



School Improvement Plan 2018 - 2019



**Muscogee County
St. Marys Video and Communication
Technology**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	St. Marys Video and Communication Technology
Team Lead	LaTonya Hamilton

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
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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	Providing Social Emotional Instruction (SEL) by using the SEL Curriculum provided by the district.
Root Cause # 1	Conflict Resolution
Goal	By May 2019, 100% of the staff will be trained and 90% on the Social-Emotional (SEL) Curriculum and 90% of the staff will implement with fidelity self-awareness and self-management strategies through role playing to help students resolve conflict.

Action Step # 1

Action Step	Implement Second Step Social Emotional Learning Curriculum
Funding Sources	N/A
Subgroups	Economically Disadvantaged Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Focus walks, district walk-throughs, SWIS data, Agenda/sign-in sheets from professional learning
Position/Role Responsible	Principal, Assistant Principal, PBIS Committee, District Personnel
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)?	Currently, St. Mary's Magnet Academy has a partnership with Davis Broadcasting and Ticket Gerald through our Partners in Education program and both businesses are a part of our Local School Council
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2. SCHOOL IMPROVEMENT GOALS

2.3 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Writing across the content areas
Root Cause # 1	Constructed responses, writing across the curriculum, writing process
Goal	By May 2019, 100% of teachers will be trained on the Reader's/Writer's Workshop Model and 85% will successfully implement the Workshop Model.

Action Step # 1

Action Step	Implement Reader's/Writer's Workshop Model
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Focus Walks, lesson plans, data monitoring schedule, professional learning days, data team meetings, collaborative team meetings, agenda & sign-in sheets from all meetings/professional learning, TKES
Position/Role Responsible	Principal, Assistant Principal, Academic Literacy Coach, District Personnel
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)?	Currently, St. Mary's Magnet Academy has a partnership with Davis Broadcasting and Ticket Gerald through our Partners in Education program and both businesses are a part of our Local School Council. By partnering with the two companies, they have provided resources to ensure supplies are allocated for the Reader's/Writer's Workshop implementation. Lastly, Ticket Gerald will implement a mentoring program to assist with Reading.
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2. SCHOOL IMPROVEMENT GOALS

2.4 OverarchingNeed # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Develop student behavior goals
Root Cause # 1	Classroom disruptions and physical aggression
Goal	Students will maintain a data notebook and identify behavioral goals to meet for the 18-19 school year.

Action Step # 1

Action Step	Students will maintain a data notebook to track their behavior throughout the school year and meet an annual goal.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data Notebooks
Position/Role Responsible	Principal and Assistant Principal
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)?	Currently, St. Mary's Magnet Academy has a partnership with Davis Broadcasting and Ticket Gerald through our Partners in Education program and both businesses are a part of our Local School Council. In addition, our Partners in Education will provide incentives as part of our PBIS reward system.
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2. SCHOOL IMPROVEMENT GOALS

2.5 OverarchingNeed # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Develop student academic goals
Root Cause # 1	Students not reading on grade level, lack of phonic skills, lack of phonemic awareness
Goal	

Goal Implementation

Action Step	
Funding Sources	
Subgroups	
Systems	
Method for Monitoring Implementation and Effectiveness	
Position/Role Responsible	
Timeline for Implementation	

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

2.6 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	Differentiated literacy instruction
Root Cause # 1	Students not reading on grade level
Goal	Students will receive differentiated literacy instruction through the effective implementation of Reader's/Writer's Workshop Model.

Action Step # 1

Action Step	Students will receive small group instruction during Guided Reading groups.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Data Team Meetings and Minutes, Collaborative Planning Meetings and Minutes, Professional Learning Communities, Progress Monitoring
Position/Role Responsible	Principal, Assistant Principal, Academic Literacy Coach, and teachers
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)?	N/A
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2. SCHOOL IMPROVEMENT GOALS

2.7 OverarchingNeed # 6

Overarching Need

Overarching Need as identified in CNA Section 3.2	Build phonemic awareness
Root Cause # 1	Lack of recognizing phonics
Goal	Selected students will participate in as after-school program to address phonemic awareness.

Action Step # 1

Action Step	Students will participate in an Instructional Extension Program to assist with improving their phonemic awareness.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Achieve 3000 data, BAS data, running records, Data team meetings and minutes
Position/Role Responsible	Principal, Assistant Principal, Academic Literacy Coach, and teachers
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)?	N/A
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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>Throughout the school year, data was provided by grade level chairs in monthly meetings where input was given on developing the school improvement plan. In addition, in the month of May the Leadership Team analyzed state mandated and district assessments on to identify the needs of the 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>During the recruitment and hiring process, the principal reviews resumes and credentials along with the administrative team. Once resumes are reviewed, candidates are interviewed by a panel. In addition, the Human Resource Department of MCSD ensures that all candidates are screened and have proper experience and the credentials to be interviewed.</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>The Title I instructional program (Instructional Extension Program) is a program that addresses the needs of students that lack the skills in English Language Arts and Math that impedes them from progressing at an expected rate academically. The instructional strategies used to address the needs of at-risk students are: low teacher to student ratio, research-based programs that are work on individual needs (i.e. Achieve 3000) based on each individual students' level.</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>Not Applicable</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>Prior to entering Kindergarten, students are provided with a tour of the school during school hours. At the time, there is no transitional program provided at the school level for preschool students.</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>Not Applicable</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>St. Mary's Magnet Academy implements a PBIS reward system that acknowledges positive behavior through a reward system. In addition, St. Mary's Magnet Academy, implemented the Social-Emotional Curriculum to assist with teaching students conflict resolution strategies.</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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