School Improvement Plan
2024 - 2025

Richmond County
Johnson Magnet

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Richmond County
School Name	Johnson Magnet
Team Lead	Dr. Emily Driggers
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside Title I, Part A School Improvement 1003 (a)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Establish clear protocols and expectations for instruction and consistently monitor to increase academic achievement.
Root Cause # 1	Lack of coherent communication surrounding instructional expectations and intentional timely planning.
Goal	By the end of the 24-25SY, we will increase the percentage of students performing at proficient and distinguished on EOCs and EOGs in ELA to 86%, in Math-waiting on scores, in Science to 64%, and SS to 67%.

Action Step # 1

Action Step	Develop & monitor protocols and expectations for instruction.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Meeting agenda & minutes, Classroom Observations, Lesson Plans
Method for Monitoring Effectiveness	Observation Data
Position/Role Responsible	Administration, Teachers
Timeline for Implementation	Others : on going

What partnerships, if any, 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)?	NA

Action Step # 1

What partnerships, if any, 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)?	NA

Action Step # 2

Action Step	Differentiated Professional Learning opportunities/conferences-creating a PL menu for teacher choice and voice.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas, Sign In Sheets, Classroom Observations, Lesson Planning, Teacher Self-Efficacy Survey
Method for Monitoring Effectiveness	Survey Data, GMAS EOG & EOC, Observation Data
Position/Role Responsible	Reflection room para and hall monitor paras
Timeline for Implementation	Others : ongoing

What partnerships, if any, 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)?	

Action Step # 2

What partnerships, if any, 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)?	

Action Step # 3

Action Step	Implement Unit Planners with common assessments (to make continued progress toward graduation) aligned to the rigor of the standards.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Collaborative Planning Agendas Sign In Sheets, Common Assessments
Method for Monitoring Effectiveness	GMAS, EOG & EOC, Common Assessments, Reduction in Failure Rates Report
Position/Role Responsible	STEAM & MTSS Facilitators, Teachers
Timeline for Implementation	Monthly

What partnerships, if any, 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)?	District Coordinators PL, USC (STEAM Endorsement), Augusta University

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student achievement and maintain successes.
Root Cause # 1	consistent expectations school-wide, appropriate resources utilized, PL provided to ensure all educators are aware of protocols in place to increase rigor and academic success
Goal	By July 2025, we will increase AP pass rate (3,4,5) from 31% to 50%.

Action Step # 1

Action Step	Implement AP strategies within all classrooms that will increase writing across the curriculum.
Funding Sources	Consolidated Funding
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Meeting Agendas, sign-in sheets, and notes, AP Classroom Accounts, Lesson Plans.
Method for Monitoring Effectiveness	AP Classroom usage, college board assessments, class progress reports, classroom observations.
Position/Role Responsible	AP Coordinator & AP Teachers
Timeline for Implementation	Monthly

What partnerships, if any, 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)?	

Action Step # 2

Action Step	Differentiated Professional Learning opportunities / conferences-creating a PL Menu for teacher choice & voice.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas, Sign In Sheets, Mock Assessments, Notes, APSI, Conferences, Lesson Plans, Teacher Efficacy Survey.
Method for Monitoring Effectiveness	Observation Data, AP Scores on Mock Assessments, Redelivery Presentations, Student Work Samples, AP Progress Reports, Survey Data
Position/Role Responsible	AP Coordinator & AP Teachers
Timeline for Implementation	Others : ongoing

What partnerships, if any, 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)?	AP Liaison

Action Step # 3

Action Step	Implement AP Review Sessions on Saturdays to prepare for AP Exams.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority

Action Step # 3

Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agendas, Sign-In sheets
Method for Monitoring Effectiveness	AP Scores
Position/Role Responsible	Admin, AP Coordinator & AP Teachers
Timeline for Implementation	Yearly

What partnerships, if any, 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)?	Will occur on March 15, March 22, and May 3.

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Foster a supportive and collaborative environment where educators are consistently informed and instructional practices are monitored, resulting in a more stable and effective teaching workforce and a positive, thriving growth-oriented school community.
Root Cause # 1	high turnover, lack of content knowledge TKES 1- content pedagogy, protection of instructional time, planning, remediation, progress monitoring
Goal	By the end of the 2025 SY, we will increase staff retention rate from 60% to 80%.

Action Step # 1

Action Step	Differentiated Professional Learning opportunities/conferences-creating a PL menu for teacher choice and voice.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas, Sign-in Sheets, Classroom observations, Lesson Planning, Teacher Self-efficacy Survey.
Method for Monitoring Effectiveness	Survey Data, GMAS EOC and EOG, Observation Data
Position/Role Responsible	Administration- TBD, Department Chairs
Timeline for Implementation	Others : ongoing

Action Step # 1

What partnerships, if any, 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)?	Teaching and learning

Action Step # 2

Action Step	Establish a teacher and staff recognition committee.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Committee meetings, Sign-in Sheets, Agendas, Meetings, Pictures.
Method for Monitoring Effectiveness	Survey data.
Position/Role Responsible	Administration - TBD
Timeline for Implementation	Others : ongoing

What partnerships, if any, 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)?	RESA, USC, Department of Education, Teaching and Learning

Action Step # 3

Action Step	Maintain new teacher academy program with fidelity.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agendas, Sign-in Sheets, District Level, Monthly monitoring and Classroom observations.
Method for Monitoring Effectiveness	Monthly Collaboration Meetings, Observation data, Survey data.
Position/Role Responsible	MTSS Facilitator
Timeline for Implementation	Others : ongoing

What partnerships, if any, 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)?	

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

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).	In June 2024, the Leadership Team convened to review inputs and data gathered from surveys, as well as feedback from teachers, support professionals, administrators, and district-level support staff.

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.	Students in subgroups will be properly supported and progress monitored by Administration and the MTSS Facilitator. New teachers will be properly supported through a strong site-based mentor program, TIR's and Department Chairs as well as supported by the district.

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).	AR Johnson is increasing the number of STEAM endorsed teachers. STEAM Endorsement courses will be offered virtual and F2F at AR Johnson. We will also be increasing the number of Gifted endorsed teachers to support our increasing number of gifted identified students. PBIS will be integrated to address continuity of instruction in all content areas. An MTSS Facilitator will be utilized to ensure students in need of additional supports in academics and/or behavior are identified and provided with the necessary interventions to ensure academic and behavioral success. Instructional resources we will be using include Progress Learning, IXL, Membean to support all students.

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.	1. All students are Title I

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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.	NA

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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	6th-12th grade new students and 9th grade orientations, Career Fair, College Night, You Science Survey, TAA sessions.

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.	Grade Level discipline plans, Reflection room para, protocols communicated to staff for Tier 2 & Tier 3 offenses, frequent data reports, utilization of Spotlight and implementation of PBIS-all with a focus on consistency.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	Development and implementation of student led conferences utilizing portfolios.