



School Improvement Plan 2018 - 2019



**Muscogee County
Fort Middle School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Fort Service Learning Magnet Academy
Team Lead	Mrs. Mary Godfrey

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 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 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 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Literacy Across the Curriculum
Root Cause # 1	A lot of students lack critical thinking skills and strategies to comprehend materials that they are reading.
Root Cause # 2	Students are not interested in the genres assigned and do not possess the discipline or stamina to read long passages.
Root Cause # 3	Students do not have print rich homes as it relates to school climate. Struggling readers do not feel safe reading in class.
Root Cause # 4	Reading is not valued as important, therefore it is not a priority.
Root Cause # 5	This is a characteristics of high-poverty population schools.
Goal	By May 2019, 100% of teachers will be trained on how to effectively utilize literacy strategies to increase student Lexile scores with 80% effectiveness. Strategies utilized will include Purposeful Close Reading and Writing, text annotation and talk alouds, Fort writing template for extended constructed responses, RACES, integration of vocabulary lessons.

Action Step # 1

Action Step	Teachers and students will utilize Fort Service Learning Magnet Academy's Patriot Passport Reading Program to set Lexile goals and track Lexile growth throughout the year using Achieve 3000.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment

Action Step # 1

Method for Monitoring Implementation and Effectiveness	Focus Walks Monitoring of student growth in Achieve 3000 Student scores on QBAs GMAS Lexile scores
Position/Role Responsible	Academic Dean Literacy Coach ELA department Chairperson
Timeline for Implementation	Monthly

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)?	NA
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Action Step # 2

Action Step	All teachers, parents and students will be trained on Lexile scores and provided with instructional strategies to increase student Lexile scores.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 2

Method for Monitoring Implementation and Effectiveness	Data team reflections focus walks formative assessment data
Position/Role Responsible	All teachers Parents Administration Students
Timeline for Implementation	Weekly

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)?	NA
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Action Step # 3

Action Step	USA TestPrep will be purchased and training will be provided to teachers for supplemental instruction and test prep using open-ended questions, passages, graphs and charts to improve literacy and Lexile scores.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Focus walks will be utilized Formative assessment data, data reflections and data from USA TestPrep will be monitored for implementation and effectiveness.

Action Step # 3

Position/Role Responsible	All teachers Students Administration Parents
Timeline for Implementation	Weekly

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)?	NA
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Action Step # 4

Action Step	Literacy nights will be implemented with a focus on reading across the curriculum and literacy strategies to improve student Lexile scores.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Teachers, student and parent surveys
Position/Role Responsible	Literacy Coach ELA Department chairperson
Timeline for Implementation	Yearly

Action Step # 4

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)?	NA
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Action Step # 5

Action Step	Teachers will implement annotated text reading and extended writing across the curriculum utilizing Purposeful Reading and Writing.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student work samples, focus walks, data team reflections
Position/Role Responsible	Academic Coach Literacy Coach ELA Department Chairperson Science Department Chairperson Social Studies department chairperson
Timeline for Implementation	Others : semi-annually

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a	NA
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Action Step # 5

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)?	NA
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Action Step # 6

Action Step	Teachers will participate in PL regarding the effective implementation of teaching students reading strategies.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Walk-through data Achieve 3000 data USA TestPrep data Teacher feedback on PL
Position/Role Responsible	Principal Academic Dean Literacy Coach Magnet Coordinator ELA Department Chairperson
Timeline for Implementation	Monthly

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	School Connectedness in the school
Root Cause # 1	A segment of the student body does not know how to communicate and interact with one another age-appropriately.
Root Cause # 2	They may not be taught these skills at home on a consistent basis.
Root Cause # 3	Family dynamics, single-parent homes, parents may not know how to teach them appropriate social or communication skills.
Root Cause # 4	The parents may not have been taught how to communicate with other individuals in an effective manner.
Root Cause # 5	Generational poverty
Goal	By May 2019, 100% of the faculty and staff will be trained to implement Teachers As Advisors to increase student connectedness with 80% effectiveness.

Action Step # 1

Action Step	All faculty and staff will be trained on how to effectively implement Teachers as Advisors (TAA) to increase student connectedness with the school. Lessons will be provided and models will be given to provide struggling teachers with deeper insight on how to make connections.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement

Action Step # 1

Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TAA sign-in sheets Teacher and student surveys TAA work samples
Position/Role Responsible	Counselor All faculty and staff
Timeline for Implementation	Monthly

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)?	NA
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Action Step # 2

Action Step	The PRIDE Matrix will be taught through PL and reinforced through TAA lessons and activities.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Our PBIS Rewards System will track the amount of PRIDE bucks, when they are given most often and why Teacher and Student Surveys Sample Student Work
Position/Role Responsible	Discipline/PRIDE committee

Action Step # 2

Timeline for Implementation	Others : first two weeks and then monthly
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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)?	Faculty and staff will participate in PBIS rewards training.
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Action Step # 3

Action Step	The faculty, staff and administration will acknowledge and celebrate students reaching learning goals and appropriate behavior to include student interactions taught in TAA through Best Team Transition celebrations, student of the Week, Patriots of the Month and the Patriot Birthday Club Celebrations.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Walkthroughs Teacher Feedback Student Feedback Discipline Data PBIS Rewards Data
Position/Role Responsible	Administration

Action Step # 3

Timeline for Implementation	Weekly
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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)?	NA
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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>All teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, and other staff (including office staff and custodians) were asked to participate in small groups that discussed the SIP goals, action plans and professional learning that was given throughout the year. Feedback was taken from each groups to determine the overall effectiveness of last year's action plans and progress towards goals. Groups also offered suggestions for improvement next school year. Parents, community partners, and other stakeholders had the opportunity to review the plan at Fort in the parenting room and at various meetings such as our Partners in Education Planning meeting.</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>New teachers assigned a Teacher Support Coach to mentor them during their first three years of teaching. Instructional strategies, classroom management strategies and other support is given to new teachers and struggling teachers. All teachers take part in professional learning to increase their effectiveness. Professional learning focuses on content standards, quality core instructional strategies, classroom management and data collection/analysis. Teachers who are struggling are also offered individualized professional learning through the use of a 30 day plan to target their specific needs.</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>Title I is be utilized to address the needs of all students. Our students are tiered into levels of need and extended learning times are offered to those who are most at-promise within our school. Data team meetings assist teachers and school leaders in tiering these students. Literacy and math are specifically addressed in extended learning times but we also include science and social studies so that we can address students' literacy needs across the curriculum. Students living in group homes or foster care are provided extended learning opportunities and also may be assigned to mentoring groups that can help them improve their academics and behavior.</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>All of our students receive Title I assistance. We do not have a targeted assistance program at this time.</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>All of our students receive Title I assistance. We do not have a targeted assistance program at this time.</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>This is not applicable to Fort Service Learning Magnet Academy.</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>For our students with disabilities transition meetings are held in the spring to write an Individualized Education Plan to address their needs as they transition to middle school from elementary and to high school from middle school. We also work with our feeder schools to provide workshops for parents and students through our Title I parent liaison. This year as part of our GEAR UP grant the students learned through workshops and field trips about dual enrollment and career interest. Students also complete their career interest inventory through the counseling department.</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>We are working to implement Positive Behavior Intervention Supports (PBIS) to reduce the overuse of discipline practices that remove students from the classroom. We also utilize small groups for mentoring students who are identified as at-risk and our Save One Patriot mentoring system which pairs students with individual adults to help guide them in academics and behavior.</p>
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ADDITIONAL RESPONSES

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

Our school improvement plan is a living document that is addressed at all of our meetings so that we can continue to make progress in academics, literacy and school connectedness.