



# School Improvement Plan 2018 - 2019



## Muscogee County Carver High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Carver High School
Team Lead	Christopher B. Lindsey and Yvette D Martin Allen

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	Positive School Climate
Root Cause # 1	A high amount of students missing several school days. A high amount of students dealing with social, mental, and emotional issues.
Goal	During the 2018-2019 school year, 100% will participate in PBIS training, 85% will implement 2 of the 4 Positive Behavioral Interventions and Supports (PBIS) modules.

Action Step # 1

Action Step	To continue to implement A 2nd Choice WORKS program to train parents and students on modules of Behavior Support Services
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student Attendance Data Discipline Referrals Data Parent and Student Meetings Parent and Student Trainings
Position/Role Responsible	Administration Discipline Dean Consultants Counselors
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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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Teacher mastery of instruction
Root Cause # 1	Academic deficiencies prior to entering high school.
Root Cause # 2	Teachers not balancing the different learning needs for all students
Goal	During the 2018-2019 school year, 100% will participate in training, 85% will implement R.I.S.E. (Marzano) strategies effectively, based on their years of teaching experience at G.W. Carver High School as measured by rigor walks and student centered instruction.

Action Step # 1

Action Step	All students will complete the Achieve 3000 LevelSet
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	-Completion of weekly Achieve 3000 articles -Infinite Campus -Increased student comprehension of anchor and supplemental texts
Position/Role Responsible	Administration Academic Coaches Teachers Academic Deans Students
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	
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Action Step # 1

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	Students that show academic deficiencies in English or Math on the Georgia Milestones assessment will be strategically scheduled into academic courses.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	-Analyzing Georgia Milestone Assessment data -Infinite Campus -Monitor Quarterly Benchmark Assessment data for growth
Position/Role Responsible	Administration
Timeline for Implementation	Others : as needed

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	To continue to implement R.I.S.E (Marzano) strategies effectively through teacher mastery instruction
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Rigor Walks Lesson Plans Common Assessment GMAS Data
Position/Role Responsible	Administration Academic Deans Academic Coaches Teachers
Timeline for Implementation	Weekly

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>	<ul style="list-style-type: none"> <li>● School Climate Survey</li> <li>● Teacher input given during TKES Summative Conferences</li> <li>● Parental Involvement Survey</li> <li>● One representative from each department present during SIP Summer Leadership Team Planning meeting</li> <li>● Feedback meetings with stakeholders (custodial, maintenance)</li> </ul>
<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>	<ul style="list-style-type: none"> <li>● Teacher certification is checked regularly</li> <li>● Teachers are assigned to teach courses based on certification</li> <li>● Teachers are screened through collaborations with Human Resources and West Georgia RESA</li> </ul>
<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>	<ul style="list-style-type: none"> <li>● <u>Academic Recovery</u>-Done at progress reports for each Nine Weeks. Students that are failing a course with a score of 55-69 at the time of progress reports can attend after school academic recovery to receive remediation and improve their current grade in the course.</li> <li>● <u>Online Georgia Credit Recovery</u>- After school recovery that allows students to recover a lost credit.</li> <li>● <u>Attendance Recovery</u>- Offered after school throughout the year, attendance recovery applies to students that have 15 or more absences. Allows students to recover lost seat time.</li> </ul>
<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>NA</p>



<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>N/A</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>	<ul style="list-style-type: none"> <li>● Summer Tiger Camp for Rising Ninth Graders</li> <li>● College &amp; Career Pathways</li> <li>● District Mandated Exit Interviews</li> <li>● Work Based Learning</li> <li>● Dual Enrollment</li> <li>● Career &amp; College Fairs</li> <li>● Student Internships</li> </ul>
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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>	<ul style="list-style-type: none"> <li>● Effective use of PBIS module</li> <li>● The 2nd Chance W.O.R.K.S. program</li> </ul>
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**ADDITIONAL RESPONSES**

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	
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