School Improvement Plan

2021 – 2024

General Improvement Plan Information	
School	East Columbus Magnet Academy
Principal	Tamura Magwood
SIP Team Lead	Christy Grigsby
Grades Served	6th – 8th

Factors used by the District to Identify Students in Poverty (All Schools) – Check One Box

☒ Community Eligibility Provision (CEP)

☐ Free/Reduced Meal Application

Federal Funding Options to be Employed in this Plan (Title I Schools Only) – Check One Box

☐ Traditional Funding (All Federal Funds are Budgeted Separately)

☒ 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**
Tamura Magwood	Principal
Michael Seckinger	Assistant Principal
Traveika Hunter	Academic Coach
Tamiciko Williams	Teacher
Sharon Lumpkin	Teacher
Nicholas Overby	Teacher
Raymond Capo	SWD Teacher (when applicable)
Arlys Clayborn	Teacher
Michael Armstrong	Teacher
Robert Wilson	Teacher
Nicole Cooper	Paraprofessional
Yolanda Jackson	Family Engagement Representative
Sandra Williams	Parent
Christie Isom	Parent
Heaven Hookfin	Business/Community Partner
ADDITIONAL TEAM MEMBERS	
Name	**Position**
Tabitha McClary	Guidance Director
Christy Grigsby	Academic Dean
Zehra Malone	LEA
How will the team ensure that stakeholders are able to provide meaningful feedback throughout the CNA/SIP process?	
The CNA/SIP will be shared with all stakeholders with the intent of soliciting feedback via email.	

OUR SCHOOL MISSION
Our mission is to inspire and equip all students to achieve unlimited potential.

OUR SCHOOL VISION
The MCSD is a beacon of educational excellence where all are known, valued, and inspired.

OVERARCHING NEEDS		
Overarching Needs in Prioritized Order	**Root Cause(s)**	**Category (Check the applicable box)**
1. Students do not take accountability for their learning	• Students need learning outcomes to be tangible/visual to make expectations real • Structures in place for grading and accepting work not consistent • Lack of structures for number of assignment Max	☒ Instructional ☐ Climate
2. Students not connected to school community	• Admin and teachers supporting parent/school relationship, but need more support • Students do not understand role in school and their purpose • More celebrating the things we want to continue to see is needed	☐ Instructional ☒ Climate
3. Lexile growth is inconsistent	• Students do not see adults reading • Online platform use is not consistent • Students are not reading enough books	☒ Instructional ☐ Climate

IMPORTANT

As you develop your school's Improvement Plan (SIP), the actions in the plan need to align with the district's CNA Overarching Needs/DIP Goals as well as the Powerful Practices, Opportunities for Improvement and Improvement Priorities from the last AdvancED review.

DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN	
Overarching Needs	Improvement Plan Goals
1. Provide leadership development	1. By July 2022, MCSD will have implemented the first 3 tiers of its leadership development program (Aspiring Principal cohort, Assistant Principals, 1st & 2nd year Principals) and developed the next tier (all Principals) for FY 2023 implementation as well as provide pertinent leadership development training in alignment with the district's mission and vision.
2. Address individual student needs	2. By July 2022, 100% of teachers will implement evidence-based Tier 1 instructional strategies through the standards-based classroom framework with 80% of teachers implementing them effectively as measured by student achievement across content areas and student Lexile scores as well as progress on individual school improvement plans. 3. By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area as measured by status reports, walk-throughs and survey feedback.
3. Monitor progress (*applies to all 4 goals*)	4. By July 2023, all MCSD schools will implement Multi-Tiered System of Supports (MTSS) at a "Developing" level or higher as measured by the School MTSS Fidelity of Implementation Rubric.
4. Create a Culture of Kindness	5. By July 2022, MCSD will increase awareness of and adherence to the district's Mission, Vision and Values to create a "Culture of Kindness" for all stakeholders as measured by stakeholder surveys and a reduction in office discipline referrals.

ADVANCED ENGAGEMENT REVIEW FOR ACCREDITATION (FALL 2017)
Powerful Practices
1. The Muscogee County School District is exceptional in engaging stakeholders to support achievement of the system's purpose and direction through the development and maintenance of strong relationships with regular and positive communication among community partners, system staff, students and parents.
2. The Muscogee County School District fosters a culture of collaboration, excellence and pride that is evident across all levels of the organization.
3. The Muscogee County School District analyzed its existing utilization of resources and crafted an exceptional plan to prioritize and reorganize resources in order to provide a more structured support system aligned to the organization's needs resulting in greater student performance and system effectiveness.
Opportunities for Improvement
1. Design and implement a defined process to review and revise, as indicated, the system and schools' purpose and vision on a regular basis.
2. Develop, implement and regularly monitor clearly defined system-wide practices to coordinate learning support services that meet the multi-tiered learning needs of all learners.
3. Align system resources and instructional support with school-based practices to ensure the fidelity of implementation of the collection, analysis and utilization of formative and summative data for increased student learning, achievement and growth.
4. Develop and implement professional development strategies that focus on utilization of digital resources as an integral component of content delivery.
Improvement Priorities
1. Strengthen and monitor professional learning communities to evaluate, interpret and utilize data for personalized learning and differentiated instruction to increase learning, achievement and growth.
2. Develop and implement a comprehensive professional development plan that addresses the training needs of instructional, instructional support and leadership staff.

2021 – 2024 OVERARCHING NEEDS & GOALS	
District Overarching Need	SIP Goal
Address individual student needs	**By May 2024, 100% of teachers will receive PL strategies in Core Four to increase student accountability and data driven decisions with 85% of teachers using evidence based student accountability strategies.**
School Overarching Need	SIP Goal (SMART process goal, not an outcome goal)
Students not connected to school community	**By May 2024, 100% of ECMA teachers will utilize the Minor Behavior Tracker and monthly student recognitions resulting in 85% of the ECMA students qualifying for PBIS Gold or Silver status.**
Students do not take accountability for their learning	**By May 2024, 100% of teachers will receive PL strategies in Core Four to increase student accountability and data driven decisions with 85% of teachers using evidence based student accountability strategies.**

SHORT TERM ACTION PLAN

FALL 2021

Goal:	By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.						
					Evaluation of Implementation & ROI		
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						

SHORT TERM ACTION PLAN

Spring 2022

					Evaluation of Implementation & ROI		
Goal:	By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.						
Action Steps	**Impacted Subgroup(s)**	**Funding Source(s)**	**Position(s) Responsible**	**Implementation Timeline (do not use ongoing)**	**Progress Monitoring Method & Frequency**	**Progress Monitoring Artifacts/Evidence**	**Status**
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						

Goal:	**By May 2024, 100% of ECMA teachers will utilize the Minor Behavior Tracker and monthly student recognitions resulting in 85% of the ECMA students qualifying for PBIS Gold or Silver status.**						
					Evaluation of Implementation & ROI		
Action Steps	rImpacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
The teachers and staff will receive beginning of the year training on the ECMA Minor Behavior Tracker and PBIS tiers.	All students	COF	AP/PBIS Lead	August 2021	PMM: ECMA Minor Behavior Tracker Freq.: Monthly (new teacher training as needed)	Training Sign-In sheets	Choose an item.
	Intended Outcomes:	Teachers will utilize the ECMA Minor Behavior Tracker to document student misbehaviors, enabling administration to identify students requiring Tier 2 and/or Tier 3 interventions.					
The teachers will utilize the ECMA Minor Behavior to record student incidents and submit when appropriate.	All students	N/A	AP/PBIS Lead	Sept 2021 - Dec 2021	PMM: ECMA Behavior Tracker Freq.: Weekly	Usage report	Choose an item.
	Intended Outcomes:	The ECMA Minor Behavior Tracker will provide early warning data on students that could be potential Tier 2&3 students. The data will be utilized to put safety nets in place to curve potential spikes of major behavior occurrences in the building thereby minimizing ISS and OSS days.					
The administration and teachers will have recognitions, as well as, celebrations for students and teachers.	All teachers/All students	COF	AP, PBIS Lead & Academic Dean	Sept 2021 - Dec 2021	PMM: Report Cards and ECMA Minor Behavior Tracker Freq.: Monthly	Emails, posters, and pictures	Choose an item.
	Intended Outcomes:	Extrinsically motivate students and teachers to exhibit behaviors that positively impact academic performance and school climate.					
(Pre-Training) The administration will create and collect baseline PBIS/Tier survey data.	All students	N/A	All teachers PBIS Lead – to create the survey	August 12, 2021	PMM: Survey Freq.: Semester	Survey results	Choose an item.
	Intended Outcomes:	The survey will gauge a baseline understanding from the students and teachers regarding PBIS/ECMA Tier system prior to providing training to both groups.					
(Post-Training)	All students	N/A	All teachers	Sept 16, 2021	PM: Survey Freq.: Semester	Survey results	Choose an item.

The administration will administer a PBIS/Tier survey and collect data.			PBIS Lead – to create the survey				
	Intended Outcomes:		The survey will gauge understanding from the students and teachers regarding PBIS/ECMA Tier system after providing training to both groups. Data will be utilized to retrain where applicable.				

SHORT TERM ACTION PLAN

SPRING 2022

Goal:	By May 2024, 100% of ECMA teachers will utilize the Minor Behavior Tracker and monthly student recognitions resulting in 85% of the ECMA students qualifying for PBIS Gold or Silver status.						
					Evaluation of Implementation & ROI		
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
The teachers and staff will receive refresher training teachers on ECMA Minor Behavior Tracker and PBIS tiers.	All students	COF	AP/PBIS Lead	January 2022	PMM: ECMA Minor Behavior Tracker Freq.: Monthly (new teacher training as needed)	Training Sign-In sheets	Choose an item.
	Intended Outcomes:	Teachers will utilize the ECMA Minor Behavior Tracker to document student misbehaviors, enabling administration to identify students requiring Tier 2 and/or Tier 3 interventions.					
The teachers will utilize the ECMA Minor Behavior to record student incidents and submit when appropriate.	All students	N/A	AP/PBIS Lead	Jan 2022 - May 2022	PMM: Report Cards and ECMA Minor Behavior Tracker Freq.: Monthly	Usage report	Choose an item.
	Intended Outcomes:	The ECMA Minor Behavior Tracker will provide early warning data on students that could be potential Tier 2&3 students. The data will be utilized to put safety nets in place to curve potential spikes of major behavior occurrences in the building thereby minimizing ISS and OSS days.					
The administration and teachers will have recognitions, as well as, celebrations for students and teachers.	All teachers/All students	COF	AP, PBIS Lead & Academic Dean	Jan 2022 - May 2022	PMM: Report Cards and ECMA Minor Behavior Tracker Freq.: Monthly	Emails, posters, and pictures	Choose an item.
	Intended Outcomes:	Extrinsically motivate students and teachers to exhibit behaviors that positively impact academic performance and school climate.					
(Pre- Calibration Training)	All students	N/A	All teachers PBIS Lead – to create the survey	January 13, 2022	PMM: Survey Freq.: Semester	Survey results	Choose an item.

The administration will administer PBIS/Tier survey and collect data.	Intended Outcomes:	The survey will gauge mid-year data regarding the students and teachers understanding of PBIS/ECMA Tier system prior to providing recalibration training to both groups.					
(Post - Calibration Training)	All students	N/A	All teachers PBIS Lead – to create the survey	February 3, 2022	PM: Survey Freq.: Semester Survey	Survey results	Choose an item.
The administration will administer a PBIS/Tier survey and collect data.	Intended Outcomes:	The survey will gauge understanding of the students and teachers regarding PBIS/ECMA Tier system after providing recalibration training to both groups.					

SHORT TERM ACTION PLAN

FALL 2021

Goal:	By May 2024, 100% of teachers will receive PL strategies in Core Four to increase student accountability and data driven decisions with 85% of teachers using evidence based student accountability strategies.						
					Evaluation of Implementation & ROI		
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
The teachers will receive training on student accountability strategies.	All students	COF	Principal, AP, & Academic Coach	August 2021	PMM: Student Accountability Tracker Freq.: Monthly (new teacher training as needed)	Training Sign-In sheets	Choose an item.
	Intended Outcomes:	Teachers will train students on employing various accountability strategies to set goals and track their academic progress; thereby, facilitating increased student academic ownership.					
The teachers will receive training on data driven decisions.	All students	COF	Principal & Academic Coach	August 2021	PMM: Student Accountability Tracker Freq.: Monthly (new teacher training as needed)	Training Sign-In sheets	Choose an item.
	Intended Outcomes:	Teachers will utilize the strategies to aid in making data driven decisions that will guide daily instruction and identifying potential Tier 2&3 students requiring additional academic support.					
The students will receive training on student accountability strategies.	All students	COF	All teachers & Behavior Intervention Specialist	September 2021	PMM: Student Accountability Tracker Freq.: Monthly (new student training as needed)	Training Sign-In sheets	Choose an item.
	Intended Outcomes:	Students will utilize strategies they have learned to set goals and track their academic progress; thereby, creating more student academic ownership.					
The students implement accountability	All students	COF	All teachers	Sep 2021 – Dec 2021	PMM: Student Accountability Tracker Freq.: Bi-Weekly	Student Accountability Kami document and/or hardcopy	Choose an item.

strategies in their classes.	Intended Outcomes:	Students will utilize strategies they have learned to set goals and track their academic progress; thereby, creating more student academic ownership.					
The teachers will utilize disaggregated data to inform their instruction.	All students	COF	All teachers, Academic Coach, & Academic Dean	Sep 2021 – Dec 2021	PMM: ECMA Lesson Plan Freq.: Bi-Weekly	Student Accountability Kami document and/or hardcopy	Choose an item.
	Intended Outcomes:	Teachers will utilize the strategies to aid in making data driven decisions that will guide daily instruction and aid in identifying potential Tier 2&3 students requiring additional academic support.					
(Pre-Training) The administration will create and collect baseline data to gauge teacher understanding of data driven decision strategies.	All teachers	N/A	Academic Coach & Behavior Intervention Specialist	1st week of Aug 2021	PMM: Survey Freq.: Semester	Survey results	Choose an item.
	Intended Outcomes:	The survey will gauge a baseline understanding from the teachers regarding data driven decision strategies and use of data to drive daily instruction.					
(Pre-Training) The administration will create and collect baseline data to gauge student and teacher understanding of student accountability strategies.	All students/ All teachers	N/A	Academic Coach, Principal & AP	August 12, 2021	PMM: Survey Freq.: Semester	Survey results	Choose an item.
	Intended Outcomes:	The survey will gauge a baseline understanding from the students and teachers regarding student accountability strategies.					

SHORT TERM ACTION PLAN

SPRING 2022

Goal:	By May 2024, 100% of teachers will receive PL strategies in Core Four to increase student accountability and data driven decisions with 85% of teachers using evidence based student accountability strategies.						
					Evaluation of Implementation & ROI		
Action Steps	**Impacted Subgroup(s)**	**Funding Source(s)**	**Position(s) Responsible**	**Implementation Timeline (do not use ongoing)**	**Progress Monitoring Method & Frequency**	**Progress Monitoring Artifacts/Evidence**	**Status**
The teachers will receive recalibration training on student accountability strategies.	All students	COF	Academic Coach & Principal & AP	January 2022	PMM: Student Accountability Tracker Freq.: Monthly (new teacher training as needed)	Training Sign-In sheets	Choose an item.
	Intended Outcomes:	Teachers will provide recalibration training the students on accountability strategies and have them to utilize it to revise previously set goals and track their academic progress; thereby, creating more student academic ownership.					
The teachers will receive recalibration training on data driven decisions.	All students	COF	Academic Coach & Principal	January 2022	PMM: Student Accountability Tracker Freq.: Monthly (new teacher training as needed)	Training Sign-In sheets	Choose an item.
	Intended Outcomes:	Teachers will utilize the strategies to aid in making data driven decisions that will guide daily instruction and identifying potential Tier 2&3 students requiring additional academic support.					
The students will receive recalibration training on student accountability strategies.	All students	COF	All teachers Behavior Intervention Specialist	February 3, 2022	PMM: Student Accountability Tracker Freq.: Monthly (new student training as needed)	Training Sign-In sheets	Choose an item.
	Intended Outcomes:	Students will utilize strategies they have learned to revise previously set goals and track their academic progress; thereby, creating more student academic ownership.					
The students implement accountability	All students	COF	All teachers	Jan 2022 – May 2022	PMM: Student Accountability Tracker	Student Accountability	Choose an item.

					Freq.: Bi-Weekly	Kami document and/or hardcopy	
strategies in their classes.	Intended Outcomes:	Students will utilize strategies they have learned to revise previously set goals and track their academic progress; thereby, creating more student academic ownership.					
The teachers will utilize disaggregated data to inform their instruction.	All students	COF	All teachers Academic Coach Academic Dean	Jan 2022 – May 2022	PMM: ECMA Lesson Plan Freq.: Bi-Weekly	Student Accountability Kami document and/or hardcopy	Choose an item.
	Intended Outcomes:	Teachers will utilize the strategies to aid in making data driven decisions that will guide daily instruction and aid in identifying potential Tier 2&3 students requiring additional academic support.					
(Pre-Recalibration Training) The administration will create and collect baseline data to gauge teacher understanding of data driven decision strategies.	All teachers	N/A	Academic Coach & Behavior Intervention Specialist	January 13, 2022	PMM: Survey Freq.: Semester	Survey results	Choose an item.
	Intended Outcomes:	The survey will gauge mid-year data regarding the teachers understanding of data driven decision strategies and use of data to drive daily instruction.					
(Pre-Recalibration Training) The administration will create and collect baseline data to gauge student and teacher understanding of student accountability strategies.	All students/ All teachers	N/A	Academic Coach, Principal & AP	January 13, 2022	PMM: Survey Freq.: Semester	Survey results	Choose an item.
	Intended Outcomes:	The survey will gauge mid-year data regarding students and teachers understanding of student accountability strategies.					

YEAR 1

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022			
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Progress Monitoring Method
PD Day #1	Personalized Learning	SIP Goal 1	Survey, Sign In Sheets, Student Accountability Kami Document, Lesson Plans and Walkthrough
PD Day #2	PBIS Tiers and Minor Behavior Tracker	SIP Goal 2	Survey, Sign In Sheets, ECMA Minor Behavior Document, and Walkthrough
PD Day #3	Personalized Learning, PBIS Tiers and Minor Behavior Tracker	Refresher Goal 1 & 2	Survey, Sign In Sheets, Student Accountability Kami Document, Lesson Plans, ECMA Minor Behavior Document, and Walkthrough
Additional PD			

YEAR 2

PROFESSIONAL DEVELOPMENT PLAN 2022 – 2023			
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Progress Monitoring Method
PD Day #1	Personalized Learning	SIP Goal 1	Survey, Sign In Sheets, Student Accountability Kami Document, Lesson Plans and Walkthrough
PD Day #2	PBIS Tiers and Minor Behavior Tracker	SIP Goal 2	Survey, Sign In Sheets, ECMA Minor Behavior Document, and Walkthrough
PD Day #3	Personalized Learning, PBIS Tiers and Minor Behavior Tracker	Refresher Goal 1 & 2	Survey, Sign In Sheets, Student Accountability Kami Document, Lesson Plans, ECMA Minor Behavior Document, and Walkthrough
Additional PD			

YEAR 3

	PROFESSIONAL DEVELOPMENT PLAN 2023 – 2024		
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Progress Monitoring Method
PD Day #1	Personalized Learning	SIP Goal 1	Survey, Sign In Sheets, Student Accountability Kami Document, Lesson Plans and Walkthrough
PD Day #2	PBIS Tiers and Minor Behavior Tracker	SIP Goal 2	Survey, Sign In Sheets, ECMA Minor Behavior Document, and Walkthrough
PD Day #3	Personalized Learning, PBIS Tiers and Minor Behavior Tracker	Refresher Goal 1 & 2	Survey, Sign In Sheets, Student Accountability Kami Document, Lesson Plans, ECMA Minor Behavior Document, and Walkthrough
Additional PD			
	REQUIRED QUESTIONS		

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

Department chairs shared the CNA data and previous SIP for their peers to review then provide feedback regarding areas of concern, as well as, growth. As a part of the leadership discussion the department chairs shared their findings with the SIP Leadership Team to utilize as we dove into the data for further discussion. A survey was rendered to the parents, students, and staff those results were also utilized to inform the direction of the SIP. Communication with the ECMA Parent Contact, PTO members, and PIE members were conducted via email and/or telephone to gather their input after they reviewed aforementioned data.

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.

Tracking minor behavior (so as to identify students who may benefit from MTSS behavior interventions) and creating a robust PBIS reward system is expected to greatly reduce the overuse of OSS and ISS.

Middle Schools Only

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

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

Transition workshops are conducted by the guidance director at feeder elementary school conversely the 9th grade counselor from the feeder high schools conduct similar supporting transition (i.e. schedules, pathway selection, and general information). The graduation coach's work in conjunction with the counselor's to provide support and information. LEA leads and SWD transition teachers work in coordination to support SWD population on either end of the spectrum. Additionally, the guidance director in conjunction with the PTO meets with the parents regarding HS magnet opportunities.

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.

Through our partnership with HR we strive to attract and retain highly qualified teachers in all content areas.