



# School Improvement Plan 2019-2020



Buford City  
Buford Senior  
Academy

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Buford City
School Name	Buford Senior Academy
Team Lead	Kaleen Pulley

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input checked="" type="checkbox"/>	Other (if selected, please describe below)

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 Creating Improvement Goals

#### Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific	Measurable	Attainable	Relevant	Time-Bound
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An example of a SMART goal is:

By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 School Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

#### Coherent Instructional

- CIS - 1 Planning for quality Instruction
- CIS - 2 Delivering Quality Instruction
- CIS - 3 Monitoring student progress
- CIS - 4 Refining the instructional system

#### Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student access
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

#### Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classroom
- EL-4 Managing the School and its resources
- EL-5 Driving improvement efforts

#### Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

#### Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase rigor of instructional strategies in writing and gifted/accelerated content areas
Root Cause # 1	Teacher Inconsistency with delivery of Instructional Strategies
Root Cause # 2	Lagging Implementation
Root Cause # 3	Transient Student Population
Goal	By the end of the 2019-2020 school year, 100% of Buford Senior Academy teachers will demonstrate increased use of rigorous instructional strategies in their classrooms in order to increase Milestone scores.

Action Step # 1

Action Step	Ongoing Professional Development (including substitute compensation for PL Instructors)
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged English Learners
Student with Disabilities	
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	Fluid Curriculum Calendars, Observations, TKES Process, Follow-up Discussions & Support
Position/Role Responsible	Administrators and Teachers

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Administrative and Colleague Observations
Funding Sources	Title I, Part A Title II, Part A
Subgroups	N/A
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	TKES, Administrative Attendance in Curriculum Meetings, Colleague Observations Documentation Form, Upload of Curriculum Calendars to TKES Platform, Data Talks Form, Exemplar Instructional Videos
Position/Role Responsible	Administrators, Teachers and Staff
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Monitor/Modify Curriculum Calendars
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES, Colleague Observation Forms, Curriculum Meetings, Professional Learning, Administrative Attendance in Grade Level/Curriculum Meetings, Data Talk Meeting Forms
Position/Role Responsible	Administration, Faculty and Staff
Timeline for Implementation	Weekly

Action Step # 3

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	
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Action Step # 4

Action Step	Data Talks
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Administrative Attendance in Grade Level/Curriculum Meetings, Modified Curriculum Calendars, Student Growth, Data Talk Documentation
Position/Role Responsible	Administration, Faculty, Staff
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Build leadership capacity among staff members
Root Cause # 1	Provide leadership opportunities for staff members and expand the responsibilities of current leaders in the building.
Goal	By the end of the 2019-2020 school year, 80% of Buford Senior Academy teachers will demonstrate leadership roles and responsibilities.

Action Step # 1

Action Step	Provide leadership opportunities and experiences
Funding Sources	Title II, Part A
Subgroups	English Learners Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Surveys, Curriculum Calendars, Curriculum Meetings, Grade Level Meetings, Parent Training Sessions with Specific Subject Areas
Position/Role Responsible	Administrators, Teachers/Staff
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Identify and Build Upon Faculty Strengths
Funding Sources	Title I, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities

Action Step # 2

Subgroups	
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Observations, TKES, Professional Learning Logs, Surveys
Position/Role Responsible	Administrators, Teachers/Staff
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Ongoing Professional Learning
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Surveys, Curriculum Calendars, Curriculum Meetings, Grade Level Meetings
Position/Role Responsible	Administration, Faculty, Staff
Timeline for Implementation	Weekly



Action Step # 3

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	
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Action Step # 4

Action Step	Continue Mentor/Mentee Program for all staff
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Evaluations, Mentor/Mentee Quarterly Meeting/Check In, System Documentation Notebook
Position/Role Responsible	Administration, Teachers, Paraprofessionals
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	
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Action Step # 5

Action Step	Continue to provide differentiated instruction for at risk students through the interventionist in the areas of ELA and Math
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Curriculum Calendars, Observations, Common Assessments, Georgia Milestones
Position/Role Responsible	Administration, Teachers, Interventionists
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	To better understand the intellectual, social, emotional, physical development, and diverse needs of students to ensure their safety, well-being, and academic success.
Root Cause # 1	Professional development for teachers to target and meet the social, emotional, physical development, and diverse needs of students.
Goal	By the end of the 2019-2020 school year, 100% of staff members at Buford Senior Academy will participate in on-going professional learning to meet the social, emotional, physical development, and diverse needs of students to help them be successful.

Action Step # 1

Action Step	Provide professional development that focuses on the social and emotional well-being of students.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Surveys, Staff Feedback
Position/Role Responsible	Administrators, Teachers, Counselors
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Grade level meetings, vertical meetings, and content meetings to discuss and assess professional development.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Vertical Team, Grade Level, Content Meetings, Agendas/Minutes
Position/Role Responsible	Administrators, Faculty, Counselors
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Teachers will participate in softskills, social and emotional training strategies to recognize and support the needs of the whole child.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Meeting Agendas/Minutes, Colleague Observations Feedback

Position/Role Responsible	Administration, Faculty, Counselors
Timeline for Implementation	Bi-yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Results from staff, student, and parent surveys will provide feedback to help determine professional learning.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Survey Results
Position/Role Responsible	Administrators, Teachers, Counselors
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	All students will be assigned a counselor/ teacher advisor who will address the individual social, emotional, physical, and academic needs.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans, Student Health Survey
Position/Role Responsible	Administrators, Faculty, Counselors
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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SCHOOL IMPROVEMENT PLAN

**3 Required Questions**

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>Buford Senior Academy identified a variety of faculty, staff, and student members to participate in committees to identify, discuss, and address needs of the school. In these meetings, survey results were discussed in order to create the school improvement plan.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Buford City Schools is a no-waiver school system, which means that 100% of the teachers at Buford Senior Academy are highly qualified and not teaching out of field. In addition, Buford Senior Academy attempts to hire teachers with experience in order to meet the needs of all students in our school.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Buford Senior Academy emphasizes reading and math subject areas with Tuesday/Thursday after-school programs and Saturday School to target and address students with deficiencies in these subject areas. Free transportation is provided for these services. The school utilizes the following supplemental programs to progress monitor and/or as a remediation tool: Scholastic Reading Counts, Learning A to Z, Mystery Science, and Reading Eggs. Along with these programs, Buford Senior Academy utilizes iReady and IXL as a progress monitoring programs and remediation tool for low-performing students. Teachers use technology such as chrome books and document cameras to reinforce reading skills and use school-to-home communicators to improve parent/teacher communications. Summer professional development is utilized to develop instructional strategies to improve reading and math performance with our student population. Buford Senior Academy has a Parent Resource Center with computers, scanners, and internet access available for parent usage at any time during the school day. In addition, we will provide professional development in writing and gifted/accelerated content areas. Buford Senior Academy currently does not have any students living in local institutions for neglected or delinquent children.</p>

4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

This is not applicable, as Buford Senior Academy is a school-wide Title 1 school and not a targeted assistance school.

5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

This question is not applicable for Buford Senior Academy.

6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.

This question is not applicable for Buford Senior Academy



<p>7 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.</p>	<p>Buford Senior Academy utilizes a positive behavior system in efforts to reduce discipline practices that remove students from the classroom/instructional times. Teacher intervention steps along with counselor strategies will be employed to address discipline concerns. In addition, if administration assigns opportunity room for major discipline issues, there are certified personnel that will work with the students to continue their instruction. Buford Senior Academy also utilizes parent contact/involvement to help address discipline issues.</p>
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<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	
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ADDITIONAL RESPONSES