



School Improvement Plan 2018 - 2019



Muscogee County Veterans Memorial Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Veterans Memorial Middle School
Team Lead	Sara Kraus

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

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	VMMS would benefit from implementation of a system that effectively monitors lowest and highest quartile students.
Root Cause # 1	Students (particularly transient students) are not identified as quickly as needed for intervention.
Root Cause # 2	Learning gaps are significant for some students; many students start below expected standards.
Root Cause # 3	Many students value education but are unable to effectively articulate personal expectations.
Root Cause # 4	Many students lack confidence and display problem behaviors due to a lack of content knowledge.
Root Cause # 5	Many students need more instructional time.
Goal	Throughout the 2018-2019 school year, 100% of VMMS teachers will effectively monitor the educational and personal goals of 100% of students through the implementation and integration of an individualized goal setting program.

Action Step # 1

Action Step	Professional development for teachers on metacognition and cognitive development, progress monitoring, and goal setting procedures.
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student goal setting forms
Position/Role Responsible	All Faculty and Staff
Timeline for Implementation	Quarterly

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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Action Step # 2

Action Step	Development for students on metacognition and goal setting expectations.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student goal setting sheets
Position/Role Responsible	All students and faculty advisors
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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Action Step # 3

Action Step	Develop an electronic method to monitor goal setting.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student goal setting sheet; Canvas
Position/Role Responsible	SIP Leadership Team
Timeline for Implementation	Quarterly

Action Step # 3

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	VMMS would benefit from an increase in professional relationship building among staff.
Root Cause # 1	Faculty/staff members do not feel confident in effectively instructing and evaluating colleagues.
Root Cause # 2	Faculty/staff have not developed personal and professional relationships.
Root Cause # 3	100% of faculty/staff and students have not effectively established a community of trust.
Root Cause # 4	Not all faculty/staff members value the benefit of collaborative planning.
Goal	By May 2019, 100% of all teachers will be effectively trained and will actively utilize relationship building strategies to enhance collaborative planning and student engagement.?

Action Step # 1

Action Step	Departments will meet monthly for vertical alignment and weekly with collaborative teachers to ensure consistent curricular procedures.
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	One Note Agenda notes; Sign in sheets
Position/Role Responsible	All Faculty and Staff
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)?	
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Action Step # 2

Action Step	Grade Level faculty will meet twice a month to build professional relationships and develop effective collaboration
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	One Note Agenda; Sign in sheets
Position/Role Responsible	All Faculty and Staff
Timeline for Implementation	Others : Biweekly

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>In developing and improving our SIP, we conducted formal and informal surveys with faculty, staff, students, and stakeholders. Team members, faculty, staff, and instructional support personnel were invited to provide feedback on the goal setting system that was implemented during FY18 to ensure that improvements were relevant to school needs. Partners in education provided professional development and feedback on professional relationship building goals for the school to develop a continuing plan for growth. Faculty and staff met and provided feedback on professional development that aligns with the needs of the school.</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>N/A</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>N/A</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</p>	<p>N/A</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>N/A</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>All students complete annual career surveys through the guidance department to align extracurricular course selection and high school selection with career goals. All 8th grade students complete and submit the pre-IGP (Individualized Graduation Plan) through the guidance department, as well as attend informational meetings that outline district high school programs, policies, and procedures. All 8th grade parents and students are invited to attend informational meetings on district high schools and magnet programs that include transition and application information. Special education students participate in transition meetings that include individualized academic and extracurricular course selection based on student career survey results. High school teachers attend these meetings, providing students with the opportunity to discuss transition questions or concerns prior to entering high school.</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>The school administration, SIP, and Leadership teams are developing a standardized set of policies and procedures for all faculty and staff members to follow that will develop a cohesive school climate environment. This is the initial phase of implementing a PBIS system to monitor and develop positive behavior supports in the classroom and school climate settings. Administration is developing roll out procedures for this system for the upcoming year. All faculty and staff will be required to follow a clear behavioral support process prior to removing students from the classroom setting and document their progress and contacts within the Infinite Campus platform. Individual and subgroup students who qualify will continue to utilize</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>BIP processes and procedures to prevent unnecessary removal of students from the classroom setting. Special education teachers will provide necessary supports in the co-taught classroom environment for the SWD subgroup.</p>
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ADDITIONAL RESPONSES

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