



# School Improvement Plan

## 2020 - 2021

General Improvement Plan Information	
School	Lonnie Jackson Academy
Principal	Amia Hamilton
SIP Team Lead	Amia Hamilton
Grades Served	Pre-k through 5 <sup>th</sup> grade
Factors used by the District to Identify Students in Poverty (All Schools) – Check One Box	
<input checked="" type="checkbox"/> Community Eligibility Provision (CEP) <input type="checkbox"/> Free/Reduced Meal Application	
Federal Funding Options to be Employed in this Plan (Title I Schools Only) – Check One Box	
<input type="checkbox"/> Traditional Funding (All Federal Funds are Budgeted Separately) <input checked="" type="checkbox"/> Consolidated Funds (State/Local and Federal Funds are Consolidated)	

**TEAM MEMBERS**

*The comprehensive needs assessment (CNA)/school improvement plan (SIP) team consists of people who are responsible for working collaboratively throughout the CNA/SIP process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Schools must ensure they are incorporating a paraprofessional in the process.*

Name	Position
Amia Hamilton	Principal
Shirley Howe	Assistant Principal
Amber Love	Counselor
Amy Evans	Academic Coach
Victoria Walker	Teacher, Special Education
Alice McClellan	Media Specialist

**EXTERNAL STAKEHOLDERS**

*External stakeholders are those individuals who have a vested interest in the school and have valuable experiences and perspectives that will provide the team with important input, feedback, and guidance. A minimum of two external stakeholders are required and must be engaged in the CNA/SIP process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school.*

Name	Position

**How will the team ensure that stakeholders are able to provide meaningful feedback throughout the CNA/SIP process?**

We will facilitate 2 parent town hall meetings (zoom or face-to-face) to present data, solicit ideas, present recommendations, and gather feedback.

**OUR SCHOOL MISSION**

Same as District Mission

**OUR SCHOOL VISION**

Same as District Vision

**OVERARCHING NEEDS**

Need in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Coherent Instructional System		<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
2. Family and Community Engagement		<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate
3.		<input type="checkbox"/> Instructional <input type="checkbox"/> Climate
4.		<input type="checkbox"/> Instructional <input type="checkbox"/> Climate

**Top INSTRUCTIONAL Overarching Need**

**Instructional SMART Goal (Process Goal NOT Outcome Goal) to Address Top Instructional Overarching Need**

From September 2020 through April 2021 100% of teachers will be trained and 80% of teachers will create and implement cross-curricular, DOK 2+ student activities (of which 25% must be DOK 3+) and assessments in the area of ELA, Science, Social Studies, Math or Writing.

**ACTION STEP**

Administrators will facilitate guided cross-curricular, collaborative planning session with a focus on differentiated instruction ensuring flexible grouping. Pre-recorded planning meetings will be used as models.

<b>Impacted Subgroup(s)</b>	<b>Funding Source(s)</b>	<b>Progress Monitoring Method</b>	<b>Position Responsible</b>	<b>Implementation Timeline</b>
All Econ. Disadv. Students	Title I	Weekly lesson plan reviews to ensure differentiation and verify DOK.	Principal Assistant Principal Coach	Sept 2020 – May 2021
<b>If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?</b>				

**ACTION STEP**

Teachers will participate in professional development designed to inform them of how to choose viable resources and conduct effective cross-curricular planning.

<b>Impacted Subgroup(s)</b>	<b>Funding Source(s)</b>	<b>Progress Monitoring Method</b>	<b>Position Responsible</b>	<b>Implementation Timeline</b>
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All Econ. Disadv. Students	Title I	P.D. Attendance Sheet	Principal Assistant Principal Coach	Sept 2020 – February 2021
<b>If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?</b>				

<b>ACTION STEP</b>				
Administrators will conduct targeted observations and facilitate peer observations based on a specified schedule. Pre-recorded model instruction will be used to enhance learning.				
Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline
All Econ. Disadv. Students	Title I	Observation Schedule	Principal	September 2020-May 2021
<b>If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?</b>				

<b>ACTION STEP</b>				
Observers (administrators and peers) will provide timely feedback regarding progress of successful implementation.				
Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline
All Econ. Disadv. Students	Title I	Duplicate Feedback Form	Principal Assistant Principal Academic Coach Select Teachers	September 2020-May 2021

If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?

**Top CLIMATE Overarching Need**

**Climate SMART Goal (Process Goal NOT Outcome Goal) to Address Top Climate Overarching Need**

By May 2021, 100% of teachers will be trained on parental involvement strategies with the expectation of 25% of the parents from each homeroom class participating in two or more school events focused on connecting families and community members to the school.

**ACTION STEP**

Leadership team will define school events on master calendar and distribute to parents by August 2021.

Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline
All Parents	Title I	Master Calendar	Leadership Team	August 2021

If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?

**ACTION STEP**

Parent/Community member sign in sheets will be provided for each school event.

Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline

If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?

**ACTION STEP**

Leadership will provide monthly updates to homeroom teachers regarding progress toward this goal.

Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline

**If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?**

**ACTION STEP**

Leadership will work directly with the parent liaison to ensure that school events are both parent engaging and student centered.

Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline

**If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?**

**PROFESSIONAL DEVELOPMENT PLAN**  
**Must be aligned to Overarching Needs and Goals**

PD DAY #1		
Training Topic(s)	Data to be Tracked for Progress Monitoring	Funding Source(s)
Choosing effective resources for cross-curricular planning	Lesson plans	

PD DAY #2		
Training Topic(s)	Data to be Tracked for Progress Monitoring	Funding Source(s)
Calibrating Peer Observations	Focused Walk-Through Forms	

PD DAY #3		
Training Topic(s)	Data to be Tracked for Progress Monitoring	Funding Source(s)
Bridging the gap between school and home	Attendance Sign-In Sheet and Agenda	

ADDITIONAL PD OFFERED DURING YEAR Includes specific conferences and workshops		
Training Topic(s)	Data to be Tracked for Progress Monitoring	Funding Source(s)



## REQUIRED QUESTIONS FOR ALL SCHOOLS

1. In developing this plan, briefly describe how the school sought advice from individuals was accomplished (ex. teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners and other stakeholders).

In developing our School Improvement Plan (SIP), the principal organized a committee of stakeholders that represent different parts of Lonnie Jackson Academy's community. Via Zoom meetings, Assistant Principals, Academic Coach, Media Specialist, Guidance Counselor and PBIS Lead, and Special Education Lead joined the principal in discussing questions from the Comprehensive Needs Assessment (CNA) to determine the progress and status of the goals and action steps from our SIP-FY2019-2020. We then used disaggregated data in conjunction with our answers to the CNA to determine current goals and action steps.

2. 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.

Lonnie Jackson will provide training and implement restorative practices in classrooms that allow students to learn from their behaviors and restore relationships with teachers and staff. (Mindfulness, Restorative Circles and Affective Statements). Provide professional development to improve teacher-student relationships, review PBIS SWIS definitions, and discipline policies.

-Effective use of Code of Conduct-Long Form.

- Use PBIS consistently school wide to provide incentives and encouraging positive behaviors from students.
- Examining discipline data on a regular basis to identify teachers who frequently refer students
- Offer personnel with professional development on strategies to prevent/address behavior problems (de-escalation training).
- Growth Mindset

3. Describe any continuing and/or new Title IV funded activities and programming, including objectives and intended outcomes, planned for supporting:

- Well-rounded educational opportunities for all students
- Safe and healthy students
- Effective use of technology by students

We will use the consolidated funds model this year. We will also achieve 1 to 1 status with our student technology devices. Additionally, we will use personalized learning to address student’s individual learning needs. Furthermore, we will adopt a “Growth Mindset” framework to address the (emotional and social) health of our students.

**Elementary Schools Only**

4. Describe how the school will support, coordinate and integrate services with early childhood programs at the school level, including strategies for assisting pre-school children in the transition from early childhood education programs to the elementary school.

Also, describe what supports and/or services will be put into place to support 5<sup>th</sup> grade students in their transition to middle school.

At LJA, all staff members will participate in the professional development needed to address the School Improvement Plan. This includes the early childhood program. Additionally since our pre-school students are housed on our campus, we have included them in the basic day-to-day (eating in the cafeteria, attending school events, transitioning in the hallway, etc.) routines that are typically followed by our elementary school students. By including our pre-school students in these day-to-day routines, when it is time for them to transition to kindergarten the transition is seamless. In May we provide a ‘Transition to Kindergarten’ workshop for our pre-k parents. While at the same time, we give our pre-k students an opportunity to spend a couple of hours in a kindergarten room to help with transitioning from the early childhood program to kindergarten. As for our 5<sup>th</sup> grade support, 5<sup>th</sup> grade teachers plan with 6<sup>th</sup> grade teachers from one of the local middle schools during one of their professional development days. We also partner with this same local middle schools to plan a ‘5<sup>th</sup> to 6<sup>th</sup> grade Transition Workshop’ geared for our parents and students.

**Middle Schools Only**

Describe how the school will support, coordinate and integrate services with elementary schools, including strategies for 5<sup>th</sup> grade students in the transition from the elementary school to the middle school.

Also, describe what supports and/or services will be put into place to support 8<sup>th</sup> grade students in their transition to high school.

### **High Schools Only**

Describe how the school will support, coordinate and integrate services with middle schools, including strategies for 8<sup>th</sup> grade students in the transition from the middle school to the high school.

Also, describe what supports and/or services will be put into place to support 12<sup>th</sup> grade students in their transition to college or career.

### **REQUIRED QUESTIONS FOR TITLE I SCHOOLS**

5. Describe how the school will ensure that enrolled low-income and minority students are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers.

First, Lonnie Jackson Academy does not have out-of-field teachers presently on staff. Second, administration uses TKES to ensure that inexperienced and/or lower rated teachers are strategically placed so that low-income and minority students are not served at disproportionate rates. Finally, ongoing TSC support is provide to develop novice and lower rated teachers.

6. Provide a general description of the Title I instructional program being implemented. Specifically define the content areas to be addressed and the strategies to be utilized to address the identified needs of the most at-risk students in the school. Include any services being provided for homeless students or any students living in group homes.

Based on results from the Comprehensive Needs Assessment (CNA), Lonnie Jackson Academy has identified the need to increase the depth of knowledge of student cross-curricular learning activities and assessments in all core content areas.

In order to address the needs of all students at Lonnie Jackson Academy, including at-risk students, teachers will participate in professional development that will focus on the following: a) How to choose viable resources to differentiate instruction effectively; b) How to conduct effective cross-curricular planning.

Additionally, administrators will facilitate the following: a) Guided, cross-curricular planning sessions that focus on differentiation; b) Ensure that recorded planning meetings are being used as models for teacher use; c) Review lesson plans for evidence of DOK 2+, differentiated activities and flexible grouping; d) Conduct targeted observations, facilitate peer observations and provide feedback regarding progress and next-steps.

At this time there have been no additional services needed to accommodate our McKinney Vento students. If the need arises we will address the circumstances as needed.

**Targeted Assistance Schools Only**

Provide a description of how teachers, in consultation with parents, administrators and student services personnel, will identify eligible students most in need of Title I targeted assistance programs and supports. Include a description of how the school will develop and implement multiple objective, academic-based performance criteria to rank students for service including a description of the measurable scale (point system) that uses the objective criteria to rank all students.