School Improvement Plan
2018 - 2019

Muscogee County
Reese Road Leadership Academy

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Reese Road Leadership Academy
Team Lead	Katrina Long

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that appy)	
✓	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that appy)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	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 Environement.

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 heave 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 supplmental 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 Quaility 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	Standards-based Classroom (Teacher/Student Commentary, Word Walls, Interactive Notebooks, Leadership Notebooks, Board Configuration)
Root Cause # 1	Teacher training on TKES for new teachers and review for experienced teachers; Teacher training on student commentary; Teacher training on how to use word walls effectively; Teacher training on Writer's Workshop; Teacher training on Interactive Notebooks and Leadership Notebooks
Goal	By May 2019, 100% of teachers will implement concept mapping and utilize teacher/peer collaboration in their learning and classroom practices with 85% fidelity.

Action Step # 1

Action Step	Professional development in Thinking Maps, Student Commentary, Teacher Commentary, Word Walls, Writer's Workshop, Interactive Notebooks, and Data Notebooks
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES, walkthroughs, rubrics, and checklists
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, and Leadership Team
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 implementating in carrying out this action step(s)?	Winn Dixie for Math Night, Columbus State University Math Collaborative, Columbus Chattahoochee Valley Public Library for Reading Night

2. SCHOOL IMPROVEMENT GOALS

2.3 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Ubiquitous use of Leader in Me by all stakeholders throughout the school and community.
Root Cause # 1	All stakeholders need to commit to the use of the Seven Habits. Training is needed on student-led conferences, incorporating the language in every day curriculum, and use of materials.
Goal	By May 2019, five (5) out of the ten (10) Tier 1 critical elements of School-Wide Positive Behavioral Interventions and Supports (PBIS) will be at least partially implemented with three (3) of the five (5) elements developed to at least 85% fidelity based on the Tiered Fidelity Inventory (TFI) score (or Self-Assessment (SAS) Survey score).

Action Step # 1

Action Step	Professional development for new teachers, returning teachers, and parents in Leader in Me goals, language, and ubiquitous use throughout the school and community.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Rubrics, checklists, and walkthroughs
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, and Leadership Team
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 implementating in carrying out this action step(s)?	The Leader in Me organization's personnel

SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

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.	Advice was sought from (1) Leadership Team members during meetings; (2) faculty and staff during meetings; (3) parents during workshops; (4) teachers, parents, and students through surveys directed at each; and (5) Lighthouse Team Review personnel
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.	All teachers meet professional qualifications, participate in professional development, and administration conducts walkthroughs with rubrics and checklists, as well as TKES reviews.
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).	Our academic goal for students to use concept mapping assists all students in organizing their thoughts and ideas, improve reading comprehension in all subject areas, and solve math word problems. Achieve 3000 and Smarty Ants differentiates instruction for each individual student. SMART Academy is a tutoring program for students who were on the brink of passing GMAS last year and needed a little additional assistance. Title I intervention teachers for math and/or reading assisted students in need. All students living in local institutions for neglected or delinquent children received the aforementioned services or programs as well as additional counseling and life and social skill instruction.
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.	N/A

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.	We reach out to the daycares and preschools with flyers and brochures to give out information on kindergarten requirements and expectations.

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.	Not applicable

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.	We have PBIS in place to support positive behavior intervention for all students. We have token economies to reinforce good behaviors. All teachers have a classroom management plan in place approved by administration. Teachers use Class DOJO and Remind to regularly communicate with parents. WE are a Leader in Me school and use the Seven Habits to encourage responsible, appropriate behavior.

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	