School Improvement Plan
2023 - 2024

Coffee County
Ambrose Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Coffee County
School Name	Ambrose Elementary School
Team Lead	Mary Vickers
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	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 number of students scoring proficient and distinguished levels in ELA on EOG test.
Root Cause # 1	Lack of consistent Writing Instruction
Root Cause # 2	Lack of Vocabulary Development
Root Cause # 3	Low Lexile Scores
Root Cause # 4	Low Self-Efficacy among Students
Goal	By the end of 2023-2024 school year, we will increase student achievement in ELA by 2% for grades 3-5 scoring proficient or above as measured by school wide probes, benchmarks, or Georgia Milestones Assessments.

Action Step # 1

Action Step	Provide flexible grouping reading strategies through "Bookworms" or "Journey's" to teach high leverage strategies based on student Lexile Levels.
Funding Sources	Title I, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, Collaborative Meetings
Method for Monitoring Effectiveness	100%
Position/Role Responsible	Admin Team
Timeline for Implementation	Weekly

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)?	N/A

Action Step # 2

Action Step	Implement student self-monitoring system, administer formative assessments, and benchmarks assessments that analyze and set individual goals for students.
Funding Sources	Title I, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Benchmark Assessments, Differentiated Lesson Plans, Individual Monitoring/Goal Sheets
Method for Monitoring Effectiveness	100%
Position/Role Responsible	Teachers
Timeline for Implementation	Monthly

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)?	

Action Step # 2

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)?	

Action Step # 3

Action Step	Provide "Camp Eagle" tutoring after-school
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Family and Community Engagement
Method for Monitoring Implementation	Lesson Plans
Method for Monitoring Effectiveness	100%
Position/Role Responsible	Teacher
Timeline for Implementation	Monthly

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)?	

Action Step # 4

Action Step	Provide resources, experiences and technology that will enhance student writing and vocabulary: Field trips, author visits, etc.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title III, Part A McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, Benchmarks
Method for Monitoring Effectiveness	100%
Position/Role Responsible	Admin. Team
Timeline for Implementation	Quarterly

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)?	

Action Step # 5

Action Step	Provide time for collaboration, for vertical team, grade level meetings, and mentor meetings to contribute skills, knowledge, and experiences. My Learning Plan website and Comprehensive Reading Solutions modules on Reading and Literacy will be utilized during these meetings.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Meeting Minutes, Sign in Sheets
Method for Monitoring Effectiveness	100%
Position/Role Responsible	Admin Team
Timeline for Implementation	Yearly

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)?	

Action Step # 6

Action Step # 6

Action Step	Family Coordinator will provide information through newsletters,School Governing Council Meetings, Kinvo, PeachJar, etc, Family Coordinator will also provide support during parents nights. Resources will be available in our Resource Room. The Literacy Plan and SIP will be available to provide information and gather feedback.
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting sign in sheets, check out log
Method for Monitoring Effectiveness	100%
Position/Role Responsible	Family Parent Coordinator
Timeline for Implementation	Monthly

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)?	

Action Step # 7

Action Step # 7

Action Step	Support students socially and emotionally through the continued implementation of PBIS (Positive Behavior Support System), student advocacy plan, wellness committee meetings, and monthly "Eagle's Nest" meetings.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting minutes
Method for Monitoring Effectiveness	100%
Position/Role Responsible	Teachers, counselor, social worker
Timeline for Implementation	Monthly

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the number of students scoring at the proficient and distinguished levels in Math on EOG test.
Root Cause # 1	Lack of Math Vocabulary Development
Root Cause # 2	Little Rigorous Math support and interventions
Root Cause # 3	Parents lack "new" Math skills/or language barrier to assist students
Goal	By the end of 2023-2024 school year, we will increase student achievement in Math by 2% for grades 3-5 scoring at grade level or above as measured by school wide probes, benchmarks or Georgia Milestones Assessments.

Action Step # 1

Action Step	Students will use Math Seeds, IXL, Math Reflex, and other technology to enhance instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Benchmark and Assessment DATA
Method for Monitoring Effectiveness	70%
Position/Role Responsible	Admin Team
Timeline for Implementation	Quarterly

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)?	

Action Step # 2

Action Step	Provide time for Vertical and grade level meetings to support instructional needs, contribute skills, knowledge, experiences, and examine data.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting Minutes
Method for Monitoring Effectiveness	100%
Position/Role Responsible	Admin Team, teacher leaders
Timeline for Implementation	Monthly

Action Step # 2

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)?	

Action Step # 3

Action Step	Family Coordinator will provide information through newsletters, School Governing Council Meetings, Kinvo, PeachJar, etc, Family Coordinator will also provide Math support during parents nights. Resources will be available in our Resource Room. The SIP will be available to stakeholders to provide information and gather feedback.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in Sheets, brochures or handouts, website, lesson plans
Method for Monitoring Effectiveness	100%

Action Step # 3

Position/Role Responsible	Admin team, teacher leaders
Timeline for Implementation	Quarterly

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)?	

Action Step # 4

Action Step	Implement STEAM based projects to engage students in Math content.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Benchmarks

Action Step # 4

Method for Monitoring Effectiveness	70%
Position/Role Responsible	Admin Team, Teachers
Timeline for Implementation	Monthly

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)?	

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).	Developing this plan utilized a variety of different data and team members to dig into the needs of our school. We broke down standardize test scores with our Leadership Team to determine where students fell short, and what gaps need to be met across the school to better allow students a chance to excel. The Leadership Team also gathered feedback directly from stakeholders on a variety of different surveys. The stakeholders included teachers, parents, and community members.

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.	We are fortunate at our school to have 100% in field, highly effective, and experience teachers and paraprofessionals at Ambrose Elementary School. AES balances the experience levels within grades, teams, and content areas so that no one area is predominantly inexperienced. New teachers are assigned a trained mentor, who works with them throughout the school year. A mentor can be used for additional reasons such as low performance, or help with specific areas within content areas. AES also employs an academic coach to guide new and seasoned teachers in the incorporation of best practices. This academic coach is paid with Title I funds.

Our current staff retention plan includes incentives for employees to continue their employment at AES. The plan includes maintaining trust and line of communication between staff and administration; providing interventions and supports specific needs of the staff through professional learning; providing a "Brag" board for teachers to post brag comments about fellow staff; and staff luncheons during the year to encourage team building.

We will ensure continuous professional learning and growth to support high students achievement and build an organizational culture through AES's professional learning plan. |

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	Teachers will utilize flexible grouping and small group instruction to accommodate student readiness, learning bookstyles, and identified weaknesses. Teachers will provide intervention instruction to students who did not meet standards in Math or ELA on the Georgia Milestones Assessment System. Teachers incorporate student efficacy strategies into their instruction to increase student motivation.

In ELA, the Star Assessment and other benchmarks will be administered 3 times throughout the year. The 3rd-4th grade students scoring well below grade level could be placed in Scholastic System 44 program during SAIL or flex time. During this 45 minute program, |

children (if applicable).	students will be led through work stations which include individualized ELA skills on the computer such as Essential Reading, Study Island, etc.. The 4th-5th grade students who score below grade level will be provided interventions on the computer such as Study Island, IXL, etc. In Math, the 3rd-5th students who perform below grade level on the benchmarks will be provided intervention in teacher small groups and computer programs (ie: Math Seeds, IXL, Study Island, and Reflex Math). Computers and class sets of iPads are used for practice on state assessments, to complete research projects, or to improve specific skills. Computer programs (ie. Read 180, System 44, Flocabulary, Reflex Math, Reading Eggs, IXL, Study Island, Math Seeds and keyboarding for grades k-5) are available for identified student populations in the needs area academically. These technological resources are a large driving force for school wide improvements on student achievement and professional learning plans. Title 1 funds provide salaries for a regular education teacher, an Academic Coach, parent resource coordinator, and intervention specialist. Regular education teachers helps lower class size ratio for the grade level with the most academically at-risk students. The academic coach provides professional learning and instructional support for teachers and parents. Intervention specialist, and S.A.I.L (Students Accelerated in Learning). Special Education teachers provide additional ELA strategies using the Wilson Reading program. Title 1 funds are used to provide professional learning opportunities through substitutes for teachers release time to desegregate data and collaborate to identify student needs. These funds also provide funding for a two day leadership team retreat to collaborate on improvement of instruction.

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.	Our school is a school-wide Title 1 school and all students receive help, support, and access to resources to help them master grade level content and experience success in the classroom.

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.	We hold a Pre-Kindergarten Open House on the day of the K-5th Open House where we provide guidance on how to help students adjust to the new school day schedule. We also provide tours for the students and families of the rooms and common areas at school. On Kindergarten registration day, kindergarten teachers administer a Kindergarten readiness assessment to the upcoming kindergarten students. Results of these assessments are shared with parents. Meetings are also held between Pre-k and kindergarten teachers to discuss transition activities. Pre-kindergarten is housed on our campus. Throughout the year the students have the opportunity to visit the kindergarten classes to reduce anxiety of entering kindergarten.

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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Not Applicable

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.	We fully implemented a support system calledPBIS.Positive, Behavior, Intervention and Support allows us to address positive behaviors among students and acknowledge their good behavior with positive reinforcement. This support system provides methods and interventions that limit the removal from the class setting with alternatives and acknowledge systems that help keep students on track and in class. This year we will begin training onCapturing Kids Heartsto create a sense of community, build healthy relationships, and develop conflict resolution skills, and a sense of belonging. We will begin FY23-24 with all staff training on Capturing Kids Hearts this program is designed to make a huge impact on relationship building not just with our school but county-wide.

ADDITIONAL RESPONSES

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