



# School Improvement Plan

## 2024 – 2026

General Improvement Plan Information	
School	EAST COLUMBUS MAGNET ACADEMY
Principal	TAMURA MAGWOOD
Grades Served	6 <sup>TH</sup> – 8 <sup>TH</sup>
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
TAMURA MAGWOOD	Principal
TRAVEIKA HUNTER	Assistant Principal or Dean
ZEHRA MALONE	Academic Coach (Title I & COF schools only)
SHAWN SOUVENIR	Teacher
ARLYS CLAYBORN	Teacher
JONATHAN BURDITT	SWD Teacher
ASHLEY KING	Paraprofessional
SARA DAVIS	Family Engagement Representative (Title I & COF schools only)
FRANCESCA DYE	Parent
JANIQUA LEWIS	Parent
REV DR JOHNNY FLAKES	Business/Community Partner
LT. JESSE JONES	Business/Community Partner

## ADDITIONAL TEAM MEMBERS

Name	Position
Christopher Brunson	Secondary Dean
Kewanna Taylor	Teacher
Robert Wilson	Teacher
Natalie Couch	Media Specialist
Rosetta Meeks	PBIS Coach
Tabitha McClary	Guidance Director

**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.

## 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 accreditation review.*

<b>DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN</b>	
<b>Overarching Needs</b>	<b>Improvement Plan Goal Focuses</b>
1. Address individual student needs – clearly defined and communicated learning targets with success criteria (to students and families)	1. Tier 1 Instruction 2. MTSS
2. Personalized Professional Development for All	3. Employee development
3. Increase family, community & staff engagement to build trusting relationships – market resources through community outreach, website, social media, mass notifications	4. Culture of Kindness

<b>ADVANCED ENGAGEMENT REVIEW FOR ACCREDITATION (FALL 2017)</b>	
<b>Powerful Practices</b>	
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.
<b>Opportunities for Improvement</b>	
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.
<b>Improvement Priorities</b>	
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.

**OVERARCHING NEEDS**

Overarching Needs in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Students taking accountability for their learning	<ul style="list-style-type: none"> <li>• Students need learning outcomes to be tangible/visual to make expectations real</li> <li>• Structures in place for grading and accepting work not consistent</li> </ul>	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
2. Students feeling connected to the school community	<ul style="list-style-type: none"> <li>• Admin and teachers supporting parent/school relationship, but need more support</li> <li>• Students do not understand role in school and their purpose</li> <li>• More celebrating the of behaviors, we want to continue to see is needed</li> </ul>	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate
3. Consistent Lexile growth	<ul style="list-style-type: none"> <li>• Students do not see adults reading</li> <li>• Online platform use is not consistent</li> <li>• Students are not reading enough books</li> </ul>	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate

**2023 – 2026 OVERARCHING NEEDS & GOALS**

District Overarching Need	SIP Goal
School Overarching Need	SIP Goal (SMART process goal, not an outcome goal)
Students taking accountability for their learning	By May 2026, 85% of teachers, support teachers, and staff will be trained in authentic application, project-based learning into cross-curricular standards to promote content-based critical thinking strategies that promote communication of student thinking and transfer of knowledge into practical thinking to increase instructional excellence as measured by lesson plans, activity agendas, data sheets, and walkthroughs.
Students feeling connected to the school community	By May 2026, 100% of ECMA teachers will utilize the Behavior Tracker and monthly student recognitions resulting in 85% of the ECMA students qualifying for PBIS Gold or Silver status.

## REQUIRED QUESTIONS FOR ALL SCHOOLS

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 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 5<sup>th</sup> 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 8<sup>th</sup> grade students in their transition to high school.

Transition workshops are conducted by the guidance director at feeder elementary school conversely the 9<sup>th</sup> 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.

## REQUIRED QUESTIONS FOR TITLE I & COF SCHOOLS

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.

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.