



FY 17 - SCHOOLWIDE IMPROVEMENT PLAN (SIP) FY 17- TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

NAME OF SCHOOL/PRINCIPAL: Kimothy Hadley

NAME OF DISTRICT/SUPERINTENDENT: Torrance Choates

- Comprehensive Support School* *Targeted Support School* *Schoolwide Title I School* *Targeted Assistance Title I School*
- Non-Title I School* *Opportunity School*

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Title 1 Director _____ Date _____

(Title 1 Schools only)

Planning Committee Members

Name	Position/Role	Signature
Kimothy Hadley	Principal	
Todd Vickery	Assistant Principal	
Marnie Dutcher	Assistant Principal	
Uvonda Mitchell	Instructional Coach ELA	
Mohan Gugulothu	Instructional Coach Math	
Calandra Parker	Social Studies Department Chair	
Cynthia Demott	ELA Department Chair	
Pusha Rajan	Science Department Chair	
Phoenecia Cummings	Math Department Chair	
Alicia Green	CTAE Department Chair	
Michael Hoffpauir	CRA/Fine Arts/ PE Department Chair	

Title I only

The Letter of Intent for Title I Schoolwide was submitted on _____.

Please indicate the programs that are consolidated in this plan: _____

Needs Assessment/ Data Review Results

Prioritized Needs Documentation: Supporting Documentation/Applicable Data	Data Source Documentation: Data	Participants Involved Documentation: Sign In Sheets, Agenda, Handouts, etc.	Communication to Parents and Stakeholders Documentation: Invitations in Multiple Ways- Newspaper, Webpage, Flyer, etc.
End of Course Ga Milestone	End of Course Georgia Milestone	Teachers Instruction Coaches Administrators Parents	Flyer Webpage Copy of School Improvement Plan and School wide
2015 Lexile Data	Student Learning Objective Assessment	Teachers Instruction Coaches Administrators	Student Assessment reports
Course Pass Failure rate	Grade distribution	Teachers Instruction Coaches Administrators	Progress Reports Report Cards

Table A:
End of Course Percentages “Proficient and Above”

Tests (All Students)	Baseline 2015	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020
9 th Lit. & Comp.		17%	22%			
Actual Scores	2.78%	3.57%				
Amer. Lit. & Comp.		25%	30%			
Actual Scores	15.27%	18.46%				
Coordinate Algebra		16%	21%			
Actual Scores	1.89%	1.61%				
Analytic Geometry		15%	20%			
Actual Scores	9.79%	11.02%				
Physical Science		18%	23%			
Actual Scores	13.51%	15.35%				
Biology		16%	21%			
Actual Scores	3.95%	9.3%				
U. S. History			30%			
Actual Scores	0%	25.34%				
Economics		36%	41%			
Actual Scores	31.02%	41.9%				

Table B:

HS Content Mastery: Weighted Percentages “Developing and Above”

Tests (All Students)	Baseline 2015	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020
9 th Lit. & Comp.	61.5%	64.7%	67.9%	71.1%	74.3%	77.5%
Actual Scores	38.89 %%	42.86%				
Amer. Lit. & Comp.	59.0%	62.4%	65.8%	69.2%	72.6%	76.0%
Actual Scores	52.65%	52%				
Coordinate Algebra	56.4%	60.0%	63.6%	67.2%	70.8%	74.4%
Actual Scores	15.09%	17.74%				
Analytic Geometry	55.6%	59.3%	60.0%	66.7%	70.4%	74.1%
Actual Scores	41.54%	47.77%				
Physical Science	50.1%	54.3%	58.5%	62.7%	66.9%	71.1%
Actual Scores	33.65%	37.85%				
Biology	56.6%	60.2%	63.8%	67.4%	71.0%	74.6%
Actual Scores	24.2%	13.95%				
U. S. History	61.6%	64.8%	68.0%	71.2%	74.4%	77.6%
Actual Scores	27.59%	57.77%				
Economics	58.3%	61.8%	65.3%	68.8%	72.3%	75.8%
Actual Scores	61.31%	70.07%				

Table D:
Percent of High School Students with Student Growth Percentiles 35 or Higher

End of Course Assessments	2014 Actual	2015 Target	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Ninth Lit. & Amer. Lit.	58%	58%	60%	63%	66%	70%	75%
Actual	54%	49%					
Coord. Alg. And Anal. Geom.	43%	50%	53%	57%	61%	65%	70%
Actual	56%	59%					
U. S. History & *Economics	59%	61%	63%	66%	69%	72%	75%
Actual	59%	77%					
Physical Science & Biology	50%	52%	55%	58%	62%	67%	72%
Actual	43%	59%					

Percent of Eleventh Grade Students Achieving 1275 Lexile

	2014	2015	2016	2017	2018	2019	2020
Target	43%	43%	46%	49%	52%	56%	60%
Actual	23.9%	33.44%	37.667				

Table E: End of Pathway Assessments

End of Pathway Assessments	14-15 Actual	15-16 Target	16-17 Targets	17-18 Targets	18-19 Targets	19-20 Targets
Agriculture						
Actual	8%	22%				
Automotive						
Actual	0%	0				
Business						
Actual	88%	86%				
Culinary Arts						
Actual	0%	2%				
Early Childhood						
Actual	27%	25%				
Engineering						
Actual	50%	77%				
Healthcare Science						
Actual	40%	15%				
Marketing						

Actual	63%	28%				
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SMART Goal: Improve School Climate to achieve the targets in Tables E-H.

Table E

Student Attendance: Percent of students missing fewer than six days according the CCRPI Indicator

	2015 Attendance	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Students	45%	46%	48%	50%	52%	55%
Actual Rate	58.642%	55%	%	%	%	%

Table F

School Wide Percent Attendance of Teachers, Leaders, Classified Staff, and Students according to Climate Star Ratings

	2015 Attendance	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Teachers	97%	97%	97%	97%	97%	97%
Actual Rate	96.865	%	%	%	%	%
Leaders	97%	97%	97%	97%	97%	97%
Actual Rate	97.408	%	%	%	%	%
Classified Staff	95%	95%	95%	95%	95%	95%
Actual Rate	96.043	%	%	%	%	%
Students	95%	95%	95%	95%	95%	95%
Actual Rate	95%	%	%	%	%	%

Table G
Percent of Students Not Receiving OSS and ISS

	2015 OSS/ISS	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
OSS	90%	91%	92%	93%	95%	95%
Actual	81.9%	81%	%	%	%	%
ISS	81%	82%	83%	84%	85%	86%
Actual	60%	56%	%	%	%	%

Table H
Discipline Area Score of Climate Stars

Discipline Score	2014 Actual	2015 Target	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
School	67	67	68	71	73	76	80
Actual	59.03	58.58					

Increase the **Parent Survey Score on the Survey Section of the Climate Star Ratings**

	2014	2015	2016	2017	2018	2019	2020
Target	73	75	76	79	82	86	90
Actual Score	45.98	IP					

Increase the **Teacher Survey Score on the Survey Section of the Climate Star Ratings**

	2014	2015	2016	2017	2018	2019	2020
Target	80	82	84	86	88	90	92
Actual Score	74.73	70.06					

Increase the **Student Survey Score on the Survey Section of the Climate Star Ratings**

	2014	2015	2016	2017	2018	2019	2020
Target	70	72	74	77	80	83	86
Actual Score	65.67	55.61					

SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

English Language Arts

By the end of the 2016-17 school year:

SMART Goal #1: In **American Literature**, the Distinguished Learner scores will increase from 4% to 10%, Proficient Learner scores will increase from 17% to 27%, Developing Learner scores will decrease from 35% to 25%, and Beginning Learner scores will decrease from 45% to 35% as measured by the Georgia Milestone End-of-Course assessment. SWD Distinguished Learner scores will increase from 0% to 5%, Proficient Learner scores will increase from 0% to 5%, Developing Learner scores will increase from 5% to 15%, and Beginning Learner scores will decrease from 95% to 80%.

SMART Goal #2: **Lexile scores** from the previous year (according to Georgia Milestones assessment or end of the year STAR assessment results) will improve for 100% of students.

SMART Goal #3: On the **AP Language and Composition** and the **AP Literature and Composition** exams, the percentage of students scoring 3 or higher will increase by 5%.

English Language Arts

By the end of the 2016-17 school year:

SMART Goal #1: In **American Literature**, the Distinguished/Proficient Learner scores will increase from 21% to 24%, and Beginning Learner scores will decrease from 45% to 40% as measured by the Georgia Milestone End-of-Course assessment. SWD Distinguished/Proficient Learner scores will increase from 0% to 3, and Beginning Learner scores will decrease from 95% to 90%.

SMART Goal #2: **Lexile scores** from the previous year (according to Georgia Milestones assessment or end of the year STAR assessment results) will improve for 100% of students.

SMART Goal #3: On the **AP Language and Composition** and the **AP Literature and Composition** exams, the percentage of students scoring 3 or higher will increase by 5%.

NOTE: At Mid-Year American Literature Scores showed Distinguished Learner = 1%, Proficient Learner = 13% (TOTAL of 14%), Beginning was decreased to 42%.

SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Social Studies Department 2016-17 SMART Goals

SMART Goal #1: By the end of the 2015-16 school year:

The course pass rate for **U.S. History** will increase from 95% to 96% as measured by final grade distribution. In **U.S. History**, the Distinguished Learner scores will increase from 11% to 16%, Proficient Learner scores will increase from 29% to 34%, and the Beginning Learner scores will decrease from 30% to 20% as measured by the Georgia Milestone. In **U.S. History**, **SWD** Distinguished Learner scores will increase from 0% to 5%, **SWD** Proficient Learner scores will increase from 5% to 10%, and the Beginning Learner scores will decrease from 15% to 5% as measured by the Georgia Milestone.

SMART Goal #2: The course pass rate for **Economic** will increase from 91% to 93% as measured by final grade distribution. In

Economics, the Distinguished Learner scores will increase from 7% to 12%, Proficient Learner scores will increase from 38% to 43%, and the Beginning Learner scores will decrease from 26% to 16% as measured by the Georgia Milestone. In **Economics**, **SWD** Distinguished Learner scores will increase from 0% to 5%, **SWD** Proficient Learner scores will increase from 7% to 12%, and the Beginning Learner scores will decrease from 50% to 40% as measured by the Georgia Milestone.

SMART Goal #3: The course pass rate for American Government will increase from 84% to 87% as measured by final grade distribution. The percentage of **SWD passing American Government** will increase from 95% to 96% as measured by the final grade distribution.

Social Studies Department 2016-17 SMART Goals based on mid-year EOC Milestone Data

SMART Goal #1: By the end of the 2016-17 school year:

The course pass rate for **U.S. History** will increase from 89% to 92% as measured by final grade distribution. In **U.S. History**, the Distinguished Learner scores will increase from 5% to 8%, Proficient Learner scores will increase from 21% to 26%, Developing Learner Scores will decrease from 32% to 27%, and the Beginning Learner scores will decrease from 42% to 37% as measured by the Georgia Milestone. In **U.S. History**, **SWD** Distinguished Learner scores will increase from 0% to 5%, **SWD** Proficient Learner scores will increase from 0% to 5%, Developing Learner scores will increase from 0% to 5%, and the Beginning Learner scores will decrease from 100% to 90% as measured by the Georgia Milestone.

SMART Goal #2: The course pass rate for Economic will increase from 97% to 98% as measured by final grade distribution. In Economics, the Distinguished Learner scores will increase from 8% to 11%, Proficient Learner scores will increase from 33% to 38%, Developing Learner Scores will decrease from 28% to 23%, and the Beginning Learner scores will decrease from 30% to 25% as measured by the Georgia Milestone. In **Economics**, **SWD** Distinguished Learner scores will increase from 0% to 5%, **SWD** Proficient Learner scores will increase from 7% to 12%, and the Beginning Learner scores will decrease from 50% to 40% as measured by the Georgia Milestone.

Georgia School Performance Standard and CCRPI indicator	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		

<p>CCRPI Content Mastery 2</p> <p>Curriculum Standard 1: Uses collaborative planning processes for a shared understanding of expectations for standards, curriculum, assessment, and instruction</p> <p>Curriculum Standard 2: Designs curriculum documents and aligns resources with the intended rigor of the standards</p> <p>Curriculum Standard 3: Uses common assessments to monitor student progress, inform instruction, and, improve teacher practices</p> <p>I4, I8, I9</p>	<p>ALL</p>	<p>English Language Arts <i>Division of School and District Effectiveness</i></p> <p>All teachers will use a unit from EngageNY, "Brain Gain," to develop a shared understanding of state standards, curriculum, assessment, and instruction and to ensure instruction is aligned to the intended rigor of the standards. All teachers have implemented this unit during the first semester. After evaluation of the unit, teachers collaboratively decided to not use the unit second semester as a unit but to incorporate the captioning and paraphrasing portion of the unit into their established curriculum units.</p> <p>The department will meet throughout the week to:</p> <ul style="list-style-type: none"> model instruction among peers to gain a clear understanding of expectations and possible issues before administering instruction to students analyze assessment data (formative and summative) use common formative assessment data to group students and provide interventions and enrichment share assessment strategies share and practice research based instructional strategies (ie, reading strategies) analyze student work review the assessments before administering the test to students <p>Teachers will provide timely, systematic data-driven interventions by:</p> <ul style="list-style-type: none"> administering the Write Score reading and writing assessments twice a semester in 10th and 11th grade course and using the data to differentiate instruction based on student needs (interventions and enrichment)- Technology issues presented complications with 1st administration, will use as benchmark for American Literature review the rigor of the assessments and compare assessment expectations with instructional expectations administering the STAR reading assessment and using the data to provide multi-leveled readings and address skill deficits. Implement district K-12 literacy plan.- Have administered twice this academic year and will do at least one more administration toward end of academic year Utilizing a Content-Specialist Consultant to evaluate state of department and to develop/enhance curriculum units. This is done in conjunction with VAT professional learning with District. Per advise of the Content Specialist, units will be developed ensuring the following expectations drive instruction: <ul style="list-style-type: none"> -constructed response using the RACE strategy -reading and writing that leads to Georgia Department of Education informative/explanatory writing, argument writing, and narrative writing -Use of the Gradual Release model with every lesson -Using 3 salient questions to stay focused on learning targets and ensure alignment of all components of a lesson 	<p>Collaborative meeting minutes</p> <p>Lesson plans</p> <p>Common assessments</p> <p>Literacy plan</p> <p>Surveys,</p> <p>Schedules,</p> <p>Lexile scores,</p> <p>STAR scores</p> <p>Assessment reports</p> <p>SCS Curriculum System Documents</p>	<p>School Leaders Demonstrate</p> <p>*Assist and support the collaborative planning process</p> <p>*Knowledge of the curriculum and pacing</p> <p>Teachers Demonstrate: Knowledge of the skills necessary for students to demonstrate growth</p> <p>knowledge of student performance</p> <p>Understanding of data obtained from assessments</p> <p>instructional changes based on data</p> <p>Students Demonstrate: An understanding of close reading, proficiency in constructed responses, proficiency in comparing texts and communicating meaning via speaking and writing</p>	<p>Administrators and academic coach participates in collaborative planning meetings</p> <p>Administrator and academic coach reviews meeting minutes</p> <p>Consistent monitoring of student growth through formal and informal assessment.</p> <p>Evidence of teachers effectively applying tools and strategies from ongoing job imbedded professional learning/collaborative planning meetings</p> <p>Evidence of Informal and formal through walk-through data</p>	<p>Data Resources: SLDS, Performance Matters, Infinite Campus, Write Score data</p> <p>Resources: Copies of Odell Education resources</p> <p>Purchase of Write Score (\$6,000)</p> <p>Training for Write Score</p> <p>Newsela Pro</p> <p>Coach books</p> <p>Content-Specialist Consultant</p>
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Georgia School Performance Standard and CCRPI indicator	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning	Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
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			Artifacts	Evidence		
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction</p> <p>Assessment Standard 3: Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</p> <p>CCRPI a)Content Mastery</p> <p>Indicator 7 & 8 b)Post High School Readiness Indicator 14</p>	All	<p>Social Studies Department</p> <p>All teachers collaborate to establish common formative and summative assessments aligned with the state standards to meet the rigor. Horizontal and vertical alignment meetings will take place weekly to:</p> <ul style="list-style-type: none"> analyze assessment data (formative and summative) assessment strategies research based instructional strategies student work review the assessments before administering the test to students <p>Panther Planning (Quarterly)</p>	<p>Common assessments,</p> <p>Assessment data, SS meeting minutes and leadership meeting minutes, lesson plans</p>	<p>School Leaders Demonstrate: *Assist and support of the collaborative planning process. *Knowledge of the curriculum and pacing</p> <p>Teachers Demonstrate: *Knowledge of students meeting, exceeding and low performing on assessments. *Implementation with fidelity of common assessments during the school year. *Understanding of data analysis *Effective next step planning based on assessment data</p> <p>Students Demonstrate: *mastery results in assessments: common, formative and EOC *Peer Reviews *Student Self-Assessments</p>	<p>Ongoing collaborative planning with observations and insight by administration and coaches with specific feedback to make instructional changes.</p> <p>Data tracking and reporting to leadership team on high performing students and low performing or at-risk students.</p>	<p>Data Resources: SLDS, Performance Matters and Infinite Campus</p> <p>Funding for substitute teachers for Panther Planning</p>

SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Science

SMART Goal #1: By the end of the 2016-17 school year:

The course pass rate for **Physical Science** will increase from **76% to 82%** as measured by final grade distribution. In **Physical Science**, the Distinguished Learner scores will increase from **4.5% to 9.5%**, Proficient Learner scores will increase from **13.6% to 18.6%**, Developing Learner scores will increase from **24.8% to 29.8%** and the Beginning Learner scores will decrease from **56% to 46%** as measured by the Georgia Milestone. In **Physical Science, SWD Distinguished**. Learner scores will increase from 0% to, SWD Proficient Learner scores will increase from 5% to %, and the Beginning Learner scores will decrease from **100% to 90%** as measured by the Georgia Milestone.

SMART Goal #2: The course pass rate for Chemistry will increase from **85% to 92%** as measured by final grade distribution. The course pass rate for **Earth Systems** will increase from **74% to 79%** as measured by final grade distribution. The course pass rate for **Anatomy** will increase from **98% to 99%** as measured by final grade distribution. The course pass rate for **Environmental Sciences** will increase from **99% to 100%** as measured by final grade distribution.

Science

SMART Goal #1: By the end of the 2016-17 Mid Year:

The course pass rate for **Physical Science** will increase from **76% to 81%** as measured by final grade distribution. In **Physical Science**, the Distinguished Learner scores will increase from **4.5% to 7.5%**, Proficient Learner scores will increase from **13.6% to 16.6%** and the Beginning Learner scores will decrease from **56% to 51%** as measured by the Georgia Milestones.

Note: At mid-year-Physical Sciences:

Course pass rate: **82%**

Distinguished Learners: **4.1%**

Proficient Learners: **24.2%**

Developing Learners: **24.2%**

Beginning Learners: **47.5%**

SMART Goal #2: The course pass rate for Chemistry will increase from **85% to 90%** as measured by final grade distribution. The course pass rate for **Earth Systems** will increase from **74% to 79%** as measured by final grade distribution. The course pass rate for **Anatomy** will increase from **96% to 98%** as measured by final grade distribution. The course pass rate for **Environmental Sciences** will increase from **70% to 80%**

Georgia School Performance Standard and CCRPI indicator	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>CCRPI Content Mastery Indicators: 5 and 6 (Percent of students scoring at Developing Learner or above on the Georgia Milestones Physical Science and Biology EOC)</p> <p>Indistar Indicators: I- KEY 8 Establishes a learning environment that empowers students to actively monitor their own progress.</p>	All	<p>Science Department</p> <p>Action#1: Establish learning environment that empowers students to actively monitor their own progress. Strategy #1: Student tracker sheet, peer tutors, assess their own needs Intervention#1: Differentiate students based on their needs Action#2: Implement literacy and math skills in science courses. Strategy #2: Writing to win, Newsela pro, level text, tween tribune, gadoe content articles, supplement problems through workbook to prepare for EOC/SLO/AP courses. Intervention#2: Afterschool/one-on-one coaching for Enrichment/Remediation/PASS</p>	Power Standards, Curriculum maps, 9 week expectation letters, Lesson plans, Student progress monitoring sheet	<p>School Leaders Demonstrate: Facilitate Resources, Funding, assist and support. Teachers Demonstrate: Student tracking folders. Student friendly language of the Standards (LOTS), Scientific vocabulary, Power standards with scaffolding and model math skills. Students Demonstrate: Students maintain their own tracking folders Learning the Standards using LOTS, using vocabulary and showing mastery of content through assessments.</p>	Every 4.5 weeks	NewsELA pro level test based on Lexile scores, science journals, USAtest prep for Science subjects like physical science, biology, Chemistry, Environmental sciences, Forensics, Anatomy, Earth systems, AP Chemistry and workbook supplements.

SMART GOAL #4 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Goal #1 Analytic Geometry

The course pass rate for Analytic Geometry will increase from 85% to 87% as measured by final grade distribution. In **Analytic Geometry**, the Distinguished Learner scores will increase from 2% to 7%, Proficient Learner scores will increase from 5% to 10%, the Developing Learner scores will increase from 34% to 39%, and the Beginning Learner scores will decrease from 58% to 48% as measured by the Georgia Milestone.

For the second semester, the Distinguished Learner scores will increase from 1% to 6%, Proficient Learner scores will increase from 16% to 21%, and the Beginning Learner scores will decrease from 42% to 32% as measured by the Georgia Milestone.

Goal #2 Advanced Algebra

The course pass rate for Advanced Algebra will increase from 69% to 75% as measured by final grade distribution.

Goal #3 Precalculus

The course pass rate for Precalculus will increase from 98% to 99% as measured by final grade distribution.

Goal #4 Advanced Mathematical Decision Making

The course pass rate for Advanced Mathematical Decision Making will remain at 100% as measured by final grade distribution.

Goal #5 Accelerated Analytic Geometry/Advanced Algebra

The course pass rate for Accelerated Analytic Geometry/Advanced Algebra will remain at 100% as measured by final grade distribution.

Goal #6 Accelerated Precalculus

The course pass rate for Accelerated Precalculus will remain at 100% as measured by final grade distribution.

In **Coordinate Algebra**, the Distinguished Learner scores will increase from 0% to 5%, Proficient Learner scores will increase from 2% to 7%, the Developing Learner scores will increase from 16% to 21%, and the Beginning Learner scores will decrease from 82% to 72% as measured by the Georgia Milestone.

Georgia School Performance Standard and CCRPI indicator	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>CCRPI Achievement/ Content mastery Indicators 3 &4 Percent of students scoring at Developing Learner or above on the Georgia Milestones Coordinate Algebra and Analytic Geometry EOC</p> <p>Instruction 8 Establish a learning environment that empowers students to actively monitor their own progress.</p> <p>Assessment 2 Uses a balanced system of assessment including diagnostic, formative, and summative to monitor learning and inform instruction.</p>	All	<p>Math</p> <p>Instruction: 8</p> <ol style="list-style-type: none"> Students will use student progress monitoring sheet to assess their own needs. Teachers will hold students accountable for tracking their own progress by conferencing every 4.5 weeks. <p>Assessment: 2</p> <ol style="list-style-type: none"> Create a variety of assessments and will be reviewed during the school year to ensure aligned with GSE standards to assess student learning for numeracy. Differentiation instruction based on results from variety of assessments and to address numeracy and reasoning. Use Performance Matters software to monitor student learning. Use assessment strategies provided through professional development and content experts 	<p>Yearlong pacing guides with instruction and assessment dates</p> <p>common assessments (formative and summative)</p> <p>Performance Matters data to differentiate instruction</p> <p>Lesson plans</p> <p>Student tracking sheet folders</p> <p>Collaborative meeting minutes</p> <p>diagnostic, benchmark, and summative assessments</p> <p>Conferencing notes</p> <p>Rubrics</p>	<p>School Leaders Demonstrate: Knowledge of assessments being used.</p> <p>Understanding of data obtained from assessments.</p> <p>Willingness to support teachers in analyzing data and provide effective feedback</p> <p>Teachers Demonstrate: knowledge of student performance</p> <p>Understanding of data obtained from assessments.</p> <p>instructional changes based on data</p> <p>Students Demonstrate: understanding of their assessment data</p> <p>growth over a specific period of time</p>	<p>consistent monitoring of student growth through formative and summative assessment data</p> <p>On-going monitoring of articulation of both teachers and students of the learning targets and their progress</p> <p>Use exit ticket/ formative assessment data to make instructional changes each day.</p> <p>Evidence of use of data collecting software, Performance Matters</p> <p>Students can articulate what they need to do to gain mastery of the standard.</p>	<p>Teaching and Learning tools/resources: Performance Matters software Triumph Learning Common Core Coach Analytic Geometry Book Carnegie Learning USA-test prep Registration for GCTM conference for all math teachers</p> <p>Resources for the classrooms: maps, videos, interactive software and document cameras</p> <p>Professional development/Content experts</p>

Georgia School Performance Standard and CCRPI indicator	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Instruction 8: Establishes a learning environment that empowers students to actively monitor their own progress.</p> <p>Instruction Standard 9: Provides timely, systematic, data-driven interventions.</p> <p>CCRPI: Graduation Rate Indicator 16 & 17</p> <p>Exceeding the Bar Indicators 9 & 10</p>	<p>All</p> <p>SWD-SSIP</p>	<p>Credit Recovery</p> <p>Establish an intervention mechanism with counselors department to monitor and progress students that are behind on credits in order to graduate with 4-year cohort and 5-year extended cohort to improve district graduation rate.</p> <p>Develop and provide a comprehensive prevention and intervention program for students at risk of grade retention and or dropping out of school.</p> <p>Identify students in need of additional support and work with them to achieve academic and social success, as well as ensure that all identified students receive the resources and services needed to guide them toward graduation.</p> <p>Targeted students and their parents were notified of their students' eligibility to participate in the after school program by the District Coach and Parent Coordinator/Social Worker. Individual goals for the students have been established.</p> <p>The District Coach monitors grades for all targeted students. Their participation in the After School credit recovery/repair program is encouraged (although not required). ASHS is averaging 15 to 20 students with disabilities daily in credit recovery/repair. Those students report to the teachers for the subjects they need in order to meet graduation requirements. Teachers keep a log of attendance. The District Coach monitors progress in Edgenuity every 4 ½ weeks and reports to the School and District Implementation/Stakeholder teams.</p>	<p>Edgenuity, transcripts, Roadmaps, cohort monitoring report, meeting minutes</p>	<p>School Leaders Demonstrate: *Knowledge of students pass/fail rate *Knowledge of strategies being used *Review and assess data *Assist and support of the collaborative planning process. *Data tracking sheets</p> <p>Teachers Demonstrate: *Knowledge of student performance *Effectively partner and plan with parents and students.</p> <p>Students Demonstrate: *Knowledge and understanding of becoming a self-directed learner *Knowledge of the roadmaps to understand their progress and completion for recovery and repair of coursework to achieve credits to remain with 4-year cohort.</p>	<p>Data tracking, analysis and reporting to leadership team.</p> <p>Ongoing collaboration by leadership team.</p> <p>Ongoing Teachers as advisors</p>	<p>Data Resources: Edgenuity, SLDS, Performance Matters an Infinite Campus</p>

Georgia School Performance Standard and CCRPI indicator	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers can have a shared understanding of expectations for standards, curriculum, assessment and instruction.</p> <p>Instruction Standard 4 Uses researched based instructional practices that positively impact student learning.</p> <p>Professional Learning Standard 6 Monitors and evaluates the impact of professional learning on staff practices and student learning.</p> <p>CCRPI Content Mastery 2,3,4 School Readiness Indicator 14</p>	SWD	<p>Implement the five models of co-teaching (one teach, one assist; parallel; station; alternative; and team). Ongoing professional development will be provided throughout the year for both regular and special education teachers to increase achievement for students with disabilities.</p> <p>RTI (Response To Intervention):</p> <p>Implement a RTI team of Admin and teachers to be trained on how to provide RTI strategies to students on Tier 2 and 3. Work with the district RTI coordinator to implement a systemic process for monitoring students’ academic and behavior concerns. Appropriate documents will be used to track strategies used during Panther Period to assist all students.</p>	<p>Agendas</p> <p>Sign-In Sheets</p> <p>Edivate Video documentation</p> <p>Lesson Plans (tiered, scaffolded or differentiated)</p> <p>Accommodated assignments (examples of modified tests or accommodations)</p> <p>Instructional feedback forms.</p>	<p>School Leaders Demonstrate: *An understanding of co-teaching and effective instructional practices. *Provide teachers meaningful feedback and ongoing support to enhance the implementation of effective practices</p> <p>Teachers Demonstrate: *An understanding of co-teaching and effective instructional practices and knowledge of what model is most effective based on student need and curriculum content. *Ability to participate in collaborative planning.</p> <p>Students Demonstrate: *Increase in academic achievement as evidenced by final grade. *Increase in scores on GA Milestones and SLOs.</p>	<p>Observation of co-teaching partners with specific feedback for the purpose of adjusting /modifying instructional strategies in order to increase student achievement.</p> <p>Review and use data from observations on an ongoing basis to inform decision making and program adjustments.</p>	<p>RESA/GLRS</p> <p>Edivate Videos</p> <p>District Office Personnel</p> <p>GADOE Webinars</p> <p>Peer Coaching</p> <p>Title I SIP Special Education</p>

Georgia School Performance Standard and CCRPI indicator	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		

Georgia School Performance Standard and CCRPI indicator	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers can have a shared understanding of expectations for standards, curriculum, assessment and instruction.</p> <p>Curriculum Standard 3 Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.</p> <p>Instruction Standard 9 Provides timely, systematic, data driven interventions</p> <p>CCRPI Content Mastery 2,3,4 School Readiness Indicator 14</p>	<p>SWD</p> <p>SWD Gifted ELL</p>	<p>Special Education Study Skills teacher will collaborate with academic teachers (Math and English) to keep abreast of academic material covered in class, provide instruction on prerequisite skills and keep students caught up on missing assignments. Collaboration will take place weekly to:</p> <ul style="list-style-type: none"> *Review pacing guides, curriculum maps and lesson plans in English and Math. *Analyze formative and summative data *Analyze student work *Review lesson plans for week <p>Implement intervention programs (Flexible Learning Programs, Before/After School Tutorials, School-based Programs, and Extended Day/Year) to support the needs of all learners. Summer College & Career Academy focused on literacy and numeracy:</p> <ul style="list-style-type: none"> • Literacy & Numeracy strategies practiced during Panther Period for all students. <p>Americus Sumter High School’s Summer literacy and numeracy Program is designed to:</p> <ul style="list-style-type: none"> • Boost Confidence – With improved reading and math skills, students will have more confidence in the classroom this fall and all year long. • Improve Difficult Skills – Individual attention enables students to conquer elusive skills from the past school year and gain new expertise. • Prevent Brain Drain – Students who aren’t academically engaged typically lose a month of mastery over summer. By being involved in this program, students will maintain and further develop current skills. • Spark Excitement for the Upcoming School Year – ASHS’s interactive and exciting programs foster a newfound “yearn to learn.” Your student will be excited to show off new skills and start the school year motivated and ready for success. 	<p>Lesson Plans</p> <p>Meeting Minutes</p> <p>Accommodated assignments (examples of modified tests or accommodations)</p> <p>Student Work</p> <p>Teacher commentary</p> <p>Word Wall (reflect vocabulary used in English and Math classes)</p>	<p>School Leaders Demonstrate: *Allocate time and resources to support collaboration *Knowledge of curriculum maps/pacing guides and effective instructional strategies for SWD.</p> <p>Teachers Demonstrate: * Implementation of effective instruction strategies. *Analyzing assessment data *Using assessment results to make teaching adjustments.</p> <p>Students Demonstrate: *Increase in academic achievement as evidenced by final grade. *Decrease in missing assignments in class. *Understanding of concepts and assignments presented in English and Math classes.</p>	<p>Provide support of the collaborative planning by ensuring time and resources</p> <p>Observation with specific feedback for the purpose of adjusting /modifying instructional strategies in order to increase student achievement.</p> <p>Review and use data from observations on an ongoing basis to inform decision making and program adjustments.</p>	

SMART GOAL #4 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

CTAE Department

By the end of the 2016-17 school year: The percentage of **12th grade Pathway Completers** will increase from 96.6% to 98% as measured by the local graduation requirements.

By the end of the 2016-17 school year: The percentage of **12th grade students earning a CTAE industry recognized credential** will increase from 35% to 41% as measured by the End-of-Pathway Assessment.

Currently the SIP reads the following:

By the end of the 2016-17 school year: The percentage of **12th grade students earning a CTAE industry recognized credential** will increase from 35% to 41% as measured by the End-of-Pathway Assessment.

That information is from the previous year. The percentage of students who passed last school term dropped from 35% to 29% so we need to reflect that.

By the end of the 2016-17 school year: The percentage of **12th grade students earning a CTAE industry recognized credential** will increase from 29% to 35% as measured by the End-of-Pathway Assessment.

Graduation Rate: The graduation rate for the 4-year cohort will increase from 87.5% for the FY 15 to 89% for the FY16 school year as calculated by the department of education.

Student Conduct: At the end of FY16 the number of office discipline referrals will decrease by 10% from 1800 in FY16 to 1,500 or less as indicated by Infinite Campus Discipline reports.

Attendance: Student absences will decrease in grades 9-12 from 10% missing 6 or more days at the end of FY2016 to 10% of students missing 6 or more days at the end of FY15 as indicated by Infinite Campus.

- Teacher attendance will increase from 94% in 2015 to 96% in 2016.
- Administrators attendance will increase from 96% in 2015 to 98% in 2016.

Counseling: Identify strategies and interventions targeted at students with academic, attendance, and disciplinary issues to improve the graduation rate by 2% from 86.8% to 88%. Counselors will learn effective strategies to improve College and Career Readiness for all students.

Performance Matters: Teachers and Administrators will use Performance matters to administer pre/post assessment, analyze data, plans lesson, and differentiate instruction.

Georgia School Performance Standard and CCRPI indicator	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers can have a shared understanding of expectations for standards, curriculum, assessment and instruction.</p> <p>Curriculum Standard 3 Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.</p> <p>Instruction Standard 9 Provides timely, systematic, data driven interventions</p> <p>CCRPI Content Mastery 2,3,4 School Readiness Indicator 14</p>	All	<p>Implement the Standards-based Education Model (SBE) as the framework for curriculum planning to align the district’s curriculum, assessment, and instructional practices.</p> <p>Implement comprehensive teacher induction/mentoring program.</p> <p>Schedule focus walks to collect data on implementation of district Initiatives, Actions, Strategies and Interventions. Implement academic advisement in all schools in the district to link all students to a caring adult to serve as an educational advocate.</p> <p>School Climate:</p> <ul style="list-style-type: none"> Provide teachers with a book study on Mindset (Carol Dweck) to help build a positive culture of high expectations for all students. Alternative Behavior Education (ABE) will be used as an alternative means to improve students’ behavior and reduce discipline referrals. Students will complete ABE interventions during lunch and afterschool detention. 	<p>“Power” Standards</p> <p>Curriculum Maps</p> <p>Nine Weeks Expectations</p> <p>Units</p> <p>Lesson Plans</p>	<p>School Leaders Demonstrate: *Knowledge of the Georgia literacy standards *Knowledge of actions/strategies being used. Monitor instructional practices. *Review and assess data Actively support teacher collaboration and engagement.</p> <p>Teachers Demonstrate: *Communicating learning targets *Knowledge of student performance *Knowledge of literacy standards</p> <p>Students Demonstrate: *Students will demonstrate an understanding of content on various assessments. *Student data from assessments *Peer Reviews *Student Self-Assessments:</p>	<p>Leaders and teachers can explain the process of aligning the curriculum, assessments, and instruction using the SBE model.</p> <p>Observation of TKES 7 and 8 to build a positive climate for all students.</p>	<p>Quality Basic Education (QBE) Instructional Funds</p> <p>Title I</p> <p>Professional Learning Funds</p>

Professional Learning Plan to Support School Improvement Plan

Professional Learning Strategy to support achievement of SMART Goals and CCRPI indicator	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Provide professional learning on the School Improvement Planning Model to make data driven decisions regarding student achievement, school climate, leader/teacher effectiveness, graduation support, parent/community engagement, and instructional technology.	2016-2017	Professional Learning Funds	Dir. Of Professional Learning School Adm. Academic Coaches	Sign-ins, Agendas, Presentations Observations	Sign-ins, Agendas, Presentations Leaders and teachers use the School Improvement Planning Model to make data-driven decisions.
Provide professional learning on Leader and Teacher Keys Effectiveness System.	2016-2017	N/A	School Admin District Admin	TKES Observations Sign-ins, Agendas, Presentations	Leaders and teachers can describe their current performance using the LKES/TKES System.
Provide professional learning on the utilization of the Common Formative Assessment publication as the toolkit for Professional Learning Communities, Curriculum Planning and Common Assessment Development.	2016-2017	Professional Learning Funds	Dir. Of Professional Learning Academic Coaches	Common Formative Assessment Book Agendas Sign-ins	Observation data will show improvements in leader and teacher effectiveness.
Provide professional learning on formative assessment strategies (Common Formative Assessments) to assess students' progress towards mastery of standards.	2016-2017	Professional Learning Funds	District & School Adm. Academic Coaches	Common Assessments Lesson plans Focus Walks Observations	Teachers use formative assessment data to adjust instruction.
Provide professional learning on instructional strategies (Co-teaching) to support meeting the needs of individual learners.	2016-2017	Special Education Funds School Improvement	GLRS Thinking Maps Trainers Academic Coaches	Lesson Plans Classroom Observations	Teachers use various instructional strategies such as Co-teaching and Thinking Maps to meet the needs of individual students.

Division of School and District Effectiveness | School Improvement PLAN

		Funds			
Technology staffs and/or Media Specialists attend annual state technology conference and training sessions to redeliver to district personnel responsible for implementation of instructional technology. RESA instructional technology support provided.	2016-2017	Technology Funds Title I	Technology Staff Media Specialists	Conference Redelivery Agendas Sign-ins Lesson Plans Focus Walk Observations	Teachers increased their use of instructional technology in their classroom lessons.
Provide professional learning on district core literacy and math programs (Houghton Mifflin Harcourt, Envision Math, and Carnegie Learning).	2016-2017	Professional Learning Funds	Core Program trainers Academic Coaches Teachers	Agendas Sign-ins	Teachers use core literacy and math programs to improve student achievement.
Provide professional learning on standards-based classrooms to include, but not limited to Rituals & Routines, Instructional Framework, and Differentiation .	2016-2017	Professional Learning Funds School Improvement	Dir. Assessment & Professional Learning Academic Coaches Teachers	Standards Rituals & Routines Lesson plans Classroom Observations	Teachers set up their classrooms according to the components of a Standards-based classroom.
Provide professional learning on the utilization of the School Improvement Network (Edivate), a web-based professional learning tool to provide personalized, professional learning to district personnel.	2016-2017	Professional Learning Funds	Professional Learning Team (Edivation Boot Camp) Academic Coaches	LKES/TKES Conference reports Focus Walk Observations PL Reports	Observation data will show improvements in leader and teacher effectiveness.
Provide Instructional training from RESA, SW Region PL, MDC, LDC, and GA Council Teacher Math, GA Council Teacher of English, GA Science Teacher Association, Response to Intervention (RTI)	2016-2017	Professional Learning Funds Title I School Improvement	School Admin Academic Coaches Teachers	Lesson Plans Sign in Sheets Unit Plans	Teacher use of the instructional strategies learned.

for teacher professional learning for math, ELA, Science, & Social Studies instructional support.					
Provide Panther Planning Day for Curriculum, Instruction, and Assessment development.	2016-2017	School Improvement Funds	School Admin Academic Coaches Teachers	Lesson Plans Unit Plans Common Assessments	Teachers use the curriculum, various instructional and assessment strategies such as to meet the needs of all students

Parent Engagement and Communication

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
All Dept. Chairs introduced themselves and give parents academic expectations, curriculum, etc. (Parent/Student Portal)	Sept. 1, 2016 5:30-6:30pm	N/A	Counselors Administration Teachers	Academic and Assessment Capacity Building for parents to assist students with course work. Parents will have access to student information daily.	Course Pass/Failure Rate EOC Ga Milestone Results Sign-in Sheets Agenda
Social Studies Dept. in charge of Parent Night (10-12)	Oct. 13, 2016 5:30-6:30pm	N/A	Counselors Administration Teachers	Academic and Assessment Capacity Building for parents to assist students with course work.	Course Pass/Failure Rate EOC Ga Milestone Results Sign-in Sheets Agenda
Math Night (Grade 10-12); GA Milestone Night	Nov. 10, 2016 5:30-6:30pm	N/A	Counselors Administration Teachers	Academic and Assessment Capacity Building for parents to assist students with course work.	Course Pass/Failure Rate EOC Ga Milestone Results Sign-in Sheets Agenda
Science Night (Grade 10-12)	Jan. 12, 2017 5:30-6:30pm	N/A	Counselors Administration Teachers	Academic and Assessment Capacity Building for parents to assist students with course work.	Course Pass/Failure Rate EOC Ga Milestone Results Sign-in Sheets Agenda

Financial Aid Night (10-12) Technology Night	Feb. 16, 2017 5:30-6:30	<i>N/A</i>	<i>Counselors Administration Teachers</i>	<i>Academic and Assessment Capacity Building for parents to assist students with course work.</i>	<i>Course Pass/Failure Rate EOC Ga Milestone Results Sign-in Sheets Agenda</i>
ELA/Literacy Night (Grade 10-12)	Mar 16, 2017 5:30-6:30	<i>N/A</i>	<i>Counselors Administration Teachers</i>	<i>Academic and Assessment Capacity Building for parents to assist students with course work.</i>	<i>Course Pass/Failure Rate EOC Ga Milestone Results Sign-in Sheets Agenda</i>
GA Milestone Night	April 20, 2017 5:30-6:30	<i>N/A</i>	<i>Counselors Administration Teachers</i>	<i>Academic and Assessment Capacity Building for parents to assist students with course work.</i>	<i>Course Pass/Failure Rate EOC Ga Milestone Results Sign-in Sheets Agenda</i>

Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>