



School Improvement Plan

2024 – 2026

General Improvement Plan Information	
School	Richards Middle School
Principal	Dr. Duane Wizzard
Grades Served	6-8
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
Dr. Duane Wizzard	Principal
Ms. Latasha Stigger	Assistant Principal
Mrs. Ebony McNeill	Academic Coach (Title I & COF schools only)
Mrs. Wendy Sands	Academic Dean
Ms. Alicia Yelkovich	Teacher
Mrs. Monika Bishop-McElwee	SWD Teacher
	ESOL Teacher (when applicable)
Ms. Tomika Norman	Paraprofessional
Lavonne Veal-Wynn	Family Engagement Representative (Title I & COF schools only)
Mrs. Beth Burgin	Parent
Mrs. Selwyn Kelley	Parent
	Student (HS only)
	Student (HS only)
Mrs. Gwen Russell / Columbus Water Works	Business/Community Partner
	Business/Community Partner
	GaDOE (CSI & TSI schools only)
	RESA (CSI & TSI schools only)

ADDITIONAL TEAM MEMBERS

Name	Position

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

The team will ensure that stakeholders are able to provide meaningful feedback throughout the CNA/SIP process by providing communication and feedback opportunity throughout the school-year.

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.

DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN	
Overarching Needs	Improvement Plan Goal Focuses
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

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.

OVERARCHING NEEDS

Overarching Needs in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Personalized Learning	RMS teachers require additional professional development opportunities to support effective integration of personalized learning strategies.	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
2. Student Behavior	High frequency of defiance and physical aggression observed among student population.	<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

2023 – 2026 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)
Personalized Learning	By May 2026, 100% of instructors will be trained in Targeted Instruction for Personalized Learning, and will implement with 85% fidelity as measured by classroom walkthroughs, Core Four, Look for Walkthroughs and Personalized Learning Self Assessments.
Student Behavior	By May 2026, 100% of teachers will implement school wide and classroom PBIS expectations by utilizing the PBIS Rewards App, incentivizing positive behavior as measured by classroom walkthroughs, SWIS and Infinite Campus discipline data.

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).

In developing this plan, the school used a combination of formal and informal feedback gathered from staff professional developments, faculty input surveys, and community stakeholder meetings.

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.

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

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 to visit the school (virtual tour and video from 6th grade counselors/teachers/students/Zoom). Ask high schools to send student representatives to talk to our 8th graders (virtual tour/video/Zoom)

High Schools Only

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

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

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.

The school will ensure teachers are certified to teach each content areas, 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 skills class (Tier 2 support in class) provided for students who need more support. The classes (Tier 2 support in class) will use Lexia and IXL to support students' needs.