



# School Improvement Plan 2018 - 2019



## Muscogee County Hardaway High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Hardaway High School
Team Lead	Matt Bell

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:

<b>Specific</b>	<b>Measurable</b>	<b>Attainable</b>	<b>Relevant</b>	<b>Time-Bound</b>
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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 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a lack of student engagement/participation in the learning process.
Root Cause # 1	Time is not used efficiently to teach the power standards.
Root Cause # 2	Lesson planning lacks certain elements to involve/engage students. Many teachers do not progress beyond focused instruction/guided practice.
Goal	By May 2019, 100% of teachers will be trained on the implementation of the International Baccalaureate Organizations Approaches to Teaching and Learning with 85% of teachers showing increased participation through evidence of specific skills and strategies as evidenced by ATL walkthrough forms and TKES standards 3, 4, and 8.

Action Step # 1

Action Step	Overview and introduction to approaches to teaching and learning framework during professional learning day #1.
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	Classroom observations Lesson plans Survey responses
Position/Role Responsible	Magnet Coordinator 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	Through the Partners In Education Program, our team will promote the gains in participation through incentives and recognition. The International Baccalaureate Organization provides professional learning opportunities for teachers.
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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)?	Through the Partners In Education Program, our team will promote the gains in participation through incentives and recognition. The International Baccalaureate Organization provides professional learning opportunities for teachers.
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Action Step # 2

Action Step	Teacher leaders will complete online ATL training through IBO. Leaders will redeliver during monthly professional development sessions.
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	Professional Development Course Outlines. PD sign in sheets. Learning plans.
Position/Role Responsible	Teacher Leaders
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 International Baccalaureate Organization provides professional learning opportunities for teachers.
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Action Step # 3

Action Step	Teachers will utilize approaches to learning framework in planning lessons that explicitly incorporate aspects of both approaches to teaching and approaches to learning.
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	Learning plans
Position/Role Responsible	All teachers
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)?	Through the Partners In Education Program, our team will promote the gains in participation through incentives and recognition. The International Baccalaureate Organization provides professional learning opportunities for teachers.
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a lack of a multi-tiered system of supports for students struggling with behavior and academics.
Goal	•BY MAY 2019, 100% OF TEACHERS WILL BE TRAINED ON GEORGIA’S MULTI-TIERED SYSTEM OF SUPPORTS FOR IMPROVING STUDENT ACHIEVEMENT & BEHAVIOR WITH 85% SHOWING SUCCESSFUL IMPLEMENTATION BY PROVIDING APPROPRIATE, RESEARCH-BASED BEHAVIORAL SUPPORTS FOR STRUGGLING LEARNERS AS MEASURED BY TKES STANDARDS 2, 3, 4, 5, 6, AND 7.

Action Step # 1

Action Step	<ol style="list-style-type: none"> <li>1. Provide overview of multi-tiered system of supports framework (August - December 2019)</li> <li>2. Identify evidence-based practices resulting in positive impact on student behavior (December 2018)</li> <li>3. Identify teams (January 2019)</li> <li>4. Use student universal screener data to identify students (December 2018).</li> <li>5. Fidelity implementation (January - April 2019)</li> <li>6. Capacity assessment (May 2019)</li> <li>7. Compare student growth data</li> </ol>
Funding Sources	Title I, Part A Title II, Part A Title IV, 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	TKES walkthrough and formative data.
Position/Role Responsible	Academic Coaches, Dean, 9th Grade ELA and Math Teachers.
Timeline for Implementation	Quarterly

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)?	NA
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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>All stakeholders had an opportunity to complete the CIEO survey.</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>Every effort has been made to ensure that students are served by teachers meeting professional qualifications. In past years, many students with disabilities were served by teachers who lacked all qualifications in pull out settings. Beginning last year, students with disabilities were served in the co-taught setting. This placed a highly qualified teacher in front of a majority of our students being served through special education. Students have been scheduled using the same model for the 2018-19 school year.</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>All teachers emphasize literacy strategies in their learning plans. Achieve3000 provides a sustained silent reading program that targets lexile growth. As an added benefit, it provides pleasurable reading in most cases.</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</p>	<p>NA</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>NA</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>Hardaway staff members will continue to support and participate in MCSD's annual transition Fair Workshop. We will continue to promote course offerings and other information designed to make the transition from middle to high school seamless.</p> <p>Seniors will continue to explore career options through the program formerly known as the Career Capstone Project. Since the Capstone is no longer a requirement for state reporting, Hardaway has adopted a scaled version aimed at career exploration and research.</p> <p>Students and parents will have an opportunity to explore Dual Enrollment Options by attending workshops led by MCSD guidance staff.</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>A progressive discipline plan is designed to provide positive behavior interventions and supports. Following the multi-tiered system of supports all students will receive the following support:</p> <p><b>Tier I, Problem Solving for All Students:</b>  <i>School-wide Behavior Plan:</i> Staff and students are knowledgeable of expectations/rules. A plan is in place to teach students and staff school-wide rules and expectations.</p> <p><b>Tier II, Needs-Based Learning:</b>  <i>Small Group Behavior Interventions:</i></p>
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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.

- Social Skills and Anger Management Groups
- Behavior Contracts
- Check and Connect

**Tier III, Intensive Intervention Practices to Promote Student Gains:**

*Individualized Behavior Interventions:*

- Functional Behavior Assessments
- Access to multiple, research-based interventions

**ADDITIONAL RESPONSES**

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

Hardaway will continue to incorporate our core values that were adopted by stakeholders during the summer of 2017. These include a commitment to: Professionalism, Positivity, Respect, Perseverance, Consistency, and School Pride.