

Colbert Heights Elementary Improvement Plan

Colbert Heights Elementary School

Vision

One Team... One Goal... Our Legacy!!

Mission

CCS will provide students the tools to acquire the knowledge and abilities necessary for an ever-changing world.

Beliefs

- CCS will provide a challenging curriculum through supportive learning environments & high expectations
- CCS will foster a culture of life-long learning
- CCS will be provide a safe & nurturing learning environment
- CCS will prioritize stakeholder involvement, collaboration & leadership

STEAM Learning	Student Attendance	Supportive Environment	Stakeholder Engagement	Student Achievement
Objectives <ul style="list-style-type: none"> • Provide students with STEAM support across the school district. 	Objectives <ul style="list-style-type: none"> • Promote positive daily attendance while implementing district-wide attendance policy. 	Objectives <ul style="list-style-type: none"> • Provide students with a safe and healthy environment. 	Objectives <ul style="list-style-type: none"> • Provide family and community engagement opportunity to encourage active partnerships with schools. 	Objectives <ul style="list-style-type: none"> • Provide students with a high-quality education that supports student's achievement.
Critical Initiatives <ul style="list-style-type: none"> • Engage teachers in technology-based learning experiences through professional development to support diverse learning • To ensure that all students will show evidence of college and career readiness 	Critical Initiatives <ul style="list-style-type: none"> • To identify which students are absent (excused and unexcused), to look for patterns and locations and possible related causes (such as school climate factors, environmental factors, health factors). • Making sure each student is better 	Critical Initiatives <ul style="list-style-type: none"> • Students will develop positive relationships so they are less likely to exhibit discipline problems and promote better social behavior. • Use pair work, as well as small-group and whole-class activities, beginning the first day of class to help students get acquainted, and 	Critical Initiatives <ul style="list-style-type: none"> • Bring together local key organizations and institutions that represent educators and families as well as representatives of the community who are stakeholders. • To meet with stakeholders inside 	Critical Initiatives <ul style="list-style-type: none"> • Simultaneously collecting & analyzing student learning information to determine where students are & to inform them where they need improvement • Align teaching practice to standards that set clear and measurable goals to define what instruction and

Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
	<p>prepared at the middle & end of each grade to reduce their risk of falling behind, reducing their odds of needing remediation or other assistance in later grades.</p> <ul style="list-style-type: none"> Develop instructional and motivational classrooms that are stimulating and organized to support student engagement and attendance. 	<p>provide ongoing opportunities for students to form connections.</p> <ul style="list-style-type: none"> Seek to connect students with the greater community, through field trips, current events discussions, bringing guest speakers, etc. 	<p>the school district & committees within the school to determine the needs & goals involving community engagement.</p> <ul style="list-style-type: none"> Review procedures to ensure stakeholders affected by school and district activities receive messages via community newspapers, radio, websites, and social media to promote engagement. 	<p>support students should receive.</p> <ul style="list-style-type: none"> To ensure that all students will show evidence of growth with a focus on Reading Comprehension.
Key Measures	Key Measures	Key Measures	Key Measures	Key Measures
<ul style="list-style-type: none"> Teacher led Professional Development (google) The STEAM team competed at the state level 	<ul style="list-style-type: none"> Emily Counce was hired as student success coach Tutoring program is established after school Due to COVID Virtual/Traditional were contacted 	<ul style="list-style-type: none"> Students signed the rules and regulation handbook Virtual environment/ COVID restrictions Virtual field trips and google meet 	<ul style="list-style-type: none"> Success coach Lori South-Emily Counce-ROBOTICS Virtual Learning, Google Meet, Schoology Chelsea Yarber is the liaison for CCSS 	<ul style="list-style-type: none"> Data meeting focused on reading comprehension Data meeting with Mrs. Neal, Dr. Shaw, Mr. Coan Grade level meeting using IXL, Reading Eggs