



School Improvement Plan 2024 - 2025



Stewart County
Stewart County Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Stewart County
School Name	Stewart County Elementary School
Team Lead	Brian Barnhill
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A

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 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 Skills in Literacy, Math, Science, and Social Studies Across the District
Root Cause # 1	Data not used effectively to differentiate instruction and provide flexible grouping
Root Cause # 2	Implementation of strategies learned in PL not consistently monitored in classroom with multiple follow-up
Root Cause # 3	Modern technology not effectively integrated effectively in the classroom due to lack of training
Root Cause # 4	MTSS in emerging stage- Plans and protocols not yet in place due to new staff
Root Cause # 5	Teacher Retention
Goal	The goal is to increase the percent of students proficient and distinguished on the Spring 2025 Georgia Milestones Assessments by 3%, while decreasing the number of students scoring beginning learner by a minimum of 5%.

Action Step # 1

Action Step	Develop assessments to progress monitor students on mastery of priority standards. Provide assessment data to teachers and disaggregate the data to monitor and determine student needs.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction
Method for Monitoring Implementation	Collaborative Team Meetings (PLCs), Review weekly lesson plans, provide feedback, and walkthroughs
Method for Monitoring Effectiveness	Formative and Summative Assessments, Teacher Observation, Effective Feedback to Teachers, Progress Learning
Position/Role Responsible	Administrators, Teachers, Curriculum Director and Literacy Coach
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)?	YCCT (Youth Challenge Community Theater), 21st Century After School Program, L4GA (Literacy For Georgia Grant), Chatt Flint RESA, Family Connections
--	---

Action Step # 2

Action Step	Provide staff with differentiated professional development in reading , literacy , science, social studies, math, SEL, and continuously strive to create a positive learning culture and climate.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Collaborative Team Meetings, Review weekly lesson plans, provide feedback, and walkthroughs
Method for Monitoring Effectiveness	Assessments, Teacher Observation, Effective Feedback to Teachers
Position/Role Responsible	Administrator, Teachers, Curriculum Director and Literacy Coach
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)?	YCCT (Youth Challenge Community Theater), 21st Century After School Program, L4GA (Literacy For Georgia Grant). Chatt Flint RESA and Family Connections
--	--

Action Step # 3

Action Step	Conduct weekly collaborative sessions to plan instruction utilizing assessment results.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Collaborative Team Meetings, Review weekly lesson plans, provide feedback, and walkthroughs
Method for Monitoring Effectiveness	Monthly assessments, Meeting agendas, and Data reports (report cards and progress reports)
Position/Role Responsible	Administrator, Teachers, Curriculum Director and Literacy Coach
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)?	YCCT (Youth Challenge Community Theater), 21st Century After School Program, L4GA (Literacy For Georgia Grant). Chatt Flint RESA
--	---

Action Step # 4

Action Step	Provide professional learning opportunities for staff to build capacity in the areas of differentiation and classroom management to create a positive learning environment.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Completion of assigned staff professional development courses from Chatt Flint RESA, State Conferences, and Georgia Department of Education Professional Community
Method for Monitoring Effectiveness	Assessments, Teacher Observation, Effective Feedback to Teachers
Position/Role Responsible	Administrators/Consultants, Curriculum Director, and Literacy Coach

Action Step # 4

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)?	YCCT (Youth Challenge Community Theater), 21st Century After School Program, L4GA (Literacy For Georgia Grant). Chatt Flint RESA
--	---

Action Step # 5

Action Step	Host Curriculum Night for families and community partners that address each content area once per quarter.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged
Systems	Family and Community Engagement
Method for Monitoring Implementation	Assign meeting dates for each content.
Method for Monitoring Effectiveness	Sign-in Logs, Agendas, Flyers
Position/Role Responsible	Administrator, Teachers, Curriculum Director Coach, Literacy Coach, and Parent Coordinator
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)?	YCCT (Youth Challenge Community Theater), 21st Century After School Program, L4GA (Literacy For Georgia Grant). Chatt Flint RESA
--	---

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Recruit and retain effective teachers.
Root Cause # 1	Lack of building capacity of teachers.
Root Cause # 2	Continued support for new teachers
Goal	To recruit and retain our highly qualified teachers

Action Step # 1

Action Step	Develop and implement a teacher recruitment and retention plan to serve as the blueprint for hiring and retaining employees in the Stewart County School District (SCSD).
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority
Systems	Effective Leadership
Method for Monitoring Implementation	Attendance at job fairs, assign mentors to new teachers and continue new teacher's academy
Method for Monitoring Effectiveness	Sign-in sheets from job fairs and new teacher's meetings, mentor/mentee assignment list, and meeting dates
Position/Role Responsible	District and school-based administrators and teachers and teacher leaders
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)?	Chatt Flint RESA
--	------------------

Action Step # 2

Action Step	Develop and implement a New Teachers' Academy for new and developing teachers.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority
Systems	Professional Capacity
Method for Monitoring Implementation	New Teacher Academy plan with dates and topics
Method for Monitoring Effectiveness	Sign-in sheets from job fairs and new teacher's meetings, mentor/mentee assignment list, and meeting dates
Position/Role Responsible	Consultants, coaches, teachers, administrators
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)?	Chatt Flint RESA
--	------------------

Action Step # 3

Action Step	Develop and implement a collaborative group for teachers to share instructional ideas and best practices among colleagues.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority
Systems	Coherent Instruction
Method for Monitoring Implementation	Collaborative Team Meetings, Review weekly lesson plans, provide feedback and walkthroughs.
Method for Monitoring Effectiveness	Sign-in sheets and agendas from collaborative planning meetings
Position/Role Responsible	Consultants, coaches, teachers, administrators
Timeline for Implementation	Weekly

Action Step # 3

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)?	Chatt Flint RESA
--	------------------

Action Step # 4

Action Step	Sustain ongoing communication with parents and community partners to gain support.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority
Systems	Family and Community Engagement
Method for Monitoring Implementation	Schedule teacher/parent meetings and community stakeholder dialogues
Method for Monitoring Effectiveness	Teacher/parent communication logs and Sign-in sheets, and meeting agendas from the community stakeholders' dialogues
Position/Role Responsible	District and school-based administrators, counselors, parent coordinator, and teachers and 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)?	Chatt Flint RESA
--	------------------

Action Step # 5

Action Step	Provide professional learning opportunities for new teachers to build the capacity of differentiation and classroom management to create a positive learning environment.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Completion of assigned staff professional development courses from Chatt Flint RESA, State Conferences, and Georgia Department of Education Professional Community
Method for Monitoring Effectiveness	Discipline referrals, classroom observations and student assessment data
Position/Role Responsible	Administrators, Consultants, Curriculum Director, Literacy Coach and Teachers
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)?	Chatt Flint RESA
--	------------------

3. REQUIRED QUESTIONS

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

Required Questions

<p>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).</p>	<p>The school has Collaborative Teacher Teams and parent groups (Knight's Council and Parent Conversations monthly meetings) to review data, prioritize needs and develop strategies to increase student achievement. Parents, teachers, and community members were invited to provide feedback and input by way of surveys, conferences and parent meetings. Climate surveys for staff and students were given and data was shared and included in the Accreditation Report.</p>
<p>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.</p>	<p>The school seeks and employs highly-qualified content teachers to provide quality instruction to all students. These highly-qualified teachers meet the standards established by the state of Georgia through the Professional Standards Commission and are screened in the hiring process to ensure that they are professionally qualified and in-field in their content area(s). All teachers have a mentor and are provided professional learning in any areas of identified need.</p>
<p>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>	<p>The school uses evidence based practices and programs to include Advance to Learn PreK, HMH Into Reading, Science of Reading Intervention K-12, Achieve 3000, however, stakeholders identified the need for ongoing PL for utilization of Acadience Reading, GA DOE Math, Lexia Core 5, work study, small group guided reading and writing. With the L4GA1, the B-5 and B-12 reading coalitions were established with fidelity. Literacy Learning Communities were established and implemented with fidelity. A primary focus was studying the reading progressions P-12, DRC Beacon, NWEA MAP, and full K-5 intervention teacher.</p>
<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</p>	<p>A system of on-going formative and summative assessments (universal screening and progress monitoring) is used to determine the need for Multi-Tiered Systems of Support (MTSS), the intensity of the interventions, and to evaluate the effectiveness of instruction P-12. Universal Screeners: Acadience is used for K-3 reading, NWEA MAP is used for 2nd-5th grade and NWEA MAP is used as universal screener grades K-12th. Students in grades K-12th are typically screened three times a year (fall, winter, and spring) using each assessment. Teachers then complete a rubric to determine eligibility for intervention and MTSS. Students who qualify are served in reading and/or math. Students begin with at least three days of intervention. A full time K-5 intervention is staffed who progress monitors. Teachers use this information to plan small group instruction and student interventions</p>

rank all students.	
--------------------	--

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<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>Pre-K students attend elementary school programs within the building. They also participated in the Summer 21st Century which focuses on skill building for Kindergarten. Head Start students tour the Elementary school closer to the end of the school year, in preparation of entering the school for Pre-K. The school social worker conducts frequent SEL groups in addition to check in/check out meetings for needed students. An annual Pre-K orientation is also held for parents and students.</p>
---	---

<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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Students in 8th grade will participate in the Summer Bridge Program to prepare them for a successful transition to high school. Dual enrollment courses will be offered to those entering 10th grade. We have a partnership with Columbus Technical College and Columbus State University. Students will be administered a College and Career Readiness exam to help them determine their best postsecondary education option. They will also be administered a Career Inventory where the different pathways are introduced and explained to help them determine the career that most interest them. College tours are offered for high school students in addition to career fairs, and career research projects. School-wide activities such as " I love my future week", and Career Day, transition plans, "A day in high school" are also offered to students to promote postsecondary education.</p>
--	---

<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 use of the Positive Behavioral Intervention System will help decrease the number of discipline referrals, thereby decreasing in school suspensions and out of school suspensions. We will also provide professional development on classroom management strategies, positive appropriate teacher/student relationships.</p>
---	--

ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>N/A</p>
--	------------