



School Improvement Plan 2018 - 2019



Muscogee County Spencer High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Spencer High School
Team Lead	Dr. Johnny Freeman

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Creating Improvement Goals

Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific Measurable Attainable Relevant Time-Bound

An example of a SMART goal is:

By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 School Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional

- CIS - 1 Planning for quality Instruction
- CIS - 2 Delivering Quality Instruction
- CIS - 3 Monitoring student progress
- CIS - 4 Refining the instructional system

Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student access
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classroom
- EL-4 Managing the School and its resources
- EL-5 Driving improvement efforts

Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

2. SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Process for Attendance
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.

Action Step # 1

Action Step	All staff and substitutes will be trained on an efficient attendance process developed by the Leadership Team. The importance of taking accurate daily period attendance in Infinite Campus will be continuously communicated and monitored.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	We will continuously review the implementation of the attendance and accuracy of attendance taken by staff and substitutes.
Position/Role Responsible	Principal, Assistant Principal & Behavior Dean Department Chairs & Attendance Clerk
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	An ongoing process will be developed and implemented to communicate school-wide attendance expectations to all stakeholders (staff, students, parents and community). Information will be disseminated to all stakeholders regarding the correlation between attendance and student achievements
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	The Attendance Team and Leadership Team will monitor the implementation of the new attendance process, parent call logs, and analyze the discipline data, attendance data and academic grade reports. Data and progress will be periodically shared with stakeholders.
Position/Role Responsible	Principal, Assistant Principal & Behavior Dean
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	School Leadership will develop a process to recognize student and teacher with exemplary attendance.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation and Effectiveness	The Attendance Team and Leadership Team will review attendance data between celebrations to help determine effectiveness.
Position/Role Responsible	Attendance Team
Timeline for Implementation	Others : Each 9 Weeks

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The Attendance Team will solicit all stakeholders to include the Alumni and businesses in the community for incentives that will be given to teachers and students for exemplary attendance.
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Action Step # 4

Action Step	All staff will provide instructional incentives for students to be in school each day. Classes will be interesting and challenging enough for students to be motivated to attend school.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Departments will report out classroom incentive plan for students. Instruction will be monitored and supported by the administration and the academic coaches.
Position/Role Responsible	Teachers
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The Attendance Team will solicit all stakeholders to include the Alumni and businesses in the community for incentives that will be given to teachers and students for exemplary attendance.
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Action Step # 5

Action Step	An Attendance Team will be established to monitor teacher attendance, student attendance and school-wide attendance processes, recognition and celebrations.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	The team will be established at the beginning of the school year. The work of the team will be monitored by the school administration and the Leadership Team.
Position/Role Responsible	Principal, Assistant Principals, Behavior Dean
Timeline for Implementation	Others : Once

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	All staff will collaborate with community organizations, mentoring programs and social services to provide rewards, incentives and opportunities to improve.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 6

Method for Monitoring Implementation and Effectiveness	Staff will report out periodically to the Administrative Team, Attendance Team and Leadership Team about community collaborations.
Position/Role Responsible	Behavior Dean and Guidance Department
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Teacher Implementation of Research Based Strategies
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.

Action Step # 1

Action Step	Based on several sources of data, the Leadership Team will Identify Professional Learning Needs of the school. Professional growth opportunities will be provided in the areas of Strategies, Literacy, Data Teams, Instructional Strategies, Differentiation, Accountable Talk, Cooperative Learning and Formative Assessment.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Teachers will share out about professional growth opportunities at department meetings and provide evidence of strategy implementation at department meetings and Leadership Team meetings.
Position/Role Responsible	Principal, Assistant Principals, Academic Coaches
Timeline for Implementation	Others : Continuous

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	The Leadership will develop Professional Development Calendar, Protocols and Expectations for the collaborative planning process and the Data Team process. Time will be allocated within the Master Schedule for Professional Learning Community (PLC).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	The calendar, protocols and expectations for collaborative planning and Data Team meetings will be completed prior to school starting and solidified within the 1st two weeks of school.
Position/Role Responsible	Administrators and Academic Coaches
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Research based strategies will be implemented and monitored with adequate feedback in 4.5 to 9 Week cycles.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Classroom Observations and Focus Walks

Action Step # 3

Position/Role Responsible	Administrators and Academic Coaches
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>In the summer of 2017 the leadership team, which include school leaders, staff and other stakeholders, convened to complete an a comprehensive needs assessment. From this comprehensive needs assessment, overarching needs were identified and school improvement goals years were developed. At the end of the 2017-18 school year the leadership team and all stakeholders were given the opportunity to give feedback about how the school made progress towards the school improvement goals. The feedback was used to revise goals and actions steps for the 2018-19 school year.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>The school works closely with the district human resources department to screen applicants that are most qualified to work with low-income and minority students. Once hired, teachers are supported through district and school mentoring programs, various professional learning opportunities and are supported with ongoing job-embedded professional learning to assist in improving instructional practices.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Based on standardized test scores, 40 to 80 percent of the 9th grade students entering W.H. Spencer High have scored at the beginning level on their 8th grade Georgia Milestones End-of-Grade assessment in one or more subjects. This means students come to us with many learning gaps and require remediation and increased learning time. To address this need our Academic Coaches and Graduation Coach work with teachers to implement the most effective strategies and to help foster meaningful teach-student relationships. For increased learning time, students with the most need get a double class period of Mathematics or English. Time is built in the weekly schedule to give students increase learning time during the school day. Additionally, students have the opportunity to work with teachers one-on-one after school, attend our Night Owl program and/or come to Saturday School through our RTI process.</p>
<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance</p>	<p>N/A</p>

<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>N/A</p>
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<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>NA</p>
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<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>For our incoming freshmen, a Summer Bridge program is offered each summer prior to school starting. Incoming freshmen have the opportunity to get a jump start on core academic requirements, meet teachers and get familiar with school policies. Students with the largest gaps based on standardized test scores and teacher recommendation are enrolled in Study Skills classes to provide them with additional support. Throughout the school year, 9th grade students attend their own Town Hall meetings where expectations for graduation and successful completion of the 9th grade are outlined. Student Ambassadors (upper class-men) will be selected to mentor the incoming freshmen.</p>
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<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Providing engaging differentiated classroom instruction in a safe and orderly environment supports the reduction of out-of-school suspensions and in-school suspensions for all students.</p>
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ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan

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