



School Improvement Plan 2018 - 2019



**Muscogee County
Eddy Middle School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Eddy Middle School
Team Lead	Mrs. Delincia Hart

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 type="checkbox"/>	Free/Reduced meal application
<input checked="" 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
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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	Academic Rigor and Student Engagement
Root Cause # 1	It was found that the following were areas that are root causes : 1. Lexile Growth- students not showing improvement in Lexile to be on grade level 2. Depth of Knowledge- instruction and assessments not meeting the DOK level for mastery of standards 3. Defining and selection academically rigorous tasks- teachers lacked the knowledge and skills to create and implement tasks that meet the cognitive level required by the curriculum. 4. Student learning styles 5. Student lack of background knowledge/ exposure to real world relevancy
Goal	By May 2019, 100% of teachers will be trained in student engagement strategies and 80% will implement these strategies effectively as measured by peer observation data and Engagement Checklist walk-through instrument.

Action Step # 1

Action Step	a. Training in instructional strategies to improve level of student engagement (retreatism to authentic engagement) with appropriate rigor and relevancy to the content area subject matter. b. Engagement Checklist during Focus Walks and TKES visits c. Peer Observations
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 Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Completion of Peer Observations
Position/Role Responsible	Shermaine Derrick, 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	
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2.2 OverarchingNeed # 1

Action Step # 1

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	Culture/ Climate - Student Expectations
Root Cause # 1	1. Student achievement gaps as identified by diagnostic, formative, and summative assessments. 2. Student attendance and mobility 3. Student Discipline 4. Teacher Attendance 5. Adult- student relationships
Goal	By May 2019, 100% of teachers will be training in Restorative Practices in the classroom and 80% of the teachers will effectively implement as measured by an increase in PBIS Rewards and decrease in Minor Incident Referral Log, and Office Discipline Referral data.

Action Step # 1

Action Step	a. Training on Restorative Practices in the classroom, school campus, and community with MCSD PBIS team. b. Identify specific strategies that will be used to address student behavior. 3 positive Interactions Conflict Resolution c. Student- Adult Mentoring Relationships
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	Training, PBIS Rewards data, MIR Data in Google Drive, and ODR Data as found in SWIS and Infinite Campus
Position/Role Responsible	Shermaine Derrick/ Principal
Timeline for Implementation	Monthly

What partnerships with IHEs,	
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Action Step # 1

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>School Leadership Team met twice in June 2018 to review school data for achievement, demographics, perceptions, and processes/programs. At this time data was analyzed and the leadership team gained a better understanding of how the CCRPI score is calculated. The team then collaborated on what needed to take place to increase the achievement and growth of all students.</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>Scheduling teachers that are certified in the content areas that they are assigned to teach. Make sure that openings are posted in a timely manner so that the selections are not limited.</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>We have an Academic Coach, a Parent Liaison, and a Title1 Paraprofessional. The Academic Coach leads most of the professional learning communities, as well as works with the LLI program and will be assisted by a Paraprofessional this year. The Parent Liaison works with the parents and holds monthly meeting to assist the parents in being knowledgeable of the common academic trends, so that they are better able to assist their student on increasing academically.</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>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>High school transition day for all grade levels. Students will complete Georgia Career Information System profiles to look at post secondary education options. The Counselor schedules classroom guidance through out the school year to discuss higher education and hosts an annual Career Day.</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 will focus on restorative practices and improving the relationships that determine the culture and climate of the school. All teachers will be trained on restorative practices throughout the year. A culture and climate committee are working on activities to improve the daily climate of the school.</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>Make sure that an evaluation tool is used to monitor the implementation of SEL and monitor the Assessment Action Plans quarterly on the All in Learning platform.</p>
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