



School Improvement Plan

2021 – 2024

General Improvement Plan Information	
School	Britt David Magnet Academy
Principal	Karen Garner
SIP Team Lead	Jodi Head
Grades Served	K-5th
Factors used by the District to Identify Students in Poverty (All Schools) – Check One Box	
<input type="checkbox"/> Community Eligibility Provision (CEP) <input checked="" 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 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
Karen Garner	Principal
Michael Collier	Assistant Principal or Dean
Jodi Head	Magnet Coordinator
Melissa Moore	Teacher
Jennifer Bray	Teacher
Dorothy Morgan	SWD Teacher (when applicable)
N/A	ESOL Teacher (when applicable)
Tam Walker	Paraprofessional
Monica Medlin	Parent
Loryn Konze	Parent
Karen White	Business/Community Partner
Michele Campbell	Business/Community Partner

ADDITIONAL TEAM MEMBERS

Name	Position
Shea Lindblad	Teacher

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

The team will allow stakeholders the opportunities to provide feedback by conducting surveys and focus groups. These surveys and focus groups will seek feedback on PBIS strategies and personalized learning approaches.

OUR SCHOOL MISSION

Britt David Magnet Academy will teach students the academic and social skills necessary to be lifelong learners and positive, contributing members of their diverse society implementing an innovative and rigorous approach.

OUR SCHOOL VISION

Britt David Magnet Academy offers an interdisciplinary approach to a rigorous core curriculum. Students engage in innovative and challenging instruction designed to enhance their natural curiosity and creativity. Teachers empower students to inquire, express, and discover their unique abilities through a variety of experiences. In depth project-based learning of concepts through authentic lab opportunities and quality integration of the arts provide students with a differentiated academic environment.

OVERARCHING NEEDS

Overarching Needs in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Personalized Learning	<ul style="list-style-type: none"> Varying levels of student achievement that supports the whole child 	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
2. PBIS	<ul style="list-style-type: none"> Lack of understanding and training 	<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.

DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN	
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 st & 2 nd 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.

ADVANCED ENGAGEMENT REVIEW FOR ACCREDITATION (FALL 2017)	
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)
PBIS	By July 2022, all ten (10) Tier 1 critical elements of School-Wide Positive Behavioral Interventions and Supports (PBIS) will be at least partially implemented with five (5) of the ten (10) elements developed to at least 80% fidelity based on the Tiered Fidelity Inventory (TFI) score (or Self-Assessment (SAS) Survey score).

SHORT TERM ACTION PLAN

FALL 2021

Goal:	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.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Overview of Core Four	Strong	K-5/teachers	District	Shea Lindblad	8/2021-9/2021	Observation data, collaborative planning, monitoring, and feedback	Choose an item.
	Intended Outcomes:	Teachers will understand the basis of the Core Four Pillars.					
Grade-Level Focus Determination	Strong	K-5/teachers	District	Shea Lindblad K-5 teachers	10/2021-11/2021	Observation data, collaborative planning, monitoring, and feedback	Choose an item.
	Intended Outcomes:	Grade-levels will determine which pillar to focus on during this school year.					
							Choose an item.
							Choose an item.
							Choose an item.
							Choose an item.
<p>If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.</p> <ul style="list-style-type: none"> EdElements will assist with the overview of their principles, as we adopt their professional development curriculum. 							

SHORT TERM ACTION PLAN

Spring 2022

Goal:	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.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Grade-Level Implementation	Strong	K-5/teachers	District	Shea Lindblad K-5 teachers	1/2022-3/2022	Observation data, collaborative planning, monitoring, and feedback	Choose an item.
	Intended Outcomes:	Teachers will collaborate to create lessons and determine resources needed for implementation. Teachers will collect data based on pillar selection.					
Data Reflection	Strong	K-5/teachers	District	Shea Lindblad K-5 teachers	4/2022-5/2022	Observation data, collaborative planning, monitoring, and feedback	Choose an item.
	Intended Outcomes:	Teachers will use the data collected to reflect and make adjustments for future implementation.					
							Choose an item.
							Choose an item.
							Choose an item.
							Choose an item.
							Choose an item.
<p>If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.</p> <ul style="list-style-type: none"> EdElements will assist with the overview of their principles, as we adopt their professional development curriculum. 							

SHORT TERM ACTION PLAN

FALL 2021

Goal:	By July 2022, all ten (10) Tier 1 critical elements of School-Wide Positive Behavioral Interventions and Supports (PBIS) will be at least partially implemented with five (5) of the ten (10) elements developed to at least 80% fidelity based on the Tiered Fidelity Inventory (TFI) score (or Self-Assessment (SAS) Survey score).						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Identification of PBIS Team Roles	Moderate	PBIS Team	Title II-A	Lisa Seegar Mary Allen Tondee	8/2021	Observation data, collaborative planning, monitoring, and feedback	Choose an item.
	Intended Outcomes:	Assign roles and have clear expectations and responsibilities of each PBIS Team member.					
Revision of Matrix Guidelines	Strong	Faculty/Students	Title II-A	PBIS Team	8/2021	Observation data, collaborative planning, monitoring, and feedback	Choose an item.
	Intended Outcomes:	Make expectations clear and concise to ensure teacher buy-in.					
Feedback	Strong	PBIS Team/Teachers	Title II-A	Teachers	8/2021	Observation data, collaborative planning, monitoring, and feedback	Choose an item.
	Intended Outcomes:	Make revisions to matrix based on feedback.					
Teach Matrix Lessons	Strong	Teachers Students	Title II-A	PBIS Team	8/2021 (1 st week)	Observation data, collaborative planning, monitoring, and feedback	Choose an item.
	Intended Outcomes:	Students will understand school-wide behavioral expectations.					
Implementation of Revised Matrix	Strong	Faculty and Staff Students	Title II-A	PBIS Team	8/2021-12/2021	Observation data, collaborative planning, monitoring, and feedback	Choose an item.
	Intended Outcomes:	Faculty and staff are knowledgeable of matrices and are effectively implementing school-wide.					
							Choose an item.
<p>If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.</p> <ul style="list-style-type: none"> Synovous donated money that will be used for incentives during the implementation. 							

SHORT TERM ACTION PLAN

SPRING 2022

Goal:	By July 2022, all ten (10) Tier 1 critical elements of School-Wide Positive Behavioral Interventions and Supports (PBIS) will be at least partially implemented with five (5) of the ten (10) elements developed to at least 80% fidelity based on the Tiered Fidelity Inventory (TFI) score (or Self-Assessment (SAS) Survey score).						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Continue to develop teachers' knowledge through training	Strong	Teachers/Students	Title II-A	PBIS Team	1/2022-5/2022	Observation data, collaborative planning, monitoring, and feedback	Choose an item.
	Intended Outcomes:	Ensure all teachers are consistently implementing and understanding the expected outcomes.					
Reflect on problematic behavior	Strong	Teachers	Title II-A	PBIS Team	5/2022	Observation data, collaborative planning, monitoring, and feedback	Choose an item.
	Intended Outcomes:	Continue to revise our PBIS model based on current SWIS data trends					
							Choose an item.
							Choose an item.
							Choose an item.
							Choose an item.
<p>If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.</p> <ul style="list-style-type: none"> Synovus donated money that will be used for incentives during the implementation. 							

YEAR 1

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	Overview of Personalized Learning Pillars	Personalized Learning	Title II-A	Observation data, collaborative planning, monitoring, and feedback
PD Day #2	In-depth Knowledge of Core Four	Personalized Learning	Title II-A	Observation data, collaborative planning, monitoring, and feedback
PD Day #3	Overview of PBIS	PBIS	Title II-A	Observation data, collaborative planning, monitoring, and feedback
Additional PD				

YEAR 2

PROFESSIONAL DEVELOPMENT PLAN 2022 – 2023				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1				
PD Day #2				
PD Day #3				
Additional PD				

YEAR 3

PROFESSIONAL DEVELOPMENT PLAN 2023 – 2024				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	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).

The plan sought professional judgement from classroom teachers, administrators, support staff, parents, and district level stakeholders to develop a comprehensive three year plan for all learners.

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.

TFS

Describe any continuing and/or new Title IV-A funded activities and programming, including objectives and intended outcomes, planned for supporting:

- Well-rounded educational opportunities for all students
- Safe and healthy students
- Effective use of technology by students

PBIS incentives, BESS

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 5th grade students in their transition to middle school.

All fifth grade teachers are former middle school teachers and provide them with developmental expectations both academically and socially. Locker guidance to decrease anxiety.