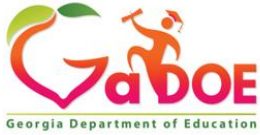


2021-2022 SCHOOL IMPROVEMENT PLAN



NAME OF SCHOOL: Lucy C. Laney High School PRINCIPAL: Dr. Marquez Hall
NAME OF DISTRICT: Richmond County School System SUPERINTENDENT: Dr. Kenneth Bradshaw
<input type="checkbox"/> Comprehensive Support and Intervention <input type="checkbox"/> CSI Alternative <input checked="" type="checkbox"/> Targeted Support and Intervention <input type="checkbox"/> Promise <input checked="" type="checkbox"/> Schoolwide Title 1 School <input type="checkbox"/> Targeted Assistance Title 1 School <input type="checkbox"/> Non-Title 1 School

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

SIGNATURES: Superintendent _____ Date _____ Principal Supervisor _____ Date _____ Principal _____ Date _____ Federal Programs Director _____ Date _____
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Revision Date: _____ Revision Date: _____ Revision Date: _____

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Laney High School				
Principal:	Dr. Marquez Hall				
Date Last Revised:	July 1, 2021	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Content Mastery

Initiative 1-Math (SMART Goal):	Utilizing the 2018/2019 scores as baseline score, Laney will increase the number of students scoring developing or above by 3 percentage points on all EOC content areas as measured by GMAS scores (EOC), by the end of the 2021-2022 SY.
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Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Utilize IXL to increase students' mastery of standards through skills practice in order to increase students scoring developing or higher on the GA Milestones	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	XL Online Program Access / Notebooks / Paper / Pencils / Graphing Calculators / CBR2 devices	Title I A / SIP
Utilize Reading Plus to help students increase Lexile levels and content mastery through practice of skills in order to increase scoring developing and higher on the GA Milestone	readingplus.com/reading-and-results/efficacy/	Strong	A. Phillips, C. Fields, S. Cogle	Reding Plus reports / GA Milestone Scores	Monthly	Reading Plus Software Program / Updated Technology for students / Laptops	Title I SIP (TSI funding), Title I Part A & Digital Learning Grant

2021-2022 SCHOOL IMPROVEMENT PLAN

<p>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 the textbook materials to include articles and selections of non-fiction and fiction reading</p>	<p>http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Nofiction-Reading-Promotes-Student-Success.aspx</p>	<p>Strong</p>	<p>Department Chairs, C. Fields, J. Hill, S. Cogle, A. Phillips</p>	<p>Work Samples / Skill Sheets / GA Milestone Scores</p>	<p>Tues - Thurs Monthly</p>	<p>Scholastic Magazines for different subject areas / Paper / Pens / Online Access (activepanels for class activities)</p>	<p>Title I A / SIP</p>
<p>Teacher Induction mentoring</p>	<p>https://www.evidenceforessa.org/programs/math/middlehigh-school/alabama-math-science-and-technology-initiative-secondary</p>	<p>Promising</p>	<p>S. Cogle/ Dept. Chair</p>	<p>Peer Observation documentation</p>	<p>mentoring meetings bi-weekly; peer observations monthly</p>	<p>Substitutes</p>	<p>Title I A</p>
<p>Utilize USA Test Prep for content mastery and review of core skills</p>	<p>(link needed)</p>	<p>Strong</p>	<p>Dept. Chairs</p>	<p>Work Samples / Test Scores / Data Reports</p>	<p>Monthly</p>	<p>USA Test Prep Software</p>	<p>Title I A</p>
<p>Provide extended learning time after - school tutoring sessions for remediation, acceleration, and enrichment for all students</p>	<p>http://www.bestevidence.org/search.cfm</p>	<p>Strong</p>	<p>T. Briscoe / A. Corley / S. Crawford / T. McGee / C. Fields / S. Cogle</p>	<p>GA Milestone Scores</p>	<p>Offered Weekly based on posted schedule on website</p>	<p>Notebooks / Pens / Paper / Colored Paper / Flip Charts / Ink / Calculators</p>	<p>Title I A</p>
<p>Utilize the Study Island Program to support students mastery of standards in the ELA and Math curriculums to increase the number of students scoring developing and higher on the GA Milestones</p>	<p>https://www.evidenceforessa.org/programs/reading/reading-plus</p>	<p>Strong</p>	<p>A. Phillips, C. Fields, S. Cogl</p>	<p>Work Samples / Skill Sheets / GA Milestone Scores</p>	<p>Monthly</p>	<p>Study Island Software Program / Updated Technology for students / Laptops /</p>	<p>Title I SIP (TSI funding), Title I A</p>

2021-2022 SCHOOL IMPROVEMENT PLAN

Utilize NEWSEla articles to allows for differentiated reading levels and activities to supplement the textbook materials to include articles and selections of non-fiction and fiction reading	http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Nonfiction-Reading-Promotes-Student-Success.aspx	Promising	T. Briscoe / A. Corley / S. Crawford / T. McGee/ C. Fields / S. Cogle	Work Samples / Skill Sheets / GA Mileston Scores	Tues - Thurs Monthly	Notebooks NEWSEla program / Paper / Pencils / Printers and Ink / Notebooks	Title I SIP
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2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Laney High School						
Principal:	Dr. Marquez Hall						
Date Last Revised:	July 1, 2021	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Improved Early Literacy and Numeracy Skills		
Initiative 2-Literacy (SMART Goal):	During the 2021-2022 School Year students will increase literacy skills, Lexile, and comprehension in support of content mastery for all subject areas by the end of the 2021/2022 school year.						
Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Students will utilize Scholastic Magazines in all core subject areas to increase literacy skills 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-Success.aspx	Strong	C. Fields, S. Cogle, J. Hill, A. Holmes, A. Phillipis, T. McGee, T. Crawford, S. Briscoe, T. Gunby	Student artifacts from scholastic mag / lesson plans / observations / Lexile Scores from GA Milestones	BiWeekly	Scholastic Magazines and Online Access / Paper and Ink	Title I A
	readingplus.com/reading-and-results/efficacy	Strong	A.Phillips A.Corley-Holmes	Lexile Scores	Weekly	Reading Plus software / Laptops / Updated technology	Title I A / TSI funding

2021-2022 SCHOOL IMPROVEMENT PLAN

Students will utilize Reading Plus in Reading Enrichment classes and SWD classes.	/						
Students will 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	Study Island Software Program / Updated Technology for students / Laptops / Notebooks	Title I SIP (TSI funding)
Utilize NEWSEla articles to allows for differentiated reading levels and activities to supplement the textbook materials to include articles and selections of non-fiction and fiction reading	http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Nonfiction-Reading-Promotes-Student-Success.aspx	Promising	T. Briscoe / A. Corley / S. Crawford / T. McGee / C. Fields / S. Cogle	Work Samples / Skill Sheets / GA Milestone Scores	Tues - Thurs Monthly	NEWSEla program / Paper / Pencils / Printers and Ink / Notebooks	Title I SIP

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Laney High School						
Principal:	Dr. Marquez Hall						
Date Last Revised:	July 1, 2021	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Establish and monitor non-negotiable achievement and instructional expectations		
Initiative 3- Culture/Climate/Non-Academic (SMART Goal):	During the 2021/2022 school year, we will increase the percentage of students graduating within their cohort by 3 percent.						
Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Early Warning Intervention and Monitoring System	https://www.evidencefoessa.org/programs/attendance/early-warning-intervention-and-monitoring-system-ewims	Strong	G. Golatt A. Albright S. Cogle	Intervention list students graduate	September	Cohort posters / poster paper / ink / lamination resources / binders	Title I A

2021-2022 SCHOOL IMPROVEMENT PLAN

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2021-2022 SCHOOL IMPROVEMENT PLAN

Georgia Milestones Performance Measures (with unit of measure)	Baseline	Actuals	Target Year 1	Actuals Year 1	Target Year 2	Actuals Year 2	Target Year 3	Actuals Year 3	Target Year 4	Actuals Year 4	Target Year 5	Actuals Year 5
	(2018- 2019)	(2019- 2020)	(2020- 2021)	(2020- 2021)	(2021- 2022)	(2021- 2022)	(2022- 2023)	(2022- 2023)	(2023- 2024)	(2023- 2024)	(2024- 2025)	(2024- 2025)
American Literature (%) (Developing or greater)	61.4	n/a	64.4	39	42							
Algebra I (%) (Developing or greater)	34.3	n/a	37.3	19	22							
Biology (%) (Developing or greater)	55.1	n/a	58.1	42	45							
US History (%) (Developing or greater)	46.1	n/a	49.1	11	14							

2021-2022 SCHOOL IMPROVEMENT PLAN

Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific PL Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of PL	Evidence/Data of Impact on Student Learning
1-2	Reading Plus navigation/implementation/resources	August	Title I A	C. Fields AP A. Corley-Holmes/ELA Dept. chair A. Phillips/SWD Dept. chair	C. Fields A. Corley-Holmes A. Phillips	Reading Plus Reports Lesson Plans
1-3	Job-Embedded PL-Best Practices Strategies	September	\$7000 Title I A	Instructional Specialist	C. Fields Instructional Specialist	Sign-in Sheets Handouts Teacher redelivery Pictures Lesson documents
1-3	PL-NCTM Conference	September 22-25, 2021	\$2000 Title I-A	T. Briscoe	C. Fields	Agenda Session documents Redelivery PL- Sign-in sheets Handouts
1-3	Peer Observations	August	\$2000 Substitute Pay Title I-A	AP / Instructional Specialist	Instructional Specialist	Observation documents
1-2	PL-GAETC Conference x3	November	\$1780	J. Hill/ Media Specialist M. Hall/ Principal	AP	Agenda Session documents Redelivery PL- Sign-in sheets Handouts
1-2	PL-FETC Conference x2	January	\$1600	J. Hill/Media Specialist M. Hall/ Principal	AP	Agenda Session documents Redelivery PL – sign-in sheets Handouts

2021-2022 SCHOOL IMPROVEMENT PLAN

School Name: Lucy C. Laney High School

Date: July 1, 2021

Planning Committee Members

Name	Position/Role	Signature
Dr. Marquez Hall	Principal	
Sophia Cogle	Assistant Principal	
Carlotta Fields	Assistant Principal	
Jessica Hill	Media Specialist	
Tomika Briscoe	Teacher	
Dr. Crawford	Teacher	
Tina McGee	Teacher	
Amanda Holmes	Teacher	
Selina Hamby-Davis	Teacher	
Angela Caldwell	Family Facilitator	
Tesa Gunby	Teacher	
Yvette Nathan-Jones	Parent	
Kristen Coleman	Parent	
D'andrea Jackson	Parent	
Drew Jackson	Student (9 th -10 th)	
Brandon Fisher	Student (11 th -12 th)	

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

Title I Schoolwide Program



1. Comprehensive Needs Assessment – Section 1114(b)(6)

The Schoolwide Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. Please enter the completion date for this year’s Comprehensive Needs Assessment.

7/1/2021

2. Schoolwide Reform Strategies that – Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs:

- a) Describe how such strategies will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner [Section 1111(c)(2)]) to meet the challenging State academic standards;

Economically Disadvantage:	Provide laptops with WI-FI boxes for use at home and other materials needed to complete projects and assignments /scaffold instruction for prior knowledge
ESOL:	N/A
Race/Ethnicity/Minority:	Accelerate learning lessons instead of remediation lessons / utilize text that are not culturally biased / students monitor own growth / goals inclusive to all student's individuality / make academic content relevant through contextual situations or influences
Students with Disabilities:	Scaffold lessons and provide some project-based assessments / IEP built into regular day / collaborate across curriculum regarding student data and if needs are similar in order to address cohesively / align goal setting templates with all teachers / provide a toolkit for parents at home / provide PL for teachers on different accommodations or modifications

- b) Describe how such strategies will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Increase student engagement utilizing best practice strategies and technology enhanced programs that engage the students. Lessons will be less lecture time and engage students in thinking. Differentiation will be used to provide an enriched and accelerated curriculum as well as offering honors and advanced placement courses. The IXL program will be utilized in Algebra I to assist in mastering the skills of the standards.

- c) Describe how such strategies will address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through

Title I Schoolwide Program



activities which may include -

- i. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

Students may enroll in Hubs of interest at other schools such as Carpentry, and Cybersecurity. Mentoring programs and club organizations are offered.

- ii. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

Dual enrollment is promoted as well as Advanced Placement courses are offered to all students enrolled. Career and technical education course are available.

- iii. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C 1400 et seq.);

Promote PBIS culture throughout the school for expected behaviors and problem resolutions

- iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

PLC's are created. Professional learning will be provided monthly with follow-up.

- v. strategies for assisting preschool children in the transition from early childhood education, from elementary childhood to middle school, and from middle school to high school.

Freshmen orientation provided. Students will be advised monthly through Teacher as Advisement. Counselors will meet with the students quarterly.

3. Evaluation of the Schoolwide Plan - 34 C.F.R. § 200.26

- a.) Address the regular monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. How will you monitor the implementation of the School Improvement Plan? In addition to the State's annual assessments, what other indicators will you use to measure

Title I Schoolwide Program

academic achievement?

The school improvement plan will be monitored through small committee meetings bi-weekly then the data will be disseminated to the administrative team then data reports will be shared at the monthly leadership meetings

- b.) Review the previous year's School Improvement Plan. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

Due to covid, assessment data wasn't available for the 2019-2020 and the data for 2020-2021 showed a decrease in achievement.

- c.) Describe how the Schoolwide plan will be revised, as necessary, based on the regular monitoring to ensure continuous improvement of students in the schoolwide program.

Based on the data monitoring, adjustments will be made in implementation or programs for students' continuous improvement

4. ESSA Requirements to include in your Schoolwide Plan - Section 1116 (b)(1)

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Please enter the revision date for the Parent and Family Engagement Policy.

5/5/2021

5. Schoolwide Plan Development – Section 1114(b)(1-5)

- a.) The Schoolwide Plan is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. Please enter your initials to acknowledge this statement.

- b.) The Schoolwide Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Please enter your initials to acknowledge this statement.

Title I Schoolwide Program

c.) The Schoolwide Plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Please enter your initials to acknowledge this statement.

d.) The Schoolwide Plan is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. How is the School Improvement Plan made available?

Laney Website

e.) The Schoolwide Plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

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.	Parent Facilitator / Instructional Coach Professional Learning Software Programming, technology updates, supplies for resources, Substitutes
State Funds:	N/A
Reduced Class Size (If applicable)	N/A
School Improvement Grant (If applicable)	N/A
Local Professional Learning Funds	N/A
Grants	N/A

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.



Title I Schoolwide Program



Written Rationale (Dependent on ESSA Evidence Level)

All interventions, programs, strategies, activities, software, staff, etc. must include the evidence-based level in the SIP and budget/justification.

ESSA recognizes four levels of evidence:

1. **Strong:** evidence from at least 1 well-designed and well-implemented experimental study
2. **Moderate:** evidence from at least 1 well-designed and well-implemented quasi-experimental study
3. **Promising:** evidence with a well-designed and well-implemented correlational study with statistical controls for selection bias.
4. **Written Rationale:** evidence building based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes inside the school for which it was written.

The following links can be utilized for evidence:

<http://www.bestevidence.org/search.cfm>

<https://ies.ed.gov/ncee/wwc/>

<https://evidenceforessa.org>

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

If an action step in the SIP does not have an evidence level of Strong, Moderate, or Promising, the Rationale must be written in the forms below.

Rationale #1	
Initiative:	
Action Step:	

2021-2022 SCHOOL IMPROVEMENT PLAN

Current Research to Support this Action Step						
Expected Results						
How will Success be Measured?						
Data Points	Beginning of Year		Goal		Actual	
Status Checkpoint Dates:						
End-of-Year Results and Reflection						

2021-2022 SCHOOL IMPROVEMENT PLAN

Rationale #2	
Initiative:	
Action Step:	

Current Research to Support this Action Step						
Expected Results						
How will Success be Measured?						
Data Points	Beginning of Year		Goal		Actual	
Status Checkpoint Dates:						
End-of-Year Results and Reflection						

2021-2022 SCHOOL IMPROVEMENT PLAN

Rationale #3	
Initiative:	
Action Step:	

Current Research to Support this Action Step						
Expected Results						
How will Success be Measured?						
Data Points	Beginning of Year		Goal		Actual	
Status Checkpoint Dates:						
End-of-Year Results and Reflection						