



School Improvement Plan 2018 - 2019



**Muscogee County
Rainey McCullers School of the Arts**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Rainey McCullers School of the Arts
Team Lead	Dr. W. Briant Williams, III; Principal

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

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)Other factors (if any) as determined by applicable policy the Title 1 program administrators.

2. SCHOOL IMPROVEMENT GOALS

2.1 Creating Improvement Goals

Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific Measurable Attainable Relevant Time-Bound

An example of a SMART goal is:

By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 School Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional

- CIS - 1 Planning for quality Instruction
- CIS - 2 Delivering Quality Instruction
- CIS - 3 Monitoring student progress
- CIS - 4 Refining the instructional system

Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student access
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classroom
- EL-4 Managing the School and its resources
- EL-5 Driving improvement efforts

Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

2. SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	An identified need among teachers is enhanced instructional planning time and collaboration opportunities.
Root Cause # 1	The 2017 - 2018 master schedule did not provide adequate instructional planning time. While there are several instances where teachers do collaborate, there is an absence of formal collaborative systems.
Goal	By May 2019 80% of RMSOTA teachers will effectively implement the formative assessment process with artifact by the school lesson plan template, walkthrough/formal observations, RMSOTA quarterly pacing guides and PLC/Collaborative meeting agendas in a schoolwide 4x8 A/B block schedule.

Action Step # 1

Action Step	During the 2018 - 2019 school year, Rainey-McCullers School of the Arts will transition to a 4x8 A/B alternating block schedule to provide 90 minute instructional and teacher planning periods in the regular bell schedule.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	The build and completion of the master schedule.
Position/Role Responsible	Principal and Master Schedule Support Person (Dr. Michael Edmondson)
Timeline for Implementation	Yearly

What partnerships 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	At the start of and throughout the 2018 - 2019 school year, instructional departments will create weekly standards pacing guides based on state standards and MCSD pacing that includes a formative assessment delivery cycle.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Pacing Guides
Position/Role Responsible	Principal, Assistant Principal and Academic Dean.
Timeline for Implementation	Quarterly

Action Step # 3

Action Step	Begin the transition from RTI to MTSS.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	To be Determined
Position/Role Responsible	Academic Dean, Guidance Director, SST.
Timeline for Implementation	Yearly

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	An identified need based is the improved use of formative assessments to measure learning and guide instructional practices.
Root Cause # 1	There is an absence of a formalized process to deliver formative assessments to measure student's standard mastery levels, and to use the mastery level data to inform instructional strategies.
Goal	By May 2019 80% of RMSOTA teachers will effectively implement the formative assessment process through the gradual release framework as evidenced by the school lesson plan template, formal and informal observations, RMSOTA quarterly pacing guides and PLC/Collaborative meeting agendas in a schoolwide 4x8 A/B block schedule.

Action Step # 1

Action Step	Instructional faculty will collaboratively engage in instructional pacing based on GaDOE instructional standards, the MCSD pacing guides (where applicable) and a formative assessment cycle to support learning outcomes. This collaboration will result in the production of instructional pacing guides to support instruction and formative assessment cycles.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Collaborative Team Meeting Agendas, Pacing Guides, Informal and Formal Classroom Observations, Lesson Plan Review and Feedback Implementation
Position/Role Responsible	Administrative Team and Instructional Faculty
Timeline for Implementation	Quarterly

What partnerships 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	Instructional faculty will implement gradual release and a formative assessment cycle (based on pacing) using "All In Learning" as a cloud based formative assessment delivery tool and data analysis tool to measure student mastery levels of content area standards.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Collaborative Team Meeting Agendas, Pacing Guides, Informal and Formal Classroom Observations, Lesson Plan Review and Feedback Implementation
Position/Role Responsible	Principal, Assistant Principal, Academic Dean
Timeline for Implementation	Yearly

What partnerships 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	Through the use of Professional Learning Communities (PLCs) and individual/collaborative planning periods, instructional faculty will review formative assessment and other achievement data to develop effective lesson plans, derive effective instructional strategies and targeted interventions where necessary to improve student performance outcomes.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PLC Meeting Agendas and Minutes, All In Learning Platform Usage
Position/Role Responsible	Administrative Team
Timeline for Implementation	Monthly

What partnerships with IHEs,	
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Action Step # 3

What partnerships 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

2.4 OverarchingNeed # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	An identified need is to implement PLCs, and improve faculty engagement and decision making opportunities.
Root Cause # 1	Professional Learning Communities (PLC's) were not implemented school wide during the 2018 - 2019 academic year.
Root Cause # 2	While faculty members did have opportunity to provide feedback and engage in decision making, much of this happened through individual or small group conversation or informal meetings. The 2017 - 2018 school year was the school's first year of existence. A leadership team and faculty committees are needed to engage faculty in shared decision making.
Goal	By May 2019 100% of the instructional faculty will provide input as it relates to school decision making as evidenced by leadership and committee meeting agendas, minutes, surveys and feedback/input implementation artifacts.

Action Step # 1

Action Step	During the 2018 - 2019 school year an extended school leadership cabinet will be instituted to engage faculty in shared school decision making.
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Extended Cabinet Meeting Agendas and Initiative Implementation Artifacts
Position/Role Responsible	Principal
Timeline for Implementation	Yearly

What partnerships 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	During the 2018 - 2019 school faculty committees will be created to engage faculty in developing and implementing ideas and strategies related to various aspects of school culture and climate. The topics and committee descriptions will be collaboratively determined by faculty during the pre-planning week.
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Committee Meeting Agendas and Implementation Artifacts
Position/Role Responsible	Administrative Team
Timeline for Implementation	Yearly

What partnerships 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

2.5 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	An identified need to enhance closing of the student achievement gap in skill sets, arts literacy and performance practice in arts areas.
Root Cause # 1	As a full magnet high school, enrollment is made of students from various schools in the school district. The enrollment population includes students who possess varying levels of skill sets and performance abilities based on arts related background and outcomes from their schools (programs) of origin. The middle grades population does not audition for admission. The high school population is an audition based program. Arts school environments are different from traditional school environments. Because the arts are a core learning area in arts school environments, the need to consistently support, improve, monitor and measure student learning and performance levels and outcomes is essential closing the achievement gap among students with varying proficiency levels.
Goal	By May 2019 arts teachers will effectively implement arts related instructional strategies and performance practices as evidenced by formative assessments, lesson plans, walk through data, and the results of state or regional adjudicated events.

Action Step # 1

Action Step	Arts area instructional faculty will join and engage in the state professional organization (or equivalent) for the respective content area for professional development and student participation in state level adjudicated events.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Professional membership, engagement in state level adjudicated events, performance outcomes as measured by state level adjudicated events.
Position/Role Responsible	Principal and Academic Dean/Magnet Coordinator
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in	
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Action Step # 1

What partnerships 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	In partnership with Columbus State University's College of the Arts, arts faculty will participate in the CSU, RMSOTA and Wynnton Arts Academy vertically aligned "Creative Collaborative".
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	CSU collaborative meeting agendas, informal and formal observations, mentor and tutor assignment attendance and appraisals and student achievement results based on performances, showcases and results of state level adjudicated assessments.
Position/Role Responsible	Principal and Academic Dean/Magnet Coordinator
Timeline for Implementation	Yearly

What partnerships 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)?	Columbus State University College of the Arts
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Action Step # 3

Action Step	Arts area instructional faculty will successfully engage students in at least 2 major school site based program specific concerts, shows or exhibits and prepare students for state level (or equivalent) performance assessment events.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster

Action Step # 3

Subgroups	Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Event programs, lesson plan review and feedback, classroom informal and formal feedback, performance assessment results and attendance at concerts, shows and exhibits.
Position/Role Responsible	Principal and Academic Dean/Magnet Coordinator
Timeline for Implementation	Yearly

What partnerships 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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SCHOOL IMPROVEMENT PLAN

3 Required Questions

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) was accomplished.</p>	<p>A School Improvement Plan team was created as to acquire feedback and to provide insight on the development of the school improvement plan. The team consisted of the assistant principal, academic dean, teachers, one parent and two faculty members at Columbus State University's College of Education and College of the Arts.</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 unique size of Rainey-McCullers School of the Arts provides an excellent opportunity to ensure that this expectation is met. Students will be served by teachers who are effective and working in field to serve students. There are some instances where students will be served by first year teachers, but not in a way that is disproportionate. The master schedule will be built based on students' academic needs and teaching assignments will be balanced and matched to teachers based on certification types.</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 gradual release framework will be the instructional delivery model. Gradual release is an instructional model that engages students in teacher facilitated learning and releases the learning to students (with teacher guidance) to ensure that students are. A focus will be placed on creating and delivering formative assessments based on weekly standards pacing to measure student's mastery levels. The formative assessments will support determining which students need instructional supports and the development of instructional strategies (and interventions) to support the learning. The subject areas addressed will be the Georgia Milestone subjects and arts areas. Because of the nature of the course work, the arts area courses will utilize instructional pacing that is project/performance based aligned to the arts area standards. Professional development will be implemented to support the work outlined in this Title I plan. A partnership developed collaboratively with Columbus State University's College of the Arts will be implemented to support arts area instruction and performance outcomes.</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</p>	<p>N/A</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 rank all students.</p>	<p>N/A</p>
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<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>Not applicable.</p>
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<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; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Rainey-McCullers School of the Arts holds a transition orientation session for parents and students transitioning from middle school to high school. During this session, students and parents register for courses and experience a full orientation to the academic course offerings, expectations, and programs offered. Each arts are program leader meets with parents and students during this orientation session in small group breakout sessions to introduce them to the program expectations and opportunities.</p>
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<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>To date there is not a trend of the overuse of discipline practices that remove students from the classroom.</p>
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ADDITIONAL RESPONSES

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

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