



# School Improvement Plan

## 2021 – 2024

General Improvement Plan Information	
School	Lonnie Jackson Academy
Principal	Amia Hamilton
SIP Team Lead	Amia Hamilton
Grades Served	Prek – 5th
Factors used by the District to Identify Students in Poverty (All Schools) – Check One Box	
<input checked="" type="checkbox"/> Community Eligibility Provision (CEP) <input type="checkbox"/> Free/Reduced Meal Application	
Federal Funding Options to be Employed in this Plan (Title I Schools Only) – Check One Box	
<input type="checkbox"/> Traditional Funding (All Federal Funds are Budgeted Separately) <input checked="" type="checkbox"/> Consolidated Funds (State/Local and Federal Funds are Consolidated)	

**TEAM MEMBERS**

*The comprehensive needs assessment (CNA)/school improvement plan (SIP) team consists of people who are responsible for working collaboratively throughout the CNA/SIP process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Schools must ensure they are incorporating a paraprofessional in the process.*

Name	Position
Amia Hamilton	Principal
Victoria Walker	Assistant Principal or Dean
Amy Evans	Academic Coach
Jennifer Parker	Teacher
Krystal Bailey	Teacher
Lonnette Mason-Hunter	SWD Teacher (when applicable)
N/A	ESOL Teacher (when applicable)
Arnesia Walker	Paraprofessional
Alice McClellan	Family Engagement Representative
	Parent
	Parent
Cynthia Redding	Business/Community Partner
	Business/Community Partner
	GaDOE (SI schools only)
	RESA (SI schools only)

**ADDITIONAL TEAM MEMBERS**

Name	Position
Lorene Shafer	Teacher

**How will the team ensure that stakeholders are able to provide meaningful feedback throughout the CNA/SIP process?**

We will facilitate 2 parent town hall meetings (zoom) to present data, solicit ideas, present recommendations, and gather feedback.

**OUR SCHOOL MISSION**

Same as District: Inspire and equip all students to achieve unlimited potential

**OUR SCHOOL VISION**

Same as District: A beacon of educational excellence where all are know, valued, and inspired.

**OVERARCHING NEEDS**

Overarching Needs in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Coherent Instructional System	New teachers require ongoing training and time to assimilate information in order to rise to the level of teaching with rigor that is expected at LJA.	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
2. Supportive Learning Environment	MTSS has many components that require training and practice for in-depth understanding. More than half of our staff has 4 years or less of experience in the teaching profession.	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate
3.		<input type="checkbox"/> Instructional <input type="checkbox"/> Climate
4.		<input type="checkbox"/> Instructional <input type="checkbox"/> Climate

## IMPORTANT

*As you develop your school's Improvement Plan (SIP), the actions in the plan need to align with the district's CNA Overarching Needs/DIP Goals as well as the Powerful Practices, Opportunities for Improvement and Improvement Priorities from the last AdvancED review.*

<b>DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN</b>	
Overarching Needs	Improvement Plan Goals
1. Provide leadership development	1. By July 2022, MCSD will have implemented the first 3 tiers of its leadership development program (Aspiring Principal cohort, Assistant Principals, 1 <sup>st</sup> & 2 <sup>nd</sup> year Principals) and developed the next tier (all Principals) for FY 2023 implementation as well as provide pertinent leadership development training in alignment with the district's mission and vision.
2. Address individual student needs	2. By July 2022, 100% of teachers will implement evidence-based Tier 1 instructional strategies through the standards-based classroom framework with 80% of teachers implementing them effectively as measured by student achievement across content areas and student Lexile scores as well as progress on individual school improvement plans. 3. By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area as measured by status reports, walk-throughs and survey feedback.
3. Monitor progress ( <i>applies to all 4 goals</i> )	4. By July 2023, all MCSD schools will implement Multi-Tiered System of Supports (MTSS) at a "Developing" level or higher as measured by the School MTSS Fidelity of Implementation Rubric.
4. Create a Culture of Kindness	5. By July 2022, MCSD will increase awareness of and adherence to the district's Mission, Vision and Values to create a "Culture of Kindness" for all stakeholders as measured by stakeholder surveys and a reduction in office discipline referrals.

<b>ADVANCED ENGAGEMENT REVIEW FOR ACCREDITATION (FALL 2017)</b>	
Powerful Practices	
1.	The Muscogee County School District is exceptional in engaging stakeholders to support achievement of the system's purpose and direction through the development and maintenance of strong relationships with regular and positive communication among community partners, system staff, students and parents.
2.	The Muscogee County School District fosters a culture of collaboration, excellence and pride that is evident across all levels of the organization.
3.	The Muscogee County School District analyzed its existing utilization of resources and crafted an exceptional plan to prioritize and reorganize resources in order to provide a more structured support system aligned to the organization's needs resulting in greater student performance and system effectiveness.
Opportunities for Improvement	
1.	Design and implement a defined process to review and revise, as indicated, the system and schools' purpose and vision on a regular basis.
2.	Develop, implement and regularly monitor clearly defined system-wide practices to coordinate learning support services that meet the multi-tiered learning needs of all learners.
3.	Align system resources and instructional support with school-based practices to ensure the fidelity of implementation of the collection, analysis and utilization of formative and summative data for increased student learning, achievement and growth.
4.	Develop and implement professional development strategies that focus on utilization of digital resources as an integral component of content delivery.
Improvement Priorities	
1.	Strengthen and monitor professional learning communities to evaluate, interpret and utilize data for personalized learning and differentiated instruction to increase learning, achievement and growth.
2.	Develop and implement a comprehensive professional development plan that addresses the training needs of instructional, instructional support and leadership staff.

**2021 – 2024 OVERARCHING NEEDS & GOALS**

District Overarching Need	SIP Goal
Address individual student needs	By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.
School Overarching Need	SIP Goal (SMART process goal, not an outcome goal)
Coherent Instructional System	By May 2024, 100% of teachers will be trained in the Core Four area of Personalized Learning-Data Driven Decision Making with 85% of the staff utilizing MTSS strategies to promote student growth in all content areas.
Supportive Learning Environment	By May 2024, 100% of teachers will be trained in the effective implementation of PBIS and Second Steps practices and strategies and will implement PBIS and Second Steps lessons, practices, and strategies daily.

## SHORT TERM ACTION PLAN (Instructional Goal)

**FALL 2021**

Goal:	By May 2024, 100% of teachers will be trained in the Core Four area of Personalized Learning-Data Driven Decision Making with 85% of the staff utilizing MTSS strategies to promote student growth in all content areas.						
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI		
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
Teachers will participate in professional development designed to outline specific details of the MTSS/RTI block and how it must be executed/utilized.	Econ. Dis.	COF	Principal/A.P Academic Coach	Sept 21-Dec 21	We will use focused walk-through forms to monitor monthly.	Daily MTSS/RTI block with support staff push in. *K-2(8am – 8:30am) *3-5(1:45pm-2:15pm)	Not Started
	Intended Outcomes:	Students' individual skill deficits will be remediated					
Administrators will conduct targeted observations and facilitate peer observations based on a specified schedule. Pre-recorded model instruction will be used to enhance learning.	Econ. Dis.—All Teachers	COF	Principal/A.P. Academic Coach Model Teachers	Sept 21-Dec 21	We will use Observation Sheet	Quarterly Observation Sheets	Choose an item.
	Intended Outcomes:	Teachers will be better able to select and implement effective intervention strategies based on students' specific needs.					
Observers (administrators and peers) will provide timely feedback regarding progress of successful implementation	Econ Dis.--All Teachers	COF	Principal/A.P. Academic Coach Select Teachers	Sept 21-Dec 21	Duplicate Feedback Form	Quarterly Feedback Forms	Choose an item.
	Intended Outcomes:	Teachers will be better able to select and implement effective intervention strategies based on students' specific needs.					

## SHORT TERM ACTION PLAN (Instructional Goal)

**SPRING 2022**

Goal:	By May 2024, 100% of teachers will be trained in the Core Four area of Personalized Learning-Data Driven Decision Making with 85% of the staff utilizing MTSS strategies to promote student growth in all content areas.						
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI		
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
Teachers will participate in professional development designed to outline specific details of the MTSS/RTI block and how it must be executed/utilized.	Econ. Dis.	COF	Principal/A.P Academic Coach	Jan 22-April 22	We will use focused walk-through forms to monitor monthly.	Teachers will participate in professional development designed to outline specific details of the MTSS/RTI block and how it must be executed/utilized.	Econ. Dis.
	Intended Outcomes:	Students' individual skill deficits will be remediated					
Administrators will conduct targeted observations and facilitate peer observations based on a specified schedule. Pre-recorded model instruction will be used to enhance learning.	Econ. Dis.—All Teachers	COF	Principal/A.P. Academic Coach Model Teachers	Jan 22-April 22	We will use Observation Sheet	Administrators will conduct targeted observations and facilitate peer observations based on a specified schedule. Pre-recorded model instruction will be used to enhance learning.	Econ. Dis.—All Teachers
	Intended Outcomes:	Teachers will be better able to select and implement effective intervention strategies based on students' specific needs.					
Observers (administrators and peers) will provide timely feedback regarding progress of successful implementation	Econ Dis.--All Teachers	COF	Principal/A.P. Academic Coach Select Teachers	Jan 22-April 22	Duplicate Feedback Form	Observers (administrators and peers) will provide timely feedback regarding progress of successful implementation	Econ Dis.--All Teachers
	Intended Outcomes:	Teachers will be better able to select and implement effective intervention strategies based on students' specific needs.					

## SHORT TERM ACTION PLAN (Climate Goal)

**FALL 2021**

Goal:	By May 2024, 200% of teachers will be trained in the effective implementation of PBIS and Second Steps practices/strategies and will implement PBIS and Second Steps lessons, practices, and strategies daily.						
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI		
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
PBIS Coach will provide Tier I PBIS training in August 2021 (during preplanning).	All Stakeholders	COF	PBIS Coach PBIS team	Aug. 21	PBIS Sign-in Sheet for Each meeting	Semi-Annual PBIS Walk-through	Not Started
	Intended Outcomes:	Students and teachers will demonstrate a clear understanding of the school-wide PBIS expectations through visible actions					
PBIS team will provide Tier II and Tier III PBIS training	All Stakeholders	COF	Principal/A.P. Academic Coach Model Teachers	Sept 21-April 22	We will use Observation Sheet	Quarterly Observation Sheets	Choose an item.
	Intended Outcomes:	Students and teachers will demonstrate a clear understanding of the school-wide PBIS expectations through visible actions					
Administrators will conduct targeted observations and facilitate peer observations based on a specified schedule.		COF	Principal/A.P. Academic Coach Select Teachers	Sept 21-April 22	Duplicate Feedback	Quarterly Feedback Forms	Choose an item.
	Intended Outcomes:	Students and teachers will demonstrate a clear understanding of the school-wide PBIS expectations through visible actions					



## SHORT TERM ACTION PLAN (Climate Goal)

**Spring 2022**

Goal:	By May 2024, 200% of teachers will be trained in the effective implementation of PBIS and Second Steps practices/strategies and will implement PBIS and Second Steps lessons, practices, and strategies daily.						
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI		
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
PBIS Coach will provide Tier I PBIS training in January 2022.	All Stakeholders	COF	PBIS Coach PBIS team	Jan 22	PBIS Sign-in Sheet for Each meeting	Semi-Annual PBIS Walk-through	Not Started
	Intended Outcomes:	Students and teachers will demonstrate a clear understanding of the school-wide PBIS expectations through visible actions					
PBIS team will provide Tier II and Tier III PBIS training	All Stakeholders	COF	Principal/A.P. Academic Coach Model Teachers	Jan 22-April 22	We will use Observation Sheet	Quarterly Observation Sheets	Choose an item.
	Intended Outcomes:	Students and teachers will demonstrate a clear understanding of the school-wide PBIS expectations through visible actions					
Administrators will conduct targeted observations and facilitate peer observations based on a specified schedule.	Teachers	COF	Principal/A.P. Academic Coach Select Teachers	Jan 22-April 22	Duplicate Feedback	Quarterly Feedback Forms	Choose an item.
	Intended Outcomes:	Students and teachers will demonstrate a clear understanding of the school-wide PBIS expectations through visible actions					

## YEAR 1

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022			
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Progress Monitoring Method
PD Day #1	Identifying Power Standards (This workshop will focus on identifying power/priority standards in order to remediate and accelerate instruction for the 2021-2022 school year.)	<b>Instructional Goal:</b> By May 2024, 100% of teachers will be trained in the Core Four area of Personalized Learning-Data Driven Decision Making with 85% of the staff utilizing MTSS strategies to promote student growth in all content areas.	*Lesson plans—Ensure power standards are included *Focused Walk throughs for effective implementation
PD Day #2	MTSS/RTI—Effective Intervention for Teaching	<b>Instructional Goal:</b> By May 2024, 100% of teachers will be trained in the Core Four area of Personalized Learning-Data Driven Decision Making with 85% of the staff utilizing MTSS strategies to promote student growth in all content areas.	Weekly Data Reports (collected at data team meetings)
PD Day #3	Everyone Rises To Higher Expectations	<b>Instructional Goal:</b> By May 2024, 100% of teachers will be trained in the Core Four area of Personalized Learning-Data Driven Decision Making with 85% of the staff utilizing MTSS strategies to promote student growth in all content areas.	Student Reading Growth Data (Lexia Core5, Achieve 3K)
Additional PD			

## YEAR 2

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022			
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Progress Monitoring Method
PD Day #1			
PD Day #2			
PD Day #3			
Additional PD			

# YEAR 3

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022			
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Progress Monitoring Method
PD Day #1			
PD Day #2			
PD Day #3			
Additional PD			

## REQUIRED QUESTIONS

In developing this plan, briefly describe how the school sought advice from various stakeholders (ex. teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners and other stakeholders).

In developing our School Improvement Plan (SIP), the principal organized a committee of stakeholders that represent different parts of the Lonnie Jackson Academy community. Via zoom meetings, the Assistant Principal, Academic Coach, Media Specialist, Guidance Counselor/PBIS Lead, and Special Education Lead joined the Principal in discussing questions from the Comprehensive Needs Assessment (CAN) to determine the progress and status of the goals and action steps from our SIP-FY 2020-2021. We then used disaggregated data (from 2 previous years) in conjunction with our responses to the CAN questions to determine current goals and action steps.

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.

Lonnie Jackson Academy will provide training and implement restorative practices (Mindfulness, Restorative Circles and Affective Statements) in classrooms that allow students to learn from their behaviors and restore relationships with teachers and staff. We will also provide professional development to improve teacher-student relationships, review PBIS SWIS definitions to ensure we are assessing students the same schoolwide, and routinely review discipline policies.

### **Effective use of Code of Conduct-Long Form.**

- Use PBIS consistently school wide to provide incentives and encourage positive student behavior.
- Examine discipline data on a regular basis to identify teachers who frequently refer students to the IC discipline referral system.
- Offer personnel professional development on strategies to prevent/address behavior problems (de-escalation training).
- Build Growth Mindset

### **Elementary Schools Only**

Describe how the school will support, coordinate and integrate services with early childhood programs at the school level, including strategies for assisting pre-school children in the transition from early childhood education programs to the elementary school.

Also, describe what supports and/or services will be put into place to support 5<sup>th</sup> grade students in their transition to middle school.

At LJA, all staff members will participate in the professional development needed to address the School Improvement Plan. This includes the early childhood program. Additionally, since our pre-school students are housed on our campus, we have included them in the basic day-to-day (eating in the cafeteria, attending school events, transitioning in the hallway, etc.) routines that are typically followed by our K-5 elementary

school students. By including our pre-school students in these day-to-day routines, when it is time for them to transition to kindergarten, the transition is seamless. In May we provide a “Transition to Kindergarten” workshop for our pre-K parents. We also give our pre-k students opportunities to spend a few hours in a kindergarten room to help with transitioning from the early childhood program to kindergarten. As for our 5<sup>th</sup> grade students, support is given through the vertical planning between 5<sup>th</sup> and 6<sup>th</sup> grade teachers as well as a “teacher swap” day where 6<sup>th</sup> grade teachers will teach our 5<sup>th</sup> graders and 5<sup>th</sup> grade teachers go (to the middle school) to teach the 6<sup>th</sup> graders. Further, we provide our students with a summer experience where they are invited to the middle school to become acclimated to the building prior to the start of the new school year.

### **Middle Schools Only**

Describe how the school will support, coordinate and integrate services with elementary schools, including strategies for 5<sup>th</sup> grade students in the transition from elementary school to middle school.

Also, describe what supports and/or services will be put into place to support 8<sup>th</sup> grade students in their transition to high school.

Describe how the school will ensure that enrolled low-income and minority students are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers.

First, Lonnie Jackson Academy does not have out-of-field teachers presently on staff. Second, administration uses TKES to ensure that inexperienced and/or lower rated teachers are strategically assigned so that low-income and minority students are NOT served at disproportionate rates. Finally, ongoing TSC support is provided to develop novice and lower rated teachers.