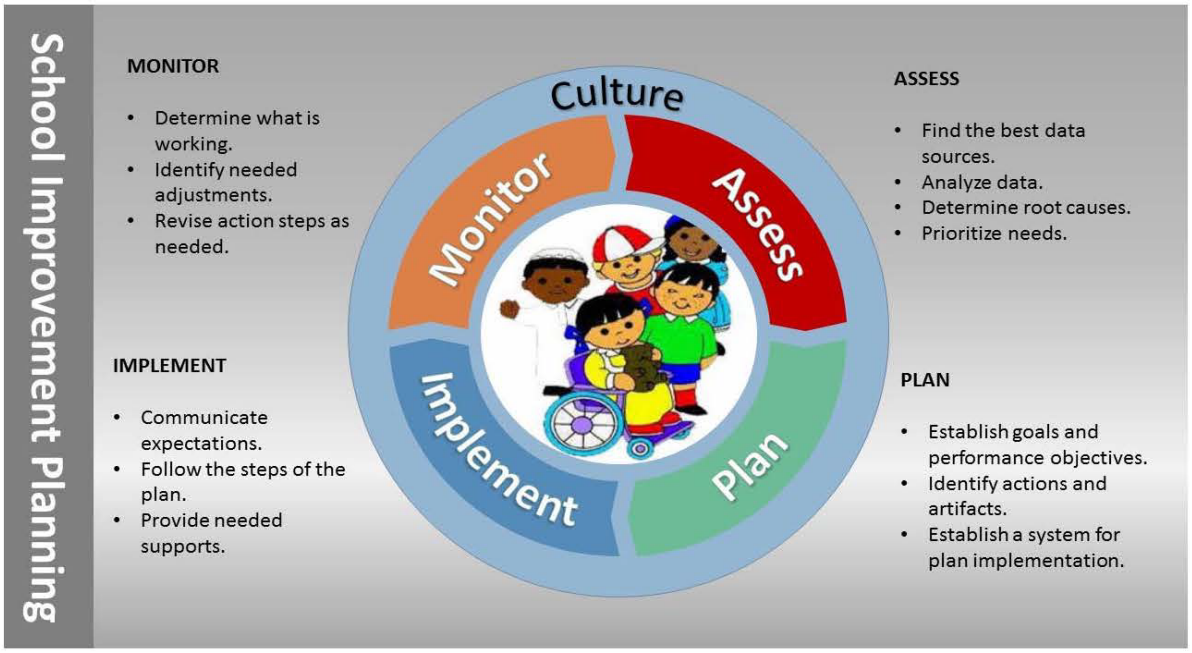
School Improvement Plan Process
Richmond County School System
2019-2020



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.

SCHOOLWIDE IMPROVEMENT PLAN (SIP)
TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN
TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL: Laney High School, Mr. Virgil Smith

NAME OF DISTRICT/SUPERINTENDENT: Richmond County, Dr. Angela Pringle

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)

Title I only

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

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

_____

SCHOOLWIDE IMPROVEMENT PLAN (SIP)
TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN
TITLE I TARGETED ASSISTANCE (TA) PLAN

School Name: Laney High School

Date: 3-Jun-19

Planning Committee Members

Name	Position/Role	Signature
Virgil Smith	Principal	
Sophia Cogle	Assistant Principal	
Tomika Briscoe	Teacher	
Dr. Sam Miller	Teacher	
Alicia Carroll	Teacher	
Adriana Phillips	Teacher	
Silburn Pitter	Teacher	
Carlotte Fields	Instructional Coach	
Jessica Hill	Media Specialist	
Angela Caldwell	Family Facilitator	
Gwendolyn Golatt	Counselor	
Barbara Weaver	Counselor	
	Parent	
	Parent	
Randy Burdette	Student (9th-10th Representative)	
Kashayla Garcia	Student (11th-12th Representative)	

Note** All parents are invited and more students are encouraged to participate in the schoolwide planning process.

SCHOOLWIDE IMPROVEMENT PLAN (SIP)
TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN
TITLE I TARGETED ASSISTANCE (TA) PLAN

Response to SWP 3: Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Funding Source	How funds will be used
Federal Funds: Title I Funds Include any Title I paid employee And everything you plan on purchasing this year.	Instructional Coach / Parent Facilitator / Reading Paraprofessional / Supplies and Technology as well as programs to support our SIP initiatives / Scholastic Magazines / IXL / PowerSchool / Computers / Printers / Paper / Ink / Calculators / Pencils & Pens / Notebooks / Journals / Folders / Whiteboards / Dry Erase Markers / Glue / Poster Maker Supplies / Achieve3000 / History Consultant / Saturday School / AfterSchool Academy / Albert / Transportation for Extended Learning Time Programs / Substitutes
State Funds	
Reduced Class Size (If applicable	
School Improvement Grant (If	
Local Professional Learning Func	District coordinates activities
Grants	

Funding Source and Resources provided:

- FTE Teachers, paraprofessionals, other staff, instructional materials and supplies, software, expendable equipment, technology, professional learning.
- Title II-Professional Learning Opportunities.
- Title III-Specifically for ELL students - instructional materials and supplies, technology, teachers, software.
- IDEA - Specifically for IDEA students - instructional materials and supplies, technology, teachers, paraprofessionals, software.
- Carl D Perkins - N/A
- EIP - Teachers for identified EIP students
- McKinney Vento - Services for Homeless students
- Title I - instructional materials, software, technology, professional learning, parental involvement, materials/supplies and resource books that support CCGPS/GSE instruction.

SCHOOLWIDE IMPROVEMENT PLAN (SIP)
TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN
TITLE I TARGETED ASSISTANCE (TA) PLAN

High School
School Improvement Plan Evaluation
2018-2019

Initiative #1 Evaluation	
EOC	
Goal Area:	High Academic Achievement and Succes for All
Performance Objective:	Increase student performance at or above grade level
Initiative #1:	Utilize EOC score from 2016/17 as baseline data, Laney will increase the number of students performing from proficient or above by 3% points in all EOC content areas as measured by GMAS scores (EOC), by the end of the 2018/2019 school year.
What was the need being addressed by this initiative?	To raise EOC scores
What was the reason for selecting this initiative?	Too many students at beginning level on Georgia Milestones
What were the intended results of this initiative?	To increase the number of students scoring proficient and distinguished
Initiative #1 Implementation Evaluation	

High School
School Improvement Plan Evaluation
2018-2019

Were there any barriers to implementing this intiative? Why or why not?	There were no barriers to implementing this initiative in History. In ELA and Math attendance issues caused students to fall behind on tasks and using the program as designed. In Math, teachers lack of knowledge of IXL- Teachers do not attempt to utilize any IXL with their students if they find IXL to be overwhelming or frightening. Teachers feel they do not have the time to discover the features themselves. • Inadequate knowledge of technology-supported pedagogy: Teacher struggling with how to use IXL to improve instruction. When teachers do not understand the different ways in which technology can function within pedagogy, they are more likely to simply adopt technology without properly integrating it into the curriculum. • Insufficient knowledge of technology-related-classroom management: Classroom management has been identified as
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	Student attendance created barriers for the timelines, use of technology sometimes affected timelines, and lack of consistancy by students to continue the practice as assigned all effected the initiave timelines.
Are changes needed to improve the full implementation of this initiative? What changes?	Making sure that the programs start at the beginning of the year, with fidelity. Utilize graphic organizers for better consistency and clearer expectations.
Initiative #1 Effectiveness Evaluation	
What data were collected to monitor and evaluate the effectiveness of this initiative?	Data from each program, work samples, student GA milestone scores. Scores for programs used are in gradebook for students. Student data was collected individually from IXL to guage student mastery.

High School
School Improvement Plan Evaluation
2018-2019

Citing specific data points, was the initiative successful in addressing the need? Why or why not?	According to GA Milestone scores, we were able to increase 9th grade Lit, Algebra I increase 3% points, Biology went down due to the number of students enrolled in the course being greater this year than last, US History increased, but not to the 3%.
Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?	Yes, we will begin programs earlier, train for more strategies to teach with technology in the classroom, complete more peer observations to learn tech strategies from colleages, and getting students to buy into the process along with teachers.

High School
School Improvement Plan Evaluation
2018-2019

Initiative #2 Evaluation	
Initiative #2 Description: Lexile	
Goal Area:	High Academic Achievement and Succes for All
Performance Objective:	Increase student performance at or above grade level
Initiative #2:	Increase the percentage of 9th and 11th grade students Lexile scores to 1155/1285 or higher by 3% points by the end of the 2018/2019 school year.
What was the need being addressed by this initiative?	Students unable to comprehend on level texts which effects all areas.
What was the reason for selecting this initiative?	Students are not able to read on the level of the starndars aligned questions. Focus was placed on opportunity to learn reading strategies and a variety of texts.
What were the intended results of this initiative?	Raise student Lexile scores by having more on level in reading which relates to better comprehension in all content areas.
Initiative #2 Implementation Evaluation	

High School
School Improvement Plan Evaluation
2018-2019

Were there any barriers to implementing this intiative? Why or why not?	Students are simply uninterested in the program itself due to childish nature, and number of years they have already utilized iReady, leading to poor data and teachers inability to accurately group students for interventions.
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	Time is the main barrier for analyzing data and still being able to maintain required program time.
Are changes needed to improve the full implementation of this initiative? What changes?	An alternative to Iready is needed to better engage students and get more student buy in. Training for monitoring process for teachers that are not clear on how the program works. Find ways to align text selection or lesson selection that aligns with the curriculum.
Initiative #2 Effectiveness Evaluation	
What data were collected to monitor and evaluate the effectiveness of this initiative?	iReady and Achieve 3000 data reports

High School
School Improvement Plan Evaluation
2018-2019

Citing specific data points, was the initiative successful in addressing the need? Why or why not?	We had an increase in Lexile scores compared to previous years. Utilizing other programs to analyze texts, learning typing programs to practice toward test, and other classroom programs led to an increase in Lexile scores.
Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?	Yes, we will continue the initiative. We would like to find alternatives to the iReady program, find ways to teach the students typing skills (Achieve 3000 allows for typing practice aligned with EOCs)

High School
School Improvement Plan Evaluation
2018-2019

Initiative #3 Evaluation	
Initiative #3 Description: Attendance	
Goal Area:	High Performing Culture and Workforce
Performance Objective:	Develop and implement staff high standards and expectations
Initiative #3:	Decrease students absent 6 or more days by 3% points from 44.3 to 41.3 by the end of the 2018/2019 school year.
What was the need being addressed by this initiative?	Attendance effects student achievement
What was the reason for selecting this initiative?	You can't learn if not at school.
What were the intended results of this initiative?	To increase student attendance therefore increasing student achievement.
Initiative #3 Implementation Evaluation	

Were there any barriers to implementing this intiative? Why or why not?	Lack of funding for initiatives for students to encourage attendance, staying consistent with reward systems (PBIS) Time also effected ability to implement programs. Inconsistency in implementing programs.
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	Inconsistencies in maintaining initiatives during the timeline.
Initiative #3 Effectiveness Evaluation	
What data were collected to monitor and evaluate the effectiveness of this initiative?	Walk-through cycle, teacher survey, student surveys of program, end of year PBIS report, attendance reports, tardy reports
Citing specific data points, was the initiative successful in addressing the need? Why or why not?	Based on the PBIS student survey, the PBIS program is not successful. Absences were similar in number to last year with little improvement.

High School
School Improvement Plan Evaluation
2018-2019

Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?	Yes, changes include focusing on the number of tardies more as they add up to absences as well. Re-evaluate the PBIS process and programs, more consistencey in the PBIS initiatives and celebrations, tracing field trip absences better as excused in system, utilize attendance clerk position / Pull attendance data every quarter and share with Leadership team so that everyone understands where shortfalls are.

High School
Comprehensive Needs Assessment
2019-2020

CCRPI	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Sources
CCRPI Score - School	62.4	64.2	67.2	64.6000	GADOE portal
CCRPI Score - District	57.9	63.1	68.3	63.1000	
CCRPI Score - State	73.6	72.9	76.6	74.3667	
Georgia Milestones	**2016-2017**	**2017-2018**	**2018-2019**	**3-yr Avg**	**Data Source**
% Developing Learner or Above - 9th Grade Lit	68.8	69	78.1	71.9667	SLDS
% Developing Learner or Above - American Lit	51.1	60	64.1	58.4000	
% Developing Learner or Above - Algebra I	38.9	33	34.5	35.4667	
% Developing Learner or Above - Geometry	49.5	53.8	46.7	50.0000	
% Developing Learner or Above - Physical Science	N/A	N/A	too few		
% Developing Learner or Above - Biology	26.9	76	54.6	52.5000	
% Developing Learner or Above - US History	28.6	46	47.8	40.8000	
% Developing Learner or Above - Economics	46.4	34.7	53.7	44.9333	
% Proficient or Distinguished Learner - 9th Grade Lit	18.1	24.5	42	28.2000	
% Proficient or Distinguished Learner - American Lit	8	11.8	28.3	16.0333	
% Proficient or Distinguished Learner - Algebra I	5.6	0	5.2	3.6000	
% Proficient or Distinguished Learner - Geometry	11.7	19.6	0	10.4333	
% Proficient or Distinguished Learner - Physical Science	N/A	N/A	too few		
% Proficient or Distinguished Learner - Biology	9	33	24	22.0000	
% Proficient or Distinguished Learner - US History	2.4	12.1	12.6	9.0333	
% Proficient or Distinguished Learner - Economics	11.8	4	19.5	11.7667	
College and Career	**2016-2017**	**2017-2018**	**2018-2019**	**3-yr Avg**	**Data Source**
Lexile Measure greater than or equal to 1155 on 9th Grade Literature EOC (%)	37	35.0	75.7	49.2333	Georgia Milestones/SLDS
Lexile Measure greater than or equal to 1285 on American Lit EOC (%)	23	28.0	57.9	36.3000	Georgia Milestones/SLDS

High School
Comprehensive Needs Assessment
2019-2020

% Graduates earning credit(s) for accelerated enrollment (ACCEL, Dual HOPE Grant, Move on When Ready, Early College, Advanced Placement, or International Baccalaureate courses)	49.7	43.6		46.6500	School-level Data
Percent of graduates completing a CTAE pathway, advanced academic pathway, IB Career Related Programme, fine arts pathway, or world language pathway.	87.1	86.7		86.9000	
Number of Students who took the SAT	43	78		60.5000	School-level Data
% of Students Scoring 480+ out of 800 on Reading/Writing and 530+ out of 800 on Math on the SAT		10.3		10.3000	School-level Data
Number of Students who took the ACT	71	51		61.0000	School-level Data
% of Students Scoring 22+ on the ACT		5.9		5.9000	School-level Data

Reflection Questions: 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?

Student lexiles are used to group students for differentiation. They are shared with the students and parents in their iReady, Achieve 3000, and EOC scores. The students have goals of Lexile measures to achieve that coincide with state testing standards, the ACT, and SAT. PL takes place to help teacher understand Lexiles, especially for those teachers who are not in and ELA setting. The media specialist supports the school and Lexile measures through leveling of books, helping students find books on level (or with a little stretch), and through teaching lessons aimed at increasing reading levels and comprehension. The media specialist helps to find resources for teachers and students on varying lexile levels so that students can learn at their level and work to increase it.

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?

We currently have 23 students enrolled in Dual Enrollment. All students are made aware of MOWR through daily announcemnets, representatives for local colleges, flyers, LCL website, GAFutures website and word of mouth. Once students show interest in MOWR, they meet to go over GPA, rules and expectations for designated college of choice. Parent conference is held to ensure parents are aware of the benefits, rules, and expectations. Students participating in the program are supported in ongoing ways by guidance with monitoring of attendance and grades. All students that meet the criteria for the program are eligible. The barriers met to MOWR here at Laney are due to transportation

High School
Comprehensive Needs Assessment
2019-2020

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

We provide SAT/ACT preparation classes for students as well as practice tests that provide valuable instruction to support students' ability to improve prior SAT scores or to meet the minimum criteria for college entry. We provide study prep materials to include books and online programs like Khan Academy for student practice. Sprint One Million provided devices for students who did not have internet or devices at home. Those students are encouraged to complete ACT and SAT test prep and are rewarded by receiving free data based on study time that they complete on the donated devices.

Student Profile	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
Total Student Enrollment	587	649	565	600.3333	Infinite Campus (Student Information->Reports->Enrollment Summary
Students Absent 6+ Days (%)	79	39.2	24.05	47.4167	Infinite Campus (RCSS Custom Reports->Attendance->Attendance by Min Nbr of Days
Discipline Incidences	1045	1167	682	964.6667	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 current school attendance plan created an attendance committee (ART). The goal is to reduce absences and increase overall student attendance. ART is made up of different members from different departments to include teachers, staff, and administration. Attendance data is pulled for each meetings and utilizes participation from all teachers. The ART team and goals work in conjunction with the PBIS team. Auto Robocalls are set whenever teachers input attendance. 5 day attendance letters are mailed home. Teachers are expected to call parents for student absences as well. Our social worker makes home visits as needed. The ART team monitors attendance. Students are rewarded during our quarterly Academic Pep Rally for perfect attendance and fewest missed days.

Faculty & Staff Profile (2018-2019)	1 to 3 Years	4-10 Years	11-20 Years	21+ Years	Data Source
Current Principal's # of Years in Position	x				School-level Data
Teaching Staff # of Years in Current School					School-level Data
Teaching Staff # of Years in Profession					School-level Data
	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source

High School
Comprehensive Needs Assessment
2019-2020

% Administrator Absent 6+ Days			33%	0.3300	School-level Data
% Teachers Absent 6+ Days	58%	50%	51%	0.5297	School-level Data
% Staff Absent 6+ Days	44.8	45%	54%	15.2632	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 consistently moitored through the bookkeeper and administrative staff. There are 32 teachers/staff that have missed 6 or more days and are considered chronic. Of these, three teachers/staff were on extended medical leave. Only 5 treacher/staff members have perfect attendance.

High School
Comprehensive Needs Assessment
2019-2020

TKES Standards (%) (2017-2018)	Level I	Level II	Level III	Level IV	Data Source
1. Professional Knowledge	0	0	28	7	School-level Data
2. Instructional Planning	0	4	28	3	School-level Data
3. Instructional Strategies	0	4	30	1	School-level Data
4. Differentiated Instruction	0	9	24	2	School-level Data
5. Assessment Strategies	0	1	33	1	School-level Data
6. Assessment Uses	0	3	32	0	School-level Data
7. Positive Learning Environment	0	3	29	3	School-level Data
8. Academically Challenging Environment	0	6	28	1	School-level Data
9. Professionalism	0	2	26	7	School-level Data
10. Communication	0	2	31	2	School-level Data

School Culture Data Profile	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
Student Mobility (%)	21.3	29.2	not available at this time	25.2500	Governor's Office of Student Achievement. http://gosa.georgia.gov/downloadable-data
In-School Suspension (%)	40.2	24.8	16.8	27.2667	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
Out of School Suspension (%)	32.7	31.4	30.9	31.6667	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
# of Tribunal Hearings	15	43	22	26.6667	
Question from the Georgia Student Health Survey with the lowest rating (Highest percentage of Strongly Disagree/Disagree or Sometimes/Never)	41	37	34	N/A	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx

High School
Comprehensive Needs Assessment
2019-2020

Question from the Georgia Student Health Survey with the highest rating (Highest percentage of Strongly Agree/Agree or Always/Often)	46, 49	46	40	N/A	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx

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?

Out of school suspension affects attendance because it reduces the number of students who are in class learning. In order to reduce the number of students suspended we utilize proactive measures such as removing students out of the classroom who are disruptive and having an administrator counsel the student about or his or her actions. In addition, we utilize P.B.I.S as a form of positive reinforcement. We have school dances, movie nights, and Shout Outs to students who show positive behavior.

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 follows the discipline policies set by the county school system. Our staff met at the beginning of the year to go over the school wide discipline plan so that our whole staff would have the same expectations addressing student behavior. We reviewed our data and identified 4 teachers who need assistance with classroom management. In order to address those concerns we observed those teachers and gave them feedback. Also, we provided those teachers with PLs to help them improve their classroom management.

High School
Comprehensive Needs Assessment
2019-2020

Reflection Questions: 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?
We offer PLs to our teachers who have continuous discipline concerns. For our students who receive long term suspensions we transition those students back into school by having transitional meetings with the student where as the principal will meet with the student and his or her parents to discuss school expectations before the student can enroll back into the school. For students who are chronically suspended and are having academic concerns we offer several restorative practices such as Edgenuity and Departmental credit recovery to ensure those students don't fail.
Reflection Questions: 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?
Number 37 "I have been involved in a fight at school" was answered that many students had been involved in fight and that is a concern. To address this concern there are several things that take place within the school. Our discipline plan is one, another is counseling. Laney has small group counseling as well as individual counseling. There is also Peer Mentoring and Counselor referals by teachers / staff. Number 46 parent involvement with low ratings is also an area of concern. We received a 3 star rating on CCRPI. We have montly parent meetings, PBIS teams and other events where parents are invited in order to try and increase the number of parents involved in the school. This has been an ongoing uphill battle in which we are constantly trying to find new ways to be successful. The guidance office has started montly coffee with the councelors and parent events are planned around student activities to bring more parents to the school. There are no gaps in our procedures to meet needs addressed in the health survey.
Reflection Questions: 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?
No, there were not concerns noted with alcohol/drug abuse or self-harm.

High School
Comprehensive Needs Assessment
2019-2020

Family and Community Engagement Data Profile	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
External Business/Community Partnerships (#)			5.0	5.0000	School-level Data
Community Events (#)			7.0	7.0000	School-level Data
School Events (#)			33.0	33.0000	School-level Data
Parent Training Workshops (#)			12.0	12.0000	School-level Data
Curriculum Nights (#)			4	4.0000	School-level Data

last data was 2015/16

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

Utilizing the 2018/2019 scores as baseline score, Laney will increase the number of students scoring proficient or above by 3 percentage points in all EOC content areas as measured by GMAS scores (EOC), by the end

2

Increase the percentage of 9th and 11th grade students' Lexile scores to 1155/1285 or higher by 3 percentage points by the end of the 2019-2020 school year.

3

Decrease percentage of students who are absent 15 or more days by 3 percentage points from 26.9% to 23.9% by the end of the 2019-2020 school year.

2019-2020 School Improvement Plan – High

Revised March 29, 2019

School: Lucy C. Laney High School

Principal: Virgil Smith

Date: Oct-19

Performance Measure (with unit of measure)	Baseline (2015-2016)	Actuals Year 1 (2016-2017)	Actual Year 2 (2017-2018)	Target Year 3 (2018-2019)	Actuals Year 3 (2018-2019)	Target Year 4 (2019-2020)	Actuals Year 4 (2019-2020)
Increase the graduation rate (4-year cohort)	86.747	84.472	82.35	85.35	84.4	87.4	
Increase the percentage of students scoring Proficient or above in 9th Grade Literature/American Literature EOCs	9th: 11.2	9th: 18.1	9th: 24.5	9th: 27.5	9th: 45.8	9th: 48.8	9th:
	Am Lit: 10.5	Am Lit: 8	Am Lit: 11.8	Am Lit: 14.8	Am Lit: 25.4	Am Lit: 28.4	Am Lit:
Increase the percentage of students scoring Proficient or above in Algebra/Geometry EOCs	Alg: 7.6	Alg: 5.6	Alg: 0	Alg: 3	Alg: 5.2	Alg: 8.2	Alg:
	Geo: 18.8	Geo:11.7	Geo: 19.6	Geo: N/A	Geo: N/A	Geo: 22.6	Geo:
Increase the percentage of students scoring Proficient or above in Biology/Physical Science EOCs	Bio: 10.1	Bio: 9	Bio: 35.8	Bio: 38.8	Bio: 23.4	Bio: 26.4	Bio:
	PhSci: 0	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: 5.7	US Hist: 2.4	US Hist: 12.4	US Hist: 15.4	US Hist:12.6	US Hist: 15.6	US Hist:
	Econ: 20.1	Econ: 11.8	Econ: 4	Econ: 14.8	Econ: 22.2	Econ: 25.2	Econ:
Increase the number of students participating in AP, IB, or Dual Enrollment	AP/IB:	AP/IB: 145	AP/IB: 103	AP/IB: 107	AP/IB: 159	AP/IB: 170	AP/IB:
	Dual:	Dual: 34	Dual: 41	Dual: 46	Dual: 28	Dual: 30	Dual:
Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target	62.4	64.2	67.2	70.2	62.8	65.8	

Principal's Signature: _____

Leadership Team Member Signature: _____

School Council President's Signature: _____

Leadership Team Member Signature: _____

2019-2020 School Improvement Plan – High

Revised March 29, 2019

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

Initiative 1 (SMART Goal): Utilizing the 2018/2019 scores as baseline score, Laney will increase the number of students scoring proficient or above by 3 percentage points in all EOC content areas as measured by GMAS scores (EOC), by the end of the 2019-2020 SY.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Utilize IXL to increase students mastery of standards through skills practice in order to increase students scoring proficient and higher on the GA Milestone.	https://www.ixl.com/research/Impact-of-IXL-in-Georgia.pdf	moderate	T. Briscoe, C. Fields, S. Cogle, A. Phillips	IXL Data Reports / GA Milestone Scores	Tues-Thurs Monthly	Title I A / IXL Online Program Access / Notebooks / Paper / Pencils / Graphing Calculators / CBR2 devices
Utilize the Albert Program to support students mastery of standards in the ELA and Science curriculums to increase the number of students scoring proficient and higher on the GA Milestones			A. Corley, T. Green, C. Fields, S. Cogle		Tues-Thurs Monthly	Title I A / Albert Software Program for 150 students

2019-2020 School Improvement Plan – High

Revised March 29, 2019

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Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Utilize Achieve 3000 to measure and monitor student progress towards mastery of standards as well as provide skills practice in order to increase students scoring proficient and higher on the GA Milestone	https://www.evidenceforessa.org/programs/reading/middlehigh-school/achieve3000-secondary	Strong	T. Briscoe, C. Fields, S. Cogle, A. Phillips	Achieve 3000 data reports / GA Milestone Scores	Tues - Thurs Monthly	Title I A / Achieve 3000 Online Program Access / Notebooks / Paper / Pencils / Graphing Calculators
Utilize Scholastic Magazines to reinforce reading skills and standards that are on the GA Milestones Assessment. Allows for differentiated reading levels and activities to suplement to textbook materials to include articles and selections of non-fiction and fiction reading	ublications/educational-leadership/dec12/vol70/num04/Nonfiction-Reading-Promotes-Student-Success.aspx	Strong	Department Chairs, C. Fields, J. Hill, S. Cogle, A. Phillips	Work Samples / Skill Sheets / GA Milestone Scores	Tues - Thurs Monthly	Title I A / Scholastic Magazines for different subject areas / Paper / Pens / Online Access

2019-2020 School Improvement Plan – High

Revised March 29, 2019

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Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Utilize American Book Company EOC Review Materials to support evidence-based, data driven instructional practices.			A. Carroll, C. Fields, S. Cogle, A. Phillips	Work Samples / GA Mileston Scores	End of Semester for Economics (Dec and May)/ End of Year for US History (May)	Title I A / American Book Company Books and Online Access / Paper / Pencils / Updated Technology for online access
Utilize Powerschool to create formative assessments, analyze student work/data and m odify instruction	(see rationale)	Strong	T. Briscoe / A. Corley / T. Green / A. Carroll / C. Fields / S. Cogle	Work Samples / Test Scores	Tues - Thurs Monthly	Title I A / Powerschool Software Program License / Updated Technology for assessment access
Provide Extended Learning Program Saturday School program for remediation, acceleration, and enrichment for all students	http://www.bestevidence.org/search.cfm	Strong	T. Briscoe / A. Corley / T. Green / A. Carroll / C. Fields / S. Cogle	GA Milestone Scores	January - April	Title I A / Teachers / Notebooks / Pens / Paper / Ink

2019-2020 School Improvement Plan – High

Revised March 29, 2019

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

Initiative 2 (SMART Goal): Increase the percentage of 9th and 11th grade students' Lexile scores to 1155/1285 or higher by 3 percentage points by the end of the 2019-2020 school year.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Students will utilize Scholastic Magazines in all core subject areas to increase Lexile scores by following lessons within the Scholastic Framework that has proven to increase student comprehension and other text analysis skills.	http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Nonfiction-Reading-Promotes-Student-	Strong	C. Fields, S. Cogle, J. Hill, A. Holmes, A. Phillips, A. Carroll, T. Green, T. Briscoe, T.	Student artifacts from scholastic mag./ lesson plans / observations / Lexile Scores	BiWeekly Thursday	Title I A / Scholastic Magazines and Online Access / Paper and Ink
Students will utilize Achieve 3000 in 9th, 10th and 11th grades to increase Lexile Scores to become college and career ready.	https://www.evidenceforessa.org/programs/reading/middlehigh-school/achieve3000-secondary	Strong	C.Fields, S. Cogle, A. Holmes, A. Phillips, (Literacy Parapro)	Achieve 3000 data reports / GA Milestones Lexlie Scores (9th & 11th grade)	Tues/Wed/Thur Weekly	Title I A / Achieve 3000 subscription online / updated technology (laptops / computers)

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Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed

2019-2020 School Improvement Plan – High

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map):

Performance Objective (Aligned to RCSS Strategy Map): Develop and implement staff high standards and expectations

Initiative 3 (SMART Goal): Decrease percentage of students who are absent 15 or more days by 3 percentage points from 26.9% to 23.9% by the end of the 2019-2020 school year.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Utilize Attendance Team and Attendance/Discipline clerk to monitor and update students' attendance and tardies via Infinite Campus Parent Portal and School Messenger reports			G. Golatt / Coach Pitter / B. Weaver / V. Smith / D. Jackson	Attendance Reports / Tardy Reports	Daily	None
Increase effective recording, reporting, and monitoring of students attendance by all faculty members			D. Jackson / V. Smith / Coach Pitter / G. Golatt / K. Kardos	Attendance Reports / Tardy Reports	Daily	None

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Revised March 29, 2019

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Initiative 3 (SMART Goal): Decrease percentage of students who are absent 15 or more days by 3 percentage points from 26.9% to 23.9% by the end of the 2019-2020 school year.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Utilize Infinite Campus and School Messenger to inform parents about student's attendance and tardies					Daily	None
Provide PL regarding school and district attendance policies / Monitor teachers for following protocol			D. Jackson / V. Smith / Coach Pitter / G. Golatt / Attendance Clerk	Attendance Reports / Walk Through Reports / Teacher Call logs	Daily	paper and ink for passes

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Initiative 3 (SMART Goal): Decrease percentage of students who are absent 15 or more days by 3 percentage points from 26.9% to 23.9% by the end of the 2019-2020 school year.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
			D. Jackson / V. Smith / Coach Pitter / G. Golatt / K. Kardos	Attendance Reports / Tardy Reports	Daily	Title I A / Paraprofessional / Colored Paper for passes / logbooks / pens / notebooks
Provide PL and utilize the PBIS program to include the Behavior Matrix, area Flowcharts, and Class Dojo as a positive communication tool to parents on students work, attendace and behavior and class positive lessons.	https://www.pbis.org/research	Strong	D. Jackson / A. Holmes / Coach Pitter / G. Golatt / K. Kardos	Class Dojo Reports / lessons uploaded / Postives rewards documents	Monthly	Paper for Posters / Ink for Matrix & Flowchart Posters, paper, pencils, updated tech for surveys

School Improvement Plan Glossary

Performance Measure: Data point to measure a school's achievement on key indicators. Successful implementation of any school improvement plan will increase achievement on these indicators.

Target: Goal set by the school as to what a reasonable growth in achievement can be from one year to the next year. Targets are adjusted every year based on the previous year's actual values.

Actuals: Score received by the school that are based on real data.

Goal Area: Gold-colored box on the RCSS Strategy Map aligned to the focus of the School Improvement Plan. Operational Effectiveness; High Performing Culture and Workforce; Communication; Community Engagement; and High Academic Achievement and Success for All are the Goal Areas.

Performance Objective: Blue-colored box on the RCSS Strategy Map aligned to the selected Goal Area. For example if the selected Goal Area is High Academic Achievement and Success for All, the only choices for Performance Objective are Increase Graduation Rate; Increase Student Performance At or Above Grade Level; and Increase College, Career, and Workforce Readiness.

Initiative: Broad description of the work to be accomplished. Could be in the form of a SMART goal or short like the chapter of a book. Must be related to the weakness and root cause found through the Needs Assessment.

Action Step: Specific task to be accomplished in order to complete the Initiative. Task should be completed within a specific amount of time with a specific team/leader assigned to oversee its direction.

Group Affected by Initiative: The specific target of the action step, could be teachers receiving a particular PL course, 7th grade students receiving a type of intervention, or all students for school-wide action steps.