



School Improvement Plan 2018 - 2019



Muscogee County
Baker Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Baker Middle School
Team Lead	Ramona Horn

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input checked="" 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"/>	

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 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	School Climate
Root Cause # 1	Skills are not taught, modeled or reinforced.
Root Cause # 2	Students are violating school policies
Goal	By May 2019, 80% of teachers will teach, model, and reinforce expectations and rules as measured by the PBIS Self Assessment Survey (SAS), the Tiered Fidelity Instrument (TFI), and observational data.

Action Step # 1

Action Step	Maintain a Positive Behavioral Interventions and Supports (PBIS) team, continue to train faculty and staff and monitor implementation.
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 Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson plans, focus walks, Self-Assessment Survey (SAS) and Tiered Fidelity Instrument (TFI)
Position/Role Responsible	Assistant Principal Discipline Dean PBIS Team
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)?	PBIS
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------

Action Step # 2

Action Step	Implement digital PBIS Reward system
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 Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data from digital reward system, SWIS data, Focus Walks
Position/Role Responsible	PBIS Team 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)?	PBIS Reward System
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------

Action Step # 3

Action Step	Review school-wide data monthly and problem solve based on the trends.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	SWIS discipline data PBIS Self Assessment Survey (SAS) Tiered Fidelity Instrument (TFI)

Action Step # 3

Position/Role Responsible	Assistant Principal Discipline Dean PBIS 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)?	None
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------

Action Step # 4

Action Step	Continue to implement and monitor a School Wide Teaching Matrix that includes all expectations and rules
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plan Focus Walk PBIS Self Assessment Survey (SAS) Tiered Fidelity Instrument (TFI)
Position/Role Responsible	PBIS 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)?	PBIS
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------

Action Step # 5

Action Step	Involve parents and students in PBIS by providing information and opportunities to collaborate.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Parent Meeting Agenda Sign In sheets
Position/Role Responsible	PBIS Team Parenting Facilitator
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)?	Partners in Education
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------

Action Step # 6

Action Step	Conduct training for staff on Social Emotional Learning (SEL) 2nd Step and Multi-Tiered Systems of Support (MTSS).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agenda Lesson Plan Sign In Sheets Calendar for instruction

Action Step # 6

Position/Role Responsible	Counselor
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)?	None
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------

Action Step # 7

Action Step	Implement alternatives to suspension.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Infinite Campus SWIS Student Behavior Plans
Position/Role Responsible	Discipline Dean Assistant Principal Principal
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)?	Partners in Education
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------

2. SCHOOL IMPROVEMENT GOALS

2.3 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student Achievement
Root Cause # 1	Limited vocabulary, reading comprehension, written expression and number sense
Root Cause # 2	Lack of effective instructional strategies
Goal	By May 2019, 80% of teachers will effectively implement the Gradual Release Framework to support processing content through differentiation, checks for understanding, collaboration and questioning as measured by observational data.

Action Step # 1

Action Step	Use high interest and leveled text to build vocabulary and increase Lexiles.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Achieve 3000 Data Renaissance Place Lesson Plan
Position/Role Responsible	Academic Coach Academic Dean Media Specialist 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 implementating in carrying out this action step(s)?	None
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------

Action Step # 2

Action Step	Use Data Teams and All In Learning to increase the use and effectiveness of common assessments and checks for understanding.
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 Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	All in Learning Data Team Reports Meeting Agendas and Sign in Sheets
Position/Role Responsible	Academic Dean Academic Coach Department Chairs 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)?	None
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------

Action Step # 3

Action Step	Implement school-wide calendar for Literacy Across the Curriculum strategies.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation and Effectiveness	Lesson Plans Work Samples Observational Data
Position/Role Responsible	Principal Academic Dean Academic Coach Teachers
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)?	None
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------

Action Step # 4

Action Step	Implement Leveled Literacy Intervention groups to provide struggling readers with intensive small group support to improve reading.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Observational Data LLI Growth Charts Achieve 3000 Data
Position/Role Responsible	Academic Dean Academic Coach Teachers
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	None
-----------------------------------------------------------------------------------------------------------------------------------------------------------	------

Action Step # 4

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)?	None
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------

Action Step # 5

Action Step	Continue Gradual Release Framework to support: Identifying critical content through explicit instruction, advanced organizers, storytelling and modeling, processing content through differentiation, checking for understanding, collaborative processes, and questioning, and deepening content through guided practice, independent practice, and examining similarities and differences.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans Observational Data
Position/Role Responsible	Teachers Academic Coach Academic Dean
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 implementating in carrying out this action step(s)?	None
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------

Action Step # 6

Action Step	Use High Impact Instructional Strategies to support increased rigor, student self-assessment, teacher/student feedback and Literacy Across the Curriculum.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans Observational Data
Position/Role Responsible	Teachers Academic Coach Academic Dean
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)?	None
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------

Action Step # 7

Action Step	Tier teachers for differentiated professional Learning.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 7

Method for Monitoring Implementation and Effectiveness	Agendas Sign In Sheets Observation Notes Teacher feedback forms
Position/Role Responsible	Academic Dean Academic Coach
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)?	N/A
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

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 this plan, the school sought advice from teachers, staff, paraprofessionals, parents and community partners multiple ways. First, the school's Leadership Team took school improvement information back to their individual departments for discussion. Once collective input was gathered, each member returned to another Leadership team meeting to share the input from his or her department. Their discussion regarding the school's goals and action steps involved input on the effectiveness of each action. That particular feedback from teachers and other staff members was used to develop future professional development sessions. In addition, the school gathered input from parents and Partners in Education during their regularly scheduled meetings to embed those concerns within upcoming professional development sessions 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>Extensive efforts are made to attract, support, and maintain Highly Qualified teachers. Teachers who are not Highly Qualified have entered into educational or alternate route programs that will lead to certification.</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>The Title I Instructional Program being implemented at Baker Middle School targets ELA, Math, Science, and Social Studies. Baker Middle School will continue to implement the Gradual Release Framework with a focus on modeling during focused instruction and questioning, checks for understanding and differentiation during Guided Instruction. Baker also uses Achieve 3000 and Renaissance Place to encourage, monitor, and support leveled and high interest reading to increase lexiles. Leveled Literacy Intervention by Fountas and Pinnell is used with students who are significantly below their grade level stretch band. Teachers have common planning time to work on lesson plans and common assessments. Professional Learning Communities are used for teachers to learn about and discuss the effectiveness of instructional strategies. Data Teams and Focus Walks are used to monitor the instructional strategies and assessments used in the classroom. AllIn Learning gives teachers the tools they need to quickly assess students, provide feedback and disaggregate data. That data can then be used to differentiate and scaffold instruction as needed for students. Teachers are supported by Title I Instructional paraprofessionals and a Title I Academic Coach.</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>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------

<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>Not applicable</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------

<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>Baker Middle School uses multiple transition opportunities. Students, parents, and teachers are invited to informational sessions for upcoming 6th graders to help ensure a smooth transition from elementary to middle school. During the sessions, faculty and staff provide an overview of the school rules, procedures, dress code and opportunities to participate in athletics, academic teams, leadership organizations, and clubs. Eighth grade students also receive information about the area high schools, magnet programs, and the opportunities available. The counselors and Academic Dean work with students to complete high school applications and provide opportunities for students to interact with professionals in multiple careers. The Guidance Department provides information to 8th grade students about dual enrollment and encourages students to attend the district's FAFSA presentations.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<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>Baker Middle School will maintain a Positive Behavioral Intervention and Supports (PBIS) team to continue to train and faculty and staff as well as monitor the implementation of the strategies. Baker has implemented a School Wide Teaching Matrix that includes all expectations and rules. The team reviews data monthly to determine if changes are needed and shares the information with the faculty and staff. Baker also uses a progressive discipline plan for students who</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<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>continuously break the rules outlined in the student handbook. Multiple steps are involved to help students monitor and correct their own behavior before suspension. Students meet with the counselor and parents have an opportunity to work on conflict resolution scenarios with their students.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	<p>Through the use of Achieve 3000 and Renaissance, students will select high interest and leveled to text to build their vocabulary knowledge. Then teachers, coaches, and the media specialist will monitor the data to check for increases in student's Lexiles. The coaches and teachers will meet routinely to review student's common assessments results housed within ALL In Learning. Teachers will then use findings to determine effectiveness of student's understanding of standards and remediate deficiencies as needed. The coaches and teachers will also reference the school-wide calendar regarding Literacy Across the Curriculum strategies to ensure implementation of strategies within classrooms on a monthly basis. The coaches and teachers will routinely review student's common assessments results housed within ALL In Learning, and determine small groups and plan for differentiation, scaffolds, and research based instructional strategies to support acquisition of content and increased comprehension.</p>
------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------