



School Improvement Plan 2018 - 2019



**Muscogee County
East Columbus Magnet Academy**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	East Columbus Magnet Academy
Team Lead	Dr. Janet Goodwin

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 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Content mastery for ELA, Math, Science, and Social Studies are below state average due to deficiencies inherited from elementary school performance.
Goal	By May 2019, 100% of the ECMA teachers will be trained in a content area specific PLC related to formative assessment with 85% actively implementing.

Action Step # 1

Action Step	Data Team Training
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Focus Walks and Work Samples
Position/Role Responsible	Academic Dean/Academic Coach
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)?	No agency identified.
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Action Step # 2

Action Step	Utilize research-based strategies
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Lesson Plans, TKES observations and work samples
Position/Role Responsible	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)?	No agency identified.
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Action Step # 3

Action Step	Integration of Technology
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Lesson plans and Focus Walks

Action Step # 3

Position/Role Responsible	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)?	No agency identified.
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	A supportive learning environment is not pervasive at ECMA.
Goal	By May 2019, 100% of the ECMA teachers will be trained and 85% actively implementing use of PBIS reward app to encourage appropriate student behavior.

Action Step # 1

Action Step	Training teachers on the PBIS framework and PBIS reward app.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PBIS reward app teacher/school reports, Focus Walks, and Students Survey of use/effectiveness
Position/Role Responsible	PBIS Coach and PBIS team members
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)?	No agency identified.
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Action Step # 2

Action Step	Develop implementation plan to address PBIS curriculum, PBIS matrix and lesson plans
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson plans, SWISS/IC discipline reports and Focus Walks
Position/Role Responsible	PBIS Coach and PBIS team members
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)?	No agency identified.
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Action Step # 3

Action Step	Implement teacher and student rewards/recognition program.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 3

Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Calendar of events, PBIS rewards app reports and student/teacher survey
Position/Role Responsible	PBIS Coach and PBIS team members
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)?	No agency identified.
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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>ECMA sought advice from all stakeholders using a survey that was emailed to all teachers/staff/school leaders/paraprofessionals/instructional support personnel. Furthermore, the survey was posted on the school website for parents, community partners and other stakeholders to provide advice, as well.</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>100% of the school is free and reduced lunch, all low-income students are served by teachers meeting professional qualifications. There are two teachers that are do not meet professional qualifications: one has a provisional certification and the other a long term substitute. 88% of the population at ECMA African American with 12% consisting of white, multi-racial and Hispanic. All students will be served proportional to the guidelines of Title I, IDEA and all other federal, state and local requirements for providing access to equal instructional opportunities to promote academic success.</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>At ECMA, we strive to meet the needs of individual learners through differentiation. This is accomplished through the use of the gradual release model in the classroom coupled with technology integration to include Achieve3000, Accelerated Reader, USATestPrep, and IXL. Furthermore, our Leveled Literacy intervention includes a small group intensive approach to reading remediation for our most academically at-risk students in school. This focus on differentiation meets the needs of all students to include our at-risk and group home students.</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</p>	<p>NA</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>NA</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>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>At ECMA, the Parenting Liaison holds a yearly workshop for student in 5th transitioning to 6th as they begin middle school as well as for 8th transitioning to 9th as they begin high school. These workshops focus on parent and student transitioning to the next level.</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>Will continue to work on decreasing the ISS/OSS days through engaging classroom instruction, as well as, use of historical data to assign habitual offenders to a mentor for daily support. We envision using a check in/check out system to support these students thereby decreasing the number of ODR's resulting in time out of class. The data indicated that there was inconsistency in practice and expectations by the teachers for the students thereby resulting in students being referred to the discipline office for infractions that could be addressed by the teacher. Based on this information the PBIS team agreed that we will focus on the following areas to ensure that all teachers/students are fully aware of building behavior expectations: (1) Teaching Expectations, (2)</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>Discipline Policies, and (3) Professional Development. Additionally, the faculty and staff will continue to use the PBIS Rewards App with fidelity to recognize appropriate behaviors and encourage students.</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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