



# School Improvement Plan 2018 - 2019



**Buford City  
Buford Academy**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

|             |                |
|-------------|----------------|
| District    | Buford City    |
| School Name | Buford 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:

|                 |                   |                   |                 |                   |
|-----------------|-------------------|-------------------|-----------------|-------------------|
| <b>Specific</b> | <b>Measurable</b> | <b>Attainable</b> | <b>Relevant</b> | <b>Time-Bound</b> |
|-----------------|-------------------|-------------------|-----------------|-------------------|

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   |
| Root Cause # 1                                    | Teacher Inconsistency with delivery of rigorous Instructional Strategies   |
| Root Cause # 2                                    | Lagging Implementation   |
| Root Cause # 3                                    | Transient Student Population   |
| Goal  | By the end of the 2018-2019 school year, 100% of Buford Academy teachers will demonstrate increased use of rigorous instructional strategies in their classrooms in order to increase the ELA and Math scores. |

Action Step # 1

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

Action Step # 2

|  |  |
|--|--|
| Action Step  | Administrative and Colleague Observations  |
| Funding Sources  | Title I, Part A<br>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

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| Action Step  | Monitor/Modify Curriculum Calendars  |
| Funding Sources  | Title I, Part A<br>Title II, Part A<br>Title III, Part A<br>Title IV, Part A<br>IDEA   |
| Subgroups  | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A                   |
| Systems  | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>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  |

Action Step # 3

|                             |        |
|-----------------------------|--------|
| Timeline for Implementation | Weekly |
|-----------------------------|--------|

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| 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

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

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| 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

2.3 Overarching Need # 2

Overarching Need

|   |   |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | Increase differentiation strategies   |
| Root Cause # 1                                    | Teacher Inconsistency with Differentiation  |
| Root Cause # 2                                    | Data Analysis   |
| Goal  | By the end of the 2018-2019 school year, 100% of Buford Academy teachers will demonstrate increased differentiation in their instruction in order to increase student achievement scores in ELA and Math. |

Action Step # 1

|  |  |
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| Action Step  | On-going professional development on differentiation                             |
| Funding Sources  | N/A  |
| Subgroups  | Economically Disadvantaged<br>English Learners<br>Student with Disabilities      |
| Systems  | Coherent Instruction   |
| Method for Monitoring Implementation and Effectiveness | Curriculum Calendars, Observations, TKES, Common Assessments, Georgia Milestones |
| Position/Role Responsible                              | Administrators, Teachers   |
| 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     | Provide differentiated support for all students through the use of supplemental reading software programs |
| Funding Sources | Title I, Part A<br>Title III, Part A<br>N/A   |
| Subgroups       | Economically Disadvantaged<br>Foster<br>Homeless  |

Action Step # 2

|  |   |
|--|---|
| Subgroups  | English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A  |
| Systems  | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Curriculum Calendars, Observations, TKES, Common Assessments, Georgia Milestones, ACCESS  |
| Position/Role Responsible                              | Administrators, Teachers  |
| Timeline for Implementation                            | Weekly  |

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| 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

|  |  |
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| Action Step  | Rochester 100, inc - Communicators   |
| Funding Sources  | Title I, Part A  |
| Subgroups  | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems  | Family and Community Engagement<br>Supportive Learning Environment   |
| Method for Monitoring Implementation and Effectiveness | Curriculum Calendars, Observations, TKES, Common Assessments, Georgia Milestones, ACCESS   |
| Position/Role Responsible                              | Faculty, Staff, Stakeholders   |
| Timeline for Implementation                            | Weekly   |

|   |  |
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| What partnerships with IHEs, business, Non-Profits, |  |
|---|--|



Action Step # 3

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| 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

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| Action Step  | Saturday School, After School, and Summer School will be offered to students needing additional instruction in ELA and Math                        |
| Funding Sources  | Title I, Part A<br>Title III, Part A   |
| Subgroups  | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems  | Coherent Instruction<br>Effective Leadership<br>Family and Community Engagement<br>Supportive Learning Environment                                 |
| Method for Monitoring Implementation and Effectiveness | Curriculum Calendars, Curriculum Meetings, Grade Level Meetings, Common Planning, Common Asestsments, Georgia Milestones, ACCESS                   |
| Position/Role Responsible                              | Administration, Faculty, Staff and Stakeholders  |
| Timeline for Implementation                            | Weekly   |

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| 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

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| 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<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems  | Coherent Instruction<br>Effective Leadership<br>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   |

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| 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 # 6

|                 |  |
|-----------------|--|
| Action Step     | Implement Audio Enhancement System to improve time on task and student proficiency through eliminating distractibility for struggling students     |
| Funding Sources | Title I, Part A  |
| Subgroups       | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems         | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment        |

Action Step # 6

|  |  |
|--|--|
| Method for Monitoring Implementation and Effectiveness | Benchmarks, Georgia Milestones, ACCESS, Discipline Records |
| Position/Role Responsible                              | Administrators, 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 implementing in carrying out this action step(s)? |  |
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Action Step # 7

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| Action Step  | Provide opportunities for certified staff members to obtain advanced endorsements in the areas of Gifted and ESOL                                  |
| Funding Sources  | Title I, Part A<br>Title II, Part A<br>Title III, Part A   |
| Subgroups  | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems  | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment        |
| Method for Monitoring Implementation and Effectiveness | Observations, Lesson Plans, TKES, Georgia Milestones, ACCESS, Benchmarks   |
| Position/Role Responsible                              | Faculty and Staff  |
| Timeline for Implementation                            | 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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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 3

Overarching Need

|   |   |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | Build leadership capacity among staff members   |
| Root Cause # 1                                    | Dependence upon Established Leaders   |
| Root Cause # 2                                    | Not Identifying/Utilizing Strengths of Staff Members  |
| Goal  | By the end of the 2018-2019 school year, 75% of staff members at Buford Academy will assume a leadership role in some capacity. |

Action Step # 1

|  |  |
|--|--|
| Action Step  | Provide Leadership Opportunities and Experiences   |
| Funding Sources  | Title II, Part A   |
| Subgroups  | English Learners<br>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<br>Title II, Part A   |
| Subgroups       | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |

Action Step # 2

|  |   |
|--|---|
| Subgroups  | N/A   |
| Systems  | Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment    |
| Method for Monitoring Implementation and Effectiveness | Observations, TKES, Professional Learning Logs, Surveys, Strength Finder Instrument |
| Position/Role Responsible                              | Administrators, 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 implementing in carrying out this action step(s)? |  |
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Action Step # 3

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| Action Step  | Ongoing Professional Learning  |
| Funding Sources  | Title I, Part A<br>Title II, Part A<br>Title III, Part A<br>Title IV, Part A   |
| Subgroups  | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems  | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>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   |

|   |  |
|---|--|
| What partnerships with IHEs, business, Non-Profits, |  |
|---|--|

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 implementing in carrying out this action step(s)? |  |
|---|--|

Action Step # 4

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|--|--|
| Action Step  | Continue Mentor/Mentee Program for all staff   |
| Funding Sources  | Title I, Part A<br>Title II, Part A<br>Title III, Part A   |
| Subgroups  | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems  | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment        |
| Method for Monitoring Implementation and Effectiveness | Evaluations, Mentor/Mentee Quarterly Meetings/Check In, System Documentation<br>Notebook   |
| Position/Role Responsible                              | Administrators, 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 implementing in carrying out this action step(s)? |  |
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Action Step # 5

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| Action Step  | Enhance instructional leadership skills in the classroom through colleague observations and self reflection  |
| Funding Sources  | Title I, Part A<br>Title II, Part A<br>Title III, Part A   |
| Subgroups  | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems  | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment        |
| Method for Monitoring Implementation and Effectiveness | Observations, TKES, Lesson Plans   |
| Position/Role Responsible                              | Administrators, 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 implementing in carrying out this action step(s)? |  |
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

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| <p><b>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.</b></p>   | <p>Buford 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><b>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.</b></p>   | <p>Buford City Schools is a no-waiver school system, which means that 100% of the teachers at Buford Academy are highly qualified and not teaching out of field. In addition, Buford Academy attempts to hire teachers with experience in order to meet the needs of all students in our school.</p>   |
| <p><b>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).</b></p> | <p>Buford 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 Academy utilizes iReady and IXL as a progress monitoring programs and remediation tool for low-performing students. Teachers use technology such as Ipads, 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 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 the areas of differentiation, co-teaching, and rigorous instructional strategies for all staff members. Buford Academy currently does not have any students living in local institutions for neglected or delinquent children.</p> |



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| <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.</p> | <p>This is not applicable, as Buford Academy is a school-wide Title 1 school and not a targeted assistance school.</p> |
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| <p>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.</p> | <p>This question is not applicable for Buford Academy.</p> |
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| <p>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.</p> | <p>This question is not applicable for Buford Academy.</p> |
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| <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 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 Academy also utilizes parent contact/involvement to help address discipline issues.</p> |
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ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan

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