

School Improvement Plan

School Name: Lithia Springs High School

School Year: 2016-2017

Principal Name: Dr. Garrick Askew

Title I Program:

Yes

No

Current Status: NA

Priority

Focus

Alert

Implementing (Select all that apply):

School Improvement Plan (School Improvement Plans are due to Area Director by **August 31, 2016**)

Principal's Signature: Dr. Garrick Askew

Date:

Area Director's Signature:

Date:

Associate Superintendent's Signature:

Date:

School Improvement Plan

1. Provide a narrative description of the school, the community, and educational programs/practices used every day. Describe your school including instruction, communication, parent and community involvement, etc. What do you do every day and what is the understood expectation in instruction, communication, organization, inclusiveness, etc.? What are the expectations of teachers regarding planning and implementing? How do teachers and administrators monitor for consistency? What specific instructional strategies are used and expected by all – vocabulary, reading, writing across the curriculum, student-focused instruction (what does it look like), integration of technology, hands-on, applied student instruction in all subject areas, etc.? What are the common strategies that will be used by all? How is this monitored? How is that evaluated and shared?

School Community

Lithia Springs High School (LSHS) is a Class 5-A school which has been in existence since Fall 1975. The building has two levels with a separate competition gymnasium. LSHS has 107 certified staff members that include teaching faculty, administration, guidance, media specialists, Science Technology Engineering Math (STEM) Academy personnel, social workers, psychologists, student support specialist coordinator, special education evaluator, and a speech/language pathologist. Of the certified staff, three have industry certification, 36 have Bachelors degrees, 37 have Masters degrees, 25 have Specialists degrees, and 10 have Doctorate degrees. The school also operates with 23 support staff that include paraprofessionals and office staff, two resource officers, one in-house probation officer, and one technology specialist.

LSHS maintains a strong Partners in Education program. LSHS currently has 20 Partners in Education that help support programs at the school. These include: Chick-Fil-A—Thornton Road, The Flower Cottage, Georgia Power, Google, Sweet Basil Farms, LLC, Texas Roadhouse, Members First Credit Union, Douglasville Conference Center, Murphy Law Firm, LLC, Ace Hardware—Lithia Springs, Bojangles, ALRS Properties Inc., Berry Much Yogurt, Boy Scouts of America, Farmers Insurance—Keith Welch Agency, Voya Financial, Jostens, Wenck Travel, Buffalo Wild Wings, and Horace Mann Agency. The priorities for the Partners in Education relationships are: to improve instructional strategies including teaching skills, to prepare students for the workplace, to increase student engagement and interest in continuing education, and to enhance programs for student recognition.

In regard to community involvement, LSHS has multiple programs. LSHS holds fall and spring Open Houses for the community. The school also hosts a Freshman Fiesta Orientation, Back to School Bash (Grades 10-12), Freshman Expo Night and LSHS Advanced Placement (AP) Night. LSHS's School Council and PTSA meets quarterly. LSHS also has a fall Senior Parent night sponsored by the LSHS counseling department. In addition, seniors and their parents are invited to a fall senior informational night regarding senior activities, events, and dues for the school year. LSHS also hosts a winter FAFSA (Financial Aid Night) State meeting. The largest community involvement program at LSHS is Christmas in Lithia. Parents began Christmas in Lithia 30 years ago and it has turned into a tremendous fundraiser. The event allows for collaboration between the students, parents, and community members.

Instructional Program

LSHS utilizes an A-B block schedule with a flexible learning period included, Monday - Friday. A student advisement period is also conducted at least once a month. Courses at LSHS include, but are not limited to, Career Technical and Agriculture Education (CTAE), Advanced Placement (AP), Honors, GADOE certified STEM Academy, E2020 credit recovery, work-based learning, world languages, fine arts, and physical education.

The Teacher Keys Effectiveness System (TKES) is the evaluation model used at LSHS. Administrators and teachers at the school participate in training on the evaluation methods in August. Also, core teachers have common planning, and all staff implement collaborative practices in professional learning communities (PLCs). This helps to ensure a high level of collaboration within the departments at the school and with the other high schools in the district. Lesson plans are constructed in Learning Focused School (LFS) format and are submitted to supervising administrators for each department and department chairs.

Learning Focused Strategies (LFS) are the instructional framework for the Douglas County School System and LSHS. All instruction at the school is planned and executed using this framework. LSHS has placed an emphasis on student engagement and performance which is achieved through delivery of the curriculum. All instruction is formulated within the school's Project/Problem Based Learning (PBL) model for instruction. The PBL model requires teachers at LSHS to plan collaboratively for instruction that results in students' developing authentic project deliverables as the products of their learning. The PBL initiative at LSHS is supported by administration and department chairs.

LSHS has a Science, Technology, Engineering, & Math (STEM) state certified program. Our GADOE certified STEM Academy offers three pathways: Biomedical Science, Engineering, & Computer Science. Students have the opportunity to take up to four classes in their chosen pathways supported through rigorous core content courses which includes a minimum of six advanced placement courses. Each pathway provides extensive early career exposure. Academic achievements include: Gates Millennium Scholars (2), QuestBridge National College Match Scholars (3), Zell Miller/Hope Scholars, Mu Mu Mu Scholars, State Science and Engineering Fair contenders, and College Board AP Scholar.

LSHS has numerous PLCs where teachers meet by content area for instructional planning, instructional strategies, and data analysis. This is supported by administration and department chairs. Teachers provide feedback pertaining to student performances in the classroom. Using this information, teachers work together to develop and implement strategies to enhance student engagement and achievement. LSHS data room is the gathering place for teachers as they conduct their data analysis and develop interventions. Meeting in the data room allows teachers to be immersed in the data. The data room walls display the status of LSHS's bubble and at-risk students who are struggling to meet standards in the content areas, discipline, and/or attendance.

For stakeholder's communication, LSHS utilizes the school website to relay important information about school events and activities. An additional website is utilized to communicate information about the STEM academy. The NotifyMe e-mail component of the website allows the school to communicate with the parents/community by e-mail. Parent Link is an automated phone service that allows recorded messages and email to go out to parents. LSHS also uses the following communication mediums: guidance newsletters, social media, monthly media

newsletters, the Legacy of the Lion positive behavior program, positive postcards, the marquee, weekly bulletin to staff, daily public announcements, and in-school and extra-curricula events.

School Improvement Plan

2. Data information. Data should describe strengths and challenges. Examples include data pertaining to overall school/student performance, attendance, instructional practices from walk throughs/observations, student learning, GAPSS data and parent involvement programs. Describe what you find clearly so that stakeholders understand.

- *What does the data tell you about your school's strengths?*
- *What does the data tell you about your school's opportunities for improvement?*

Demographic Data

Enrollment

For the 2016-2017 school year, the student enrollment is 1550 students. Within this student body, the 9th grade has 231 females and 297 males; the 10th grade has 217 females and 254 males; the 11th grade has 181 females and 189 males; the 12th grade has 164 females and 178 males. Within the student body, 339 students are classified with disabilities. Lithia Springs' current enrollment for each ethnicity is as follows: 937 students are Black (55%), 331 students are White (19%), 358 students are Hispanic (21%), and 83 students are classified as Other (61 students are Multi-racial, 19 students are Asian/Pacific Islander, and 3 students American Indian). Additional subgroups include approximately 71.8% of students receiving free or reduced lunch and 5% of the students served through the school's English Language Learner program.

Attendance

The frequency of student absences occurs within students missing over sixteen days of school or between the ranges of five to nine days. At the end of the 2015-2016 school year, there were 578 students who missed more than 16 days of school, 287 students who missed ten to fifteen days of school, and 330 students who missed five to nine days of school.

Graduation Rate

Lithia Springs High School 4-year cohort graduation rate for the 2015-2016 school year was a total of 286 students (156 males/130 females). Of the 2015-2016 school year, the subgroup graduation rate consisted of 157 Blacks, 52 Hispanics, 64 Whites, 11 Multi-racial, 0 Asians, and 2 Native Hawaiian/Pacific Islander.

Discipline

3-year trend: During the 2015-2016 school year, there were a total of 2977 student discipline referrals with 3,198 in-school suspension days and 2,677 out-of-school suspension discipline days. During the 2014-2015 school year, there were a total of 3089 disciplinary infractions. During the 2013-2014 school year, there was a total of 2452 disciplinary infractions.

STUDENT LEARNING DATA:

State Testing

Proficiency scores for the main administration are listed in the following order: school, district, and state.

	2012-2013	2013-2014	2014-2015	2015-2016
American Literature EOC	86%, 89%, 90%	90%, 93%, 93%	46%, 42%, 39%	46%, 42%, 39%
9 th Grade Literature EOC	83%, 85%, 85%	84%, 89%, 88%	35%, 40%, 37%	46%, 40%, 37%
Biology EOC	61%, 67%, 75%	58%, 67%, 75%	47%, 42%, 37%	28%, 27%, 30%
Physical Science EOC	73%, 79%, 83%	79%, 79%, 85%	40%, 39%, 34%	40%, 39%, 34%
Coordinate Algebra / Algebra I EOC	21%, 29%, 37%	29%, 32%, 41%	40%, 37%, 35%	38%, 41%, 34%
Analytic Geometry / Geometry EOC	33%, 52%, 59%	17%, 22%, 35%	38%, 41%, 36%	48%, 46%, 38%
US History EOC	35%, 57%, 73%	63%, 69%, 73%	40%, 36%, 34%	44%, 44%, 27%
Economics EOC	69%, 82%, 79%	78%, 84%, 81%	38%, 32%, 32%	33%, 34%, 27%

The 2015-2016 CTAE End-of-Pathway completers: Computer Science 8, Early Childhood Education 37, Healthcare Science 43, Marketing Management 19, Web and Digital Design 20, Government and Public Safety 27, Engineering 40, Food Science 17, Entrepreneurial Ventures 56, and Cosmetology 21

Teacher Observations

For the 2015-2016 school year, teachers were evaluated using the Teacher Keys Effectiveness System (TKES). There was a total of 89 teachers evaluated on TKES. There were six TKES observations for each teacher throughout the year and then a summative assessment to get an overall rating at the end of the school year. TKES allows domain scoring for teachers in instructional planning, assessment uses, and positive learning environment. For the 2015-2016 school year, LSHS teachers' overall rating for instructors were as follows: Level 4 (Exemplary)-2, Level 3 (Proficient)-78, Level 2 (Needs Development)-6 and Level 1 (Ineffective)-1

School Improvement Plan

3. Based on the data, what 3-5 goals for improvement emerge for your school? (Use the Template Provided) Cite relevant evidence from your data (in all areas) to support the goals. What strategies will the school use to address these goals (no more than 3 strategies)? The strategies you select will address your specific goals and be in addition to what you do every day. All staff will know those strategies and implement them consistently and pervasively across your school. Strategies will be detailed on the school improvement plan template.

Strategies should:

- Be researched based.
- Provide opportunities for ALL children in the school, including targeted populations, to meet or exceed standards.
- Use effective instructional methods that increase the quality and amount of learning time.

Goal #1: Increase Math EOC scores by 10% of the potential growth during the 2016-2017 school year*.

- 2015 Algebra I EOC pass rate of 38% to 44.2%
- 2015 Geometry EOC pass rate of 48% to 53.2%

Goal #2: Increase English/Language Arts EOC scores by 10% of the potential growth during the 2016-2017 school year*.

- 2015 9th grade Literature EOC pass rate of 47.9% to 53.11%
- 2015 American Literature EOC pass rate of 47.8% to 53.02%

Goal #3: 70% of students will have average or above average growth during the 2016-2017 school year on the SLO.

Strategies

- Classroom Instruction: Teachers take part in Professional Learning Communities (PLCs) that are guided by administration and/or department chairs. The purpose of these PLCs are to allow common planning to use the Learning Focused Schools Framework, as well as the constant review and revision of teaching strategies for increased student engagement and performance.
- Learning Focused Schools: Improves student achievement by focusing on delivering and monitoring instruction by utilizing higher-order thinking skills and/or differentiation as described by the LFS framework. Its implementations also consists of professional development on and off campus, daily instruction, lesson planning, mini-lesson studies, PLC agendas and minutes, and walkthroughts data.
- Interventions: Students who display persistent deficiencies will receive extra instruction, support, and tutoring on Mondays - Fridays through FLEX. Students at-risk for standardized test failure will be pulled-out regularly during elective classes for additional remediation. The opportunity for students to participate in Saturday review sessions will be available. These sessions will be held to offer remediation and tutoring for CDA and EOC in the core content areas.

- **Assessments:** Teachers will use a balanced assessment approach including diagnostic, formative, and summative assessments. Teachers, department chairs, and administration will analyze previous standardized testing data, such as District Common Assessments, Georgia Milestones, Student Learning Objectives (SLOs), End-of-Pathway Assessments (EOPA), Mock EOCs, and middle school writing results. Data reporting based on District Common Assessment.
- **Improve Student Attendance:** The LSHS Attendance Committee which includes teachers from each grade level, the attendance clerk, an Assistant Principal, a guidance counselor, and the school Social Worker will closely monitor and support positive and irregular student attendance to school.
- **Student Behavior and School Safety:** School administration and faculty will begin the school year by teaching student expectations and use a variety of positive and negative consequences through a Positive Behavioral Intervention and Supports (PBIS) called *Legacy of the Lion*. Each student and faculty member will be issued a school identification badge to wear at all times while on the school campus. Additional signs will be placed throughout the campus to identify teachers' classrooms. Teachers, administration, and school resource officers will monitor common areas throughout the school day.
- **Communication:** Teachers will communicate with parents regarding their child's attendance to school and progress on the course standards. The parent resource center and guidance department will be available. In addition, LSHS communicates with parents and the community through monthly newsletters, "The Lions Connector", bi-monthly calling posts, and the marquee.

School Improvement Plan

4. Describe the school staff, including the Hi-Q status of all professional staff. What strategies are used to recruit, build capacity and retain effective, highly qualified teachers (leadership-administrative/teacher, mentoring, professional learning, etc.)? (Describe specific strategies you are using to promote the CLASS Keys Self-Assessment/Reflection and Professional Growth Plan. What do you do to hire a highly qualified staff based on district procedures, initiatives and programs in your building? This will require that you look at your school's strengths and weaknesses in your decisions. Your staff decisions should be based on the needs of your students. What do you provide to increase retention: developing teacher leadership capacity, professional development, processes and procedures in place that provide a strong foundation for a healthy culture and work environment, student results, etc.)

The principal of LSHS is responsible for overseeing that 100% of the teachers at LSHS are highly qualified in their content area. For the 2016–2017 school year 100% of the teachers at LSHS are highly qualified. Throughout the school year, the DCSS Human Resources Department works closely with the administration of LSHS to recruit and retain staff members whose credentials and expertise support the school's improvement efforts, as well as meet the highly qualified certification status. The selection process for hiring includes careful review of qualified applicants through an online application process. Applicants are selected based on education and experience. A panel interview session is conducted where questions focus on the applicant's ability to become immersed in a transformational school setting and applicants must demonstrate their teaching skills. Applicants respond to questions and prompts that will demonstrate their ability to promote learning in a non-traditional, rigorous learning environment that stresses high expectations of each student.

The Douglas County School system model for teacher mentoring is implemented at LSHS. A lead mentor, with the assistance of school administrators, assigns teacher-mentors for "inter" and "intra-district" support for teachers newly hired to the school. The teacher-mentors are responsible for working with their designated protégés during common planning times and for completing two clinical observations. In addition, the school principal directly works with teachers who are at-risk through a professional development plan (PDP) by designing a multi-layered support system. Professional development is also provided to build teacher leadership capacity through leadership book studies, mentoring, coaching, and creating model classrooms.

The content assistant principal along with content departmental heads work with and assist teachers in the application of content, the use of performance tasks, and technology learned through their lesson study work and other professional developments. The content assistant principal supports weekly PLC sessions with each content area. Additional assistance is available through the STEM coordinator who is responsible for faculty trainings in PBL/STEM that also collaborate with PBL/STEM teachers in designing integrated lessons of study. Staff members participate in multiple staff development opportunities to support the school's goal of retaining teacher leadership capacity and highly qualified teachers.

LSHS also has a hospitality committee to continue to boost a positive school culture, climate, and community. Events include positive staff communication, football tailgates, bus driver appreciation week, administrative assistant week, teacher appreciation week, staff breakfast/lunches, community volunteer activities, and additional community activities.

School Improvement Plan

5. Describe professional development activities that are offered at the school which enable all children in the school to meet performance standards. (Use the DCSS Three Year Professional Learning Plan Template attached) Include when and how the learning takes place through “Initiative Training”? What does it look like through “Monitoring for Implementation” (differentiated, job-embedded, collaborative, shared, etc.)? Describe how the Professional Learning impacted teacher knowledge and student learning through “Evaluation” (multiple measures). Also, use the DCSS: Standards Based Classroom Instructional Framework (LFS).

Professional development is provided based upon six areas identified by the Building Leadership Team (BLT) as our foci, called “*The MANE Thing*.” The six areas include Classroom Instruction, Interventions, Assessment/Data Analysis, Attendance, Behavior Management/Supervision, and Communication/Parent Involvement.

All of the professional development exists to support high quality classroom instruction, and continued with professional development that support the following: Common Core Georgia Performance Standards (CCGPS), standards-based instruction and rigor, LFS training, assessment, advisement training, PBL, math and literacy instruction, differentiation, TKES, effective use of researched-based co-teaching models, data analysis, and the integration of technology. Job embedded professional learning takes place during planning time, during the school day on professional learning days, and before and after the school year. School-based leaders provide teachers with the tools and the confidence they need as they implement exemplary practices in their classrooms. Collaborative planning allows for the analysis of student work, to build common assessments, to differentiate instruction, and to provide job embedded professional learning opportunities.

PLCs provide training in rigorous CCGPS standards-based instruction, LFS strategies, diagnostic data, and authentic assessments. LFS training allows teachers to discover the possibilities of how to connect exemplary practices to improve student learning and achievement. The training gives teachers the opportunity to participate in research based topics that will increase student achievement. PBL supports the improvement of student engagement. All teachers have the opportunity to review the first three components of LFS, new teachers participate in all LFS training sessions, and all teachers in the fourth component of LFS training.

PBL training provides opportunities for teachers to design and assign challenging, authentic real-world projects and tasks that require academic knowledge and skills to complete.

Differentiation training for teachers will allow students to access the same curriculum standards by providing entry points, learning tasks, and outcomes based on individual students’ learning needs.

The TKES evaluation instrument is used for all certified teachers that provide direct instruction to students. The opportunity for teachers to practice self-reflection as part of the TKES process allows teachers to evaluate their own strengths and areas for growth with regard to the aforementioned strategies. This process allows teachers to increase and maximize their own professional growth which allows for

improvement in instructional delivery and student achievement. Multiple measures of teacher performance and student achievement data is analyzed (EOC, district common unit assessments, SLOs, walk through data, and TKES).

Co-teaching training identifies teachers who need support in research-based co-teaching models. The training provides support for teachers in lowering student-teacher ratio to improve student engagement and achievement, part of “The MANE Thing” initiative.

Technology is a valuable tool in helping teachers differentiate instruction for students based on their individual needs. Promethean board training allows teachers to learn how to integrate technology so students learn how to use the technology. These enhancements allow for increasing the use of engaging lessons, better access to information, and preparation of students to thrive in today’s workplace. Project Lead The Way training for math and science teachers support teachers through an intensive process of redeliver methods and strategies to help students increase their knowledge and skills.

The state of Georgia has transitioned to the Georgia Milestones Assessment program and training will be provided to staff members. This training will include, but not be limited to assessments of students using constructed response and extended response, testing using an online format, supporting students to synthesize ideas and concepts over multiple texts, supporting students to form conceptual understanding of concepts, and the application of problem solving.

School Improvement Plan

6. Describe ongoing professional development activities that will be offered to instructional staff at the school to address the integration of technology within the curriculum. (Attach a copy of your school's technology plan) Include when and how the learning will take place. What will the professional development look like? How will you account for differences in levels of proficiency? How will you monitor and evaluate the use of technology in the classroom?

Technology driven Professional Development (PD) activities will be offered to instructional staff during the 2016-2017 school year. These activities will include, but not be limited to Promethean Board training, Technology training, and the department chairs and media specialists will be working with subject area PLCs to assist them with integrating technology into subject area lesson plans.

Teachers also are able to use Edviate to increase their professional knowledge and encourage student centered learning beyond the walls of the school. In addition to Edviate, teachers will receive extensive training on Engrade, the new learning management program. Teachers will be required to use Engrade to administer Math CDAs and to access SLOs and other curriculum documents.

Teachers receive technology training to show how to use all technology that is available for instruction, as well as how to get the most from student-centered instruction using the technology. The training will occur on Thursday PD days during planning periods. The media specialists will facilitate the check-out of the all technology carts and labs.

Teachers receive training on establishing their school based webpages on PD days. Learning to create school based webpages allows teachers to stretch their classroom beyond the confines of the LSHS building. Teachers are expected to keep their page professional and current.

Lastly, teachers receive training for other computer software like Microsoft office products and engaging apps for use by students in the classroom. These trainings will be specific and offered at various skill levels to help meet teachers at their need level. This training will occur on PD days.

Some of the different levels of teacher proficiency are addressed by differentiating the training for teachers depending on hire date and whether or not the professional learning applies to specific deficit areas.

School Improvement Plan

7. Describe strategies to increase parental involvement in the classroom, school, and instruction of their child (leading other parents), capacity-building, communication, etc.).

Increased parental involvement in LSHS classrooms and school is an area of focus through the school's *The MANE Thing*". Some of these strategies include parent workshops, school events, stakeholder communication, social media and webinars.

Workshops address topics that parents want addressed in order to help students, teachers, parents, and the school faculty. The workshops will include, but not be limited to: Financial Aid support, academic support, and parent engagement sessions. Workshops help incorporate parental work knowledge to increase parental involvement at LSHS. LSHS continues to seek opportunities to invite parents into the school to share their knowledge of the workforce with students and teachers through career fairs and classroom visits.

LSHS utilizes various outlets to communicate with parents such as: the school website, parent/teacher communication (through phone, face-to-face, email, text messages, Twitter, Facebook, Instagram). Infinite Campus (IC) is the LSHS tool for parents and students to access instant, online, timely and secure student information, class schedule, assignments, attendance, and discipline as a means to further promote educational excellence by enhancing the programs of communication with parents and students. Notify Me is a software application used to send emergency alerts, notifications and updates to cell phones, smart-phones, and/or e-mail accounts. In the event of an emergency, administrators will be able to send important alerts and updates right to cell phones or mobile devices. ParentLink is a complete parent system providing communication and management tools to ensure proper and timely communication to our parent stakeholders.

There are a variety of strategies to increase student/teacher/school involvement, such as the PTSA, School Council, school marquee, freshman academy, monthly newsletters, open houses, back to school bash, class sponsors, the teacher-as-advisors program, Christmas in Lithia, sports programs, club/organizations, fine arts performances, and the guidance department sponsored events such as academic honors night, Superintendent Scholars program, and 2nd, 3rd, 4th year honoree programs.

Specifically increasing student involvement at LSHS is another area of focus. The school hosts the Freshman Fiesta Fair during the summer of every school year. The program promotes positive teacher-student interaction, provides academic information for ninth graders, and encourages parental involvement. The Legacy of the Lion program is designed to bring about climate change, support positive behaviors, and focus on academics and rewarding of positive actions. The Chick-fil-a Leadership academy, as part of "*The MANE Thing*," is a student incentive program that rewards academics, good attendance, good discipline habits, and improvements in all three areas. Lion Leaders are programs that award and recognize students with positive behaviors inside of the instructional setting. The PTSA is designed to encourage parental involvement in the total school program. In addition, the school uses media involvement through TV in front area of the school.

The Guidance Department provides parent workshops, publishes quarterly newsletters, creates collaborative partnerships with external organizations and agencies and maintains a Guidance Twitter account. LSHS maintains a family engagement center on the school campus to provide resources and up-to-date information to families in the LSHS learning community. The family resource center is located inside our media center.

School Improvement Plan (continued)

School Name: Lithia Springs High School

Principal Name: Dr. Garrick Askew

School Year: 2016-2017

Measurable Goals: GOAL #1 – To increase the number of students who meet or exceed standards on Algebra and Analytic Geometry EOCs Milestones by 10% of the potential growth during 2016-2017 school year (Algebra EOC pass rate of 29% to 36%, Analytic Geometry EOC pass rate of 25% to 33%) *note: the goals will be revised when the waiver targets for each content area are revised upon the Milestones assessment results.*

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, Resources	Person(s) Responsible	Artifacts	Evidence
C2.1, C2.2, C3.1 C3.2, I 1.1, I1.2, A1.2, A1.2, and A1.3	Formal and informal professional learning community meetings for planning and data analysis	August 2016-May 2017	None needed	Administrators, department chairs, and PLC facilitators	PLC meeting minutes and student work samples	Teachers can describe the purpose and work of a PLC.
I1.1, I1.2, I1.3, I2.1, I2.2, I2.3, I2.4, A.21, A2.2, A2.3, and A2.4	Learning Focused Instruction lesson planning with math common core standards and balanced assessment approach	August 2016-May 2017	None needed	Administrators, department chairs, and PLC facilitators	Lesson plans, walk-through observations, and student assessments	Teachers can demonstrate planning for each part of a LFS lesson plan and balanced assessments. Teachers can describe how they implement common core standards into their classroom.
I2.3, I2.5, I2.6, and A3.1	Flexible Learning Time Mini Lesson Study	August 2016-May 2017	Local funds	Administrators, FLEX coordinator, and department chairs	Math: FLEX 9 weeks schedule, FLEX lesson plans, and FLEX progress monitoring charts	Students can describe how and why they are remediated in academic areas.
A1.1, A1.2, A1.3, A2.1, A2.2, A2.3, and A2.4	School data profile for CDAs, FLEX, AP, SLOs, and EOCs	September 2016-May 2017	None needed	Administrators, department chairs, and PLC facilitators	Sample of teacher's data profile	Teachers can describe which students are identified at-risk, achievement trends, and student strengths and weaknesses.
C2.1, C2.2, C3.1 C3.2, I 1.1, I1.2, A1.2, A1.2, and A1.3	Math mini-lesson study (Algebra and Analytic Geometry) Chunking Math lesson during a specific month on a and specific day	August 2016-May 2017	None needed PD on Early Release day	Department chair and PLC leaders	Planning minutes, observations, and debriefing notes Observations recorded by other teachers	Teacher can explain how collaborative lesson planning impacts student engagement, learning, and achievement. Virtual Learning using technology

School Improvement Plan (continued)

School Name: Lithia Springs High School

Principal Name: Dr. Garrick Askew

School Year: 2016-2017

Measurable Goals: GOAL #2 – Increase English/Language Arts EOC Milestones by at least 5% of the potential growth during the 2016-2017 school year. (9th grade Literature EOC pass rate of 87% to 89% 2014, American Literature EOC pass rate of 89% to 90%) *note: the goals will be revised when the waiver targets for each content area are revised upon the Milestones assessment results.*

School Keys Strands	Actions and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
<p>C2.1, C2.2, C3.1 C3.2, I1.1, I1.2, A1.2, A1.2, and A1.3</p> <p>I1.1, I1.2, I1.3, I2.1, I2.2, I2.3, I2.4, A.21, A2.2, A2.3, and A2.4</p> <p>I2.3, I2.5, I2.6, and A3.1</p> <p>A1.1, A1.2, A1.3, A2.1, A2.2, A2.3, and A2.4</p> <p>C2.1, C2.2, C3.1 C3.2, I1.1, I1.2, A1.2, A1.2, and A1.3</p> <p>C2.1, C2.2, C3.1 C3.2, I1.1, I1.2, A1.2, A1.2, and A1.3</p>	<p>Formal and informal professional learning community meetings for planning and data analysis</p> <p>Learning Focused Instruction lesson planning with math common core standards and balanced assessment approach</p> <p>Flexible Learning Time</p> <p>School data profile for CDAs, FLEX, AP, SLOs, and EOCs</p> <p>ELA lesson study (9th Literature and American Literature) Mini-Lesson Study</p>	<p>August 2016-May 2017</p> <p>August 2016-May 2017</p> <p>September 2016-May 2017</p> <p>September 2016-May 2017</p> <p>Summer 2017</p>	<p>None needed</p> <p>None needed</p> <p>None needed</p> <p>None needed</p> <p>None needed</p>	<p>Administrators, department chairs, and PLC facilitators</p> <p>Administrators, department chairs, and PLC facilitators</p> <p>Administrators, FLEX coordinator, and department chairs</p> <p>Administrators, department chairs, and PLC facilitators</p> <p>Department chairs and PLC facilitators</p>	<p>PLC meeting minutes and student work samples</p> <p>Lesson plans, walk-through observations, and student assessments</p> <p>ELA: FLEX 9-week schedule, FLEX lesson plans, and FLEX progress monitoring charts</p> <p>Sample of teacher's data profile</p> <p>Planning minutes, observations, and notes</p>	<p>Teachers can describe the purpose and work of a PLC.</p> <p>Teachers can demonstrate planning for each part of a LFS lesson plan and balanced assessments.</p> <p>Teachers can describe how they implement common core standards into their classroom.</p> <p>Students can describe how and why they are remediated in academic areas.</p> <p>Teachers can describe which students are identified at-risk, achievement trends, and student strengths and weaknesses.</p> <p>Teacher can explain how collaborative lesson planning impacts student engagement, learning, and achievement.</p>

DCSS: GAPSS Three Year Professional Learning Development Plan

Professional Learning FY14	Professional Learning FY15	Professional Learning FY16
<p>1. Initiative Training: Instructional Framework for Best Practices (Learning Focused Schools)</p> <ul style="list-style-type: none"> Identify staff needing initial training and schedule Schedule full group refresher trainings with follow up activities 	<p>1. Initiative Training: Instructional Framework for Best Practices (Learning Focused Schools)</p> <ul style="list-style-type: none"> Identify staff needing initial training and schedule including new teachers Schedule full group refresher trainings with follow up activities 	<p>1. Initiative Training: Instructional Framework for Best Practices (Learning Focused Schools)</p> <ul style="list-style-type: none"> Identify staff needing initial training and schedule Schedule full group refresher trainings with follow up activities
<p>-Monitoring for implementation:</p> <ul style="list-style-type: none"> E-Walks/Mini-Observations/Teacher Keys Observations Formal Evaluations Collaborative PLC Meetings (formal and informal) Feedback from instructional coaches for all content areas 	<p>-Monitoring for implementation:</p> <ul style="list-style-type: none"> E-Walks/Mini-Observations/Teacher Keys Observations Formal Evaluations Collaborative PLC Meetings (formal and informal) Feedback from department chairs 	<p>- Monitoring for implementation:</p> <ul style="list-style-type: none"> E-Walks/Mini-Observations/Teacher Keys Observations Formal Evaluations Collaborative PLC Meetings (formal and informal) Feedback from department chairs
<p>-Evaluation:</p> <ul style="list-style-type: none"> Educator Understanding (E-Walk and other observation analysis; BLT and PLC discussions with administrators and department Student Achievement Impact (Student/Parent comments and surveys, Formative/Summative Data through EOCs, DCSS Common District Assessments, Common Teacher Assessments, and Student Learning Objectives) 	<p>-Evaluation:</p> <ul style="list-style-type: none"> Educator Understanding (E-Walk and other observation analysis; BLT and PLC discussions with Administrators and department chairs) Student Achievement Impact (Student/Parent comments and surveys, Formative/Summative Data through EOCs, DCSS Common District Assessments, Common Teacher Assessments, and Student Learning Objectives) 	<p>- Evaluation:</p> <ul style="list-style-type: none"> Educator Understanding (E-Walk and other observation analysis; BLT and PLC discussions with Administrators and department chairs) Student Achievement Impact (Student/Parent comments and surveys, Formative/Summative Data through, EOCs, DCSS Common District Assessments, Common Teacher Assessments, and Student Learning Objectives)

<p>2. Initiative Training: Common Core Georgia Performance Standards (ELA, Math, and Literacy for all other areas)</p>	<p>2. Initiative Training: Common Core Georgia Performance Standards (ELA, Math, Literacy, and Next Generation Science Standards)</p>	<p>2. Initiative Training: Common Core Georgia Performance Standards</p>
<p>-Monitoring for implementation:</p> <ul style="list-style-type: none"> • E-Walks, Teacher Keys, and other observations (formal and informal) • Formal evaluations • Collaborative PLCs • Lesson plans 	<p>-Monitoring for implementation:</p> <ul style="list-style-type: none"> • E-Walks, Teacher Keys, and other observations (formal and informal) • Formal evaluations • Collaborative PLCs • Lesson plans 	<p>-Monitoring for implementation:</p> <ul style="list-style-type: none"> • E-Walks, Teacher Keys, and other observations (formal and informal) • Formal evaluations • Collaborative PLCs • Lesson plans
<p>-Monitoring for implementation:</p> <ul style="list-style-type: none"> • Insure all staff are trained • Refresher training as needed • Assist with the development of Student Learning Objective assessments 	<p>-Monitoring for implementation:</p> <ul style="list-style-type: none"> • Insure all staff are trained • Refresher training as needed • Assist with the development of Student Learning Objective assessments 	<p>-Monitoring for implementation:</p> <ul style="list-style-type: none"> • Insure all staff are trained • Refresher training as needed • Assist with the development of Student Learning Objective assessments
<p>-Evaluation:</p> <ul style="list-style-type: none"> • Educator Understanding (Submit required forms: Self-assessment and Reflection; Professional Growth Plan, Focus Group discussions and PLCs) • Student Achievement Impact (Teacher, parent, and student perceptions, PLCs, Formative/Summative Data: Teacher made common assessments, Benchmark analysis, EOCs, and Lesson plans) • Identified teacher leaders and model classrooms 	<p>-Evaluation:</p> <ul style="list-style-type: none"> • Educator Understanding (Submit required forms: Self-assessment and Reflection; Professional Growth Plan, Focus Group discussions and PLCs) • Student Achievement Impact (Teacher, parent, and student perceptions, PLCs, Formative/Summative Data: Teacher made common assessments, CDA analysis, and EOCs and lesson plans) • Identified teacher leaders and model classrooms 	<p>Evaluation:</p> <ul style="list-style-type: none"> • Educator Understanding (Submit required forms: Self-assessment and Reflection; Professional Growth Plan, Focus Group discussions and PLCs) • Student Achievement Impact (Teacher, parent, and student perceptions, PLCs, Formative/Summative Data: Teacher made common assessments, CDA analysis, and EOCs) • Identified teacher leaders and model classrooms

SCHOOL: Lithia Springs High School

DCSS: Standard Based Classroom Instructional Framework (LFS)

Please submit your protocol to support the three components of the LFS Standard Based Classroom Framework:

1. Transforming Standards
2. Acquisition Lesson
3. Extending/Thinking

DCSS: Standard Based Classroom Instructional Framework (LFS) Implementation and Monitoring Protocol TRANSFORMING STANDARDS	Set and Communicate Expectations	Training	Review Expectations and Set Up “Look Fors” and “Ask Abouts”	Guided Practice	Expected Behavior	Evaluated: Consistent Implementation With Quality
	Leadership Team Discussion and Planning	Training with Support Materials	<ul style="list-style-type: none"> ○ Training follow-up and review meeting with Teachers and Administrators ○ Set timeline dates and expectations ○ Discuss monitoring guidelines with “Look Fors” and “Ask Abouts” (walk-through criteria) 	Teachers practice strategies with monitoring, coaching, and support	Teachers full implementation working on quality with monitoring	Final step: full implementation as part of evaluation process
Timeframe:	30-40 Minutes	1 Hour to 2-3 Days	1-2 Hours	6-8 Weeks	3-4 Weeks	Expected continuous behavior
DATE(S):	August 2015	Aug/Sept 2015	September – November, 2015	November-May, 2015-2016	May 2016	June 2016

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