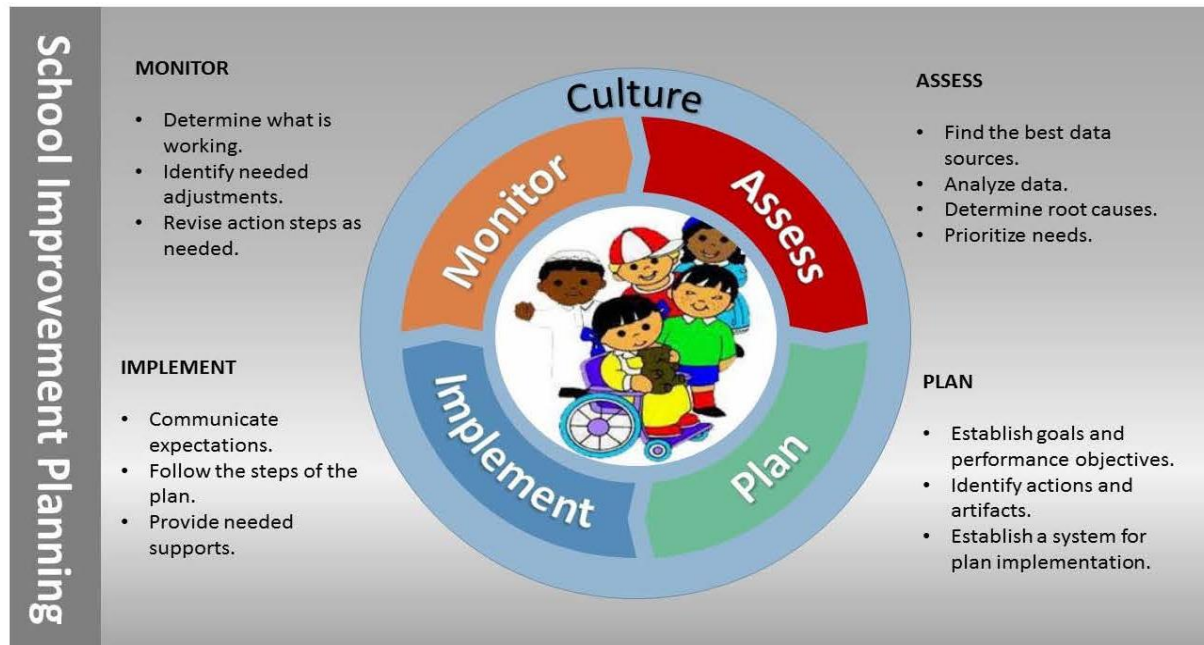


# School Improvement Plan Process

## Richmond County School System

### 2018-2019



The “APIM” framework can be used for School Improvement Planning, Departmental Improvement Planning, Strategic Planning, Lesson Planning, Using Data, or for any process.

**ASSESS:** In the Assess step, you identify data sources, collect and analyze relevant data, determine root causes, and create a Strengths, Weaknesses, Opportunities, and Threats (SWOTs) analysis. Determine strategies to address the root cause of issues.

**PLAN:** Decide on an initiative and then determine action steps and performance measures. Write the plan out to include the initiative, performance objective (aligned with the Strategy Map), action steps, and performance measures.

**IMPLEMENT:** Communicate the expectations of the performance measures and targets as well as action steps to all stakeholders. Request support from the Central Office if needed. Begin to follow the action steps to bring you closer to the set targets.

**MONITOR:** After implementing the plan, it must be evaluated to determine what is working effectively. Review the targets to determine if they need to be adjusted. Think through the action steps to make sure that they are helping you reach the targets and revise as needed. If processes are working well, make those processes part of a standard procedure.



## High School School Improvement Plan Evaluation 2017-2018

Initiative #1 Evaluation	
<b>Initiative #1 Description:</b>	
Goal Area:	High Performance Culture and Workforce
Performance Objective:	Develop and Implement Staff High Standards and Expectations
Initiative #1:	Increase the use of effective instructional strategies and culture practices through Teach Like a Champion and MYP Rollout
What was the need being addressed by this initiative?	<ol style="list-style-type: none"> <li>1. The number of students taking advantage of AP and IB classes needed to increase.</li> <li>2. EOC scores in Geometry, American Literature, Economics, Biology, 9th grade Literature were low.</li> </ol>
What was the reason for selecting this initiative?	MYP is a research-based, successful framework of education that increases rigor without sacrificing content. As an official IB Programme, it provides a natural segue for our magnet students, and as it rolls out towards a wall-to-wall MYP model for all 9th and 10th graders, it will provide greater exposure for non-magnet students which we hope will lead to greater enrollment in IB and AP courses.
What were the intended results of this initiative?	We hoped to see increased enrollment in our MYP (candidate) Programme, as well as our DP and CP programmes. In addition, we hoped to see increased test scores and a positive change in student and parent perception of ARC.
Initiative #1 Implementation Evaluation	
Describe the steps followed to implement this initiative. Include persons responsible and timeframe for the implementation.	<ol style="list-style-type: none"> <li>1. Professional learning as described in the SIP Initiative 1 PLP Support was implemented by Joseph Cordova, Scott Guinn, Katie West, and Eriq Hearn.</li> <li>2. A site visit/training day took place at the Atlanta International School.</li> <li>3. The Personal and Community Projects were implemented by Joseph Cordova and mentors.</li> <li>4. MYP Unit Planners were evaluated by Joseph Cordova and our MYP Consultant.</li> <li>5. Multiple observations of MYP teachers were performed by Joseph Cordova and Scott Guinn.</li> </ol>
What evidence is available to show this initiative was fully implemented?	<ol style="list-style-type: none"> <li>1. Completed MYP Unit Planners</li> <li>2. MYP Unit Planners in progress</li> <li>3. Student Artifacts from the IB Expo Night in March</li> <li>4. Sign-in rosters and agendas from meetings</li> <li>5. Observation notes</li> </ol>
Were there any barriers to implementing this initiative? Why or why not?	<p>Yes:</p> <ol style="list-style-type: none"> <li>1. There are multiple competing programs at ARC (AP, MOWR) that dilute the pool of interested students</li> <li>2. There has been much staff turnover this year</li> </ol>
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	<p>Yes:</p> <p>This initiative is a three-year process, and the staff turnover has created some difficulty in maintaining the IB's training requirements.</p>



## High School School Improvement Plan Evaluation 2017-2018

<p>Were appropriate resources provided to all stakeholders to implement and maintain this initiative? Why or why not?</p>	<p>Yes. However, the changing and unwieldy procurement process made it difficult to make purchases in a timely and effective manner. The learning curve for this process was steep, but has now been overcome.</p> <p>The appointment of a full-time MYP Coordinator has greatly improved the progress of this initiative.</p>
<p>Are changes needed to improve the full implementation of this initiative? What changes?</p>	<p>The one change already in place that we foresee helping implement this initiative is the reintroduction of professional learning half-days and full days.</p>
<p><b>Initiative #1 Effectiveness Evaluation</b></p>	
<p>What data were collected to monitor and evaluate the effectiveness of this initiative?</p>	<p>Enrollment figures for the classes of 2020 and 2021.</p>
<p>Are there enough accurate data points to evaluate the effectiveness of this initiative?</p>	<p>IB/magnet enrollment in both classes increased for the 2018-19 school year. Even with a loss of 18 students across 9-11 grades, the total IB enrollment for 9-11 grades for the 2018-19 school year has increased by 10%.</p>
<p>Citing specific data points, was the initiative successful in addressing the need? Why or why not?</p>	<p>The data would suggest that there is at least a correlation between the initiative and the need.</p>
<p>Is it possible that other initiatives affected the need more than the intended initiative? Why or why not?</p>	<p>It is possible that some of the MYP teachers also involved in Teach Like a Champion affected student perception as a result of participation in both initiatives.</p>
<p>Were there any unintended consequences from this initiative (positive or negative)?</p>	<p>Because MYP is such a difficult and time-consuming program to initiate, we have seen an increase in the number of teachers desiring to become teacher-leaders assisting in the implementation of MYP.</p>
<p>Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?</p>	<p>Yes.</p> <p>As becoming an MYP teacher requires the careful development of an uncommon skill set, we hope to see lower teacher turnover.</p> <p>We will increase our parent outreach next year.</p>



**High School  
School Improvement Plan Evaluation  
2017-2018**

<b>Initiative #2 Evaluation</b>	
<b>Initiative #2 Description:</b>	
Goal Area:	Community Engagment
Performance Objective:	Pursue and Attract Collaborative Partnerships - Military staff assisted with math and reading skills to provide tutoring in areas of weakness.
Initiative #2:	Increasing student achievement on the Algebra 1 EOC, ASVAB, and Cyber EOPA through a collaborative partnership with the Navy Cyber Command at Fort Gordon. ASVAB prep classes to increase test scores of interested students met after school for three months in room 210 from 2:30p to 3:30p. Military staff assisted with math and reading skills to provide tutoring in areas of weakness.
What was the need being addressed by this initiative?	We needed to raise the number of students scoring proficient on the Algebra 1 EOC, increase our ASVAB scores, and increase the pass rate on the Cyber EOPA.
What was the reason for selecting this initiative?	We selected this initiative to address the defecits listed above and to honor the partnership we entered into with the Navy Cyber Command at Ft. Gordon.
What were the intended results of this initiative?	Increased student achievement on the Algebra 1 EOC, ASVAB, and Cyber EOPA through a collaborative partnership with the Navy Cyber Command at Fort Gordon
<b>Initiative #2 Implementation Evaluation</b>	
Describe the steps followed to implement this initiative. Include persons responsible and timeframe for the implementation.	1) met with Fort Gordon support group 2) determined schedule, time, location and other logistics for sessions 3) identified students that may be able to take advantage of tutorial 4) Communicated with those students as well as general population that might need assistance in preparation for test 5) provided orientation and purpose for the students NOTE: Navy representative, counselor and guidance secretary assitanted to implement program for three months
What evidence is available to show this initiative was fully implemented?	Sign in sheets, text alerts are articles that could be used as evidence that the program was fully implemented.
Were there any barriers to implementing this initiative? Why or why not?	The biggest barrier was student participation. Because it was an afterschool program, many students were not able to participate due to lack of transportation.
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	The timeframe was not an issue.



**High School  
School Improvement Plan Evaluation  
2017-2018**

Were appropriate resources provided to all stakeholders to implement and maintain this initiative? Why or why not?	Meetings were held and the right stakeholders were connected to ensure this initiative was successful. Resources were available to the stakeholders.
Are changes needed to improve the full implementation of this initiative? What changes?	Yes - this program could benefit from a point person at the school level with experience in administrative tasks and a passion to see this program be successful. Afterschool transportation or allotted time during the school day will need to be provided or considered.
<b>Initiative #2 Effectiveness Evaluation</b>	
What data were collected to monitor and evaluate the effectiveness of this initiative?	Milestone and ASVAB data
Are there enough accurate data points to evaluate the effectiveness of this initiative?	There are not enough data points to correlate the program to the results on the Algebra 1 EOC and the ASVAB. The program was effective if just looking at the number of students who participated and had an increase but if you look at the total of all students that needed the assistance, the effectiveness shows lacking.
Citing specific data points, was the initiative successful in addressing the need? Why or why not?	Algebra 1 EOC scores remained the same as they were during the 16-17 school year. For the few students that took advantage of the program, success was noted. 5 five students were serviced and scores increased from the assistance of the ASVAB study sessions. SCores went up for the majority of students. Two students were even given scholarships and joined JROTC college level.
Is it possible that other initiatives affected the need more than the intended initiative? Why or why not?	No. There were no other direct initiatives that would have had an impact on the intended initiative.
Were there any unintended consequences from this initiative (positive or negative)?	No unintended consequences arose that I am aware of at this time.
Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?	We will continue the partnership with Ft. Gordon, however, we will re-evaluate the role they will play at the school. The transient nature of the Ft. Gordon positions and the soldiers that are available restricts the continuity of the partnership.



**High School  
School Improvement Plan Evaluation  
2017-2018**

Initiative #3 Evaluation	
<b>Initiative #3 Description:</b>	
Goal Area:	High Academic Achievement and Success for All
Performance Objective:	Increase Student Performance at or Above Grade Level
Initiative #3:	Increase the number of students and teachers who miss fewer than 6 days by 10%
What was the need being addressed by this initiative?	Students need to be at school and teachers need to be in their classrooms for learning to take place.
What was the reason for selecting this initiative?	Teacher and student absenteeism continues to be a problem.
What were the intended results of this initiative?	To reduce the number of teachers and students who miss fewer than 6 days by 10%
Initiative #3 Implementation Evaluation	
Describe the steps followed to implement this initiative. Include persons responsible and timeframe for the implementation.	<p><b>Turner, ASKew - Attendance Matters Program</b></p> <p>YouScience was rolled out to ALL students - teachers were trained on the program and reserved CPU labs and carts to roll out YouScience with their students.</p> <p>Ms. Askew reviewed daily attendance reports, facilitated weekly attendance committee meetings and provided resources for parents to engage in the improvement of student attendance, made school initiated phone calls and helped parents overcome economic barriers. The attendance committee meetings involved the school social worker, parent facilitator, data clerk, guidance office and an administrator when available. This initiative began in September 2017.</p>
What evidence is available to show this initiative was fully implemented?	<p>YouScience was NOT fully implemented as all students did not complete their profiles. However, 63 students completed the program.</p> <p>Evidence is provided through Title I documentation and data was compared using the Food and Nutrition Reports from the 2017 SY and 2018 SY</p>
Were there any barriers to implementing this initiative? Why or why not?	<p>YouScience - the main barrier was coordination of time and resources. Time was hard to find to pull away from instruction to complete the assessment. Resources were the computers that were needed to complete the assessment.</p> <p>Yes. Money, human resources and allocation of time</p>
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	<p>YouScience - yes, it takes 2.5 class periods to complete the assessment and some students lost steam with this initiative.</p>



## High School School Improvement Plan Evaluation 2017-2018

<p>Were appropriate resources provided to all stakeholders to implement and maintain this initiative? Why or why not?</p>	<p>Youscience - Yes, the CPUs and time was made available to all teachers and students to complete. Yes. All budgeted funds were used to facilitate school goals.</p>
<p>Are changes needed to improve the full implementation of this initiative? What changes?</p>	<p>Youscience - We need to reconsider what grade level completes this assessment and who the point person will be. Yes. More time, money and initiatives are needed through partnerships with the community, greater social media presence, stronger volunteerism campaigns and greater visual presentations via outdoor banners, and signs.</p>
<p><b>Initiative #3 Effectiveness Evaluation</b></p>	
<p>What data were collected to monitor and evaluate the effectiveness of this initiative?</p>	<p>Youscience - data was reported by youscience headquarters. Daily attendance reports, five day letter reports and comparison to previous year's data.</p>
<p>Are there enough accurate data points to evaluate the effectiveness of this initiative?</p>	<p>Youscience - yes, when comparing the number of students asked to complete this task to the number who did the initiative was unsuccessful. Yes</p>
<p>Citing specific data points, was the initiative successful in addressing the need? Why or why not?</p>	<p>Yes. The target area in the 2017 SY was on below 16 year old students. More phone calls, and mandatory parent meetings were required.</p>
<p>Is it possible that other initiatives affected the need more than the intended initiative? Why or why not?</p>	<p>Youscience - yes, competing priorities like EOC testing and general CPU checkout competed with the resources and time to successfully implement this initiative. Yes. Later in the year students were denied admission to prom unless attendance improved and/or students provided written notes from parents, doctors or courts explaining absences.</p>
<p>Were there any unintended consequences from this initiative (positive or negative)?</p>	<p>Youscience - the 63 students who complete youscience learned more about their aptitudes and interests.</p>
<p>Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?</p>	<p>Youscience - we will only continue this initiative if we can make a master plan for its rollout. Yes. Early implantation and more direct contact with the new Program Specialist for ARC. A partnership with CHINS, the Community Pastoral Board, Fort Gordon, the Mayor's Office and more will be put in place. Community sponsored teacher/student attendance rewards. In addition to academic engagement activities more parent/community need engagement events.</p>



## High School Comprehensive Needs Assessment 2018-2019

CCRPI	2014-2015	2015-2016	2016-2017	3-yr Avg	Data Sources
CCRPI Score - School	66	55.63	69.7	63.7767	GADOE portal
CCRPI Score - District	62.4	57.9	63.1	61.1333	
CCRPI Score - State	75.5	73.6	72.9	74.0000	
Georgia Milestones	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
% Developing Learner or Above - 9th Grade Lit	63	77	77.9264	72.6421	SLDS
% Developing Learner or Above - American Lit	56	74	68.4049	66.1350	
% Developing Learner or Above - Algebra I	28	34	26.5116	29.5039	
% Developing Learner or Above - Geometry	54	52	46.8023	50.9341	
% Developing Learner or Above - Physical Science	8	10	42.8571	20.2857	
% Developing Learner or Above - Biology	44	46	75	55.0000	
% Developing Learner or Above - US History	52	55	52.862	53.2873	
% Developing Learner or Above - Economics	47	44	48.4472	46.4824	
% Proficient or Distinguished Learner - 9th Grade Lit	22	34	33.7793	29.9264	
% Proficient or Distinguished Learner - American Lit	15	32	23.0061	23.3354	
% Proficient or Distinguished Learner - Algebra I	1	1	1.3953	1.1318	
% Proficient or Distinguished Learner - Geometry	11	15	18.023	14.6743	
% Proficient or Distinguished Learner - Physical Science	8	10	28.5714	15.5238	
% Proficient or Distinguished Learner - Biology	18	20	46.6667	28.2222	
% Proficient or Distinguished Learner - US History	17	18	16.835	17.2783	
% Proficient or Distinguished Learner - Economics	15	18	15.528	16.1760	
College and Career	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
Lexile Measure greater than or equal to 1155 on 9th Grade Literature EOC (%)	N/A	N/A	55.8	55.7576	Georgia Milestones/SLDS
Lexile Measure greater than or equal to 1275 on American Lit EOC (%)	39.3	52.1	43.8	45.0756	Georgia Milestones/SLDS
% Graduates earning credit(s) for accelerated enrollment (ACCEL, Dual HOPE Grant, Move on When Ready, Early College, Advanced Placement, or International Baccalaureate courses)	45.5	42	39.0	42.1667	School-level Data
Percent of graduates completing a CTAE pathway, advanced academic pathway, IB Career Related Programme, fine arts pathway, or world language pathway.	80.597	79.835	74.0	78.1440	
Number of Students who took the SAT	250	223	129.0	200.6667	School-level Data
% of Students Scoring 480+ out of 800 on Reading/Writing and 530+ out of 800 on Math on the SAT			31.0	31.0000	School-level Data
Number of Students who took the ACT	145	111	81.0	112.3333	School-level Data
% of Students Scoring 22+ on the ACT	33	29	13.0	25.0000	School-level Data
<p><b>Reflection Questions:</b> How are student Lexiles used instructionally to improve student growth? How are Lexiles communicated to parents to ensure they understand what these scores mean? How are Lexiles communicated to students and used for goal setting? What training do teachers receive to enhance their professional knowledge about Lexiles? Does your professional learning for Lexile instruction include all content teachers? How can Media Specialist support increased Lexile measures?</p> <p>Teachers have access to Lexile scores through the GA Milestones. Teachers use them for grouping and to gain a better understanding of their student's ability to comprehend assigned material to read. We have purchased Reading Reconsidered workshops on explicit vocabulary, implicit vocabulary, and close reading to support literacy instruction. Students are able to check out books according to their lexile level in the media center.</p>					





## High School Comprehensive Needs Assessment 2018-2019

**Reflection Questions:** How many students are currently enrolled in Dual Enrollment? How are students made aware of Dual/Joint Enrollment opportunities and how do you ensure academic counseling is provided? Do representatives come on site? Do you hold parent meeting and provide other awareness opportunities for parents and students? Which students can potentially take advantage of MOWR opportunities? What are the barriers to participation and eligibility for MOWR? How are you supporting MOWR students to ensure academic success in these courses?

All students are made aware of MOWR opportunities. This is done for our current students, and also for the incoming 8th graders from our feeder middle schools. We talk about MOWR at every opportunity--Open House, Parent Nights, Senior Parent Nights, IB Nights, Classroom Sessions, Individual Sessions etc..

We have had reps come on-sight.

Any student who meets the admission requirements for that particular college may participate. Each institution has different requirements. One big issue is age--campuses are concerned about minors mingling with adults. We also always mention this concern to parents, and we remind them that their fifteen and sixteen year olds will be interacting with students eighteen and older.

The barriers to MOWR are transportation, age requirements for the institution, GPA/test scores needed for admission. This program also competes with the IB Program.

We tell the students to check in with us and inform us of any difficulties. Sometimes students do not follow the rules or procedures or deadlines that we, or the institution, or the professor(s) have, and this causes stress and concern in our office. We intervene with the student and parent and the institution.

**Reflection Questions:** Are you providing resources to support preparation for the SAT/ACT? What are these resources?

SAT/ACT: Online practice is available to students on both official sites. These are posted on ARC website. If a student creates an account and completes a diagnostic on the SAT site, his review will only focus on what he has not yet mastered. Thus, students are able to have a customized review. This is done via Khan Academy's partnership with the College Board.

We had very successful year offering the SAT prep course after school and on the weekends with Ms. Aldred.

Student Profile	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
Total Student Enrollment	1558	1521	1270	1449.6667	Infinite Campus (Student Information->Reports->Enrollment Summary)
Students Absent 6+ Days (%)	57.5	55.3	55.59	56.1300	Infinite Campus (RCSS Custom Reports->Attendance->Attendance by Min Nbr of Days)
Discipline Incidences	1786	2085	1512	1794.3333	Infinite Campus->Behavior->Reports->Incident. Click on List by Year to see other school years.

**Reflection Questions:** What is your schools attendance plan? How do you address attendance issues? Phone call? Notes home? Home visit? Do you use your parent facilitator or designee? Who monitors attendance and how it affects your CCRPI score? Are there any rewards systems in place for attendance? Are these rewards monthly? Quarterly? Yearly?

Our schools attendance plan mirrors board policy with a few exceptions. Parent contact is made at two absences. We track attendance with IC. We track absences and tardies daily. Absences are reported to teachers through the truancy list – this list is emailed daily. Phone calls and text messages go out daily for tardies and absences. Letters go home at the 2nd, 5th, and 7th absence. The parent facilitator currently follow up with students who have cut a class or have excessive absentee issues. Rewards are in place for perfect attendance.

Faculty & Staff Profile (2015-2016)	1 to 3 Years	4-10 Years	11-20 Years	21+ Years	Data Source
Current Principal's # of Years in Position	4	1			School-level Data
Teaching Staff # of Years in Current School	36	15	15	4.0000	School-level Data
Teaching Staff # of Years in Profession	13	14	31	12.0000	School-level Data
	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
% Administrator Absent 6+ Days	20%	0%	0%	0.0667	School-level Data
% Teachers Absent 6+ Days	59%	49%	54%	0.5400	School-level Data
% Staff Absent 6+ Days	-	16%	0%	0.0800	School-level Data

**Reflection Questions:** Do you monitor teacher/staff attendance? Are any teachers/staff chronically absent? Do these teachers/staff miss Mondays and Fridays more so than others?

Teacher/staff attendance is monitored daily. Teachers are encouraged in a group/private settings to attend school daily.



## High School Comprehensive Needs Assessment 2018-2019

TKES Standards (%) (2017-2018)	Level I	Level II	Level III	Level IV	Data Source
1. Professional Knowledge	0	0	69.01	30.99	School-level Data
2. Instructional Planning	0	5.63	77.46	16.90	School-level Data
3. Instructional Strategies	0	4.23	69.01	26.76	School-level Data
4. Differentiated Instruction	0	11.27	78.87	9.86	School-level Data
5. Assessment Strategies	0	2.82	91.55	5.63	School-level Data
6. Assessment Uses	0	5.63	86.73	5.63	School-level Data
7. Positive Learning Environment	0	2.82	63.38	33.80	School-level Data
8. Academically Challenging Environment	0	7.04	81.69	11.27	School-level Data
9. Professionalism	0	4.23	56.34	39.44	School-level Data
10. Communication	0	0	87.32	12.68	School-level Data

School Culture Data Profile	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
Student Mobility (%)	27.2	23.6	N/A	25.4000	Governor's Office of Student Achievement. <a href="http://gosa.georgia.gov/download/able-data">http://gosa.georgia.gov/download/able-data</a>
In-School Suspension (%)	22.8	37.3	16.6	25.5667	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
Out of School Suspension (%)	33.4	36.7	49.17	39.7567	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
# of Tribunal Hearings	84	83		83.5000	
Question from the Georgia Student Health Survey with the lowest rating (Highest percentage of Strongly Disagree/Disagree or Sometimes/Never)			School Safety #37 Peer Victimization #41	N/A	<a href="http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx">http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx</a>
Question from the Georgia Student Health Survey with the highest rating (Highest percentage of Strongly Agree/Agree or Always/Often)			Peer Victimization #40 Parent Involvement #49	N/A	<a href="http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx">http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx</a>

**Reflection Questions:** How do out-of-school suspensions affect attendance? Do you have interventions in place that could replace suspensions as a form of punishment? What positive behavior reinforcement program or initiatives does your school have in place?

A majority of the suspensions at ARC are due to tardies, cuts and possession of unapproved items. We allow the parent to walk through their child's schedule with his/her student to reduce a given tardy suspension by two days. School wide detention is in place as an intervention to replace a suspension. We reward students for honor roll and perfect attendance.

**Reflection Questions:** What is your school-wide discipline plan? Does the school wide discipline plan mirror board policy? What additional policy and procedures does your school have that are unique? Is your faculty and staff consistent with the school wide discipline plan? Are there any teachers that stand out that have had historical issues with discipline referrals? How is that teacher supported?

Our school wide discipline plan mirrors board policy with a few exceptions. We monitor tardies on a daily basis and have modified the consequences to take into account parent involvement, the size of our school, and our current number of students in the building. Most of our faculty and staff are consistent with the school wide discipline plan. A few teachers stand out and are being supported by their evaluator, and professional learning. Teacher follow these steps. Counsel student, contact parent, detention, referral. We have aligned the administrator in charge of a teachers evaluation as the teacher in charge of the teacher discipline. We are hoping that this wrap around coverage will better support teachers with chronic numbers of referrals. Concentrated one on one support will help.



## High School Comprehensive Needs Assessment 2018-2019

<p><b>Reflection Questions:</b> What types of training have you offered to address student discipline? What types of training is needed to address student discipline? For students who are long term (5-10 day suspension/ alternative) suspended, how are they transitioned back in the school? How are you monitoring and supporting academics of the students who are chronically suspended?</p>
<p>the RTI process is used to identify chronic discipline problem students. Teachers have been trained on our "customer service" protocol with students - Smile, Make Eye Contact, Speak Enthusiastically, and Make a Personal Connection. We plan to keep contact with students who will be returning from the alternative school. Students who are chronic problems are addressed through a parent conference, behavior contract, etc...</p>
<p><b>Reflection Questions:</b> What areas of concern are revealed in the Georgia Student Health Survey results? How does this relate to your School Climate Star Rating? How are these concerns addressed in your day-to-day operations? Do they represent gaps in your procedures or follow-through on your procedures? What needs to change to improve on these concerns?</p>
<p>Our students look forward to coming to school and feel accepted/welcomed by their peers. However, students feel that there is a lack of support from adults. Additionally, students feel that their appearance has an effect on them being treated fairly. Students feel that other students do not take pride in keeping their school clean. Most of our students have never been involved in a fight. Most students have not been a victim of cyber-bullying. Most students' parents are unavailable to assist them with homework. Students feel that they are not frequently recognized for good behavior.</p> <p>Our students feel successful at school and that they have a group of friends that are nice to them. Students feel that they are treated fairly by the peers regardless of race, ethnicity, or culture. In addition, students feel that their teachers treat them fairly. Students also feel that teachers keep their classrooms organized and clean. Our students value being honest. Most students have observed a fight at school. 4% of students have been teased/picked on at school on a daily basis. However, most students would help someone who was being bullied. Most of our students' parents think it's important for their student to graduate from high school.</p> <p>R-Our students feel that there is a lack of support from adults. Students feel that their appearance has an effect on how they are treated. Students have a lack of school pride. Students do not have help with homework at home. Students do not feel recognized for good behavior. There is a population of our students that feel teased on a daily basis.</p> <p>NS-To survey our students to find out how we can better support their needs. Then create and implement a plan to offer those supports. As a school (faculty and staff), we need to have professional learning and have grade level meetings with our students on culture awareness. We need to implement special ARC days to show your school pride (wear school colors or clothing/ hats with ARC logos). Additionally, we need to implement PBIS to recognize our students/faculty/staff for the great things they are doing. We need to continue TAA and makes sure teachers are going over the materials from guidance regarding bullying. Continue to promote zero tolerance for bullying and making sure our students understand and believe in our school mission, which states that, "other people with their differences can also right."</p> <p>R-Our school climate rating is 2 Stars. Despite this being an improvement, there seems to be a correlation with our rating and students not feeling supported or acknowledge for good behavior.</p> <p>NS- Implement PBIS. Have more celebrations for our students and their accomplishments.</p> <p>R- Our school mission is based on embracing others and their differences, our theme promotes being accountable, respectful, and committed, teachers offer tutoring after school and some Saturdays, ARC has a starfish program that has mandatory tutoring for athletes with failing grades, Guidance provides material on bullying for teachers to present to their homeroom during TAA, on Fridays teachers are allowed to dress down as long as they wear ARC attire, student accomplishments are announced over the PA system and emails are sent to faculty/staff to congratulate our students.</p> <p>R-Yes: We need to find ways to incorporate our mission into our students' education through offering more community involvement opportunities and within more than just the IB curriculum. Additionally, we need to look into offering more opportunities for Saturday school tutoring. Starfish should be expanded to other sports (currently only football) with students that were removed from the team, due to not meeting the academic requirements. We have our theme, but</p>
<p><b>Reflection Questions:</b> Do the Georgia Student Health Survey results reveal any concerns with alcohol/drug abuse or self-harm? How are these concerns being addressed? What needs to change to improve on these concerns?</p>
<p>R- Most of our students do not engage in the use of alcohol (96%), tobacco products (95%), marijuana (93%), methamphetamines (100%), heroin (100%), or the abuse of prescription drugs (97%). However, there is a population of students (7%) that engage in smoking marijuana. Most (88%) of our students have never thought of harming themselves. However, 12% have thought about harming themselves and 7 % have purposely harmed themselves. The mostly likely reasons given were other and family reasons. Additionally, 10% of our students have considered attempting suicide and 5% have tried to commit suicide. The mostly likely reasons were other and family reasons.</p> <p>R- Students are taught in Health class about the harms and risk of alcohol and tobacco products. We also have a "prom promise," where a staged accident has killed one of our students who was drinking and driving. Additionally, students promise not to drink and drive on prom day. For suicide prevention, our faculty and staff have had trainings on the signs to watch for and the protocols to follow when there is a student that may want to harm themselves or others. Trainings include suicide prevention and supporting students who have had traumatic experiences.</p> <p>NS- Continue to teach students the harms, risks, and consequences of alcohol, tobacco products, and drugs. Additionally, our faculty and staff need to continue to build relationships with our students. Students are more inclined to speak with an adult they trust and have a rapport. Make sure our students are aware and know that they have a support system at ARC.</p>

Family and Community Engagement Data Profile	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
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## High School Comprehensive Needs Assessment 2018-2019

External Business/Community Partnerships (#)	4.0	5.0	13.0	7.3333	School-level Data
Community Events (#)	2.0	2.0	8.0	4.0000	School-level Data
School Events (#)	10.0	16.0	16.0	14.0000	School-level Data
Parent Training Workshops (#)	0.0	8.0	8.0	5.3333	School-level Data
Curriculum Nights (#)	0	6	6	4.0000	School-level Data

Based on your data and the reflective questions, what are the three main initiatives that your school needs to focus on this school year?

1 - NMSI

2 - MYP

3 - Improving the perception of ARC

## 2018-2019 School Improvement Plan – High

School: Academy of Richmond County

Principal: Jason Medlin

Date: 7/3/2018

Performance Measure (with unit of measure)	Baseline	Target Year 1	Actuals Year 1	Target Year 2	Actual Year 2	Target Year 3	Actuals Year 3
	(2015-2016)	(2016-2017)	(2016-2017)	(2017-2018)	(2017-2018)	(2018-2019)	(2018-2019)
Increase the graduation rate (4-year cohort)	84%	87%	87%	90%	88%	93%	
Increase the percentage of students scoring Proficient or above in 9th Grade Literature/American Literature EOCs	9th: 22%	9th: 25%	9th: 34%	9th: 40%	9th: 34%	9th: 40%	9th:
	Am Lit: 15%	Am Lit: 18%	Am Lit: 32%	Am Lit: 38%	Am Lit: 23%	Am Lit: 30%	Am Lit:
Increase the percentage of students scoring Proficient or above in Algebra/Geometry EOCs	Alg: 1%	Alg: 4%	Alg: 1%	Alg: 4%	Alg: 1%	Alg: 4%	Alg:
	Geo: 11%	Geo: 14%	Geo: 15%	Geo: 18%	Geo: 15%	Geo: 21%	Geo:
Increase the percentage of students scoring Proficient or above in Biology/Physical Science EOCs	Bio: 18%	Bio: 21%	Bio: 20%	Bio: 23%	Bio: 47%	Bio: 25%	Bio:
	PhSci: N/A	PhSci: N/A	PhSci: N/A	PhSci: N/A	PhSci: N/A	PhSci: N/A	PhSci:
Increase the percentage of students scoring Proficient or above in US History/Economics EOCs	US Hist: 17%	USH: 20%	US Hist: 18%	USH: 21%	US Hist: 17%	US Hist: 24%	US Hist:
	Econ: 15%	Econ: 18%	Econ: 18%	Econ: 21%	Econ: 16%	Econ: 23%	Econ:
Increase the number of students participating in AP, IB, or Dual Enrollment	AP/IB: 188	AP/IB: 203	AP/IB: 284	AP/IB: 284	AP/IB: 304	AP/IB: 334	AP/IB:
	Dual: 51	Dual: 56	Dual: 35	Dual: 61	Dual: 60	Dual: 66	Dual:
Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target	56.3	59.1	69.7	62.1		65.2	

Principal's Signature: \_\_\_\_\_  
 Leadership Team \_\_\_\_\_  
 Member Signature: \_\_\_\_\_

School Council  
 President's Signature: \_\_\_\_\_  
 Leadership Team \_\_\_\_\_  
 Member Signature: \_\_\_\_\_

# 2018-2019 School Improvement Plan – High

**Goal Area (Aligned to RCSS Strategy Map):** High Academic Achievement and Success for All

**Performance Objective (Aligned to RCSS Strategy Map):** Increase Student Performance at or Above Grade Level

Through the NMSI grant we will (1) increase after school AP test prep opportunities from 0 to 3 in math, science, and ELA; (2) increase training opportunities for AP teachers in Math, Science, and ELA from 0 to 2; (3) and increase enrollment in ALL AP courses by at least 5%.

**Initiative 1:**

Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
NMSI Staff	NMSI sponsored training for all Math, Comp. Sci., Literature, and Science AP teachers and teachers identified as potential AP teachers.	Scott Guinn Amanda Hubbard	Certificates of Completion	July 16-19 2018	NMSI-funded training
NMSI Staff	NMSI sponsored training for all Math, Comp. Sci., Literature, and Science AP teachers and teachers identified as potential AP teachers.	Scott Guinn Amanda Hubbard	Certificates of Completion; Classroom observations	Math: Oct. 19-22 ELA: Oct 26-27 Science: Nov. 2-3 ELA: Feb 22 Math: Mar 15	NMSI-funded training
AP Students	NMSI sponsored Student Study Sessions	Scott Guinn Amanda Hubbard	Sign-in rosters	Math 1: Nov 10 Sci 1: Dec 8 ELA 2: Jan 12 Sci 2: Feb 2 Math 2: Feb 23	NMSI-funded training Host school will provide rooms/HVAC
			meeting agendas/sign-in rosters;	August 2018 During	

## 2018-2019 School Improvement Plan – High

Through the NMSI grant we will (1) increase after school AP test prep opportunities from 0 to 3 in math, science, and ELA; (2) increase training opportunities for AP teachers in Math, Science, and ELA from 0 to 2; (3) and increase enrollment in ALL AP courses by at least 5%.

### Initiative 1:

Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Potential AP Students	Organized student recruitment program (use AP Potential, teacher recommendation, student/parent interest)	Scott Guinn Amanda Hubbard	New student enrollment track sheets	registration process; March 2019	NMSI funding
Current student body and faculty	NMSI AP Kick-Off Party	Scott Guinn Amanda Hubbard	Committee meetings, agendas, and sign-in rosters; Planning worksheet	Aug-18	NMSI funding
NMSI Staff	Reflection Meeting (teachers will reflect upon the year and collaborate)	Scott Guinn Amanda Hubbard	Sign-in rosters; Reflection statements Action Plans	May-19	N/A

# 2018-2019 School Improvement Plan – High

**Goal Area (Aligned to RCSS Strategy Map):**

High Academic Achievement and Success for All

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**Performance Objective (Aligned to RCSS Strategy Map):**

Increase College, Career, and Workforce Readiness

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**Initiative 2:**

We will become an authorized IB Middle Years Programme (MYP) school in the Spring of 2019.

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Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
MYP Teachers	MYP Collaborative Planning Meeting: Required IB Policies (Assessment, Academic Honesty, Language, Inclusion)	Carson Thompson; Scott Guinn; Erica Frierson	Agenda/Sign-in/Minutes; Draft of policies	7 Aug 14 Aug 28 Aug 18 Sept	Current D1/C1 Policies Langford Policies MYP Principles into Practice Relevant IB Policy
MYP Teachers	Implement MYP Unit Planner in classrooms	Carson Thompson; Scott Guinn; Erica Frierson	MYP Unit Planners (pre/during/post reflections); ELEOT observations; Student interviews;	Aug 2018-May 2019	MYP Unit Planner Template; ELEOT platform;
MYP Teachers	Implement MYP Assessment Policy in instruction.	Carson Thompson; Scott Guinn; Erica Frierson	MYP Assessment data; Student interviews	Oct 2018-May 2019	N/A
MYP Teachers	MYP Collaborative Planning Meeting: Required IB Policies (Assessment, Academic Honesty, Language, Inclusion)	Carson Thompson; Scott Guinn; Erica Frierson	Agenda/Sign-in/Minutes; Draft of policies	7 Aug 14 Aug 28 Aug 18 Sept	Current D1/C1 Policies Langford Policies MYP Principles into Practice Relevant IB Policy



## 2018-2019 School Improvement Plan – High

### Initiative 2:

We will become an authorized IB Middle Years Programme (MYP) school in the Spring of 2019.

Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
MYP Students and Parents	MYP Parent University (Parent/Student informational meeting to discuss/explain MYP at ARC and Freedom Park)	Thompson; Scott Guinn; Erica Frierson	Agenda/Sign-in sheets	Aug 27 Sept 24	System; Handouts (paper/copies)
MYP Students and Teachers	Community and Personal Projects	Carson Thompson; Scott Guinn; Erica Frierson	Agenda/Sign-in sheets; Student/Mentor Agreements; Student Reflections;	Aug 22 -Mar 18 IB Student Expo on Mar 18, 2019	IB-61000 (supplies as requested by student/mentor)
Prospective MYP Students	MYP/IB Recruitment/Community Awareness Campaign	Carson Thompson; Scott Guinn; Erica Frierson; Scott Kennedy	Site Sign-in sheets; Questionnaires; 2019-20 Enrollment Numbers	Aug 7- May 2019	IB-61000 (printed promotional materials/pens, etc.)

# 2018-2019 School Improvement Plan – High

**Goal Area (Aligned to RCSS Strategy Map):**

Community Engagement

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**Performance Objective (Aligned to RCSS Strategy Map):**

Improve Perception of RCSS (ARC)

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**Initiative 3:**

Through a focused marketing strategy we will increase the enrollment at ARC by at least 5% for the 2019-20 school year. We will show an increase in the number of IB Students by at least 5%.

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Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Students in the community that have choice	2 minute "I Choose Richmond" promotional video	Medlin	Increase in the number of magnet applicants that choose ARC.	August to October	Alumni Donation/Title 1 Money to hire outside video firm
Feeder Pattern Celebration Fair	A celebration/carnival/fair to connect the feeder patterns. Highlight each school, Community Vendors, high school clubs, middle school clubs, extra curricular programs, sports, band, fine arts, cookout.	Feeder Pattern Principals	Event attendance	March 30th	Title 1
Community IB teachers, Community, IB Students, IB Parents	Car Sticker for each faculty member and for each student that gets a parking pass. In the community parents who have a choice of what school to send their kid to often place a sticker on their car.	Medlin	Parking Pass and Faculty Parking log	August	Junior Council Money
	At the Arts in the Heart community fair we will have an IB booth in partnership with the RCSS feeder IB				

## 2018-2019 School Improvement Plan – High

Through a focused marketing strategy we will increase the enrollment at ARC by at least 5% for the 2019-20 school year. We will show an increase in the number of IB Students by at least 5%.

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**Initiative 3:**

Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
IB Partner Schools (including	schools and CCBOE IB Schools. The booth will be to increase awareness of the IB opportunities in RCSS and CCBOE	Guinn	Pictures, paperwork	September 14-16th	IB

## 2018-2019 School Improvement Plan – High

### Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of Professional Learning	Evidence/Data of Impact on Student Learning
2	In Partnership with Freedom Park MYP Professional Development Unit Planners Phase 1 US History and American Lit Teachers Collaborative Training	August 22nd Half Day	Materials for PD (handouts, snacks, etc...)	Scott Guinn Carson Thompson	Observations (IB Dean, MYP Coordinator, Department Chairs)	Students will be able to effectively address the statement of inquiry on their final assessment. Eleot observations will show an increase in student engagement.
2	MYP Profesional Development Inquiry Based Learning and MYP Assessment Phase 2	September 19th Half Day	Materials for PD (handouts, snacks, etc...)	Scott Guinn Carson Thompson	Observations (IB Dean, MYP Coordinator, Department Chairs)	Students will be able to understand and evaluate their own assessments. Student assessment scores will go up after reflection and evaluation of their own assessment.
	Eleot Training (Department Chairs) "Teaching the Test" (Using Student Centered)Formative				Observations.	Eleot will help us pinpoint strategies to improve student engagement by department. Students will be able to assess their own learning through the use

## 2018-2019 School Improvement Plan – High

### Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of Professional Learning	Evidence/Data of Impact on Student Learning
	Assessments to guide Instruction) Rigor Worth Doing (Aligning instruction to the expectations of the EOC) Leveraging Technology in the Classroom Data Dig	October 9th	Materials for PD (handouts, snacks, etc...) \$700 Money for Lunch	ALL Admin Presenting	Lesson Plans, Data Notebooks, Data Room, Work Samples, MYP Unit Planners, ELEOT Observation Reports	of formative assessments. Lesson Plans and Formative assessments will reflect the rigor present in the standards. Students will be more engaged through technology tools. Students needs will be met will be met through differentiated
	Teacher Work Day Motivational Speaker	January 4th	Materials for PD (handouts, snacks, etc...) 700\$ Money for Lunch  \$1,500 for Motivational Speaker	Alan November?	School Climate Survey	Teachers are happy students are happy.
	Milestones PD session Best Practices by department (Mock		Materials for PD	Scott Guinn	Teacher Observations, Student Work, and	

## 2018-2019 School Improvement Plan – High

### Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of Professional Learning	Evidence/Data of Impact on Student Learning
	Assessment and Incentive Strategies) IB DP and CP Finishing out the program PD session	February 15th	(handouts, snacks, etc...) 700\$ Money for Lunch	Carson Thompson Department Presenter	Lesson Plans Common Mock Assessment	EOC Scores, Student generated study plans, Student self assessment, Scores on Mock IB Exams
2	MYP Profesional Development Inquiry Based Learning and MYP Assessment Phase 3	March 13th Half Day	Materials for PD (handouts, snacks, etc...)	Scott Guinn Carson Thompson	Observations (IB Dean, MYP Coordinator, Department Chairs)	MYP Assessment Data