



School Improvement Plan 2018 - 2019



**Muscogee County
Britt David Elementary Computer Magnet
Academy**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Britt David Elementary Computer Magnet Academy
Team Lead	Jodi Head

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)

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	By May 2019, 100% of all staff members will have participated in collaboration activities that foster a positive school climate.
Root Cause # 1	We identified the need based on morale throughout the building. The administration designed professional development activities for the first semester. After completing this professional development, the staff was administered a survey mid-year to gain insight on the effectiveness of these events. When the results of these surveys was disseminated, the action to continue this goal for the 2018-19 school year was determined by the administration.
Goal	By May 2019 100% of all staff members will be trained on best practices of The Kindness challenge Book study with at least 80% of effective implementation.

Action Step # 1

Action Step	Implement activities from the Kindness Challenge Book.
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Observation and surveys
Position/Role Responsible	Principal/Assistant Principal
Timeline for Implementation	Quarterly

Action Step # 2

Action Step	Provide resources to support instruction.
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES, informal and formal observations, data meetings
Position/Role Responsible	Principal. Assistant Principal
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	PIE and PTA
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Action Step # 2

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)?	PIE and PTA
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2. SCHOOL IMPROVEMENT GOALS

2.3 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	By May 2019, 100% of all staff members will have implemented instruction that will be designed to support individual student needs as evidenced by routine use of: differentiated instruction, research based instructional strategies, gradual instruction model, and grouping to address skills.
Root Cause # 1	This goal was determined based on TKES evaluations and conversations with Mr. Terry Baker, regional chief for Britt David Magnet Academy.
Goal	By May 2019, 100% of teachers will implement guided instruction through gradual release to create an academically challenging environment and promote students to be self directed learners.

Action Step # 1

Action Step	Observe teachers who are implementing guided instruction, professional development and TKES observations.
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	TKES and observations.
Position/Role Responsible	Principal and Assistant Principal
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)?	PTA and PIE
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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 faculty, staff, and parents were administered a survey in order to collect necessary data to make decisions about the day-to-day functions of the school. Grade-levels participated in weekly data team meetings to provide feedback on the instructional happenings within the classroom. Cross grade-level meetings were implemented to discuss the necessary steps for all students to be successful from year-to-year. Professional development was scheduled throughout the year to focus on instructional needs of the teachers and students.</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>N/A</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>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</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>0</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>As a magnet school, students are tested before entrance, and parents are given strategies and areas of weaknesses to work on during the summer. Before the end of the school year, an open house was scheduled for parents to meet the teacher and schedule a before summer conference. This conference provided kindergarten families with information to prepare the student for kindergarten.</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>N/A</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>Students are not removed from the classroom during instructional time. Individual discipline issues are handled at non-instructional time.</p>
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ADDITIONAL RESPONSES

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

The first goal was for students to set goals for academic material. This goal proved to be a motivator for students to reach academic highs throughout the year. The second goal that dealt with climate is a work in progress for the 2018-19 school year.