



# School Improvement Plan

## 2024 – 2026

General Improvement Plan Information	
School	Wynnton Arts Academy
Principal	Jackie Mumpower
Grades Served	K-5 <sup>th</sup> Grade
Factors used by the District to Identify Students in Poverty (All Schools) – Check One Box	
<input checked="" type="checkbox"/> Community Eligibility Provision (CEP) <input type="checkbox"/> Free/Reduced Meal Application	
Federal Funding Options to be Employed in this Plan (Title I Schools Only) – Check One Box	
<input type="checkbox"/> Traditional Funding (All Federal Funds are Budgeted Separately) <input checked="" type="checkbox"/> Consolidated Funds (State/Local and Federal Funds are Consolidated)	

### TEAM MEMBERS

*The comprehensive needs assessment (CNA)/school improvement plan (SIP) team consists of people who are responsible for working collaboratively throughout the CNA/SIP process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school.*

*Schools must ensure they are incorporating a paraprofessional in the process.*

Name	Position
Jackie Mumpower	Principal
Jeremy Pownall	Assistant Principal or Dean
Jill Steinhauser	Academic Coach (Title I & COF schools only)
Emilie Thompson	Teacher
Stefanie Johnson	Teacher
Dorothy Hogg	SWD Teacher
Mandy Barton	Paraprofessional
Kourtney Hicks	Family Engagement Representative (Title I & COF schools only)
Ashley Sleadd	Parent
Gayle Yarbrough	Business/Community Partner
Elizabeth Russell	Business/Community Partner

### ADDITIONAL TEAM MEMBERS

Name	Position
Debbie Hughes	Magnet Coordinator
Katherine Cumming	Counselor
Kyndal Felfeli	Teacher
Kathy Rulon	Teacher
Stacey McClary	Teacher
James Murphy	Teacher
Shari Perry	Teacher
Donna Potteiger	Media Specialist

#### How will the team ensure that stakeholders are able to provide meaningful feedback throughout the CNA/SIP process?

The team will ensure that stakeholders are given the opportunity to provide meaningful feedback by scheduling meetings and discussions for all stakeholder groups to support the school improvement process.

**IMPORTANT**

*As you develop your school's Improvement Plan (SIP), the actions in the plan need to align with the district's CNA Overarching Needs/DIP Goals as well as the Powerful Practices, Opportunities for Improvement and Improvement Priorities from the last accreditation review.*

<b>DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN</b>	
<b>Overarching Needs</b>	<b>Improvement Plan Goal Focuses</b>
1. Address individual student needs – clearly defined and communicated learning targets with success criteria (to students and families)	1. Tier 1 Instruction 2. MTSS
2. Personalized Professional Development for All	3. Employee development
3. Increase family, community & staff engagement to build trusting relationships – market resources through community outreach, website, social media, mass notifications	4. Culture of Kindness

<b>ADVANCED ENGAGEMENT REVIEW FOR ACCREDITATION (FALL 2017)</b>
<b>Powerful Practices</b>
1. The Muscogee County School District is exceptional in engaging stakeholders to support achievement of the system's purpose and direction through the development and maintenance of strong relationships with regular and positive communication among community partners, system staff, students and parents.
2. The Muscogee County School District fosters a culture of collaboration, excellence and pride that is evident across all levels of the organization.
3. The Muscogee County School District analyzed its existing utilization of resources and crafted an exceptional plan to prioritize and reorganize resources in order to provide a more structured support system aligned to the organization's needs resulting in greater student performance and system effectiveness.
<b>Opportunities for Improvement</b>
1. Design and implement a defined process to review and revise, as indicated, the system and schools' purpose and vision on a regular basis.
2. Develop, implement and regularly monitor clearly defined system-wide practices to coordinate learning support services that meet the multi-tiered learning needs of all learners.
3. Align system resources and instructional support with school-based practices to ensure the fidelity of implementation of the collection, analysis and utilization of formative and summative data for increased student learning, achievement and growth.
4. Develop and implement professional development strategies that focus on utilization of digital resources as an integral component of content delivery.
<b>Improvement Priorities</b>
1. Strengthen and monitor professional learning communities to evaluate, interpret and utilize data for personalized learning and differentiated instruction to increase learning, achievement and growth.
2. Develop and implement a comprehensive professional development plan that addresses the training needs of instructional, instructional support and leadership staff.



**OVERARCHING NEEDS**

Overarching Needs in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Low student achievement and progress	<ul style="list-style-type: none"> <li>● Need for additional professional development in personalized learning, literacy, and math</li> <li>● Need for vertical collaborative planning</li> <li>● Need to develop and strengthen MTSS for consistency</li> </ul>	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
2. Social Emotional Learning	<ul style="list-style-type: none"> <li>● Lack of developed social skills needed to be successful in school setting</li> <li>● Need for revisit of PBIS modules</li> <li>● Additional professional development on Second Step</li> </ul>	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate
3. Arts Integration to support Magnet Program	<ul style="list-style-type: none"> <li>● Need for professional development in Arts Integration/STEAM</li> <li>● Need for collaborative planning time with fine arts team and teachers</li> </ul>	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
4. Increase family and community engagement	<ul style="list-style-type: none"> <li>● Need for community partnerships for STEAM opportunities</li> <li>● Need for family involvement for attendance and academic success</li> </ul>	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate

**2023 – 2026 OVERARCHING NEEDS & GOALS**

District Overarching Need	SIP Goal
School Overarching Need	SIP Goal (SMART process goal, not an outcome goal)
Low student achievement and progress	By May 2026, 100% of teachers will be trained on Tier 1 Instruction and MTSS with a focus on Arts Integration/STEAM and Personalized Learning-Voice, Choice, and Engagement, and will implement with 85%

	fidelity as measured by classroom walkthroughs, lesson plans, and teacher feedback.
Expand Culture of Kindness	By May 2026, 100% of teachers will be trained on PBIS modules and will implement 85% fidelity based on TFI (Tiered Fidelity Inventory) or SAS (Self Assessment Survey) and decrease in office referrals.
Parental and Community Involvement	By May 2026, Wynnton Arts Academy will foster healthy partnerships with parents and build community involvement to increase attendance and academic success as measured by a decrease in absences and tardies and an increase in community partnerships.

## REQUIRED QUESTIONS FOR ALL SCHOOLS

In developing this plan, briefly describe how the school sought advice from various stakeholders (ex. teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners and other stakeholders).

- Meetings were conducted throughout the school year with all stakeholders: teachers, support staff, paraprofessionals, community partners, parent groups, and Local School Council to ensure continuous feedback and review to support school improvement.

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.

Consistent implementation of the school PBIS plan and MTSS supports focus on the goal of keeping all subgroups of students in class through counseling, social emotional learning, and self-reflection strategies which give students multiple opportunities to be successful in the classroom.

### **Elementary Schools Only**

Describe how the school will support, coordinate and integrate services with early childhood programs at the school level, including strategies for assisting pre-school children in the transition from early childhood education programs to the elementary school.

Kindergarten teachers host kindergarten orientation during pre-planning week for new kindergartens students and parents.

Also, describe what supports and/or services will be put into place to support 5<sup>th</sup> grade students in their transition to middle school.

Middle school enrollment materials and procedures are shared with fifth grade students and parents throughout the year as appropriate.

### **Middle Schools Only**

Describe how the school will support, coordinate and integrate services with elementary schools, including strategies for 5<sup>th</sup> grade students in the transition from elementary school to middle school.

Also, describe what supports and/or services will be put into place to support 8<sup>th</sup> grade students in their transition to high school.

### High Schools Only

Describe how the school will support, coordinate and integrate services with middle schools, including strategies for 8<sup>th</sup> grade students in the transition from middle school to high school.

Also, describe what supports and/or services will be put into place to support 12<sup>th</sup> grade students in their transition to college or career.

### REQUIRED QUESTIONS FOR TITLE I & COF SCHOOLS

Describe how the school will ensure that enrolled low-income and minority students are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers.

- Only highly qualified teachers are hired, and they are then matched to grade level assignments to ensure the effectiveness of instruction for all students.

Provide a general description of the Title I instructional program being implemented. Specifically define the content areas to be addressed and the strategies to be utilized to address the identified needs of the most at-risk students in the school. Include any services being provided for homeless students or any students living in group homes.

Title 1 Instructional program supports:

- Intervention teachers are scheduled to serve and support students K-5 who are academically below grade level during literacy and math.
  - The Academic Coach meets with teachers weekly to analyze student learning data and plan instruction to meet the needs of all students.
  - Instruction is differentiated through district purchased programs including Achieve, Lexia, IXL, and Star Reading and Math.
  - Professional development opportunities are funded to support improvement of instruction to promote student learning.
  - Additional supplies for instruction, arts integration, STEAM to support achievement for all students.



**SHORT TERM ACTION PLAN: INSTRUCTIONAL GOAL**

**FALL 2023**

<b>Goal:</b>							
By May 2026, 100% of teachers will be trained on Tier 1 Instruction and MTSS with a focus on Arts Integration/STEAM and Personalized Learning-Voice, Choice, and Engagement, and will implement with 85% fidelity as measured by classroom walkthroughs, lesson plans, and teacher feedback.							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Utilize the MTSS Framework/ Process to inform instructional decisions and groupings based on current data.	Moderate	All Students		Classroom Teachers Academic Coach Administration	Fall 2023	-Weekly PLC meetings - STAR baseline test -Weekly reading assessments	Not Started
	Intended Outcomes:	Teachers will use data to drive instructional decisions and groupings. Students in grades K-5 will have more voice and choice for their learning.					
Identify model classrooms and then conduct peer observations to build confidence and capacity with personalized learning among the teachers in grades K-5.	Moderate	All Students		Classroom Teachers Academic Coach Administration	Fall 2023	-Walk-Throughs -Weekly PLC meetings	Not Started
	Intended Outcomes:	Teachers will identify exemplary characteristics of model personalized learning classrooms and will build confidence in using personalized learning strategies within their own classroom.					
Design professional development opportunities with personalized learning resources	Promising	All Students	COF Funds	Classroom Teachers Academic Coach Administration	Fall 2023	-PLC meetings -District Professional Development Days	Not Started
	Intended Outcomes:	Professional development opportunities will be provided for faculty and staff centered on personalized learning with arts integration/STEAM in the classroom setting. Teachers will participate in these professional development opportunities to obtain resources for the personalized learning model and STEAM.					
Utilize high-impact instructional	Promising	All Students	Magnet Funds	Classroom/ Fine Arts Teachers	Fall 2023	-PLC meetings	Not Started

practices in art, music, drama, dance, and physical education that will allow students to utilize various resources and equipment to model and demonstrate their learning.				Academic Coach Administration		-District Professional Development Days	
	Intended Outcomes:	Teachers will incorporate arts integration lessons from art, music, drama, dance, and physical education to support the magnet program.					
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
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### SHORT TERM ACTION PLAN: INSTRUCTIONAL GOAL

#### SPRING 2024

<b>Goal:</b>	By May 2026, 100% of teachers will be trained on Tier 1 Instruction and MTSS with a focus on Arts Integration/STEAM and Personalized Learning, and will implement with 85% fidelity as measured by classroom walkthroughs, lesson plans, and teacher feedback.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
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Utilize the MTSS Framework/ Process to inform instructional decisions and groupings based on current data.	Moderate	All Students		Classroom Teachers Academic Coach Administration	Spring 2024	-Weekly PLC meetings - STAR baseline test -Weekly reading assessments	Not Started
	Intended Outcomes:	Teachers will use data to drive instructional decisions and groupings. Students in grades K-5 will have more voice and choice for their learning.					

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**SHORT TERM ACTION PLAN: INSTRUCTIONAL GOAL**

**FALL 2024**

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**TERM ACTION PLAN: INSTRUCTIONAL GOAL**

**SPRING 2025**

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**SHORT TERM ACTION PLAN: CLIMATE GOAL #1**

**FALL 2023**

<b>Goal:</b> By May 2026, 100% of teachers will be trained on PBIS modules and will implement 85% fidelity based on TFI (Tiered Fidelity Inventory) or SAS (Self Assessment Survey) and decrease in office referrals.							
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Focus on The First 30 Days to establish PBIS protocols and school wide procedures	Strong	All Students		Classroom Teachers Administration STEAM/Magnet Coordinator Parent Coordinator Academic Coach PBIS Coach	Fall 2023	TFI SAS Survey Classroom Walkthroughs	Not Started
	Intended Outcomes:	School wide procedures and protocols with PBIS will be implemented with fidelity school wide with evidence in decreased ODR's and counselor referrals.					
Utilize social emotional lessons to focus on positive peer interactions and relationship	Strong	All Students		Classroom Teachers Administration STEAM/Magnet Coordinator Parent Coordinator Academic Coach PBIS Coach	Fall 2023	TFI SAS Survey Classroom Walkthroughs	Not Started
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**SHORT TERM ACTION PLAN: CLIMATE GOAL #1**

**SPRING 2025**

<b>Goal:</b> By May 2026, 100% of teachers will be trained on PBIS modules and will implement 85% fidelity based on TFI (Tiered Fidelity Inventory) or SAS (Self Assessment Survey) and decrease in office referrals.							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Focus on The First 30 Days to establish PBIS protocols and school wide procedures	Strong	All Students		Classroom Teachers Administration STEAM/Magnet Coordinator Parent Coordinator Academic Coach PBIS Coach	Fall 2023	TFI SAS Survey Classroom Walkthroughs	Not Started
	Intended Outcomes:	School wide procedures and protocols with PBIS will be implemented with fidelity school wide with evidence in decreased ODR's and counselor referrals.					
Utilize social emotional lessons to focus on positive peer interactions and relationship	Strong	All Students		Classroom Teachers Administration STEAM/Magnet Coordinator Parent Coordinator Academic Coach PBIS Coach	Fall 2023	TFI SAS Survey Classroom Walkthroughs	Not Started
	Intended Outcomes:	Teachers will implement lesson plans during a designated social emotional learning block in the instructional day. The guidance counselor will build off of these lessons with weekly follows up during guidance instruction. Evidence of implementation will be a decrease in ODR's and counselor referrals.					
							Choose an item.
Intended Outcomes:							
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
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**SHORT TERM ACTION PLAN: CLIMATE GOAL #1**

**FALL 2024**

<b>Goal:</b> By May 2026, 100% of teachers will be trained on PBIS modules and will implement 85% fidelity based on TFI (Tiered Fidelity Inventory) or SAS (Self Assessment Survey) and decrease in office referrals.							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
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**SHORT TERM ACTION PLAN: CLIMATE GOAL #1**

**SPRING 2026**

<b>Goal:</b> By May 2026, 100% of teachers will be trained on PBIS modules and will implement 85% fidelity based on TFI (Tiered Fidelity Inventory) or SAS (Self Assessment Survey) and decrease in office referrals.							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
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**SHORT TERM ACTION PLAN: CLIMATE GOAL #2**

**FALL 2023**

<b>Goal:</b> By 2026, Wynnton Arts Academy will foster healthy partnerships with parents and build community involvement to increase attendance and academic success as measured by a decrease in absences and tardies and an increase in community partnerships.							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Increase parental involvement through ongoing communication and advance notice to all school events.	Strong	All students		Classroom Teachers Administration STEAM/Magnet Coordinator Parent Coordinator Academic Coach PBIS Coach	Fall 2023	Wynnton Wonders/SMORES Newsletter	Not Started
	Intended Outcomes:	Monitor the number of parents reading the weekly Wynnton Wonders/SMORE newsletter.					
Increase in attendance awareness to improve student performance.	Moderate	All students		Classroom Teachers Administration STEAM/Magnet Coordinator Parent Coordinator Academic Coach PBIS Coach	Fall 2023	Attendance Reports	Not Started
	Intended Outcomes:	Wynnton Arts Academy will pilot the School Attendance Awareness Month to bring awareness to the correlation between academic success and regular school attendance.					
Increase community partnerships	Promising	All students		Classroom Teachers Administration STEAM/Magnet Coordinator Parent Coordinator Academic Coach PBIS Coach	Fall 2023		Not Started
	Intended Outcomes:	Provide opportunities for students to learn about various career pathways.					



**SHORT TERM ACTION PLAN: CLIMATE GOAL #2**

**SPRING 2024**

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**SHORT TERM ACTION PLAN: CLIMATE GOAL #2**

**SPRING 2025**

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	Intended Outcomes:	Provide opportunities for students to learn about various career pathways.					

**SHORT TERM ACTION PLAN: CLIMATE GOAL #2**

**SPRING 2026**

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	Intended Outcomes:	Provide opportunities for students to learn about various career pathways.					

**PROFESSIONAL DEVELOPMENT PLAN**

**YEAR 1**

<b>PROFESSIONAL DEVELOPMENT PLAN 2023 – 2024</b>				
<b>Offerings</b>	<b>Training Topic(s)</b>	<b>SIP Goal(s) Addressed</b>	<b>Funding Source(s)</b>	<b>Progress Monitoring Method</b>
PD Day #1	Culture of Kindness/PBIS Modules/Tier 1 Vertical Articulation	Climate and Instruction		PD Sign In Sheets Classroom Walkthroughs PLC Sign In Sheets Universal Screeners
PD Day #2	MTSS/Arts Integration STEAM (PL)	Climate and Instruction		PD Sign In Sheets Classroom Walkthroughs PLC Sign In Sheets Universal Screeners
PD Day #3	Review Data	Climate and Instruction		PD Sign In Sheets Classroom Walkthroughs PLC Sign In Sheets Universal Screeners

<b>Additional PD</b>				
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**YEAR 2**

<b>PROFESSIONAL DEVELOPMENT PLAN 2024 – 2025</b>				
<b>Offerings</b>	<b>Training Topic(s)</b>	<b>SIP Goal(s) Addressed</b>	<b>Funding Source(s)</b>	<b>Progress Monitoring Method</b>
PD Day #1				
PD Day #2				
PD Day #3				
<b>Additional PD</b>				

**YEAR 3**

<b>PROFESSIONAL DEVELOPMENT PLAN 2025 – 2026</b>				
<b>Offerings</b>	<b>Training Topic(s)</b>	<b>SIP Goal(s) Addressed</b>	<b>Funding Source(s)</b>	<b>Progress Monitoring Method</b>
PD Day #1				
PD Day #2				
PD Day #3				

<b>Additional PD</b>				
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