

**U.S. Department of Education**  
**2018 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [X] Magnet [ ] Choice

Name of Principal Mrs. Karen Garner

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Britt David Elementary Computer Magnet Academy

(As it should appear in the official records)

School Mailing Address 5801 Armour Road

(If address is P.O. Box, also include street address.)

Columbus GA 31909-4530  
City State Zip Code+4 (9 digits total)

County Muscogee County

Telephone (706) 748-2617

Fax

Web site/URL

https://brittdavid.wixsite.com/brittdavid

E-mail Garner.Karen@muscogee.k12.ga.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dr. David Lewis

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail

lewis.david.f@muscogee.k12.ga.us

District Name Muscogee County Tel. (706) 748-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Frank Myers

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **Part I – Eligibility Certification**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 32 Elementary schools (includes K-8)
  - 12 Middle/Junior high schools
  - 10 High schools
  - 0 K-12 schools
- 54 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	0	0	0
<b>K</b>	39	50	89
<b>1</b>	48	39	87
<b>2</b>	39	48	87
<b>3</b>	49	50	99
<b>4</b>	61	47	108
<b>5</b>	48	47	95
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	284	281	565

4. Racial/ethnic composition of the school:
- 2 % American Indian or Alaska Native
  - 22 % Asian
  - 23 % Black or African American
  - 2 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 48 % White
  - 2 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 4%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	23
(4) Total number of students in the school as of October 1, 2016	577
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 14 %  
Total number students who qualify: 81

8. Students receiving special education services: 2 %  
12 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>5</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>2</u> Other Health Impaired                 |
| <u>5</u> Developmentally Delayed | <u>0</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>0</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 231:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	92%	94%	98%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award. 2012

15. In a couple of sentences, provide the school’s mission or vision statement.

Britt David Magnet Academy is committed to providing educational experiences that will enable each student to become a lifelong learner, enter the work force with necessary skills and achieve academic and personal potential.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Britt David Magnet Academy is a technology magnet within the Muscogee County School District. Our students must complete and pass an on grade-level assessment to be considered for the program. Academic performance in previous grades, behavior, and performance on entrance exam are all considered when making the final decision for admission.

## **PART III – SUMMARY**

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Britt David Magnet Academy (BDMA) is a technology magnet school located in the heart of Columbus, Georgia. We are a part of a vast school district with many extraordinary students. Due to our magnet status, we do not have an attendance zone. Our student population is comprised of various ethnic and socioeconomic families that seek the best education for their children. Students apply for entry to our school at a very early age. Some students come to us later because of our military families in the area. No matter when our students come to us, we are encouraged to know that they have a supportive family structure that will assist them along the way. BDMA has a very active parental clientele. Our families are very involved with all school functions and support their children at home with supplemental practice to ensure that their children will succeed.

BDMA is the top performing elementary school within our school district and on occasion, within the State of Georgia. These accomplishments are credited to the families, students, and teachers within our school. High expectations are set for all entities, in order to accomplish the achievement levels and rigor that is exhibited by Britt David Magnet Academy. Here are some of our accomplishments throughout the years.

2012 National Blue Ribbon School  
2015 Georgia Platinum Award for High Student Achievement  
2015 Georgia Bronze Award for High Student Growth  
2016 Five-Star Climate Rating  
2016 Georgia Platinum Award for High Student Achievement  
2016 Georgia Platinum Award for High Student Growth

Students are offered many opportunities to excel through various programs within our school day. Our kindergarten students participate in a Millionaire Program that requires them to read one million words during the school year. Once all kindergarten students have reached this goal, they participate in a Millionaire Bash Celebration. This celebration consists of dressing up like a movie star that day, riding in a limousine from the back of the school to the front to be greeted by their parents on a red carpet ceremony. This program ignites a love of reading where their passion carries over to other programs in 1st-5th. BDMA has a Fiction and Nonfiction Book Club that allows students to read books on grade-level and receive rewards for passing 25, 50, 75, and 100 Accelerated Reading tests. The use of technology is another area that sets our school apart from any other within our area. In complying with our magnet status, our students are involved in many activities that require that use of technology. BDMA has a technology lab that incorporates robotics, coding, 3-D printing, and other 21st century skills that students visit once a week. Students also participate in many technology fairs and competitions throughout the year that requires them to develop and create various technological creations with detailed explanation.

Aside from reading programs, BDMA offers many opportunities for students to excel in all areas to develop an all-around, well-developed child. Students can join the Drama Club, Honor Chorus, Running Club, Science Olympiad, Helen Ruffin Reading Bowl Club, Math Team, Servant Leadership Club, Student Council, National Beta Club, and Robotics Club. The use of all of these programs challenge and expose our students to a variety of view points from various students within our building. It also allows them the opportunity to create an experience that is led by their interest in the different areas. With these extra curricular activities, the students are exposed to a vast array of potential experiences that will guide their career development for the future.

After winning the National Blue Ribbon Award in 2012, the interest in attending BDMA within community has increased from previous years. With this recognition, families from the area and United States inquire about the potential to attend our school.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Britt David Magnet Academy's core curriculum follows those standards identified by the State of Georgia. Our standards are preset by the state and are followed exactly. The depth and rigor in which we teach those standards allow our students to perform at amazing levels. Although our standards are set by the State of Georgia, our school district does an amazing job mapping the pace by which all standards should be introduced to students during the various grade-levels. Once the standards are mapped out for each month on pacing guides, our teachers take this information per subject area and create those learning experiences that foster a wealth of academic opportunities that allow students to grow.

#### **READING/ELA**

In reading/ELA, students are exposed to a variety of instructional methods that allow all students to have the opportunity to learn in a way that best meets their needs. Teachers use many programs provided by the district with fidelity to ensure that students are exposed to the state standards and content using a variety of different approaches. With these programs implemented on a weekly basis, the teachers are able to collect a plethora of data. This data in reading/ELA is used to determine the best interventions needed for remediation and acceleration. Teachers use small group settings and team teaching strategies to provide their students with an environment where all students can be successful. All of these instructional methods are aligned to the school district's curriculum alignment of standards that all Muscogee County School District teachers must follow throughout the year.

#### **MATH**

Math is another academic area that the school district provides an abundant amount of programs that must be used with fidelity with students. Teachers use small groups, tutoring, technology-based resources, and after-school opportunities to remediate and accelerate students on standards that need that attention. As with reading/ELA, math is assessed using various forms of formative and summative data to drive instruction. Data is calculated using these programs and resources for a broad range of input before deciding on the protocol to use for remediation and acceleration. All of these instructional methods are aligned to the school district's curriculum alignment of standards that all Muscogee County School District teachers must follow throughout the year.

#### **SCIENCE**

Science is a subject area that is taught with fidelity, but the school district does not restrict the implementation of specific programs. Therefore, teachers pull from various resources to teach the science standards. Curriculum integration is used a lot with reading/ELA to ensure that students receive a double dose of various academic content. Math is another subject area that is integrated with science. This process allows the teachers more time to devote to the needs of the students when more time can be spent on a number of standards using one rigorous activity. All of these instructional methods are aligned to the school district's curriculum alignment of standards that all Muscogee County School District teachers must follow throughout the year.

#### **S.S.**

Social Studies is another subject area, like science, where the teachers are not restricted to a program for teaching the standards. The school district allows for flexibility in teaching this subject matter using various resources from many sources. Curriculum integration with reading/ELA is a crucial part of this instruction to ensure that teachers cover their standards while using a multi-faceted way of teaching. All of these instructional methods are aligned to the school district's curriculum alignment of standards that all Muscogee County School District teachers must follow throughout the year.

### **2. Other Curriculum Areas:**

Britt David Magnet Academy is fortunate to have a dynamic itinerant program for our students. Our students from kindergarten to fifth grade visit music, art, technology, and physical education once a week. During

this time, the students are exposed to a vast array of experiences that are encompassed by the liberal arts, physical education, and technology standards established by the State of Georgia.

Our music teacher takes the standards for her program and develops many hands-on opportunities for the students to develop a passion for music. The music room consists of many instruments that are used on a daily basis by all grade-levels. As the students learn to play these instruments, the Parent Teacher Association meetings consist of students playing multiple songs using these instruments with choreography.

Our art teacher expands upon her art standards using a variety of mediums to produce the most amazing creations. Britt David students participate in many art competitions where various forms of art are exhibited. Pottery is another experience that allow students to reinvent their academic subject matter using clay.

Our physical education teacher also provides students with a vast array of experiences. They learn many standards throughout the year and apply these standards with real world application through various programs that support initiatives within the community.

Our technology teacher is one that teaches our students life long skills that will benefit them in the career ready society. She teaches them how to keyboard professionally based on words per minute and accuracy. Computer science skills are introduced through the use of various programs from Google, Scratch, etc...

While all of our itinerant teachers focus on different content and standards, they all collaborate with classroom teachers to integrate academic standards into their delivery of their standards. So, our students, not only receive their academic standards within their homeroom classrooms, but they are exposed to this same content through the use of the liberal arts.

### **3. Instructional Methods, Interventions, and Assessments:**

Britt David Magnet Academy implements a variety of instructional methods, interventions, and assessments to drive instruction. Instructional methods include the use of differentiation across the grade-level and classrooms. Teachers use data collected from formative and summative assessments to drive their instruction. This data is used to create small groups that are taught based on their common need for remediation or acceleration. Here are some of the ways teachers use instructional methods and formative/summative assessments to guide the use of interventions.

-Problem-based learning is used in morning openers and student-centered instruction to create autonomy for learners.

-Student goal setting is a new aspect implemented this year to hold learners accountable for their own learning. Teachers assist students in looking at the data collected over their career at Britt David Magnet Academy to set goals for instruction each nine weeks. Some of the data used to set these goals includes their Georgia Milestones Assessment scores. Teachers also use daily performance on formative and summative assessments to evaluate the effectiveness of their ability.

-Differentiation across the grade-level is used to remediate and accelerate instruction. When assessments identify areas of concern, grade-levels divide students into various pods based on needs to remediate. There is always a pod of students that do not need that extra practice, so they are accelerated within the standard to show growth academically.

-Areas of concern that need additional interventions are addressed with the parents and students immediately. Students that exhibit deficiencies identified within the classroom are equipped with research-based interventions for a period of time using the Response-to-Intervention protocol (Rti). These interventions occur for a period of six weeks and are then evaluated to decide upon the next steps to take for provide the student with successful strategies. Britt David Magnet Academy relies heavily on parental support. We are a team with one common goal in mind, to support learning.

-Technology-based programs are used to hon in on academic weaknesses.

-All interventions are research-based depending on the need of the student.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Britt David Magnet Academy has earned five and four-star ratings for School Climate, a CCRPI component, based upon survey data for the past two years. Students understand that the staff nurtures them in a safe and supportive environment as they transition from babies into childhood. Teachers engage students in conversation and show genuine interest in students' lives, inside and outside of the classroom.

Britt David students are offered many opportunities to enhance their educational experience. Students are given superb instruction in the Arts and have opportunities to participate in field trips and competitions across the State of Georgia. Additionally, students have opportunities to learn more about the world through the Student Council, Servant Leadership Club, and civic activities such as, providing meals, shoes, or coats for the less fortunate, and raising money for cancer research. We reestablished the Student Council to serve as a liaison to increase student voice between students and administration. Self-worth, self-respect, and personal responsibility are stressed as well as the need to be understanding, thoughtful and supportive of others. Students are reminded they are in a safe place where they can always ask for help of any kind. Our counselor meets with student groups to address student concerns about important issues such as bullying.

Academic success comes through committed teachers, supportive parents, and determined students. Together, we share a vision for academic excellence. Students work diligently in a rigorous academic setting in preparation for their future. Grade level teachers have allotted time for collaborative planning, and subjects are vertically planned for student success. Teachers are offered professional development activities and collaborative time for individual professional growth. New staff members are supported through our mentor program. Our hospitality committee initiates celebrating birthdays, weddings, births, engagements, and graduations. Meals, gifts, cards, and letters provide support for those who are bereaved or experiencing personal illness. Each teacher is appreciated and supported in every way. In this manner, we feel that our teachers pass on that caring nurture and support to our incredible students.

### 2. Engaging Families and Community:

One of the goals of Britt David Magnet Academy (BDMA) is to maintain the connection between schools, families, and the community. While this can be a complex task we have embraced these challenges and implemented strategies, which will help ensure each student is a successful learner. BDMA monitors the academic achievement of each student and believes communication is a key strategy to academic success. Teachers compile and maintain assessment notebooks on each student. Data that is collected include: STAR reports, Accelerated Reading reports, computer lab reports, Quarterly Benchmark Assessment scores, Fountas & Pinnell scores, Achieve/Smarty Ants reports and Georgia Milestones Assessment System scores. This in-depth educational information allows teachers to share with parents the progress of their child throughout the school year in parent/teacher conferences. Students identified by the Students Support Team as "at risk" and needing additional instruction receive help from their teachers through additional tutoring, the media specialist and technology specialist.

A reading program for BDMA students and parents is offered every summer. BDMA maintains a web site providing a variety of information for parents and the community. In addition, each professional staff member has a website that allows parents and the community to access information on homework, spelling words and the most recent and future events for their classroom. BDMA has a "Connect Ed" system, which allows contact, via telephone, to parents simultaneously of current events, upcoming events, and any emergency that may exist (i.e. weather). Further communication strategies exist with

classroom newsletters, the school newsletter (Thursday's Thoughts), and a yearly calendar of events. Working with the community empowers students with the knowledge they can help others and also increases their own self-esteem. When students feel good about themselves their academic achievement improves. There are several ways in which BDMA, parents, and students are involved with the community. Clothes are collected for the Sara Spano Clothing bank, food drives are conducted during the holidays for the homeless shelters, and contests are held to see which hallway can donate the most money for cancer research. In addition we do a walk for junior diabetes each year. BDMA has a very diverse student population and to celebrate this diversity we hold a Diversity Day celebration each year. Parents and community members are invited to contribute to and to attend this event.

BDMA is fortunate to be Partners in Education with Synovus, Columbus State University, and Wild Wing Cafe. Volunteers from the community come in each week to read to the individual classes, Synovus sponsors a lunch for the teachers to start off the school year, and grants for karate lessons are provided to students.

### **3. Professional Development:**

It is the intention of Britt David Magnet Academy to provide high-quality and ongoing professional learning for our teachers, principals, paraprofessionals, and other staff, to enable all students in the school to meet the State's student academic standards. Britt David offers a multitude of professional development opportunities to improve professional growth and student instruction which in the end promotes an increase in student achievement.

Teachers participate in professional development on a consistent basis to increase professional growth as an educator. Any professional development that teachers attend from the school district is brought back to Britt David and redelivered to the faculty and staff. Teachers are then required to implement some form of their learning in his or her classroom. In addition to district trainings, our teachers participate in the yearly Best Practice Workshops during the summer, book studies, Fountas & Pinnell trainings, curriculum mapping trainings, technology software workshops, and ongoing professional development to master the Georgia Performance Standards.

Teachers also participate in professional development that focuses on student instruction. Teachers engage in weekly grade level meetings. In these meetings, the teachers participate in collegial dialogue about instructional and assessment ideas that are beneficial to student achievement in the classroom. Grade levels collaborate and create units and lesson plans that differentiate learning to meet the needs of all students at Britt David Magnet Academy. In addition to embedded staff development opportunities from the district, teachers have been given the opportunities to receive their Gifted and ESOL endorsements. This has been a great advantage to our school due to the increase of gifted identified students and the culturally diverse students we serve daily.

With these teachers trained and skilled in the above areas, many of our students will be able to be served and increase their achievement due to the knowledge their teachers have gained through professional development opportunities.

### **4. School Leadership:**

Britt David Magnet Academy is committed to providing educational experiences that will enable each student to become a lifelong learner, enter the work force with necessary skills and achieve academic and personal potential. Leadership plays a valuable role in a systematic emphasis on student achievement. Administrators seek to hire educators who are highly qualified. More than half of the current teachers at Britt David hold a Master's Degree and a Specialist's Degree with two holding Doctorate Degrees. All teachers, regardless of experience, are teamed up with a veteran educator who has an exemplary background. The school maintains a collegial and encouraging work atmosphere.

Britt David's teachers and school leaders utilize several assessment tools to measure and monitor student performance. Grade level, teachers meet with administrators after testing to review the data and ascertain

areas of deficiency. Britt David's leadership often meets with teachers to review their student assessment notebooks, analyze student strengths and weaknesses, and identify at-risk students. The collaborative efforts also involve the technology coordinator and media specialist. The sessions promote a thorough discussion of student performance and the necessary activities to help accelerate student achievement. School administrators also offer support to teachers on each grade level. Educators meet with their colleagues once a week to facilitate planning across the grade-level curriculum. School leaders attend these meetings and offer input and feedback.

Administrators also ensure that teachers attend professional learning programs offered by the school district. The principal works to provide information from professional sessions on a "redelivery" basis. The meetings are offered after school. Communication is also a vital role of Britt David's administrators. The principal's weekly newsletter, "Thursday Thoughts," keeps students and parents up-to-date on school information. An additional type of communication comes in the form of teacher web pages. Educators post their class schedule, homework, calendars, standards, and links to helpful educational websites.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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Britt David Magnet Academy's most valuable practice is data-driven decision making. We plan instruction around desired outcomes. The strategy, outlined by Grant Wiggins and Jay McTighe in *Understanding by Design*, encourages backward design. By analyzing data, we develop academic plans and assessments that provide evidence of learning targets. Our planning, instruction, and assessments are data-driven and outcome-based. Each year, we analyze the previous year's state test results. We break down the data by specific learning standards at each grade and find areas to improve instruction. We set goals based on our desired outcomes and create action plans to achieve academic goals.

The first step is to use data to plan the instructional practices that will allow us reach our learning targets. Teachers plan while armed with state standards (learning targets), unwrapped documents, PLD's (Performance Level Descriptors), and many resources that guide the content and facilitate understanding. Teachers exercise autonomy in choosing and creating resources to aid students. Ongoing data collection provides the impetus for determining which students will attend Reteach or Enrich, and which students need academic interventions. Our data-driven decisions are as fluid as the data we collect. As we monitor student progress and their response to intervention (RTI) throughout the year, we revise instruction and planning to meet goals.

Data informs and drives every decision we make - academic, social, or otherwise. And, all of that data is used to remind us that everything we do today impacts the life of a child.