriate to each students' need.
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.	Using STAR Reading and STAR Math data, 2nd grade students were targeted for academic intervention. MBE's Summer Bridge program for 2nd Graders being promoted to 3rd grade. The Summer Bridge focused on academic enrichment, STEM, and Social Emotional Learning. Field trips were provided to support 2nd and 3rd standards.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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.	Prior to Covid, MBE sponsored a transition meeting to acquaint parents of rising kindergarten students with kindergarten expectations. As the Covid guidelines lessen MBE will begin reinstating these transition meetings.
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.	
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.	MBE implements the PBIS program which teaches and encourages appropriate behavior. All staff are encouraged to develop positive relationships with students. Staff members are encouraged to mentor those students who are at risk of becoming a behavior issue. Non-homeroom teachers very often are the lead in this role. They see students in a nonacademic settings and very often see a different side of a student.

ADDITIONAL RESPONSES

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