



## MUSCOGEE COUNTY SCHOOL DISTRICT

Columbus, Georgia

St. Mary's Magnet Academy

SIP

The SIP process FY17-18 began with a comprehensive needs assessment to create a school profile. Those needs were essential in defining a focus FY18-19 school year. We began the process by closely examining the components of the College Career Readiness Index. Collaboratively, we reviewed each indicator as a means to answer questions on students' performance. Quantitative data sources such as Fountas & Pinnell Benchmark Assessment, Achieve3000, Smarty Ants, & the Georgia Milestone Assessment offered additional details of deficits which forced us to reexamine instructional practices. Qualitative data sources such as online surveys, Why Analysis, and conferences were used to consider the teachers' perspective on students' academic challenges/strengths. Moreover, we further examined the climate and culture of the school. With the implementation of the SEL curriculum, collectively we began to have conversations on how to best address the behavioral challenges and equip students with tools to manage conflict. The decision was made to begin the school year with a professional learning on Reader's/Writer's Workshop to ensure we continuously improve students' literacy skills. The climate goal was designed to promote the schoolwide behavioral expectations and to provide teachers with responsive classroom strategies. To further improve the school culture and climate additional information taken from surveys and conferences gave insight on the individual professional development needs of the teachers. The results from the needs assessment steered the team to implementation of the following goals FY1-18:

**Smart Goal #1:** By May 2019, 100% of teachers will be trained in Reader's/Writer's Workshop and 85% will successfully implement the Workshop Model.

**PBIS/School Climate Goal #2:** By May 2019, 100% of the staff will be trained and 90% of the staff will effectively implement the Social-Emotional Learning (SEL) Curriculum with fidelity to teach conflict resolution strategies.

Determining the progress of the SIP will be monitored through TKES, Focus Walks, Leadership Meetings, Collaborative Planning Meetings, and Data Team Meetings, to identify the efficacy of our efforts. During meetings we will review how students are progressing using data sources and analyze students' writings to determine their developmental progress. For students who are showing little to no growth interventions will be implemented.

Full execution of the plan begins with communication of the roles of all stakeholders. In addition, administrators must identify instructional deficits and provide descriptive feedback to teachers; providing a supportive milieu where all are valued. As a school we will build community by strengthening Teacher-Student Relationships, Model and Demonstrate the Social & Emotional Learning Core Competencies, Plan instruction with grade level appropriate rigor (set learning targets), Use the Gradual Release of Responsibility Framework to reach optimal learning (Focused Instruction), Explicit Phonics Instruction (Build Phonemic Awareness), Clarify Learning, Collective Teacher Efficacy (talking about how to design learning experiences), Implement collaborative structures, Teach Study Skills, Assess and Monitor Teaching and Learning, Provide ongoing feedback to the students, and Promote PBIS. With proper monitoring of the SIP plan and support of the faculty, staff, and parents of St. Mary's Magnet Academy our students will achieve significant growth.