

Lucy C. Laney High School

2020-2021

School Improvement Plan

2020-2021 School Improvement Plan – High
Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map):

Student Achievement and Success

Performance Objective (Aligned to RCSS Strategy Map):

Improve Content Mastery

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 2020-2021 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 / update active boards

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Utilize Reading Plus to help students increase Lexile levels and content mastery through practice of skills in order to increase scoring proficient and higher on the GA Milestone	readingplus.com/reading-and-results/efficacy/	Strong	A. Phillips, C. Fields, S. Cogle	Reading Plus reports / GA Milestone Scores	Monthly	Title I SIP (TSI funding) & Digital Learning Grant / Reading Plus Software Program / Updated Technology for students / Laptops
Utilize Scholastic Magazines to reinforce reading skills and standards that are on the GA Milestones Assessment. Allows for differentiated reading levels and activities to supplement to textbook materials to include articles and selections of non-fiction and fiction reading	http://www.scholastic.com/publications/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 (activepanels for class activities

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Teacher Induction mentoring (peer observations,	ceforessa.org/programs/math/middlehigh-school/alabama-math-science-and-technology-initiative-secondary	Promising	S. Cogle/ Dept. Chairs	Peer Observation documentation	mentoring meetings bi-weekly; peer observations monthly	Title I A / Substitutes
Utilize the Study Island Program to support students mastery of standards in the ELA and Math curriculums to increase the number of students scoring proficient and higher on the GA Milestones	https://www.evidenceforessa.org/programs/reading/readin-g-plus	Strong	A. Phillips, C. Fields, S. Cogle	Work Samples / Skill Sheets / GA Milestone Scores	Monthly	Title I SIP (TSI funding) / Study Island Software Program / Updated Technology for students / Laptops / Notebooks

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Goal Area (Aligned to RCSS Strategy Map):

Student Achievement and Success

Performance Objective (Aligned to RCSS Strategy Map):

Improve Early Literacy and Numeracy Skills

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 2020-2021 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/vol170/num04/Nonfiction-Reading-	Strong	C. Fields, S. Cogle, J. Hill, A. Holmes, A. Phillips, T. McGee, T. Crawford, S. Briscoe, T. A. Phillips	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 Reading Plus in ELA classes and SPED classes	readingplus.com/reading-and-results/efficacy/	Strong	A. Phillips	Lexile Scores	Weekly	Title I A / TSI funding/ Reading Plus software / Laptops / Updated technology

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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 the Study Island Program to support students mastery of standards as well as increase literacy skills	https://www.evidenceforessa.org/programs/reading/reading-plus	Strong	A. Phillips, C. Fields, S. Cogle	Work Samples / Skill Sheets / GA Milestone Scores	Monthly	Title I SIP (TSI funding) / Study Island Software Program / Updated Technology for students / Laptops / Notebooks

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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
1	Provide Job Embedded Professional Learning for Teaching Best Practice Strategies for student engagement	June-December	Teaching and Learning Dept	C. Fields / Academic Support Specialist	S. Cogle / D. Jackson / Hall / C. Fields	PL resources, Lesson plans, observations, TKES, Georgia Milestones, benchmarks
1	Provide Job Embedded Professional Learning for student differentiation through interventions in math and ELA	August - September	Teaching and Learning Dept	C. Fields / Academic Support Specialist/ T. Briscoe Math Dept. Chair	C. Fields / T. Briscoe / S. Cogle	PL Resources, Intervention documents, Lesson plans
1	Provide Job Embedded Professional Learning for corrective instruction after data analysis	September-December	Teaching and Learning Dept	A. Carroll / S. Crawford / S. Cogle / C. Fields (New leader team)	A. Carroll / S. Crawford / S. Cogle / C. Fields (New leader team)/ D. Jackson / Hall	Corrective instruction documents / data analysis sheets

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1,2	Provide Job Embedded Professional Learning for using Scholastic Magazines for increasing student Lexiles and citing textual evidence		Title I -A Scholastic Magazines	A.Holmes ELA Dept. Chair/ J. Hill Media Specialist / C. Fields Academic support Specialist	A.Holmes ELA Dept. Chair/ J. Hill Media Specialist / C. Fields Academic support Specialist / Hall & S. Cogle Admin.	PL resources, student work
1	Technology Professional Learning (Teaching and Learning w/ technology; classflow / teams)	19-Jun	Title I -A Laptop Computers	J. Hill TTR / C. Fields Academic Support Specialist / Assigned District Technology person	J. Hill TTR / C. Fields Academic Support Specialist / Assigned District Technology person/ D. Jackson, S. Cogle, Hall -Admin.	PL resources, Classflow lessons/ activities, teams lessons / activities ,
3	Provide Job Embedded Professional Learning Class Dojo- all interactive components	Aug-19	Title I -A Substitute	A. Holmes ELA Dept Chair/ T. McGee SS Dept. Chair /	A. Holmes ELA Dept Chair/ T. McGee SS Dept. Chair / T. Briscoe Math Dept. Chair / D. Jackson PBIS Admin / S. Cogle Admin / Hall Admin	PL resources, Class Dojo-reports,

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3	Provide Job Embedded Professional Learning -PBIS for new teachers	Aug-19	Title I -A Ink for PBIS Posters, Paper for PBIS Posters	A. Holmes PBIS coach / D. Jackson PBIS admin	D.Jackson / S. Cogle / Hall	PL resources, PBIS activities, student surveys
3	Provide Job Embedded Professional Learning - attendance/ tardy procedures and protocols (District/Laney)	Jun-19	Title I -A Ink for Posters, Paper for Posters	G. Golatt, D. Jackson, B. Weaver- Attendance team	G. Golatt, D. Jackson, B. Weaver- Attendance team	PL resources, Student attendance/tardy data, Teacher data (protocol/procedure compliance)

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Goal Area (Aligned to RCSS Strategy Map):

Student Achievement and Success

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Establish and Monitor non-negotiable achievement and instructional 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 2020-2021 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	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=47	Moderate	D. Jackson / G. Golatt / K. Kardos/ A. Albright / B. Weaver /B. Hill / C. Lawrence/	Attendance Reports / Tardy Reports	Daily	None
Utilize group monitoring by reporting absences accurately to track those in danger of dropping out	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=47	Moderate	D. Jackson / G. Golatt / K. Kardos/ A. Albright / B. Weaver /B. Hill / C. Lawrence/ C. Fisher	Attendance Reports / Tardy Reports	Daily	None

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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 Infinite Campus, Canvas, and School Messenger to inform parents about student's attendance and tardies	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_drop_out_092617.pdf#page=27	Moderate	D. Jackson / M. Hall / G. Golatt / Ms. Albright / Ms. Fisher	Attendance reports for IC	Daily	None
Provide PL regarding school and district attendance policies / Monitor teachers for following protocol	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_drop_out_092617.pdf#page=27	Moderate	D. Jackson / M. Hall / G. Golatt / Ms. Albright / Ms. Fisher	Attendance Reports / Walk Through Reports / Teacher Call logs	Daily	paper and ink for passes

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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 cohorts to monitor attendance and provide support to those student who are missing too many days	https://ies.ed.gov/nc/ee/wwc/Docs/PracticeGuide/wwc_drop_out_092617.pdf#page=27	Moderate	D. Jackson / M. Hall / G. Golatt / Ms. Albright / Ms. Fisher / Ms. Weaver	Quarterly reports for cohort listings	Daily / Monthly / Quarterly	n/a
Provide PL and utilize the PBIS program to include the Behavior Matrix, and area Flowcharts to promote attendance and positive behavior and class positive lessons.	https://www.pbis.org/research	Strong	D. Jackson / A. Holmes / S. Davis / A. Carroll / T. McGee / B. Willingham	lessons uploaded / Postives rewards documents	Monthly	Paper for Posters / Ink for Matrix & Flowchart Posters, paper, pencils, updated tech for surveys