School Improvement Plan

2021 – 2024

General Improvement Plan Information	
School	Richards Middle School
Principal	Mr. Lance Henderson
SIP Team Lead	Mr. Lance Henderson
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**
Mr. Lance Henderson	Principal
Ms. Latasha Stigger	Assistant Principal or Dean
Dr. Alicia Head	Academic Coach
Mrs. Ronda Allen	Academic Dean
Alicia Yelkovich	Teacher
Monika Bishop-McElwee	SWD Teacher (when applicable)
Lavonne Veal-Wynn	Family Engagement Representative
Mrs. Selwyn Kelley	Parent
Mrs. Beth Burgin	Parent
Mrs. Gwen Russell / Columbus Water Works	Business/Community Partner
ADDITIONAL TEAM MEMBERS	
Name	**Position**
How will the team ensure that stakeholders are able to provide meaningful feedback throughout the CNA/SIP process?	
Stakeholders will meet with the principal and SIP team throughout the CNA/SIP process via email, phone, surveys, and/or face-to-face (Zoom).	

OUR SCHOOL MISSION
MCSD believes that all students be engaged in, excited by, and take ownership of their learning.

OUR SCHOOL VISION
Richards Middle School believes our students should be life-long, independent learners, which will lead them to be successful, productive citizens in our community.

OVERARCHING NEEDS		
Overarching Needs in Prioritized Order	**Root Cause(s)**	**Category (Check the applicable box)**
1. Student Achievement	Rigor and Relevance	☒ Instructional ☐ Climate
2. Student Behavior	Physical Aggression	☐ Instructional ☒ Climate
3.		☐ Instructional ☐ Climate
4.		☐ 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 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.
School Overarching Need	SIP Goal (SMART process goal, not an outcome goal)

SHORT TERM ACTION PLAN

FALL 2021

Goal:	By May 2022, 100% of teachers will be trained in two of the Core Four Personalized Learning (Target and Data Driven Instruction), and will implement with 85% fidelity as measured by walk-throughs and a 5% increase in STAR Reading and Math.						
						Evaluation of Implementation & ROI	
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Progress Monitoring Method, Frequency & Artifacts	Status
Personalized Learning Target and Data Driven Instruction Professional Development- Established routines and procedures maximize instructional time and are sometimes managed by the students	Promise	Economically Disadvantaged, Foster, Homeless, English Learners, Students with disabilities, Race/Ethnicity/Minority	Title I Part A	Academic Coach, IB Coordinator, and Academic Dean	Monthly	PD Documentation Focus Walks	Choose an item.
	Intended Outcomes:						
Personalized Learning Target and Data Driven Instruction Professional Development- Students access content through varied learning experiences	Promise	Economically Disadvantaged, Foster, Homeless, English Learners, Students with disabilities, Race/Ethnicity/Minority	Title I Part A	Academic Coach, IB Coordinator, and Academic Dean	Monthly	PD Documentation Focus Walks	Choose an item.
	Intended Outcomes:						
Personalized Learning Target and Data Driven Instruction	Promise	Economically Disadvantaged, Foster, Homeless, English Learners, Students with	Title I Part A	Academic Coach, IB Coordinator, and Academic Dean	Monthly	PD Documentation Focus Walks	Choose an item.

Professional Development- Teachers develop supportive relationships where learners give and receive regular feedback		disabilities, Race/Ethnicity/Minority					
	Intended Outcomes:						
Personalized Learning Target and Data Driven Instruction Professional Development- Conceptual Learning Model	Promise	Economically Disadvantaged, Foster, Homeless, English Learners, Students with disabilities, Race/Ethnicity/Minority	Title I Part A	IB Coordinator	Monthly	PD Documentation Focus Walks	Choose an item.
	Intended Outcomes:						
Assess students to gather data to plan instruction to support students' needs-STAR	Promise	Economically Disadvantaged, Foster, Homeless, English Learners, Students with disabilities, Race/Ethnicity/Minority	Title I Part A	Academic Coach, teachers, and Academic Dean	Three times a year	MTSS Data Spreadsheet and/or STAR Data Sheet.	Choose an item.
	Intended Outcomes:						
	Intended Outcomes:						Choose an item.

If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.
-

SHORT TERM ACTION PLAN

Spring 2022

Goal:	By May 2023, 100% of teachers will be trained in two of the Core Four Personalized Learning (Target and Data Driven Instruction), and will implement with 85% fidelity as measured by walk-throughs and a 5% increase in STAR Reading and Math.						
						Evaluation of Implementation & ROI	
Action Steps	**Evidence Level** (Strong, Moderate, Promising, Rationale)	**Impacted Subgroup(s)**	**Funding Source(s)**	**Position(s) Responsible**	**Implementation Timeline** (do not use ongoing)	**Progress Monitoring Method, Frequency & Artifacts**	**Status**
Personalized Learning Target and Data Driven Instruction Professional Development- Established routines and procedures maximize instructional time and are sometimes managed by the students	Moderate	Economically Disadvantaged, Foster, Homeless, English Learners, Students with disabilities, Race/Ethnicity/Minority	Title I Part A	Academic Coach, IB Coordinator, and Academic Dean	Monthly	PD Documentation Focus Walks	Choose an item.
	Intended Outcomes:						
Personalized Learning Target and Data Driven Instruction Professional Development- Students access content through varied learning experiences	Moderate	Economically Disadvantaged, Foster, Homeless, English Learners, Students with disabilities, Race/Ethnicity/Minority	Title I Part A	Academic Coach, IB Coordinator, and Academic Dean	Monthly	PD Documentation Focus Walks	Choose an item.
	Intended Outcomes:						
Personalized Learning Target and Data Driven Instruction Professional	Moderate	Economically Disadvantaged, Foster, Homeless, English Learners, Students with disabilities,	Title I Part A	Academic Coach, IB Coordinator, and Academic Dean	Monthly	PD Documentation Focus Walks	Choose an item.

Development-Teachers develop supportive relationships where learners give and receive regular feedback		Race/Ethnicity/Minority					
	Intended Outcomes:						
Personalized Learning Target and Data Driven Instruction Professional Development- Conceptual Learning Model	Moderate	Economically Disadvantaged, Foster, Homeless, English Learners, Students with disabilities, Race/Ethnicity/Minority	Title I Part A	IB Coordinator	Monthly	PD Documentation Focus Walks	Choose an item.
	Intended Outcomes:						
Assess students to gather data to plan instruction to support students' needs-STAR	Moderate	Economically Disadvantaged, Foster, Homeless, English Learners, Students with disabilities, Race/Ethnicity/Minority	Title I Part A	Academic Coach, teachers, and Academic Dean	Three times a year	MTSS Data Spreadsheet and/or STAR Data	Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						

If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.
•

SHORT TERM ACTION PLAN

FALL 2021

Goal:	By May 2022, 100% of faculty and staff will receive MTSS professional learning to develop and implement a MTSS framework, with at least 85% effectively implementing MTSS practices as measured by the MTSS Implementation Rubric and focus walks.						
						Evaluation of Implementation & ROI	
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Progress Monitoring Method, Frequency & Artifacts	Status
Professional Development MTSS Framework using GADOE rubric	Moderate	Economically Disadvantaged, Foster, Homeless, English Learners, Students with disabilities, Race/Ethnicity/Minority	Title I Part A	Academic Coach, Academic Dean	Monthly	PD Documentation Focus Walks	Choose an item.
	Intended Outcomes:						
Assess students using STAR/BESS as our Universal Screener	Moderate	Economically Disadvantaged, Foster, Homeless, English Learners, Students with disabilities, Race/Ethnicity/Minority	Title I Part A	Academic Coach, Academic Dean, and Teachers	Three Times a Year	MTSS Data Spreadsheet	Choose an item.
	Intended Outcomes:						
Assess students using Achieve 3000 Level Set	Moderate	Economically Disadvantaged, Foster, Homeless, English Learners, Students with disabilities, Race/Ethnicity/Minority	Title I Part A	Academic Coach, Academic Dean, and Teachers	Nine-weeks	MTSS Data Spreadsheet	Choose an item.
	Intended Outcomes:						
Schedule students to skills classes	Promise	Economically Disadvantaged, Foster,	Title I Part A	Principal, Assistant	Semester	Schedule and MTSS Spreadsheet	Choose an item.

and place on Tier 2 in content classes using STAR data		Homeless, English Learners, Students with disabilities, Race/Ethnicity/Minority		Principal, and Academic Dean			
	Intended Outcomes:						
Verify student data points using Achieve 3000 and IXL	Moderate	Economically Disadvantaged, Foster, Homeless, English Learners, Students with disabilities, Race/Ethnicity/Minority	Title I Part A	Academic Coach, Academic Dean, and Teachers	Nine Weeks and Monthly (Tier2)	Achieve 3000 and IXL spreadsheet and MTSS Data Spreadsheet	Choose an item.
	Intended Outcomes:						
	Intended Outcomes:						Choose an item.

If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.
•

SHORT TERM ACTION PLAN

SPRING 2022

Goal:	By May 2023, 100% of faculty and staff will receive MTSS professional learning to develop and implement a MTSS framework, with at least 85% effectively implementing MTSS practices as measured by the MTSS Implementation Rubric and focus walks.						
Action Steps	**Evidence Level (Strong, Moderate, Promising, Rationale)**	**Impacted Subgroup(s)**	**Funding Source(s)**	**Position(s) Responsible**	**Implementation Timeline (do not use ongoing)**	**Evaluation of Implementation & ROI**	
						Progress Monitoring Method, Frequency & Artifacts	**Status**
Professional Development MTSS Framework using GADOE rubric	Moderate	Economically Disadvantaged, Foster, Homeless, English Learners, Students with disabilities, Race/Ethnicity/Minority	Title I Part A	Academic Coach, Academic Dean	Monthly	PD Documentation Focus Walks	Choose an item.
	Intended Outcomes:						
Assess students using STAR/BESS as our Universal Screener	Moderate	Economically Disadvantaged, Foster, Homeless, English Learners, Students with disabilities, Race/Ethnicity/Minority	Title I Part A	Academic Coach, Academic Dean, and Teachers	Third Nine Weeks	MTSS Data Spreadsheet	Choose an item.
	Intended Outcomes:						
Assess students using Achieve 3000 Level Set	Moderate	Economically Disadvantaged, Foster, Homeless, English Learners, Students with disabilities, Race/Ethnicity/Minority	Title I Part A	Academic Coach, Academic Dean, and Teachers	Nine-weeks	MTSS Data Spreadsheet	Choose an item.
	Intended Outcomes:						
Schedule students to skills classes	Promise	Economically Disadvantaged, Foster,	Title I Part A	Principal, Assistant	Semester	Schedule and MTSS Spreadsheet	Choose an item.

and place on Tier 2 in content classes using STAR data		Homeless, English Learners, Students with disabilities, Race/Ethnicity/Minority		Principal, and Academic Dean			
	Intended Outcomes:						
Verify student data points using Achieve 3000 and IXL	Moderate	Economically Disadvantaged, Foster, Homeless, English Learners, Students with disabilities, Race/Ethnicity/Minority	Title I Part A	Academic Coach, Academic Dean, and Teachers	Nine Weeks and Monthly (Tier2)	Achieve 3000 and IXL spreadsheet and MTSS Data Spreadsheet	Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
•							

YEAR 1

	PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022			
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1 8/3/21	Personalized Learning/Accelerated Reader	By May 2022, teachers will implement Target and Data Driven Instruction 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 walk-throughs and survey feedback. By May 2023, 100% of faculty and staff will receive professional learning to develop and implement a MTSS framework, with at least 85% effectively implementing MTSS practices as measured by the MTSS Implementation Rubric and focus walks.	Title I Part A	Focus Walks, Personalized Learning Rubrics
PD Day #2	MTSS-Instruction	By May 2022/May 2023, 100% of faculty and staff will receive professional learning to develop and implement a MTSS framework, with at least 85% effectively implementing MTSS practices as measured by the MTSS Implementation Rubric and focus walks.	Title I Part A	Focus Walks, Personalized Learning Rubrics
PD Day #3	MTSS-Behavior/PBIS	By May 2022/May 2023, 100% of faculty and staff will receive professional learning to develop and implement a MTSS framework, with at least 85% effectively implementing MTSS practices as measured by the	Title I Part A	Focus Walks, Personalized Learning Rubrics

		MTSS Implementation Rubric and focus walks.		
Additional PD	STAR	By May 2022/May 2023, teachers will implement Target and Data Driven Instruction 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 walk-throughs and survey feedback. By May 2022/May 2023, 100% of faculty and staff will receive professional learning to develop and implement a MTSS framework, with at least 85% effectively implementing MTSS practices as measured by the MTSS Implementation Rubric and focus walks.	Title I Part A	MTSS Spreadsheet

YEAR 2

PROFESSIONAL DEVELOPMENT PLAN 2022 – 2023				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	Personalized Learning/Accelerated Reader	By May 2022, teachers will implement Target and Data Driven Instruction 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 walk-throughs and survey feedback. By May 2023, 100% of faculty and staff will receive professional learning to develop and implement a MTSS framework, with at least 85% effectively implementing MTSS practices as measured by the MTSS Implementation Rubric and focus walks.	Title I Part A	Focus Walks, Personalized Learning Rubrics
PD Day #2	MTSS-Instruction	By May 2022/May 2023, 100% of faculty and staff will receive professional learning to develop and implement a MTSS framework, with at least 85% effectively implementing MTSS practices as measured by the MTSS Implementation Rubric and focus walks.	Title I Part A	Focus Walks, Personalized Learning Rubrics
PD Day #3	MTSS-Behavior/PBIS	By May 2022/May 2023, 100% of faculty and staff will receive professional learning to develop and implement a MTSS framework, with at least 85% effectively implementing MTSS practices as measured by the MTSS Implementation Rubric and focus walks.	Title I Part A	Focus Walks, Personalized Learning Rubrics

| Additional PD | STAR | By May 2022/May 2023, teachers will implement Target and Data Driven Instruction 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 walk-throughs and survey feedback.

By May 2022/May 2023, 100% of faculty and staff will receive professional learning to develop and implement a MTSS framework, with at least 85% effectively implementing MTSS practices as measured by the MTSS Implementation Rubric and focus walks. | Title I Part A | MTSS Spreadsheet |

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).

In developing this plan, the school used information from professional development during the previous school year and teacher input.

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.

The school will use check-in/check-out and counseling to reduce the overuse of discipline practices that remove students from the classroom.

Describe any continuing and/or new Title IV-A 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

New school-based mental health program and training provided by the GADOE PBIS and by our local Prevention and Intervention Practices department

Elementary Schools Only

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 5th grade students in their transition to middle school.

Middle Schools Only

18

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.

Allow 5th graders (Clubview) to visit the school (virtual tour and video from 6th grade counselors/teachers/students/Zoom)
Ask high schools (Hardaway) to send students to talk to our 8th graders (virtual tour/video/Zoom)

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.

The school will ensure teachers are certified to teach each content area, provide paraprofessionals for extra support, the academic coach will monitor students' data, and provide a skills class to support students' weaknesses.

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.

Reading and Math will have a skill class provided for students who need more support. The classes will use Lexia and IXL to support students' needs.