



# School Improvement Plan 2023 - 2024



**Savannah-Chatham County  
Susie King Taylor Community School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Savannah-Chatham County
School Name	Susie King Taylor Community School
Team Lead	Yanis Medina
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)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input 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	Increase student achievement
Root Cause # 1	Lack of community and family engagement
Root Cause # 2	Lack of professional capacity for instructional and leadership staff
Goal	Increase student content mastery for grades 6th -8th on the GMAS in ELA by 8 points (from 32.71 to 40.71) and increase math content mastery by 10 points (from 13.58 to 23) by end of school year 2023-2024.

Action Step # 1

Action Step	Create an annual professional development calendar to support professional development and professional learning of the instructional and leadership team(s). This includes scheduling professional development sessions with iReady, Curriculum Based training sessions, Trauma Based Practices, Standards Based Practices, Restorative Practices, Curriculum development, assessment creation and analysis
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC sign in sheets/minutes/handouts lesson plans class walkthroughs sample assessments
Method for Monitoring Effectiveness	Formative and summative assessments data Discipline data CCRPI data
Position/Role Responsible	Administration team, instructional staff
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)?	iReady, Gallopade, Restorative Practices
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Action Step # 2

Action Step	All participants of the professional development and professional learning will sign in and complete a Google Survey at the end of each session acknowledging their participation and evaluate its usefulness.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC sign in Google survey sign in
Method for Monitoring Effectiveness	Google survey data Teacher self-evaluations
Position/Role Responsible	Leadership
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)?	iReady Classroom, Gallopade
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Action Step # 3

Action Step	Implement a Standards Based Classrooms to include: the utilization of explicit vocabulary, ensuring the task/activity matches the rigor of the standard, standards deconstructed and posted in the classroom
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	classroom walkthroughs extended classroom observations peer observation notes
Method for Monitoring Effectiveness	Increase midyear and end of year iReady reading and math scores. CCPRI data
Position/Role Responsible	Admin team, instructional staff
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 # 4

Action Step	Provide teachers and staff with a collaborative planning structure to utilize on Tuesdays
Funding Sources	N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 4

Method for Monitoring Implementation	PLC sign in /minutes
Method for Monitoring Effectiveness	Increase midyear and end of year iReady reading and math scores. CCPRI data
Position/Role Responsible	Admin team, instructional staff
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 # 5

Action Step	School wide implementation of lesson plan(s) to ensure implementation of standards based instruction, provide lesson plan feedback, and monitor the creation and submission of lesson plans by teachers in grades K-8
Funding Sources	N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plan feedback Completed standard lesson plan forms
Method for Monitoring Effectiveness	Increase midyear and end of year iReady reading and math scores. CCPRI data
Position/Role Responsible	Admin team, instructional staff
Timeline for Implementation	Weekly

Action Step # 5

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)?	Dr. Rodriguez, Georgia Department of Education
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Action Step # 6

Action Step	Conduct classroom observations to monitor the implementation of Standards Based Classrooms.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	classroom observation feedback
Method for Monitoring Effectiveness	Increase midyear and end of year iReady reading and math scores. CCPRI data
Position/Role Responsible	Admin team, instructional staff
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 # 7

Action Step	Extended learning by providing afterschool tutorials during the spring semester and summer school in order to provide remediation for students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	tutorial sign in sheets tutorial schedules
Method for Monitoring Effectiveness	There will be a 5% increase for MOY (Dec./January) iready Reading and Math to EOY (March/April) for students who participate in afterschool tutorials.
Position/Role Responsible	Tanika Johnson
Timeline for Implementation	Others : Spring Semester

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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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the Social and Emotional awareness of students, staff and stakeholders
Root Cause # 1	Increased negative behaviors of students, trauma and emotional support for staff, SEL awareness for stakeholders
Goal	When compared to FY 21-22 discipline data we will see a 10% decrease in referrals and negative behaviors for FY 22-23.

Action Step # 1

Action Step	Provide SEL and restorative practice training to staff, students, families, and board members quarterly
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	SEL PLC training sign in sheets/ handouts SEL family event advertisements/ minutes/sign-in sheets
Method for Monitoring Effectiveness	Discipline data Questionnaires
Position/Role Responsible	Admin team, instructional staff
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)?	
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Action Step # 2

Action Step	With the input of stakeholders, create and implement the utilization of a Discipline Handbook that establishes clear expectations of rules and consequences
Funding Sources	N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Discipline Handbook PLC minutes with staff on usage of Discipline Handbook Parent/Student sign in for receiving Discipline Handbook
Method for Monitoring Effectiveness	Discipline data
Position/Role Responsible	Admin, instructional 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)?	
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Action Step # 3

Action Step	Create a FREE room to implement SEL and Restorative Practices
Funding Sources	N/A
Subgroups	Economically Disadvantaged Homeless Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation	Room Usage Sign -In Observations
Method for Monitoring Effectiveness	Discipline data Student self-evaluations
Position/Role Responsible	Sean Patterson, Counselor
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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### 3. REQUIRED QUESTIONS

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

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).</b></p>	<p>As the schoolwide plan was developed input was sought from parents, teachers, community members, business partners, other school staff to include paraprofessionals and specialty staff, and district staff related to the effective management of the school , teacher quality of instruction , instructional content and strategies. This input was gathered through parent virtual community/parent forum, an informal teacher survey, feedback from staff during professional learning communities, administration gained input from the school leadership team and school council. Climate survey results from personnel and families was also included in the process. District level staff were consulted as part of continuing support in developing the plan. The CNA/SIP was made available during the year in the family center and school front office for input. Stakeholders are notified for this opportunity to provide input on the school website, through a flier sent home with students and a call out to all families.</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>Teachers will not be hired who are ineffective, out-of-field or inexperienced based upon the Georgia Professional Standards Commission guidelines and the LEA Strategic Waiver. Screening all candidates for hire is completed at the district level before being released to the school to interview, this insures that only qualified teachers are interviewed and hired. After being hired to ensure teachers do not become ineffective after they are hired, they will be observed weekly to ensure students are receiving effective, meaningful and academically challenging instruction. Teachers will be evaluated using TEKS. Susie King Taylor ( SKT) leadership team has created a new hiring process to ensure teachers are certified and have the knowledge required to support low income and minority students. Those teachers who require support to meet the needs of their learners will be provided intentional support through professional development, facilitated PLCs and team planning meetings.</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>Students in this school will receive instruction from bell to bell. That means from the time they enter the classroom to the time they leave. Students will be taught using research based approved instructional materials in all content areas integrating science and social studies into reading and math lessons. . Teachers will be monitored and evaluated consistently. The School Leadership Team will meet twice monthly to review the components of the School Improvement plan to ensure we are monitoring our progress as a school. The school is working to support at risk students instructionally by providing small group instruction when necessary in the classroom to support skill and concept mastery. Students who are most at risk are also included in a flexible learning block of 45 minutes per day in the areas of math and reading to give additional academic support. Multi-Tiered System of Support ( MTSS) is</p>

	<p>utilized to further provide the necessary support to at risk students. The school is working to support at risk students by providing professional development. Reading, Writing and Math are the content areas in which strategic professional development opportunities and resources need to be provided to instructional staff. By providing support in the analysis and creation of common assessments the instructional staff will be able to determine which students are at risk and require intervention and additional support. The school is working to support at risk students by providing parents with virtual and face to face meeting to support ;meeting challenging State standards, understanding testing &amp; assessment, monitoring student progress, teaching parents key strategies to reinforce learning, transitioning between learning environments and other content as requested by parents. Additionally, teachers continuously communicate with parents on student progress and send home assignments and materials to meet individual student needs. Under the McKinney Vento Act there are several students who are being provided transportation, meals and additional academic support when requested by parents.</p> <p>At this time there are no students are designed as Neglected &amp; Delinquent. If students were to be designed as Neglected and Delinquent they would be served academically identical to any other students. All family events and opportunities would be available to the staff at the facility where the student is housed. The school would communicate all information related to the student and school issues with the staff at the facility and not the actual parent.</p>
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<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.</p>	<p>NA</p>
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### 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>SKTCS does not currently have a preschool program; however, all incoming kindergarteners are assessed prior the school year in the areas of phonemic awareness and basic math concepts. Students who are identified as falling below entry level kindergarten readiness are provided additional support from the beginning of the school year.</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>We are working in collaboration with community partners to provide students with internships and community service programs that will expose them to future careers and potential employment. A college and career fair will be scheduled for FY 24 in which local colleges and universities. The school counselor will also act as a liaison and in coordination with institutions of higher education and local partners to educate and prepare our students for the most competitive high schools in the district. In order to assist our students with the transition from middle to high school, students will receive support through homeroom and counselor support. Students will receive information regarding high school credits, expectations and options in January. Students will work with the counselor to select courses and desired tracks for high school. Students will also be briefed on choice programs options by the counselor.</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 school has created an Social Justice committee which has restructured and revised the schools Student Code of Conduct to ensure the implementation of Restorative practices, continuity of expectations between grade levels. The school has also partnered with the GADOE's department of School Climate to ensure the proper facilitation of PBIS.</p>

ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>The schoolwide program plan will remain in effect for the duration of the school's participation under Title I, Part A, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. In an effort to implement the Schoolwide plan with fidelity, the school regularly progress monitors the improvement goals utilizing 45 Day Action Plan (DAP) to ensure continuous improvement of students in the schoolwide program.</p>
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ADDITIONAL RESPONSES

	<p>During the meeting, committee members are provided an overview of schoolwide data, and areas of strengths and weaknesses are shared. The school wide plan was initially developed based on data, staff and community input shared at leadership meetings during the school year and the summer. Additionally, other agencies such as Special Education, McKinney Vento, Title II, Title IV, PTA, Pre-K, CTAE, ESOL, and school nutrition were given an opportunity to provide input. The schoolwide plan is reviewed and the committee identifies the needs of targeted student group and learning goals; and offers recommendations to focus instructional improvement efforts to support progress toward learning goals. The draft of the Title 1 budget is shared and parents and stakeholders are encouraged to provide feedback and offer input on how the Title 1 funds should be utilized to support teaching and learning. The Title 1 family engagement policy is reviewed from the previous school year. School-Parent Compacts and the school-wide calendar of events is shared. Questions posed are answered to ensure there is clarity and understanding of the purpose of the documents. During the school year the school improvement plan is formally monitored and reviewed by the school leadership team in conjunction with mid-year and end of year data to determine the effectiveness of interventions and strategies included in the plan. If at the mid year or end of the school year it is determined that revisions need to be made to the school improvement plan the school leadership team formulates the necessary changes in conjunction with the school administrators. Necessary changes will be based on ensuring each student is provided an opportunity to meet the challenging State academic standards. The schoolwide plan will be made available , to the extent practicable in a language parents can understand, on the school website, in the front office of the school and family center. Additionally, the schoolwide plan will be shared at the Annual Title I meeting with all parents who attend.</p>
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