

SCHOOL IMPROVEMENT PLAN FY19 REVIEW

William Henry Spencer High School
Dr. Johnny Freeman, Principal





SIP Goal #1 – FY18

- Goal - SIP GOAL #1: **By May of 2018, 100% of teachers will be actively participating in Spencer High School's Professional Learning Community (PLC) and implementing evidence based strategies.**
- Goal met/not met - By May, 2018, 100% of the teachers were actively participating in PLCs and implementing evidence based strategies.
- Supporting data – GMAS scores reflect increase in several areas, Master Schedule reflects structured Common Planning time, Common Planning Minutes, Data Team Minutes, Sign-in sheets, Data notebooks, SIG indicators, Monitoring feedback from the state.

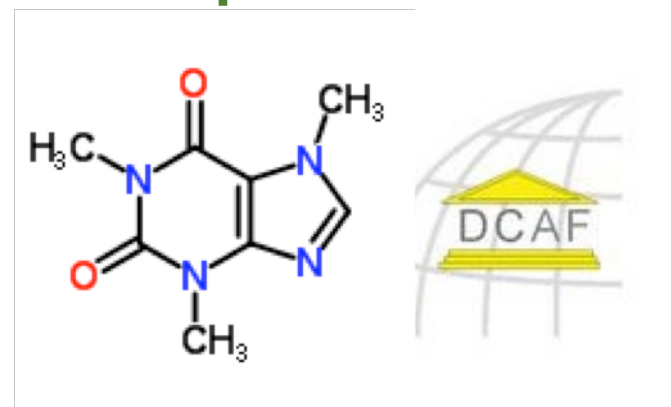
SIP Goal #2 – FY18



- Goal - SIP GOAL #2: By May 2018, 100% of the staff will improve students' development of soft skills by implementing a school-wide attendance policy and consistent communication with incentives and consequences.
- Goal met/not met – Developing. Consistent communication with parents was implemented and monitored. CTAE department supported the goal of soft skills development with Mock Interviews and Job Fairs. Consistent incentives and consequences for student and teacher attendance should be refined. The attendance interventionist transferred positions. An attendance team will be created to replace the work of the Attendance Interventionist. Parent communication should be improved.
- Supporting data – Infinite Campus Contact Log, CTAE Mock interviews, Attendance Data

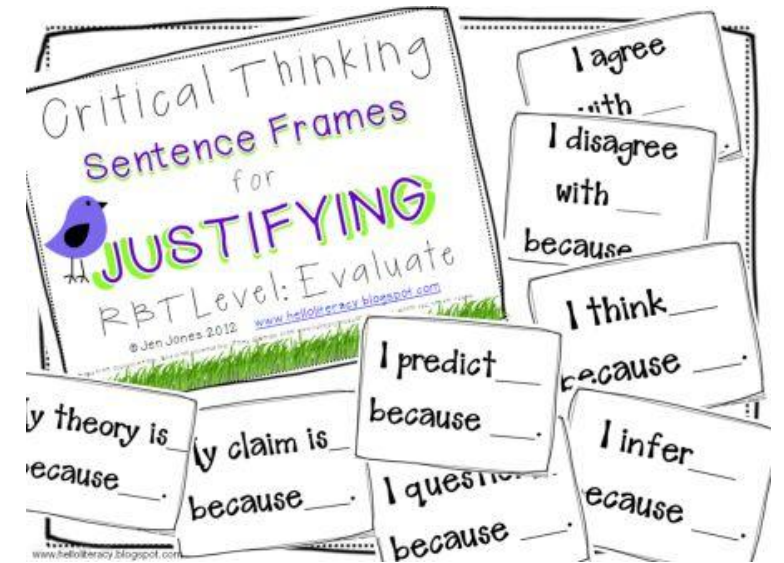
PL Day #1 – FY18 -- August 3, 2017

- Focus -DCAF (Differentiation, Cooperative groups, Accountable talk, Formative assessment) stations
- Implementation effective? Yes
- Why/why not? Teachers rotated through stations in which they participated in activities designed and/or related to each of the components of DCAF. This allowed teachers to experience these strategies from the perspective of a student.
- Supporting Data
 - Pre and post cycle surveys
 - Walk-through forms



PL Day #2 – FY18 – October 9, 2017

- Focus- **Accountable Talk**
- Was a change made from the original plan? **Yes,**
a need to slow our pace on DCAF was revealed
through data from Accountable Talk walk throughs
- Implementation effective? **Yes**
- Why/why not? Teachers became more proficient with providing opportunities and planning lessons with Accountable Talk.
- Supporting Data
 - **Walk through data**



PL Day #3 – FY18- January 4, 2018

- Focus-cooperativeGroups
- Was a -change made from the original plan? Yes, pacing on implementation of DCAF was adjusted based on walk through data.
- Implementation effective? Yes
- Why/why not? Teachers rotated through "classes" that were taught by Teacher Leaders. This allowed them to participate in various collaborative group activities in multiple disciplines from the student perspective.
- Supporting Data
 - Post participation survey
 - Walk through data



Prioritized Needs



- Implementation and Monitoring of a Consistent Support System to remove attendance barriers.
- Teacher implementation of research based strategies.





Overarching Needs

- **Processes for attendance**

- Mobility rate of students equals 39%. 1st period attendance continues to decline. Implementation of a system to consistently monitor student and teachers tardies, absences and makeup time.
- The Attendance Interventionist transferred to a new position. Establish an Attendance Team to implement attendance policy and monitor.
- High suspension rates. Disaggregation of data to determine root causes, locations, students and teachers with high discipline referrals. Interruption of instructional time due to cell phone usage
- Support systems consistently implemented to remove attendance barriers. 75% of the student population utilizes the bus as a primary form of transportation. Spencer High School is currently not on the bus line for Metro. Students who miss the bus experience barriers in getting to school. (No car, inclement weather)
- Childcare support for teen parents. (CAPS) The program is no longer local, but now centralized in Atlanta. Communication and processing barriers. 2 month application waiting period.
- Consistent implementation of academic recovery for Sports related absences.

- **Implementation of instructional strategies**

- Effective implementation and monitoring of research based instructional strategies
- Timely feedback
- Effective collaboration and communication
- The Professional Learning Communities process should be refined



Revised Instructional Goal



By May of 2019, 100% of teachers will be actively participating in Spencer High School's Professional Learning Community (PLC) and implementing evidence based strategies that are **aligned with the #DCAF (Differentiation, Collaboration, Accountable Talk, and Formative Assessment) instructional practices.**

Instructional Goal: Revised Action Steps



- Taylor Professional Learning needs as it pertains to **Data Teams**, Common Planning and implementation of #DCAF strategies as it pertains to Differentiation, Accountable Talk, Cooperative Learning and Formative Assessment.
- Develop PL calendar, protocols and expectations for common planning and the **Data Teams** process.
- Monitor the implemented strategies in **4.5 to 9 week cycles**.

Revised Climate Goal



By May 2019, 100% of teachers will be implementing a school-wide attendance policy that includes consistent communication, incentives, consequences and teaching of soft skills.

Listening
Master
Effective Body
Language Well
Business
Non-verbal
Cross
Good
Message Active
Empathic
Cultural
Listen
Communication
Skills

Climate Goal: Revised Action Steps



Establish an attendance team to monitor teacher attendance, student attendance, school-wide attendance process, recognitions and celebrations.



FY19 PL Day Focus



- 8/3/18 #DCAF – cooperative Learning & Accountable Talk
- 10/8/18 #DCAF – Differentiation, cooperative Learning & Accountable Talk
- 1/7/19 #DCAF – Differentiation, cooperative Learning, Accountable Talk & Formative Assessment

