

Aaron Cohn Middle School
2017-2018
School Improvement Plan



Schoolwide Improvement Plan (SIP)



District: Muscogee County School District

Superintendent: Dr. David F. Lewis

- Non-Title One School
- Aaron Cohn Middle School
- Grades 6th-8th

Planning Committee Members



Name	Position/Role
Richard Green	Principal
Alfred Parham	Assistant Principal
Denise Fox	Academic Dean
Heather White	Leadership Chair
Rebecca Duncan	LEA
Amanda Reynolds	Math Department Chair
Ron Fuller	Social Studies Department Chair
Bethany Montgomery	Science Department Chair
Stephanie Fuerte	ELA Department Chair
Maurdrice McNeill	Leadership Team Member
Jeremy Pownall	Leadership Team Member
Kyle Crutchfield	Para Professional
Dilan Shah	Student

Rationale for Using ICEL/RIOT Root Cause Analysis



Key Domains of Learning

I	Instruction	Instruction is how the curriculum is taught and can vary in many different ways including: level of Instruction, rate of Instruction, and presentation of Instruction
C	Curriculum	Curriculum refers to what is taught. Curriculum would include scope, sequencing, pacing, materials, rigor, format, relevance
E	Environment	The environment is where the instruction takes place. Variables in the environment include classroom expectations, beliefs/attitudes, peers, school culture, facilities, class size, attendance/tardies, management
L	Learner	The learner is who is being taught. This is the last domain that is considered and is only addressed when the curriculum and instruction are found to appropriate and the environment accommodating. Variables include motivation prerequisite skills, organization/study habits, abilities, impairments, and history of instruction.

Potential Sources of Information

R	Review of historical records and products
I	Interview of key stakeholders
O	Observe performance in real time functional settings
T	Test student through careful use of appropriately matched measurement technologies

- Provides a framework to facilitate data collection analysis
- Allows for deep probing beneath the surface a problem to find the Root Cause or underlying issues
- Facilitates a collaborative effort
- Assist in describing and interpreting efforts to others for understanding and accountability

Needs Assessment/Data Review Results: PRIORITIZED NEEDS



Priority Order	Overarching Need	How Severe is the need?	Can the Root Cause be Identified?
1	Lexiles	High	Yes
2	Parental Involvement	High	Yes
3	Subgroup Achievement Gap	High	Yes
4	Student's Respect towards each other	High	No
5	Curriculum Revisions	Medium	Yes
6	Instructional Strategies	Medium	Yes
7	Technology Improvements	Medium	Yes
8	Attendance Issues	Medium	No
9	Teacher/Student Ratio	Medium	Yes
10	Reinforcement of positive behavior	Low	Yes

School Climate Goal: By May 2018, 95% of the staff will effectively create communication processes that increase parental involvement opportunities that are efficient and that all stakeholders take part in implementing.



The Root Causes for limited parental involvement opportunities offered by the school are due to:

- time constraints of stakeholders
- limited resources
- family mobility
- misunderstanding of parents' communication styles

Instructional Goal: By May 2018, 100% of teachers will use research based literacy strategies to support students in reading complex text, writing with rigor and increasing their Lexile level to and above their grade band.



The Root Causes of students being unable to read at grade level bands are:

- lack of exposure to various complex text
- use of shorter sentences and words of high frequency
- pattern of writing brief sentences to explain their answers

Needs Assessment/Data Review Results: DATA SOURCE



Students unable to read at grade level bands due to lack of exposure to various complex texts, use of shorter sentences and words of high frequency, and pattern of writing brief sentences to explain their answers.

- STAR Reading
- SLDS
- Georgia Milestones ELA Lexile Scores
 - Based on 2017 GMAS, 20% of our students perform Below Grade Level

Needs Assessment/Data Review Results:

DATA SOURCE



Limited parental involvement opportunities offered by the school due to; time constraints of stakeholders, limited resources, family mobility, and misunderstanding of parents' communication styles.

- Open House Sign in Sheets
- Office visitor logs
- Transportation Data
- Parent Contacts (phone, email, Remind101)
- ConnectEd Reports
- Mail Out Returns
- Website Counter

Needs Assessment/Data Review Results: COMMUNICATION TO PARENTS AND STAKEHOLDERS



- Faculty and Staff
 - Principal (Face to Face on July 10th)
- PIE-Pratt and Whitney and Chick Fil A Midland
 - Principal (E-mail by July 10th)
- PTO
 - Principal (E-mail by July 10th)
- Local School Council Parent Liaison
 - Principal (E-mail by July 10th)

School Climate Goal: By May 2018, 95% of the staff will effectively create communication processes that increase parental involvement opportunities that are efficient and that all stakeholders take part in implementing.



- GSPS- Family and Community Engagement
- Standard 2: Establishes structures that promote clear and open communication between the school and stakeholders.

School Climate Goal: By May 2018, 95% of the staff will effectively create communication processes that increase parental involvement opportunities that are efficient and that all stakeholders take part in implementing.



In order to improve the school climate we will concentrate our efforts on developing and implementing a plan to increase parental involvement opportunities using the following:

- weekly parent emails from administration
- monthly calendar of upcoming events
- teacher emails/webpages
- grade level parent nights
- Open House
- GMAS prep for parents
- Lexile Training
- ConnectED
- All Pro Dad
- STEM parent night
- Poetry Slam
- Transition Meetings
- Parent Booster Meetings
- PTO Meetings
- LSC Meetings
- 8th Grade Transition to High School meeting
- Parent Visits (Lunch, Classroom, Field Trips)

School Climate Goal: By May 2018, 95% of the staff will effectively create communication processes that increase parental involvement opportunities that are efficient and that all stakeholders take part in implementing.



Evaluation of Implementation and Impact on Student Learning will be monitored with the following artifacts:

- Sign in sheets
- Agendas
- Photographs
- Meeting Materials
- Handouts
- Calendars
- Observation Forms
- Contact Logs

School Climate Goal: By May 2018, 95% of the staff will effectively create communication processes that increase parental involvement opportunities that are efficient and that all stakeholders take part in implementing.



- **School Leaders Demonstrate:**
 - School leaders will coordinate, correspond, and monitor meetings, events, and contacts throughout the school year.
- **Teachers Demonstrate:**
 - Teachers will connect with parents by participating in meetings and through various modes of communication.
- **Students Demonstrate:**
 - Students will share information for upcoming events. Also, students will be assigned roles in meetings that connect home and school.
- **Parents Demonstrate:**
 - Parents will be active participants in meetings. In addition, they will contribute in the decision making processes of their child's success.

School Climate Goal: By May 2018, 95% of the staff will effectively create communication processes that increase parental involvement opportunities that are efficient and that all stakeholders take part in implementing.



Aaron Cohn Middle school will monitor actions by implementing the following:

- Supervising the collection of artifacts at each meeting
- Observing changes in calendar of events
- Checking teacher contact logs
- Reviewing agendas and handouts

Instructional Goal: By May 2018, 100% of teachers will use research based literacy strategies to support students in reading complex text, writing with rigor and increasing their Lexile level to and above their grade band.



- GSPS- Instruction
- Standard 4: Uses research-based instructional practices that positively impact student learning.



Instructional Goal: By May 2018, 100% of teachers will use research based literacy strategies to support students in reading complex text, writing with rigor and increasing their Lexile level to and above their grade band.

In order to improve student Lexiles to their grade level band teachers will concentrate their efforts on research based instructional practices by using the following:

- Reciprocal Teaching
- Collaborative Grouping

Teachers will also use the following in order to improve student Lexiles and provide students with rigorous writing opportunities:

- RACE Writing Method
- Readworks
- NewsELA
- Achieve3000
- CISM Lessons
- DBQ Lessons
- FAL Lessons

Instructional Goal: By May 2018, 100% of teachers will use research based literacy strategies to support students in reading complex text, writing with rigor and increasing their Lexile level to and above their grade band.



Evaluation of Implementation and Impact on Student Learning will be monitored with the following artifacts:

- Observations
- PLC Agendas
- Student Data Forms
- Student Lexile Folders
- STAR/Achieve3000 Reports
- List of Lexile Passages
- Lesson Plans
- Student Writing Portfolios

Instructional Goal: By May 2018, 100% of teachers will use research based literacy strategies to support students in reading complex text, writing with rigor and increasing their Lexile level to and above their grade band.



- **School Leaders Demonstrate:**
 - School leaders will use formal and informal observations to monitor research based instructional practices.
- **Teachers Demonstrate:**
 - Teachers will concentrate their efforts by using research based instructional practices.
- **Students Demonstrate:**
 - Students will engage in their learning by tracking Lexile data and participating in rigorous lessons.
- **Parents Demonstrate:**
 - Parents will consistently review student Lexiles data and monitor independent reading at home.

Instructional Goal: By May 2018, 100% of teachers will use research based literacy strategies to support students in reading complex text, writing with rigor and increasing their Lexile level to and above their grade band.



- Aaron Cohn Middle school will monitor actions by implementing the following:
 - Supervising the collection of agendas at each PLC meeting
 - Observing classroom lessons
 - Reviewing lesson plans
 - Checking data forms, portfolios and Lexile folders
 - Collecting district lessons

Instructional Goal: By May 2018, 100% of teachers will use research based literacy strategies to support students in reading complex text, writing with rigor and increasing their Lexile level to and above their grade band.



Grade	Not On Track		On Track	
	Falls Far Below	Approaches	Meets	Exceeds
1	BR111L and below	BR110L-185L	190L-530L	535L and above
2	150L and below	155L-415L	420L-650L	655L and above
3	265L and below	270L-515L	520L-820L	825L and above
4	385L and below	390L-735L	740L-940L	945L and above
5	500L and below	505L-825L	830L-1010L	1015L and above
6	555L and below	560L-920L	925L-1070L	1075L and above
7	625L and below	630L-965L	970L-1120L	1125L and above
8	660L and below	665L-1005L	1010L-1185L	1190L and above
9	775L and below	780L-1045L	1050L-1260L	1265L and above
10	830L and below	835L-1075L	1080L-1335L	1340L and above
11/12	950L and below	995L-1180L	1185L-1385L	1390L and above

Professional Learning Plan to Support School Improvement Plan



Professional Learning Day	Professional Learning Day Focus	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Thursday, 8/3/17	<p>Review of SIP Plan</p> <p>Rationale of Goals</p> <p>Training on Reciprocal Teaching</p> <p>Create Lexile Folders</p>	\$250 of District Funds	<p>Administration</p> <p>Academic Dean</p> <p>CNA Team</p>	Observations by Administration and Academic Dean.	<p>SIP Plan</p> <p>Faculty SIP Notebook</p> <p>Sign in Sheets</p> <p>Agendas</p> <p>Handouts of Research Based Instructional Practices</p> <p>Lexile Folders</p>

Professional Learning Plan to Support School Improvement Plan



Professional Learning Day	Professional Learning Day Focus	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Monday, 10/9/17	<p>Review of Parent Connectedness</p> <p>Follow-up training on Reciprocal Teaching</p> <p>Training on Collaborative Grouping</p> <p>Evaluate the beginning of the year Lexile level growth</p>	None	<p>Administration</p> <p>Academic Dean</p> <p>Counselor</p>	Observations by Administration and Academic Dean.	<p>Sign in sheets</p> <p>Agendas</p> <p>Handouts of Reciprocal Teaching</p> <p>Lexile Reports</p> <p>Codified Parent Report</p>

Professional Learning Plan to Support School Improvement Plan



Professional Learning Day	Professional Learning Day Focus	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Thursday, 1/4/18	<p>Analyze student Lexile Levels</p> <p>Evaluate 1st semesters parental involvement and review second semesters parental involvement activities.</p> <p>Follow-up training on Collaborative Grouping</p>	None	<p>Administration</p> <p>Academic Dean</p> <p>Counselor</p>	<p>Observations by Administration, Academic Dean, and peers.</p> <p>TKES/LKES</p>	<p>Sign in sheets</p> <p>Agendas</p> <p>Handouts of Collaborative Grouping</p> <p>Lexile Reports</p> <p>Codified Parent Report</p>