

Henry County Schools Continuous Improvement Planning Process 2018-19

GUIDANCE:

This plan will guide your Continuous School Improvement work for the next year or more. The purpose of this document is to develop strategic goals & actions for school improvement based on targeted areas identified by longitudinal data analysis of four key data buckets: Perceptions, Student Learning, School Processes, and Demographics.

The school leadership team, led by the principal, should complete this document. While Assistant Superintendents are working in conjunction with the Learning and Performance Services and Leadership Departments, your Assistant Superintendent is the best resource to help you complete this form.

It is essential that your work include an alignment of the District Strategic Priorities to the fundamental work that will be accomplished at your school:

- ***Unify Henry County around excellence in public education***
- ***Strengthen our core business of student learning***
- ***Ensure a high performing environment for all students***

GOALS and STRATEGIES:

Start with the end in mind.

- What needs are identified by your data (current and historical)?
- What do you need to accomplish the learning outcomes you have identified?
- Have you identified the root cause?

Goals should be achievement goals to increase student learning.

- For example, a measurable achievement goal is there will be a 3% increase (based on your school's specific data) in developing or proficient for all students in mathematics during the 2018 -19 school year.

All goals should be S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, time-bound).

Each goal should have metrics associated with it.

Each achievement goal requires strategic actions to accomplish the goal. Focus these strategic actions around the professional development activities needed to support full implementation of the goal. Remember effective professional development includes four components: constructing knowledge, transferring knowledge into practice, to practice teaching, and to promote reflection.

ALIGNMENT:

Cohort 15, 16, 17 and 18 personalized learning schools' CIP goals and strategies must align with those outlined through the school redesign process and articulated in the School Readiness Criteria (SRC) document.

Title schools' plans must align with Title goals and strategies outlined in the Title documents.

All schools must align with the Henry County strategic priorities of Unify, Strengthen, and Ensure outlined above.

Monitoring Plan:

CSIP achievement goals are intended to improve student-learning outcomes. As such, student learning are data points to be monitored as part of the *Plan, Do, Study, Act* process.

Monitoring of Achievement practices should focus on monitoring implementation in the classroom (e.g., walk-throughs, examining student work protocols), not just artifacts that suggest implementation might be occurring (e.g., lesson plans).

A process for the monitoring of achievement practices should be developed/articulated (e.g., Focus walk-throughs conducted by Administrators, Leadership team, Department Chairs, Grade Level Chairs, and District Leadership Team members quarterly).

Feedback & Monitoring Loops:

- ✓ To facilitate schools receiving feedback on their plans, we have developed the following timelines.
- ✓ Draft #1- **Due July 5th, 2018** – Assistant Superintendent will provide feedback not later than **July 16th, 2018.**
- ✓ Final Draft of CSIP- **Due July 27th**- completed Final Draft is due to Assistant Superintendent, which should incorporate/address any concerns/feedback provided on Draft #1.
- ✓ CSIP Share- **Due Preplanning Week**- schools are expected to have CSIPs finalized and shared with school staff during preplanning to contextualize the focus of your school’s work for the upcoming year.
- ✓ Assistant Superintendents of Leadership Services are expected to schedule quarterly visits with schools to participate in the process schools are using to support and monitor implementation of the school’s goals (e.g., conducting walk-throughs, participating in data examination/analysis and needs analysis of next steps, participating in components of PD).

- ✓ Monthly Performance Review (MPR)-This will occur monthly where each building leader will meet with the Assistant Superintendents to report status of CSIP actions and 5 x 5 walk-thru results.

- ✓ All schools with be required to conduct a MPR. The specific schedule for your school is dependent upon your CCPRI score (see your Assistant Superintendent for more details.)

- ✓ NOTE: All MPR sessions will be held at your school. District Leadership Team from various departments will attend each session.

Dates	Level I – 100 - 80	Level II – 79 - 70	Level III – 69 -60	Level IV – below 60
August 31,2018	MPR	MPR	MPR	MPR
September 28,2018				MPR
October 26,2018			MPR	MPR
November 30,2018		M P R		MPR
December 13,2018	MPR			
January 25,2019			M P R	MPR
February 22,2019		MPR		MPR
March 29,2019			MPR	MPR
April 26,2019				MPR
May 31,2019	MPR	MPR	MPR	MPR

Section A: Where are we now as a school?

What Perceptions data did you use? What did the data tell you? We utilized the CCRPI Student Survey Data. Overall, DHS 9th and 12th graders showed increased pride in the school and feel supported by the adults, while 10th and 11th grades demonstrated decreased pride in the school. The information showed a need to focus on improving participation and involvement in school activities amongst students in 10th and 11th graders.

What demographics data did you use? What did the data tell you? We looked at the graduation rate data, big 5 behavior report, and the GaDOE Student attendance report. DHS showed an overall increased graduation rate from 2013-2017, being the 4th highest in the district at 90.8%. Behavior Data showed that 1% of students are responsible for approximately 200 referrals. Skipping is the number one infraction. Seniors show a significantly higher absence rate than 9-11th graders.

What student learning data did you use? What did the data tell you? We utilized the Georgia Milestones EOC scores from 2015-2017. The data showed consistent improvement in literature. There has been a consistent downward trend in Analytic Geometry, but a fluctuation in Coordinate Algebra with a positive trend in 2017. Biology courses have seen an upward trend for the developing and proficient learner. Physical Science and US History shows improvement for developing and proficient learners. For Economics, the 2018 scores showed a decrease after 3 years of steady increases.

Percent of students failing individual milestone courses:

US History: 2%
Economics: 2.3%
9th Grade Lit: 11.2%
American Lit: 1.8%
Biology: 6.5%
Physical Science: 4.1%
Algebra: 29.9%
Geometry: 11.7%

What internal processes & programs did you evaluate? What did this evaluation tell you?

We have evaluated three of our internal processes and programs, which include our Instructional Focus Period (IFP), our school-wide data team, and our professional development plan.

After evaluating these programs, the leadership team concluded that during the Instructional Focus Period (IFP) teachers will focus on addressing student deficits and standards the students have not yet mastered. The students will receive assistance from their advisor (IF teacher) or from their content teacher. The students will sign up to attend the IFP tutoring from content teachers.

We have established four aspects of data collection and administrative monitoring:

First, collaborative team meetings will be held Tuesdays and Thursdays. During Tuesday meetings the teachers will discuss assessment data and lexile levels. During Thursday meetings teachers will use the information from the data meeting to tweak unit plans and create the following week's lesson plans. For monitoring, the administrative team, the instructional coach, the SSF, and the Personalized Learning Lead will attend the collaborative team meetings. Collaborative team meeting minutes are shared with the administrative team.

Secondly, a digital data notebook (OneDrive) has been created for each teacher. The administrative team, the personalized learning lead, the graduation coach, and the instructional coach will access the data notebook information (i.e. assessments, lesson plans, interventions, and data analysis) at least once month.

Thirdly, an Instructional Focus team has been created. This team will complete focus walks and help to ensure that appropriate instructional strategies (i.e. literacy, personalized learning, and content Best Practices) are being implemented. The team will meet every first and third Wednesday to discuss focus walk data and instructional processes.

Lastly, the professional development calendar was created based on CSIP and the SRC. Professional development implementation will be monitored through focus walks, peer observations, and sign-in sheets. All who complete focus walks and peer observations will complete an observation form and the administrative team will analyze and discuss the observation data.

In terms of our school-wide data team and professional development, both processes must be monitored by administration and embedded within our structured weekly collaborative planning.

Section B: Where do we want to be?

Purpose and vision statement:

To prepare the whole child to be college, career, and life ready to compete in a globally diverse society.

For Cohort 15, 16, 17 & 18 schools, what are the key personalized learning priorities outlined in your approved School Readiness Criteria (SRC) document for this school year? Reference the Rollout Sequence and Implementation Roadmap sections of your SRC.

1. Student-Driven Learning
2. Self-Pacing
3. Authentic/ Interest-based Learning

How does your vision align with the HCS Strategic Priorities? Explain.

The strategic priorities of HCS are to:

1. Unify Henry County around excellence in public education
2. Strengthen our core business of student learning
3. Ensure a high performing environment for all students.

Our vision of preparing the whole child to be college, career, and life ready to compete in a globally diverse society align with the HCS strategic priorities. We are focused on prioritizing initiatives to ensure that our students are provided with the best educational experiences to be academically prepared. This includes improving teacher pedagogy, using proven, research based instructional practices, and providing a rigorous education to all students, while ensuring that all stakeholders are integrally involved in the process of learning. Our vision encapsulates strengthening student learning, providing students with rigorous instruction with high expectations for all students, in a climate of excellence to ensure that our students are prepared to be competitive in their post-secondary endeavors which are representative of the HCS Strategic Priorities.

Section C: FY19 Comprehensive Needs Assessment

1. Planning and Preparation

1.1 Identification of Team Members

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained.

Position/Role	Name
School Principal	Nicole Shaw
Assistant Principal	Antonio Mattox
Assistant Principal	Delphine Patterson
Assistant Principal	Yolanda Peek
Assistant Principal	Eldridge Powell
Counselors	Timica Parker-Johnson/Karen Montgomery
Student Support Facilitator	Kimberly Grant
Graduation Coach	Phyllis Nickerson
Math Department Chair	Tammy Lynde
Science Department Chair	Ramesh Venukadasula
English Department Chair	Jassundra Barnett
Social Studies Department Chair	Danielle Boyum
Fine Arts Department Chair	Derwin Davis
CTAE Department Chair	Dwight Jackson
JROTC Department Chair	Christopher Klaiber
World Language Department Chair	Dawn Nagel
Health & PE Department Chair	Erin Haley
Special Education Department	Amber White/Eldred Taylor

Personalized Learning Project Manager	Kindra Tukes
Media Center Specialist	Media Daniels
Professional Development Coordinator/Instructional Coach	Precious Prothro
Personalized Learning Team	Robyn Williams
MTSS Chair	Pamela Brown-Henry

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process in order to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained.

Position/Role	Included (Yes/No)
Instructional coaches	Yes
Counselors	Yes
Parent liaison	Yes
Health care providers	No
Social workers	Yes
Faith-based community leaders	Yes
School/District based Technology staff	Yes
Librarian	Yes
Parents	Yes
Students	Yes
District Staff	Yes

How did the team ensure that the selection of stakeholders was included in the CSIP?

Stakeholders groups were identified and representatives from each group were chosen to be a part of the CSIP team. The stakeholders are included in the development and implementation of the CSIP goals by providing feedback on the plan and offering support through the facilitation of professional learning sessions. Teachers on Special Assignment (TOSAs) and other district staff as well as school/district-based technology staff will provide support on various topics including: formative instructional practice, rigorous instruction, and personalized learning. Parents and students will provide support by offering feedback on the goals and making suggestions related to how to better align the needs of the community with the school's goals. The school counselors will serve as active members of the CSIP team.

3. Needs Identification and Root Cause Analysis (All Schools must complete)

3.1 Strengths and Challenges based on Trends and Patterns

Coherent Instructional System: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? What are we doing to address the various educational needs of our students?

The important trends and patterns which support identifying student needs at Dutchtown High School include looking at prior Milestones and Lexile scores to determine which Mathematics course (Foundations of Algebra) and reading supports (Read 180) are provided to serve our rising ninth grade students. For upperclassmen, student needs are identified and met through advisement and supports (Instructional Focus, after school tutoring, unit recovery of a current class, and credit recovery if needed).

The important trends and patterns which support teacher needs include a new teacher induction program (mentoring and observations of veteran teachers), common departmental planning and consistent subject meetings, monthly professional development (needs identified by survey), and instructional resources as requested by the teachers.

The important trends and patterns which support leader needs include a distribution of leadership roles (assistant administrators, teacher leaders, MTSS coordinators, Student Support Facilitator, graduation coach, counseling staff, personalized learning design team) and support staff.

Effective Leadership System: Summarize the effective leadership system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? What are you and the administrative team doing to ensure high quality instruction for all classes/students?

The effective leadership system trends and patterns include: data analysis, needs based interventions and supports, walkthroughs, pre and post observation conferences, student/teacher surveys, distributive leadership practices, and stakeholder involvement in decision-making.

The leadership team will support the needs of students, teachers, and leaders by continuing to analyze schoolwide academic, behavioral, and attendance data. After a thorough analysis of this information, the team will provide professional learning opportunities for teachers, incorporate additional behavioral and attendance supports and interventions, implement and monitor proven, research-based instructional strategies to address instructional deficiencies and promote student achievement.

The leadership team has made a commitment to championing the district's strategic priorities and plans to ensure they become embedded in the fabric of the school's culture. The expectation for all teachers will be to provide all students will high quality, rigorous instruction each day. This will be monitored through increased walkthroughs as well as TKES observations. Those teachers in need of support will receive professional learning and coaching.

Professional Capacity System: Summarize the professional capacity system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? Do your professional development practices align with the expectations of a PLC? How frequently will the PLC be monitored?

The professional development calendar was developed based on the 2017-2018 CSIP, teacher reflections, administration reflections, and personalized learning needs (SRC).

Important trends and patterns were:

- *Tech Café--quarterly professional development sessions facilitated by content area teachers to demonstrate tech-enabled lessons and strategies for instruction

- *Professional Development Google Classroom—videos, presentations, how-to-do instructions, etc. were uploaded for teachers to access as needed

- *Professional Development survey—end-of-year survey for teachers to offer feedback and give suggestions

- *Formative Instructional Practices (FIP) training was provided by Griffin RESA; however, by the end of the training, the set-up of the sessions (on PD days) was not advantageous for teacher/school activities

- *Student surveys—students reflected on personalized learning practices, instruction, and climate. The data from the surveys was used to create personalized professional development sessions that were facilitated by the KSU iTeach coach, the professional development coordinator, the personalized learning project manager, and content specialists. The KSU iTeach coach provided badges for teachers who successfully completed certifications for Nearpod, Google Certification, Twitter, Edpuzzle, etc.

The Professional Development practices do align with the expectations of a PLC. Content teams are expected to meet to discuss standards, student work, assessment data, and ongoing plans for student success using the DHS PLC Collaborative Meeting Minutes form.

To increase the effective nature of the monitoring of PLC implementation, content area department chairs and content administrators will attend PLC collaborative meetings at least once per month, and the PLC minutes will be monitored monthly by content administrators, the DHS Personalized Learning lead, content department chairs, and the DHS Professional Development coordinator.

Family and Community Engagement System: Summarize the family and community engagement system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and

leader needs? What are you doing to involve the families in improving the academic achievement of the child?

Communication is important in the DHS community. Using only traditional forms of communication is not sufficient and needs to be enhanced. The 5 steps of communication were put in place two years ago and will continue for the 2018-19 school year. The 5 steps include: website, marquee, Remind, calling post and the DHS week-at-a-glance newsletter. Academic parent nights are held each semester to provide relevant information pertaining to each grade level. One trend observed for the past couple years is a decrease in student and parent participation at such nights. Options to increase parent and student participation at these events include mailing home post cards, advertising during high attendance events, i.e. sporting events, band activities.

Suggestions to increase communication for 2018-19 school year are student announcements on the DHS homepage. We will also offer extended options of parental involvement, which will include a Youtube channel, social media (Twitter/Facebook) and department parent nights.

Supportive Learning Environment System: Summarize the supportive learning environment system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? What are you doing to decrease the number of discipline referrals and attendance concerns?

The important trends and patterns at Dutchtown that support the learning environment include consistent data analysis of assessments, an expectation of teacher collaboration, the administration of reflection and feedback surveys, and the development of academic support programs.

Student needs are determined when formative and summative assessments are reviewed for data analysis. Data analysis occurs departmentally and in subject area groups. Students who need support may be referred to the unit recovery program. Students may also be scheduled for additional instruction during Instructional Focus period. Students who exceed standards are given the opportunity to explore personalized extension opportunities such as research, special interest projects (Earth Day event, World Language Fair, Academic Bowl, etc.).

Teacher needs are assessed during completion of the teacher mentor program, HEART mentoring, and fire side chats with the principal. Department chairs act as liaisons to communicate teacher needs monthly. Professional Development surveys are conducted by the Professional development team to ensure that teachers will attend professional development that will directly address their concerns and requested training.

Leader needs are communicated using communication protocol starting with the teachers and department chairs. Leaders are identified by the administrators based on leadership support team walk-throughs and TKES observations. Recommendations are made for qualified teachers to attend specialized leadership training programs such as ASPIRE and Innovation Champions. Building level leadership is also developed through participation in teacher led committees and teams (School culture, Data, Technology, Testing, etc).

To decrease discipline referrals and attendance concerns, administrators conduct frequent grade level meetings to relay expectations. Student recognition programs are in place for students who achieve perfect attendance. To decrease the number of attendance concerns, students receive updated documents when they sign into the student tardy system (provides students with their attendance trends when they have multiple tardies). An extensive hall monitoring program was developed during the 2017-2018 school year to deter students lingering in the hallways during class change and to prevent excessive tardies.

Suggestions to support students who may exceed standards for academic and behavior (Honors, Advanced Placement, and students who grow) include creating additional recognition programs for this student group.

Demographic: Summarize the demographic trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? What is happening in the following areas (Subgroup data, mobility, remedial/early intervention/alternative/gifted)?

DHS shows an overall increased graduation rate from 2013-2017, being the 4th highest in the district, increasing from 85.4% in 2016 to 90.8% in 2017 with the economically disadvantaged students at 90%, students with disabilities 79%, White 82.8%, Black 90.4% , Asian 95.2% and Hispanic 95.5%.

Student behavior data shows that 1% of students are responsible for approximately 200 referrals. Skipping is the number one infraction at 35%. Seniors show a significantly higher absence rate than 9-11th graders.

(9th-3.97%

10th-5.04%

11th-5.17%

12th-7.28%)

Financial: Summarize the financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? What is happening in terms of the financial status of the families?

The student trend has been of a growing status of being technologically enabled (phones, school issued technology, and other devices;) however, some students are not prioritizing their access to world wide web for *learning*, but rather for entertainment purposes. There has been a decline in intrinsic motivation as well as familial support and supervision at home. Students need to be guided to know "HOW" to best utilize their learning materials/ learning sites in order to obtain more out of their learning; doing so will maximize resources, time, and money for an increase in academic success.

Leaders are continually challenged with funding issues, having to do more with less. Leaders have been able to find creative ways to help teachers with technological resources and applications. Together, administration, the leadership team, and the teachers have been able to mitigate the decline of resources.

In terms of financial status of families, we have noticed a change in prioritization of the use of discretionary income for academic and/or extracurricular activities in education. Additionally, our population of upper middle -class families is on a decline while there is an increase in lower socio-economic population. As of June 1, 2018, the percentage of students receiving Free and Reduced lunch was at 37.1 %.

Student Achievement: Summarize the student achievement trends (Milestones/student subgroups) and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

The important trends and patterns which support identifying student needs at Dutchtown High School include looking at prior Milestones and Lexile scores to determine which Mathematics course (Foundations of Algebra) and reading supports (Read 180) are provided to serve our rising ninth grade students. For upperclassmen, student needs are identified and met through advisement and supports (Instructional Focus, after school tutoring, unit recovery of a current class, and credit recovery if needed). Milestones data from SY 17-18 indicate that additional support is needed for Physical Science and Analytic Geometry. To increase student literacy capacity, Lexile scores have been examined. A literacy plan has been formulated and will be implemented as well as an expansion of the Read 180 program to year-long serving approximately 60 students.

The important trends and patterns which support teacher needs include a new teacher induction program (mentoring and observations of veteran teachers), common departmental planning and consistent subject meetings, monthly professional development (needs identified by survey), and instructional resources as requested by the teachers.

The important trends and patterns which support leader needs include a distribution of leadership roles (assistant administrators, teacher leaders, MTSS coordinators, Student Support Facilitator, graduation coach, counseling staff, personalized learning design team) and support staff.

3.2 Identification and Prioritization of Identified Needs

Overarching Need	How severe is the need? (High, Medium, Low, Unknown)	Is the need trending better or worse over time? (Better, No Change, Worse, Unknown)	Please identify a root cause. You may list more than one root cause.	Priority order (Number 1-10)	Impacted programs (See list below). Additional considerations (Optional)
<p>1. Monitoring</p> <p>2. Lack of Achievement</p> <p>3. Parental Involvement</p>	<p>1. High</p> <p>2. High</p> <p>3. High</p>	<p>1. Worse</p> <p>2. Worse</p> <p>3. No change</p>	<p>1. Prioritizing events, unforeseen circumstances</p> <p>2. Lack of monitoring; student attendance;</p> <p>3. Parent work schedule; teacher/school communication; parent-teacher relationship</p>		<p>Overall instruction</p> <p>2. Milestones courses and other courses that are required for graduation; Title IV; ESE</p> <p>3. Overall instruction and extracurricular activities</p>

Section E: School Improvement Template

(All Schools Must Complete)

(see pg. 162-163 [Data Analysis for Continuous School Improvement](#) by Victoria Bernhardt)

- Note: Goals for the 18-19 SY must focus specifically on improving student learning outcomes. Personalized learning schools' goals and strategies should align with those outlined and previously approved in the SRC document. Title schools' goals should align with the Title I guidance. All schools must align their plan with the HCS Strategic Priorities:
 - ***Unify Henry County around excellence in public education***
 - ***Strengthen our core business of student learning***
 - ***Ensure a high performing environment for all students***

Goal 1: Student performance on Milestones courses (Algebra I, Geometry, Ninth Grade Literature, American Literature, Biology, Physical Science, Economics, and U.S. History) will improve by 5% during the 2018-2019 school year.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Measurement of Strategies How Is It Done?	Measurement of Strategies Timeline	Evaluation How Effective Was It?

<p>Align instruction and materials with the Henry Teaching & Learning Standards (HLTS).</p> <p>1) Teachers will have curriculum/unit planning sessions.</p> <p>2) Departments will have Professional Development on collaborative planning.</p> <p>3) Teachers will have data analysis sessions on formative and</p>	<p>Teachers, Personalize Learning Lead Teacher, & Administrators</p> <p>Administrators</p> <p>Teachers, Teacher Leaders, Literacy Instructional Coach, & Administrators</p>	<ul style="list-style-type: none"> ● Summer planning, collaborative planning, and mid-year planning ● Teachers will receive a Collaborative Planning Manual ● Teachers will receive a data analysis schedule through the collaborative planning manual. ● Teachers will conduct bi-weekly data analysis sessions in department meeting. 	<p>June 2018 – April 2018</p> <p>Preplanning (July 23 – 27)</p> <p>Preplanning (July 23 – 27)</p> <p>August 2018 – 2019</p>	<ul style="list-style-type: none"> ● Formative and Summative Assessment ● Survey ● Monitoring Tool used by Administrative Team ● Formative and Summative Assessment ● Formative and Summative Assessment
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<p>summative assessments.</p> <p>4) Literacy Instructional Coach modeling/planning will take place for struggling teachers.</p>	<p>Teacher Leader/Literacy Instructional Coach</p>	<ul style="list-style-type: none"> ● Teachers will have digital data notebooks ● Teacher leader will implement the coaching cycle with struggling teachers. ● Professional Development will be offered in the area of teacher deficiency. ● Collaborative and Individual Planning Sessions for struggling teacher. ● Principal will conduct 5 x5 and provide feedback at meetings with Assistant Superintendent, leadership meetings, and individual teacher. 	<p>August 2018 – April 2019</p> <p>August 2018 – April 2019</p> <p>August 2018 – May 2019</p>	<ul style="list-style-type: none"> ● Data Talk Feedback ● Increase in Passing Rate ● Increase in Proficiency & Distinguish Learners on EOC. ● Increase in instructional best practices. ● Increase on passing rate
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<p>5) Consistent monitoring of instructional practices</p>	<p>Administrators, SSF, Instructional Coaches</p>	<ul style="list-style-type: none"> ● Schedule for administrators and teacher leaders to observe classroom instruction. ● TKES observations by administrators. ● Administrators and teacher leaders attending collaborative meetings. ● Develop a team of eight to serve as the Instructional Leadership Team. ● Closely monitors/supports instructional practices, supports with providing resources, professional development, and monitoring our CSIP. 	<p>July 2018 – May 2019</p>	<ul style="list-style-type: none"> ● Increase Milestone scores, passing rate, and student growth
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8) Restructure of Personalized Learning Academy				<ul style="list-style-type: none"> ● Increase on Milestone in Proficient and Distinguished Learner
Professional development and collaboration:	Professional Development Coordinator; administrators; technology specialists; media specialist; graduation coach	Literacy and Lexile professional development; administrative monitoring of Professional Learning Communities (PLC); implementation and monitoring of literacy activities in lessons	Weekly collaborative meetings; formative and summative assessment data analysis	MAP and Milestones data
1) Professional Development Calendar				

Section E: School Improvement Template

(All Schools Must Complete)

(see pg. 162-163 Data Analysis for Continuous School Improvement by Victoria Bernhardt)

- Note: Goals for the 18-19 SY must focus specifically on improving student learning outcomes. Personalized learning schools' goals and strategies should align with those outlined and previously approved in the SRC document. Title schools' goals should align with the Title I guidance. All schools must align their plan with the HCS Strategic Priorities:
 - ***Unify Henry County around excellence in public education***
 - ***Strengthen our core business of student learning***
 - ***Ensure a high performing environment for all students***

Goal 2: Students will increase in their Lexile score by 5% during the 2018-2019 school year through a development of an effective literacy plan

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Measurement of Strategies How Is It Done?	Measurement of Strategies Timeline	Evaluation How Effective Was It?
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<p>Align instruction and materials with Georgia the Henry Learning & Teaching Standards (HLTS).</p> <p>1) Implement a Literacy Instructional Coach</p> <p>2) Form a Literacy Professional Learning Community (PLC)</p> <p>3) Provide Literacy Professional Development for teachers</p> <p>4) Establish a book club for teachers and a book club for students</p>	<p>Principal</p> <p>Literacy Instructional Coach</p> <p>Administrators, Literacy Coach, PL teacher lead, technology specialists, HC PL coach</p> <p>Literacy Coach, PL teacher lead, media specialists</p> <p>Read 180 teacher, SSF,</p>	<p>A teacher leader will be selected to serve as the Literacy Instructional Coach.</p> <p>The literacy coach will select various teachers to serve on the literacy team</p> <p>Based on state Literacy standard (for each content) teachers will receive professional development that will provide strategies, resources, and coaching for Literacy.</p> <p>There will be a student and teacher reading committee to identify titles of interest to students as well as research activities for classes to engage in on a quarterly basis.</p>	<p>June 2018</p> <p>Preplanning July 23 –27</p> <p>July 2018 - April 2019</p> <p>September 2018 – March 2019</p>	<p>Teacher survey data</p> <p>Teacher survey data</p> <p>Teacher survey data, implementation of Best Practices, administrative observation data, Literacy Coach observational data, PL Lead observational data</p> <p>MAP data (increase of Lexile levels), formative assessments,</p>
<p>32 Page</p>			<p>05.30.2018</p>	

<p>5) Implement a reading comprehension plan during Instructional Focus (IF) period</p>	<p>Literacy Coach, Literacy team members, PL teacher lead</p>	<p>We will implement a literacy plan for the 2018-2019 school year that will focus on reading comprehension. This plan will be implemented by utilizing the MAP performance platform to determine the current Lexile scores of ninth through eleventh grade students. Each department will develop its individualized plan whereby reading, research, and writing activities will occur in a monitored assessment at least once per unit.</p> <p>Students will engage in reading activities during the Instructional Focus period. Reading activities will allow students to access the school's inventory of electronic books. The Read 180 program will be expanded to build literacy skills amongst students identified as needing additional assistance.</p>	<p>July 2018 – April 2019</p>	<p>department plans assessment data</p>
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<p>Professional development and collaboration</p>	<p>Professional Development Coordinator; administrators; literacy coach, technology specialists; media specialist; graduation coach</p>	<p>Literacy and Lexile professional development; administrative monitoring of Professional Learning Communities (PLC); implementation and monitoring of literacy activities in lessons</p>	<p>Weekly collaborative meetings; formative and summative assessment data analysis</p>	<p>MAP and Milestones data</p>

Section E: School Improvement Template

(All Schools Must Complete)

(see pg 162-163 Data Analysis for Continuous School Improvement by Victoria Bernhardt)

- Note: Goals for the 18-19 SY must focus specifically on improving student learning outcomes. Personalized learning schools' goals and strategies should align with those outlined and previously approved in the SRC document. Title schools' goals should align with the Title I guidance. All schools must align their plan with the HCS Strategic Priorities:
 - ***Unify Henry County around excellence in public education***
 - ***Strengthen our core business of student learning***
 - ***Ensure a high performing environment for all students***

Goal 3: Develop and implement an effective parental involvement plan.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Measurement of Strategies How Is It Done?	Measurement of Strategies Timeline	Evaluation How Effective Was It?
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<p>Align instruction and materials with Georgia the Henry Learning & Teaching Standards (HLTS).</p>	<p>All stakeholders – teachers, administrators, parents, school council, counselors, graduation coach</p>	<p><i>It Takes a Village</i> school council document and program</p>	<p>July 2018 – May 2019; monthly monitoring</p>	<p>Track parental involvement using sign-in sheets from school events (Open House, curriculum nights, parent-teacher conferences)</p>
<p>1) Ensure families are active participants in all aspects of the school; that they feel welcomed, valued, and connected to each other, school, staff, and to what students are learning in class.</p>	<p>School Council</p>	<p>Create parent packets: welcome letter, master calendar, FAQs, and school's points of contact.</p>		
	<p>School Council</p>	<p>Schedule quarterly parent Waffle House breakfast and new parent orientation.</p>		
	<p>School Council</p>	<p>Create electronic database that includes parent skill sets. Use said database to link parents with clubs and organization based upon skills.</p>		
	<p>School Council and school staff</p>	<p>Nominate parent volunteers for end of semester "Village" awards.</p>		
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2) Ensure successful communication between families and school staff.	DHS webmaster	Regularly update DHS website.		
	DHS webmaster, front office staff, and school council	Create electronic and physical village mailbox.		
	School council, DHS social media contact	Create blog for parents and students.		
	School council	Leverage car lines for communicating information with parents.		
3) Ensure families and staff collaborate to support students' learning and development	Personalized Learning Lead	Personalized Learning orientation sessions		
	Personalized Learning Lead	Tours of Personalized Learning classes		
		Annual State of the School Address		

4) Ensure families are empowered to be advocates and have equitable access to learning opportunities.	School staff and school council	Continue freshman navigation and create similar opportunities for other grade levels.		
	School staff and school council			
	School council	Select parent advocates to serve as liaisons for community outreach, including HC BOE, HC NAACP, Rotary Club, Chamber of Commerce, Election Forums, etc. Use available resources to resolve issues, ensuring all stakeholders gain resolution.		
5) Ensure families and staff collaborate with community members to expand learning opportunities, community service, and civic participation	School staff and school council	Create a local business and community database.		
	School council	Collaborate with media outlets, local organizations, and local business to promote positive engagement opportunities.		

	DHS social media contact and school council	Appoint community members to serve on school committees.		
	Administration	Invite businesses and community leaders to participate in school related events.		
		Encourage mutual support for our business partners.		
	School staff and school council	Host community forums for all stakeholders to meet and collaborate.		
	All stakeholders			
	School staff and school council			

<p>Professional development and collaboration.</p>	<p>All teachers and administrators</p>	<p>Professional development of teachers regarding etiquette of developing and maintaining positive parental relationships.</p> <p>Continuing to contact and communicate with parents on a weekly basis.</p>	<p>July 2018-May 2019; monthly monitoring.</p>	<p>Sign-in sheets from school events and parent contact logs on infinite campus.</p> <p>Parent communication.</p>