



School Improvement Plan 2018 - 2019



**Muscogee County
Aaron Cohn Middle School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Aaron Cohn Middle School
Team Lead	Heather White

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
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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	The number of students unable to read at or above grade level Lexile bands.
Root Cause # 1	Students entering Aaron Cohn come from various schools, therefore their exposure to educational programs varies. For example, of our two major feeder schools, only one implemented a rigorous reading program focused on increasing Lexile scores. There is also a large military population within our attendance zone which due to frequent moves related to military assignments can impact student achievement.
Goal	By May 2019, 100% of teachers will instruct (80% effectively) using close purposeful reading activities and use the strategies to successfully encourage students to read complex texts and increase their Lexile level to and beyond grade level bands as measured by walkthroughs, professional learning committee meetings and lesson plans.

Action Step # 1

Action Step	Faculty and staff will be trained throughout the year on Reciprocal teaching and Close Purposeful Reading Activities. Review of ACMS House System and GMAS Lexile scores will also be conducted.
Funding Sources	N/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	Lesson Plans Observations Review of Data House System
Position/Role Responsible	Administration
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	
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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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2. SCHOOL IMPROVEMENT GOALS

2.3 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	The lack of student respect towards each other.
Root Cause # 1	Students from various cultures and schools merge into one building when entering middle school. This transition can be difficult for student's social and emotional well-being.
Goal	By May 2019, 100% of the staff will facilitate student communities with 80% effectiveness to create positive supports and build communities that promote an inclusive environment within the school as measured by a school wide house system and character point distribution.

Action Step # 1

Action Step	Professional Development on Core Values and House System
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Review of House System Behavior Data
Position/Role Responsible	House System Coordinator House Leaders
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 leadership team is comprised of individuals with different cultural backgrounds, lives and the interests of the school's success. The team selected stakeholders who have a vested concern in the school's activities and have something to gain or lose if the conditions change or stay the same. The team ensured all stakeholders had the opportunity to take part in the decision making and planning for the needs assessment and data collection.</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>Aaron Cohn Middle School is a Title II school, therefore this question does not apply.</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>Aaron Cohn Middle School is a Title II school, therefore this question does not apply.</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>Aaron Cohn Middle School is a Title II school, therefore this question does not apply.</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>Aaron Cohn does not have early childhood, nor elementary school, programs.</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>To facilitate effective transitions to high school and postsecondary education, Aaron Cohn Middle educates both students and parents on high school requirements and opportunities. Information on career pathways, dual enrollment and advanced placement opportunities are shared throughout students middle school career and emphasized during the 8th grade year through parent/student workshops and classroom guidance. Eighth grade students complete an individual graduation plan prior to leaving for high school. This plan outlines the coursework required to graduate. All grade levels explore career interests by utilizing the Georgia Career Information System (GCIS). GCIS allows students to benefit from career interest inventories. Results from inventories allows students to explore career clusters and jobs that meet their unique interests and strengths. Through GCIS, students are also exposed to college information. Students can explore colleges that provide pathways to careers of interest. Students also learn about what to expect once they enter the workforce. Activities in GCIS task students with budgeting for the lifestyle of their choosing based on the career selected. This helps students make the connection between their education and real life. Aaron Cohn Middles' business partners-in-education also provide opportunities for students to experience first hand the world of work. Tours of businesses and speaker presentations give students insight into the career opportunities that lie ahead of them.</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>Teachers will employ a step system to discipline students for minor issues: warning, isolation from others, parental contact, administrative detention, before removing students who do not correct behavior.</p>
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ADDITIONAL RESPONSES

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