



# School Improvement Plan 2018 - 2019



**Muscogee County  
Richards Middle School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Richards Middle School
Team Lead	Lance Henderson

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	Student Achievement
Root Cause # 1	Rigor and Relevance
Goal	By May 2019, 100% of faculty and staff will receive professional learning to develop a MTSS framework, with at least 80% effectively implementing early MTSS practices as measured by the MTSS Implementation Rubric, LKES/TKES, and Focus Walks.

Action Step # 1

Action Step	MTSS framework and Gradual Release of Responsibility Model (GRM)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	ACADEMIC COACH-Monitor Bi-weekly/Monthly data (Assessments), Achieve 3000 data, Focus Walks, Georgia Milestone Assessment, Lexile, CCRPI, Data Meetings Minutes, Student Data Folder, Purposeful Reading Lesson Plans ACADEMIC DEAN-lesson plans, Focus Walks, GMAS, CCRPI, Student Data Folders LEA FACILITATOR-LLI data, data meetings minutes, Focus Walks, Student Data Folder, GMAS, CCRPI Faculty and Staff-student data folder, lesson plans, assessments, Achieve 3000, CCRPI, GMAS ADMINISTRATORS-Focus Walks, GMAS, Lesson Plans, CCRPI, TKES ADMIN
Position/Role Responsible	Academic Coach Academic Dean Principal Assistant Principal Teachers Students LEA Facilitator
Timeline for Implementation	Monthly

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	Continuous Professional Development-Strategies (MTSS framework and Gradual Release of Responsibility)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Focus Walks Sign-in Sheets and Minutes (Documentation)
Position/Role Responsible	Academic Coach Academic Dean Principal Assistant Principal Teachers LEA Facilitator
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)?	
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Action Step # 3

Action Step	Common Assessments, Formative and Summative Assessments
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data Meetings
Position/Role Responsible	Academic Coach Academic Dean Principal Assistant Principal Teachers LEA Facilitator
Timeline for Implementation	Others : As needed

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

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student Behavior
Root Cause # 1	Defiance and Disrespect
Goal	By May 2019, 100% of faculty and staff will receive professional learning to develop a MTSS framework, with at least 80% effectively implementing early MTSS practices as measured by the MTSS Implementation Rubric, LKES/TKES, and Focus Walks.

Action Step # 1

Action Step	PBIS Automated School-wide/Classroom Management System Monthly PBIS faculty and staff meetings, PBIS Tier 1 committee meetings, and PBIS Tier 2 committee meetings Bi-Weekly/Monthly PBIS focus walks Counseling (Group, Classroom, Check-in and out, Step Up Program) Special Education Student Behavioral Data Review (FBA, IEP, Behavior Intervention Plans) Multi-Tier System of Supports (MTSS) Push-in Strategy (De-escalation techniques)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PBIS COMMITTEE-Classroom Management System, Minutes and Focus Walks PBIS TEAM TIER 1 and 2-Check in and out, group sessions, Multi-Tier Support System (MTSS) ADMINSTRATORS AND ACADEMIC DEAN-School-wide management system,Classroom Management System, Focus Walks LEA -Special Education Student Behavioral Data, Lesson Plans, Focus Walks FACULTY AND STAFF-School-wide management system, Classroom Management System, Lesson Plans,Multi-Tier Support System (MTSS COUNSELORS-Group Counseling, Classroom Counseling, Check in and out

Action Step # 1

Position/Role Responsible	Academic Dean LEA Facilitator Principal Assistant Principal Counselor
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)?	
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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>The administrators met personally with teachers, staff, and other school leaders. The school provided parents and students an opportunity to use surveys to voice their concerns. The school contacted the Literacy Content Specialist to discuss writing concerns based on 2017 GMAS data.</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 administrators will monitor certifications and provide professional development with research based strategies to ensure that low-income and minority children are served.</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>IXL program (Math)-acting as a tutor for children to augment and reinforce what they have learned in school.          USA Test program          Achieve 3000-daily differentiated instruction for nonfiction reading and writing that is tailored to a child's lexile level.          Level Literacy Intervention (SWD 6th and 7th)-provides daily, intensive, small-group instruction (supplements Literacy teaching)          Literacy Intervention Instruction (Reading)-students were below or met Lexile level based on Achieve 3000 and GMAS Lexile data.</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>

<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>N/A</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>Parent Liason and Counselors schedule a transition program for 5th graders and 8th graders.</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>The school is using PBIS in the classroom.</p>
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ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	<p>N/A</p>
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