HENRY COUNTY SCHOOLS
SY 2020 - 2021

CONTINUOUS SCHOOL IMPROVEMENT PLAN

Planning Guide

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As you begin the early review of planning for the 2020-21 school year, this planning guide should be used to guide you, your administrative team, and your School Leadership Team in the development and implementation of the Continuous School Improvement Plan (CSIP). The purpose of effective school improvement is to develop strategic goals and actions for improvement based on targeted areas identified by longitudinal data analysis, including Root Cause Analysis (RCA), and a Comprehensive Needs Assessment (CNA) Protocol.

This Continuous School Improvement Plan planning guide is designed to offer step-by-step guidance on the essential components that make up the CSIP process from the initial pre-work to the completion and monitoring of action steps. According to a study conducted by Blase, Blase & Philips (2010), high-performing principals create high-performing schools through (1) administrative leaders and (2) instructional leadership, known as the *Double Helix Model of Leadership.* This systems approach to school improvement is why this planning guide is of high value. The sections contained within, provide the user with a comprehensive process that when followed, ensures a well-organized and coherently planned document that will drive school performance and student achievement.

The School Leadership Team, led by the principal, should complete this planning guide. This planning guide reflects cross-divisional collaboration and agreement to school improvement conditions and strategies to ensure consistent support between/from the various District Leadership Departments. While Assistant Superintendents (Leadership) are working in conjunction with various departments, your Assistant Superintendent is the best resource to help you complete this form.

It is essential for your work to align with the District Strategic Priorities, Board of Education's Core Beliefs and Commitments, and Henry's Plan of Action.

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

Core Beliefs and Commitments:
- **Core Belief 1**
  We believe each student can learn at or above grade level and will have an equal opportunity to do so.
  Commitment
  Each student will learn at or above grade level and have an equal opportunity to do so.
- **Core Belief 2**

We believe family and community involvement is critical to student success.
Commitment
We will foster connections for families and community to support student learning.

- **Core Belief 3**
We believe all learning environments should be supportive, safe, and secure.
Commitment
All school environments will be supportive, safe, and secure.

- **Core Belief 4**
We believe effective teachers and leaders produce excellent results.
Commitment
We will recruit, support, retain, and recognize results-driven teachers and leaders.

Timeline

The following due dates/on-before dates are provided to allow a reasonable amount of time to complete the various components of the planning guide. If you have extenuating circumstances, please consult with your respective Assistant Superintendent for flexibility options. Upon final approval, please ensure that you share the final plan with your various stakeholder groups (e.g., School Council, community at large, parents, etc.). Additionally, a one-page summary of your CSIP, called Plan On a Page, should be posted on your local school website in the "About Us" section for community access.

- Comprehensive Needs Assessment Staff Survey – ==**Complete by May 1**==5
- Utilize CSIP Handbook to collect and analyze data and determine root causes – ==**Complete by June 15**==
- CSIP and Title 1 Preliminary Budget Draft #1- ==**Due June 22**== **–** Assistant Superintendent will provide ongoing feedback as edits are made and submitted
- Final Draft of CSIP and Title I Approval - ==**Due July 8.**==
- CSIP Share Out- ==**During pre-planning week**== schools are expected to have CSIPs finalized and shared with school staff to contextualize the focus of your school's work for the upcoming year.

PART 1: Comprehensive Needs Assessment

- The CNA is a deep examination of data (looking back) in order to identify needs and determine action steps (looking forward). In this section, your team is looking back at data, not describing what the school should or will do next. This section should only reflect the team's deep analysis of data and should describe the trends and patterns that emerged from the deep analysis of data.

- Gather input from your staff by asking all <u>certified</u> employees to complete the Comprehensive Needs Assessment Survey (link provided via email). This task must be completed by <mark>May 15, 2020</mark>.
- Use your school's Comprehensive Needs Assessment rubric scores to complete this section of the planning guide.
- You may decide to create groups within your Leadership Team to analyze specific sections of your survey results (rubric scores) and complete the applicable narrative(s). Once completed, each group can present their findings to the entire Leadership Team for feedback.

Coherent Instructional System (Includes planning for quality instruction, delivering quality instruction, monitoring student progress, and refining the 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?
Based on the CNA, teachers feel that McDonough High School is moving in the right direction with providing quality instruction to students. Teachers have well managed classes and PBIS has been helpful. Ms. Grant, IPLL, has been instrumental in ensuring teachers are engaged in ongoing professional development.

Grow: Incorporating feedback during IF. The implementation of professional learning will be monitored systematically through the creation of a Professional Learning calendar. The calendar will be maintained and monitored by the administrative team and IPLL. Administrators will attend and actively participate in collaborative team meetings, department meetings, and professional learning sessions alongside faculty members. Administrators and the IPLL will monitor the effectiveness of professional learning sessions by conducting focused walk-through observations, teacher surveys, and informal observations. Further, the leadership team will analyze data on a continuous basis to gauge the effectiveness of each professional learning session and its impact on our coherent instructional system. |

Commented [1]: Also supported by observational data this winter/spring, related to site visits and collaborative planning feedback.

Effective Leadership System (Includes creating and maintaining a school climate and culture conducive to learning, cultivating and distributing leadership, ensuring high quality instruction in all classrooms, managing the school and its resources, and driving improvement efforts): 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?
L1

Glow: High marks for leadership; relationship with leadership, they are visible |

Grow: Like to see them more in the classrooms for walk arounds to build relationships with students and teachers. We have some limitations so see you more in classroom

L2

Glow: Worked well with change

Grow: Did not finish school year so really cannot say but looked like we were moving in right direction

L3

Glow: Collaborative meetings, PLs were targeted

Grow: Monitor all areas and stay consistent

L4

Glow: People were using numerous ways to use data

Grow: Look at root causes rather than generalizing what is the problem

L5

Glow: Suggestion box

Grow: Communication should be consistent, and everyone should have a safe place to voice concerns

L6

Glow: Data walls, standards-based classrooms

Grow: Everyone should have the same data wall; data should be in same location in classrooms, they will see consistency and understand what is being put up (students)

L7

Glow: Admin was in classrooms and visible throughout the building

Grow: Some teachers were not evaluated through walk arounds

L8

Glow:

Grow: We need to know what type of support that they need (professional or personal)

> **Commented [2]:** Again, from site visits and feedback I would concur. With that said, MHS Admin team will need to continue with that focused momentum in the 20-21 school year.

Professional Capacity System (Includes attracting, developing, and retaining staff and ensuring staff collaboration): 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?

Over 80% thought we were exemplary and operational; We have done a good job of having PLs; peer modeling for teachers to see how to implement what was presented in Professional Learning.

Grow: Regularly scheduling peer modeling

Family and Community Engagement System (Includes welcoming all families and the community, communicating effectively with families and the community, supporting student success, and empowering families. It also includes sharing leadership and collaborating with families and the community): 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?

FCE3

Glow: 83% proficiency-- churches that are heavily involved, tailgating, coming to give faculty breakfast

Grow: Making more connections especially with business lack of partner in education, get better connections with local businesses.

 FCE4

Glow: 89% proficiency- syllabus, updating syllabi, updating IC, google classroom, webpage, student of the month, students communicating through email.

Grow: More parent contact on the positive side not just when it is negative. Changing the cultural of academic excellence (70 is not good enough) but be careful because might be best for some.

 FCE5

Glow: Only at 62%- Wealth of parent resources in Parent Center, Tutoring to support

Grow: Getting parents to use, understanding how to use resources, have a parent PD to help them understand the resources. Creating videos for parents to access to find out how to use these resources.

Supportive Learning Environment System (Includes maintaining order and safety, developing and monitoring a tiered system of supports, and ensuring a student learning community): 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?

I1

Glow: 76% discipline numbers slightly down, progressive discipline plan implemented

Grow: PD for classroom management and de-escalation, PBIS being more effective with implementation

I2

Glow: Collaborative planning has really helped with department and content to get on same page

Grow: Teachers being expertise in their content area, it is hard to raise the bar if they are not comfortable teaching a specific area. Scheduling should try to focus on putting teachers where they are comfortable.

I8

Glow: 60% proficiency-- have done it in the past where students monitored their progress. We know that we can do it. Math department does a good job of doing this.

Grow: Need to implement more of this- teach students how to do this, student led conference, can do it through IF (advisement days)

SC1

Glow: Only 63% proficiency At MHS we know who is in building

Grow: More validity with teachers being at doors and on duty. Consistency in classroom environments in each classroom.

SC2

Commented [3]: I would concur here. There is consistency with stable/well managed classrooms, but climate and engagement are not (yet) uniform. MHS is moving in the right direction on this.

Glow: (64% proficiency) suggestion box allowed teachers voices to be heard, creating the OHANA brand, Mr. Mattox's open door policy

Grow: Communication from the leadership team, giving feedback, voice and choice from teachers on what's going on and what they teacher in IF, establish a Sunshine club

SC3

Glow: College Advisor (Mrs. Willis) position- very engaged and hands-on, ASVAB, success of Senior Mock Interview Fair.

Grow: College tours and exposing students to more colleges and universities for different schools. Connecting them to more colleges that they may be able to get into. Pushing Dual Enrollment and AP. Helping Seniors to create a post-secondary plan.

SC4

Glow: (67% proficiency)- work of our counseling department, communities in school, SOAR mentoring program, entire support staff, College Advisor, PBIS team

Grow: PBIS needs to be more effective and how we use it to help students grow personally. Incorporate more SEL.

SC5

Glow: (75% proficiency) Student of the Month, Teacher and Staff of the Month, Hawkeye Alerts

Grow: Teachers have individual Student of the Month by class. Identify one student in your class. Seek ways to give more positive feedback for students and teachers.

PART 2: Data Analysis
- Highlight the data in the lists below that you plan to analyze. You may also add to this list.
- Gather all data before your Leadership Team meeting. Some data will be provided for you by the district.
- You may want to divide your Leadership Team into groups and ask each group to analyze their assigned data and write the applicable narrative below. Groups can report their findings to the entire Leadership Team for feedback.
- GUIDING QUESTIONS:
  a. What data do we need to analyze in order to identify schoolwide trends and patterns?

    b. Is there any additional (leading, real-time) data that should be considered when identifying schoolwide overarching needs?

    c. What trends and patterns are observed for all students and each sub-group? Be specific.

    d. Are these data points trending in a positive or negative direction over time?

Student Achievement Data Collected:

- ~~2020 Georgia Milestones proficiency levels~~
- ~~2020 Georgia Milestones subgroup performance~~
- 2019 CCRPI scores (content mastery, progress, readiness, closing gaps)
- 2020 MAP scores (fall, winter, ~~spring~~)
- Lexile performance – Winter MAP (students reading on grade level), Winter Fountas & Pinnell
- Pass/fail rates
- School-based CFA and semester exam results
- Intervention data
- Data provided by various software programs

Student Achievement Data Collected:
MHS 2019 CCRPI (formerly Henry County High School)
Overall CCRPI: 65.9
Content Mastery Score: HCHS 43.5; District (63.1); State (70)
- There was a 1.9 point increase from the previous school year.
  - English- 57.53 an increase of 4.35 points
    - 9th Grade Literature- 62.19
    - American Literature- 53.04
  - Math- 27.95 increase of 1.17
    - Algebra I- 30.42
    - Geometry- 25.10
  - Science-38.77 no change
    - Physical Science-41.25
    - Biology-36.62
  - Social Studies-49.82 an increase of 2.08 points
    - US History-46.16
    - Economics-53.69

Progress Score: HCHS (82.6); District (83.9); State (82.1)
- There was a 2.6 point decrease from the previous school year.
  - English-83.43
  - Math-81.78

Readiness Score: HCHS (60.7); District (71.9); State (74.5)
- There was a .8 point increase from the previous school year.
  - Literacy- 52.87 an increase of

Commented [4]: Limitations on this area are acknowledged.

Closing the Gap Score: HCHS:(63.0); District (94.4); State (96.3)
- There was a 9.3 point increase from the previous school year.

Graduation Rate: HCHS (84.4); District (87.8); State (82.6)
- There was a 1.2 point increase from the previous school year.

2019-2020 1st Semester End of Course Data:
*Level 1: Beginning, Level 2: Emerging, Level 3: Proficient, and Level 4: Distinguished
- English
  - 9th Grade Literature and Composition
    - Level 2-4: 85%
    - Level 3-4: 45%
  - American Literature:
    - Level 2-4: 70%
    - Level 3-4: 26%
- Math
  - Algebra I
    - Level 2-4: 54%
    - Level 3-4: 18%
  - Geometry
    - Level 2-4: 49%
    - Level 3-4: 16%
- Science
  - Biology
    - Level 2-4: 55%
    - Level 3-4: 29%
  - Physical Science
    - Level 2-4: 38%
    - Level 3-4: 9%
- Social Studies
  - US History
    - Level 2-4: 60%
    - Level 3-4: 20%
  - Economics
    - Level 2-4: 57%
    - Level 3-4: 25%

Read 180 Lexile:
20 out of the 27 (74%) students enrolled in Basic Reading and Writing who completed the Read 180 Spring Inventory improved their Lexile score.
20 out of the 27 (74%) students enrolled in Basic Reading and Writing who completed the Read 180 Spring Inventory scored below the 1050 exit criteria.

MAP Lexile Winter 2020:
During the 19-20 SY, 9th grade Lexile mean RIT score was 212 (817 Lexile Score). 10th grade Lexile mean RIT score was 218 (925 Lexile Score). 11 grade mean RIT score was 220 (961 Lexile Score).

MAP Reading Winter 2020:
9th- 57% of students had RIT scores in the low or low average range; 7 % in the high range
10th- 47% of students had RIT scores in the low or low average range; 9% in the high range
11th- 43% of students had RIT scores in the low or low average range, 10% in the high range

MAP Math Winter 2020
9th- 69% of students had RIT scores in the low or low average range; 1% in the high range
10th- 67% of students had RIT scores in the low or low average range; 0% in the high range
11th- 83% of students had RIT scores in the low or low average range; 0% in the high range

Failure 2018-19/2019-20 Comparison
1st Semester:
2018-2019- 22.2%
2019-2020- 25.5%
2nd Semester:
2018-2019- 26.6%
2019-2020- 22.8%

During the 1st semester, there was a 3.3% increase in the failure rate from the 18-19 SY to the 19-20 SY.
During the 2nd semester, there was a 3.8% decrease in the failure rate from the 18-19 SY to the 19-20 SY.

Summarize the student achievement trends and patterns. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

Summary of Student Achievement Trends and Patterns:
MHS 2019 CCRPI (formerly Henry County High School)
- There was a 1.9 point increase from the previous school year in the school's overall CCRPI score.
  - Content Mastery scores in the areas of English, Math, and Social Studies increased and there was no change in the Science score. The data illustrates a need for greater preparedness in order for students to achieve at grade level mastery in all EOC content areas (9th Grade Literature and Composition, American Literature, Algebra I, Geometry, Physical Science, Biology, US History, and Economics).
- The Progress score decreased 2.6 points to 82.6.
  - This score is below the district average, but above the state's.
  - In English Language Arts, students demonstrated growth relative to their academically similar peers; however, they did not in Math.
- There was a .8 point increase (to 60.7) in the Readiness score from the previous school year.

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- ○ The score for the Literacy performance indicator included in this category was a 52.87, an increase of 3.45 points. However, the score is below the district and state scores demonstrating a lack of readiness to participate in the next level, college, or career.
- There was a 9.3 point increase (to 63.0) in the Closing the Gap category from the previous school year.
  - ○ In English Language Arts and Social Studies, subgroups met the improvement target. In Math, students made improvement but did not meet the target, and in Science, subgroups did not make improvements or meet the targets.
- There was a 1.2 point increase in the graduation rate (to 84.4) from the previous school year.
  - ○ The 2019 graduation rate is below the district but above the state.

2019-2020 1st Semester End of Course Data:
Compared to the 1st semester of 2018-2019:
- English
  - ○ Ninth Grade Literature scores increased 9% in Level 2-4 and increased 6% in Level 3-4
  - ○ In American Literature, Level 2-4 is decreased by 2% and Level 3-4 is decreased by 4%. Also the percent of students reaching the Lexile target score is down by 7% from 1st semester of last year.
- Math
  - ○ Algebra I scores increased 11% in Level 2-4 and increased 13% in Level 3-4
  - ○ Geometry scores increased 2% in Level 2-4 and decreased 1% in Level 3-4
- Science
  - ○ Biology EOC scores increased 7% for Level 2-4 and increased 4% for Level 3-4.
  - ○ The Physical Science scores are down 16% for Level 2-4 and decreased 19% for Level 3-4
- Social Studies
  - ○ US History scores increased 5% for Level 2-4 and decreased 4% for Level 3-4
  - ○ Economics scores are decreased 20% for Level 2-4 and decreased 10% for Level 3-4

Read 180 Lexile:
During the 2019-20 school year, 74% of READ 180 students increased their Lexile scores. While students showed growth, 74% of all Read 180 students scored below the 1050 exit criteria mark on the Spring Reading Inventory.

Commented [5]: This is a significant point

MAP Lexile Winter 2020:
The Lexiles based on MAP Reading RIT scores for grade 9, 10, and 11 are below grade level.

MAP Reading Winter 2020:
As students matriculated from one grade level to the next, the number of students scoring in the high range slightly increased, mean scores increased, and the standard deviation/variation of RIT scores decreased as the grade levels increased.

MAP Math Winter 2020:
Across all grade levels, more students made up the low or low average range in Math than in English. The mean RIT scores for all grade levels were below those of the district and state. The domains of lowest performance were Geometry and Statistics and Probability.

Failure 2018-19/2019-20 Comparison
During the 1st semester, there was a 3.3% increase in the failure rate from the 18-19 SY to the 19-20 SY.
During the 2nd semester, there was a 3.8% decrease in the failure rate from the 18-19 SY to the 19-20 SY.

Student, Teacher and Leader Needs (based on achievement patterns and trends):

● Student Needs:
  ○ Students need literacy strategies to improve reading comprehension, vocabulary acquisition, fluency, etc. in order to increase Lexile and EOC scores and prepare them for the next level (college or career).
  ○ Students need solid instruction in all content areas and various opportunities to practice skills (independently, tech-supported, or teacher led).
  ○ Students need additional opportunities to practice and acquire skills. This includes but is not limited to IF or afterschool remediation/acceleration.

● Teacher Needs:
  ○ Teachers need professional development to equip them with content area literacy strategies in order for them to share those strategies with students.
  ○ Teachers also need professional development on 1) explicit instruction to effectively utilize targeted instructional strategies, 2) the various resources provided by the state, district, and school, 3) data analysis for the purpose of targeted instruction, differentiation/acceleration/remediation, and flexible grouping, and 4) blended learning.
  ○ Teachers need time dedicated to collaboratively plan in order to review standards, craft assignments, analyze data, and create student support plans.

● Leader Needs:
  ○ Leaders need training and a sound understanding of literacy strategies so they can support others throughout the building.
  ○ Leaders need professional development on 1) explicit instruction to effectively utilize targeted instructional strategies, 2) the various resources provided by the state, district, and school, 3) data analysis for the purpose of targeted instruction, differentiation/acceleration/remediation, and flexible grouping, and 4) blended learning in order to support teachers and students.
  ○ Leaders need flexibility in daily schedules in order to attend and facilitate (if necessary) collaborative planning meetings, maintain consistency of practice, improve teacher accountability, and ensure sound instruction is pervasive throughout the building.

Demographic Data Collected:

- o Enrollment: 1075 students (19-20)
- o Race/Ethnicity:
  American Indian/ Alaskan- 0 students: 0%
  Asian- 14 students: 1.3%
  Black- 863 students: 80.3%
  Hispanic - 92 students: 8.6%
  Multi-Racial- 37 students: 3.4%
  Native Hawaiin/ Pacific Islander- 2 students: .2%
  White- 67 students: 6.2%
- o Gender:
  Males- 517 students: 48%
  Females-558 students: 52%
- o Gifted: 68 students: 6.3%
- o Remedial/EIP: 55 students: 5.1%
- o ESE: 212 students: 19.7%
- o EL: 52 students: 4.8%
- o 504: 50 students: 4.7%
- o Mobility rates: 255 students: 23.7%
- o Free/Reduced lunch: 63.24%
- o Homeless:

Summarize the demographic trends and patterns. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

Student Needs:

- The Mobility rates had a significant increase from the 18-19 school year. In order to help students, a collection of data and background information is needed.

- Specific programs and resources are needed to help address the needs of our ESE, Homeless, ED, and EL students.

- S.T.E.M. programs targeting female interest groups.

Teacher Needs:

- Teachers need to be provided additional training and professional development concerning targeted populations.
- Teachers will also need resources to help reach targeted populations as well as access to more data regarding population groups.

Leader Needs:

- Leaders will utilize data to provide appropriate teacher placements to best fulfill the needs of our students.

School Climate Data Collected:
- Star Climate rating: 4 star
- Star Climate indicator ratings: 83.4-89.4
- Georgia Health Survey Results (student, personnel, parent)- Glows: connection to school, agreed supported by peers and adults, environment conducive to learning
  Concerns: Cultural acceptance, bullying, school safety, fighting, peer victimization

- Student attendance data- 76.68%
- Teacher attendance data- 96.99%
- Discipline data- Skipping Class, Behavior Detrimental to Learning (tardies), Fighting, Disrespectful Behavior, Disruption of School
- PBIS data-
- Staff retention- approx. 73%

Summarize school performance trends and patterns. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

Star Climate Rating- 4 star rating (83.4-89.4)

GHSR- 700 responses from students-

Glows: connection to school, agreed supported by peers and adults, conducive to learning, environment conducive to learning

Concerns: Cultural acceptance, bullying, school safety, fighting…..peer victimization)

According to Georgia Health Survey data and STAR Climate rating teachers, students, and parents believe school climate is an environment conducive to learning in which they feel supported and safe.

Student attendance- 76.68 of students absent less than 10% of enrollment days

Teacher attendance- 96.99% (personnel)--- may not be correct.

Discipline data (Big 5): Skipping class (school), Behavior detrimental to learning (tardies), Fighting, Disrespectful behavior, Disruption of School

Staff retention: lost 15 out of 56-----approx. 73% teacher retention rate

Needs:
 To build connectivity we may want to consider a back to school event.

Commented [6]: :)

Commented [7]: And we know connectivity will be a high priority with remote start.

Students:
Increase positive peer interaction (SEL and advisement)--impact attendance.Need to make an Individual connection to the classroom/ school. Students need to know "the why" of attending class. Positive teacher/student relationships to increase classroom attendance. Incorporating the buddy system with all 9th graders (pair them up with upper classmen). Students need a voice...representation by grade level. Ensure we have events such as Voices from the Field. PBIS ambassadors to meet with new students, show them around, and periodically check on new students.

Staff retention:
Increase positive school culture.
To determine the reason why individuals leave may want to conduct an exit survey. Mid-year/one year reflection for brand new teachers (maybe 1st-3rd year teachers)
Must consider how to get teachers involved: As a faculty and staff conduct team building activities (holidays, after school events, Christmas tree lane each club decorates a tree- invite the community, Secret Pal- can begin this during pre-planning, Sunshine Committee). ==Must find out why we as a faculty are hesitate to make connections with each other (possibly a survey). Determine what we can do to foster a connection (PBIS- incentive for adults). Possibly a small meet and greet when we return to the building.== Reduce teachers feeling overwhelmed by sharing the load (distributed leadership in collaborative planning).

Overarching need: Students and adults need to feel connected.

PART 3: Prioritization of Identified Needs and Root Cause Analysis
- Based on the results of your CNA and data analysis, identify your school's overarching needs.
- Complete the 5 Why Protocol provided in the appendix to complete a Root Cause Analysis.
- Complete the remaining components of the table below.
- GUIDING QUESTIONS FOR NEEDS IDENTIFICATION:
    a. Did our team identify and address strengths and challenges?
    b. Did our team establish and prioritize overarching needs based on the identified trends and patterns?
    c. What specific data supports the identification of the overarching need?
- GUIDING QUESTIONS FOR ROOT CAUSE ANALYSIS:
    d. What root cause analysis process was used?
    e. Is there proof that this specific root cause exists? (i.e., concrete, measurable and/or more than two data elements that provide evidence)
    f. How does the root cause link to student outcomes?
    g. Is the root cause the best explanation for the stated effect and no other alternative explanations exist that fit better?
    h. If the root cause were eliminated, would the problem be solved?

Overarching Need	Root Cause(s)	Prioritize and rank the needs based on severity of need and if the need is trending better or worse over time.
		Rank Order 1-5 (1 being highest)
Student Content Mastery on Milestone Assessments	Only half of the student population has shown to be on grade level according to Milestone and Lexile scores.	4
Increase in teacher foundational knowledge in literacy best practices.	Lack of consistency of implementation and application of literacy based practices across classrooms and content areas.	3
Consistency in regard to coherent instructional systems.	Continued need for consistent collaborative planning to ensure quality instruction across content areas.	2
Increase in the level of perceived connectedness and belonging of all stakeholders.	Continued need for a variety of opportunities, minimal school spirit, and minimal community involvement.	1

PART 4: Writing SMART Goals
- All schools should write three achievement goals based on the results of your Data Analysis and Identified Needs.

- Goals should be written to reflect the percentage of students at the <u>proficient and distinguished</u> levels.
- Make sure goals are **S**pecific, **M**easurable, **A**ctionable, **R**elevant, and **T**ime-bound
- GUIDING QUESTIONS:
  a. Is the goal specific, measurable, actionable, reasonable, and time bound?
  b. Is the goal linked to student outcomes?
  c. Is the goal linked to the identified overarching need?
  d. Does the goal address the root causes?
  e. How is the school leveraging resources (fiscal and human) to support school improvement goals?
- Examples:
  o Increase the percentage of students in grades ___ through ___ scoring proficient and above on the 2020 Georgia Milestones End-of-Grade assessment in English Language Arts from ___ to ____.
  o Increase the percentage of students in grades ___ through ___ scoring proficient and above on the 2020 Georgia Milestones End-of-Grade assessment in Mathematics from ___ to ____.
  o Increase the percentage of students reading on or above grade level in __ grade from ___ to ___, in ___ grade from ___ to ___, and ____ grade from ___ to ___.
  o Increase the percentage of subgroups meeting CCRPI performance targets from ___ to ____.
  o Increase the percentage of ___ students (subgroup) scoring proficient or above on the 2020 Georgia Milestones End-of-Grade assessment in ____ from ___ to ____.
  o Increase the percentage of students with a student growth percentile of 41-99 from ___ to ____.
  o Increase the climate star rating from ___ to ___.

PART 6: Identifying Actions, Strategies, and/or Interventions
- Each goal requires strategic actions, strategies, and/or interventions to accomplish the goal.
- Consider the results of your Comprehensive Needs Assessment and Root Cause Analysis as you consider <u>WHAT</u> needs to change and <u>WHY</u> a change is needed.
- It is recommended that you limit your action steps to 4-6 per goal.
- GUIDING QUESTIONS:
  a. Is the action step necessary to accomplish the goal?
  b. Does the action step identify intended outcomes?

c. How will the action step impact the goal? If the school "does" the action step, will the goal be met?

d. Consider the following: If we do the action step then the teacher will…and therefore students will….

e. Does the action step consider the needs of all subgroups?

- Action Step Examples – Curriculum, Instruction, and Assessment
    - Strengthen systematic collaborative planning structures to improve quality and consistency of practice across classrooms.
    - Strengthen systematic collaborative planning processes to ensure teachers are planning effective Tier I instruction aligned to the Henry Teaching and Learning Standards by utilizing the Henry Unit Plans and Henry Core Resources.
    - Strengthen systematic collaborative planning processes to ensure effective assessment strategies are consistently utilized to inform instructional decisions and provide Tier I remediation and reengagement during the school day.
    - Ensure specialized personnel (EIP, REP, ESE, EL, Gifted) participate in collaborative planning to identify evidence-based instructional strategies to meet the needs of all students.
    - Strengthen and ensure alignment between lessons developed in collaborative planning and classroom instruction.
    - Implement a balanced assessment system to include formative and summative assessments aligned to standards to monitor learning and guide instruction
    - Use formal and informal observation structures to ensure all components of the balanced instructional models are consistently evident in all classrooms.
    - Implement the balanced literacy framework (can be more specific based on school needs – guided reading, writing, etc.)
    - Utilize Achievement Level Descriptions to ensure alignment of learning tasks to each standard's intended level of rigor.
    - Ensure instructional time is maximized by providing bell-to-bell instruction during each instructional block and by limiting interruptions to the regular bell schedule (field trips, celebrations, pep rallies, etc.).
- Action Step Examples – Interventions
    - Ensure the MTSS process is implemented with fidelity to ensure the appropriate identification of students, provide evidence-based interventions, monitor progress, and transition students back to Tier 1 in a timely manner.
    - Effectively implement strategies and resources to include Mindplay and the Guided Reading Strategies Calendar to address the needs of students reading below grade level (Elementary)

- o Effectively implement strategies and resources to include SYSTEM 44 and READ 180 to address the needs of students reading below grade level
  - o Effectively implement strategies and resources to include MATH 180 to address deficiencies in mathematics
- Action Steps – Acceleration and Enrichment
  - o Increase enrollment in accelerated academic opportunities such as Dual Enrollment, Honors, and Advanced Placement
  - o Increase enrollment in accelerated academic opportunities such as courses for high school credit in middle school, accelerated mathematics, etc.
  - o Increase preparation for and enrollment in advanced content courses such as accelerated mathematics.
  - o Develop and implement specific systems and structures that ensure regular review of relevant data sources to increase identification of students who qualify for gifted education.
- Action Steps – Climate, Culture, and Connectivity
  - o Increase connectivity with students using a variety of strategies
  - o Increase connectivity with school community using a variety of strategies
  - o Increase participation in the Georgia climate surveys
  - o Improve teacher attendance using a variety of research-based strategies
  - o Improve student attendance and tardiness using a variety of research-based strategies.
  - o Establish a supportive and well-managed environment conducive to learning by decreasing discipline referrals using a variety of research-based strategies.
  - o Improve school climate and culture by effectively and consistently implementing PBIS strategies.
  - o Strengthen components of Social Emotional Learning through an advisory program (Leader in Me, Second Step, etc.
  - o Develop structures and opportunities to promote clear and open communication between the school and stakeholders.
  - o Increase the capacity of families to use support strategies at home that will enhance academic achievement.

PART 7: Determining Expected Learning Outcomes of Actions, Strategies, and/or Interventions
- Define what results you plan to achieve by completing each action step.
- Action steps may have more than one expected learning outcome.

PART 8: Professional Learning Needed

- Focus on 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.

PART 9: Methods of Monitoring
- Determine how you will monitor the implementation of each action step.
- How will you measure the implementation?
- How often will you inspect what you expect?
- GUIDING QUESTIONS: Is the timeline specific, reasonable, and incremental?
  a. Is the timeline specific, reasonable, and incremental?
  b. Will the established timeline and monitoring provide data to drive decisions around next steps?
  c. How will the monitoring ensure that the action is impacting teacher practice and in turn student achievement?
  d. Are clear positions/roles defined for the action steps?

PART 10: Title I Requirements and Planning Budget
- Federal funding option selected is traditional funding (all Federal funds budgeted separately)
- Factors used by the district to identify students in poverty: Free/Reduced meal applications

SCHOOLWIDE COMPONENTS
1. **Comprehensive Needs Assessment: Sec. 1114(b)(6)**
a. is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency;
Response: *Areas of concern were also found in survey and school climate data, achievement data, and demographic data.*   **Coherent Instruction**   The trends and patterns found in McDonough High School's Comprehensive Needs Assessment suggest that teachers feel they have well managed classes and students are learning. Teachers are looking at data and using it to differentiate instruction. Evidence continues to indicate that coherent instruction is taking place with the establishment of consistent collaborative planning and data driven interventions. There will need to be a focus on Professional development on aligning student

assignments and activities with assigned state standards. Also, more standards-based grading is needed within the various departments. Everything students do should be based on standards.

Effective Leadership
Based on the data on Effective Leadership, the overall level of performance is operational. Faculty and staff voices are heard with the suggestion box and the creation of the Ohana brand. Also, the principal has an open door policy. Although we did not complete the school year within the school, administrators will need to be in the classrooms for focus walks, observations, and to build positive relationships with students and teachers. Administrators will need to monitor all areas and remain consistent with supporting students and faculty.

Professional Capacity System
Review of the data on Professional Capacity System indicates that over 80% of our teachers believe that McDonough High School is operational and exemplary. There was clear evidence of consistent professional learning and peer modeling for teachers to see how to implement what was presented in professional learning. McDonough High School will need to continue with ongoing professional learning with more self-monitoring and have teachers to go to other colleagues in a more formal format.

Family and Community Engagement System
Family and community engagement has improved at McDonough High School. The school marque is updated consistently, the utilization of Remind, and weekly calling posts for parents also is used constantly to keep stakeholders engaged. Also, churches and community members are heavily involved in supporting McDonough High School. More connections and partners in education is needed with the various businesses within the McDonough area.

Coherent Instructional System
Discipline numbers are slightly down with the implementation of our progressive discipline plan. Collaborative planning has really helped with departments and content teams to get on the same page.

2. **Schoolwide Reform Strategies that: Sec. 1114(b)(7)(A)(i-iii)**
a.   The school will be implementing to address school needs, including a description of how such strategies will:
i. provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;

Response:
- *Economically disadvantaged (ED) students may experience a lack of opportunities or exposure to a variety of outside learning opportunities. At McDonough High School, 64.11% of the student population are economically disadvantaged.*
- *Students with limited English proficiency often require instructional modifications to effective McDonough High School are students with limited English proficiency.*
- *Students with disabilities have individualized educational plans to support the most appropriate instructional strategies to utilize instructional modifications necessary to address their learning strengths and weaknesses. Students with disabilities make up 12.9 % of our student body.*

ii. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
- Describe opportunities for enrichment and acceleration such as tutoring (before, during, after school), summer school, fall and winter break programs, reduced class size teacher, etc. Include a description of any special program or strategy used to provide support to students (READ 180, EIP, LLI Kits, Focused Reading, etc.) funded by Title I AND how data is collected to determine effectiveness. Also list interventions provided via Title I funds (programs, strategies, activities, software, staff, etc.).

Response:

All classes at McDonough High School will be standards based. Each teacher will utilize research based instructional strategies to ensure that students are engaged and are learning at high levels. Ongoing professional development in research based instructional strategies will be provided to teachers to provide support. We will also have a Title I teacher in the area of math to reduce class size. McDonough High School will utilize multiple opportunities to remediate, enrich, and accelerate our students, which includes:

- Tutoring (before, during, and after school)
- Summer School
- Fall & Winter break programs
- FEV Tutoring
- Read 180
- Math 180

iii. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include— *(Respond to all that are applicable)*

a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Examples may include Foster Care Program, Education of Migratory Children, Programs for Neglected or Delinquent Children

Response:

McDonough High School serves as the identified school placement for A Friend's House (Neglected/Delinquent Facility) and Haven House (Domestic Violence shelter for which the students are identified as McKinney/Vento). In considering the unique needs of these students, McDonough High School will work collaboratively with its assigned School Social Worker to assess and address the needs of each individual student. Also, based on McDonough High School's Comprehensive Needs Assessment, we must develop ongoing counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. McDonough High school will implement the following wraparound services for our students:

- Advisement
- Male & Female mentoring program
- Access to community resources like food pantries and clothing closets
- Mental health counseling
- Workshops on college applications
- Resume writing
- Interview skills
- Money management

b. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools, Academy of Advanced Studies, CTAE);

Response: HIGH SCHOOLS ONLY

McDonough High School will continue to provide and expose our students and parents to various postsecondary education and workforce opportunities. We will continue our partnership with Henry County Schools and the University of Georgia. This partnership will ensure that McDonough High School has an onsite college advisor to assist our students with postsecondary options. The guidance department will conduct bimonthly Senior Focus Meetings. In these meetings, students are provided with information regarding post-secondary options, scholarship opportunities, career opportunities, and graduation updates. In September, the guidance department will host a Senior Parent Night where college, military, and post-secondary representatives are on hand to speak with parents and students. McDonough High School will host a Financial Aid Night in which a representative from the Georgia Student Finance Commission will speak with parents and students about all they will need to know about the financial aid process. Throughout the year, college, financial aid, military recruiters, and company representatives will visit our students during lunch.

McDonough High School will continue to provide educational opportunities for our students in the areas of Advanced Placement courses based on students' interest, dual enrollment, and the Academy of Advanced Studies (for CTAE courses that are not offered at McDonough High School). The Student Services personnel within the building will work collaboratively to obtain needed support in order for the students to be college, career, and life ready.

c. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
  - Examples include PBIS

Response:

McDonough High School is committed to reducing the use of suspensions to modify student behavior. Two initiatives will be implemented for the 2020-2021 school year.

1. PBIS: The PBIS program will be utilized to encourage positive behavior incentives. The faculty will be trained during preplanning and ongoing training and monitoring will be conducted throughout the academic year.
2. Advisement Period: Recognizing that mentorship and advisement are critical in promoting positive behavior, an advisement period in which students will set, monitor and reflect on the academic, behavior and/or attendance goals that they have individually established. By focusing on these areas, issues directly impacting student achievement and behavior will be addressed. This time will also be spent in providing positive leadership with students to encourage and foster positive behavior and sound decision making.

Through these endeavors, we look forward to positively impacting all subgroups and decreasing the amount of time that students are removed from the classroom. The MTSS process and procedures will continue to be used. Also, we will be utilizing School Connect to assist with Social Emotional Learning.

d. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

Response:

McDonough High School faculty and staff will participate in ongoing professional development. Professional development will take place during preplanning, content collaborative meetings, professional learning days, and faculty meetings. The Personalized Learning Lead Teacher will be responsible for McDonough High School professional development process. During content collaborative meetings, teachers will engage in the MTSS progress for effective instructional strategies and ensure its effectiveness. In addition, the MTSS process will ensure that we are providing ongoing assistance to our students through progress monitoring.

e. strategies for assisting preschool children in the transition from early childhood education.
Response: ELEMENTARY SCHOOLS ONLY *N/A*

3. Schoolwide Plan Development: Sec. 1114(b)(1-5)
a. is developed during a 1-year period, unless— the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

Response:
The school was operating a school-wide program on the day before the date of the Every Student Succeeds Act. The following timeline was used in the development of the Title I plan:

- *Comprehensive Needs Assessment Staff Survey – **Complete by May 15***
- *Utilize CSIP Handbook to collect and analyze data and determine root causes – **Complete by June 22***
- *CSIP and Title 1 Preliminary Budget Draft #1- **Due June 22** – Assistant Superintendent will provide ongoing feedback as edits are made and submitted*
- *Final Draft of CSIP and Title I Approval - **Due July 8.***
- *CSIP Share Out- **During pre-planning week** schools are expected to have CSIPs finalized and shared with school staff to contextualize the focus of your school's work for the upcoming year.*

b. is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

Response:

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive school improvement plan school-wide. Participants met as the School Improvement Team and discussed goals and strategies for the 2019-2020 school year. Next, the Team shared the proposed goals and strategies with grade level and department chairs. Finally, the Team shared with teachers, staff, parents, and the community and revised the Comprehensive Needs Assessment accordingly. The Team reflected on various data instruments that detailed the subject and skill areas being taught in order to make decisions about the direction and focus of instruction. We utilized past and present data related to the state mandated assessment, Georgia Milestone Assessment System (GMAS).

The following personnel, parents, and community stakeholders were involved in the development of the Title I Plan:

School-based Team Member	Position/Role	Name
Antonio Mattox	Principal	
Chasha Colbert-Williams	Assistant Principal	
Brent Stenson	Assistant Principal	
Mikal Underwood	Assistant Principal	
Kimberly Grant	IPLL	
Joel Harris	Graduation Coach	
Jamilla Martin	Literacy Coach	
Eureeka Roberts	Parent	
Chelsea Benson	PIP	
Community Stakeholder	Organization/Role	Name
Harvey Crowe	*Pastor*	

The following stakeholders (from community, religious, neighborhood business) participated and added input to the development of the Title I plan.

Community Stakeholder	Organization/Role	Name
Harvey Crowe	*Pastor*	
Stakeholder Member 2		
Stakeholder Member 3		
Stakeholder Member 4		
Stakeholder Member 5		
Stakeholder Member 6		
Stakeholder Member 7		

c. remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

Response:
The plan will remain in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary.

d. is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Response:
A copy of the entire Title I Plan is on file in the Title I district office. In the school building, a copy is available in the front office and in the Parent Engagement Room. Additionally, a link to the Title I Plan is included on the school's website.

4. ESSA Requirements to Include in your Schoolwide Plan

a. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)

Response:

We provide instructional interventions to the students of McDonough High School through a variety of evidence-based strategies. Collaborative content area teams identify student needs based upon on going assessment data. Those areas of identified student need are supported through the use of FEV Tutor (an online 1:1 tutoring resource in all subject areas), content specific afterschool tutoring in Math and Science, and classroom specific unit recovery interventions. These intervention strategies are ongoing while a student is enrolled in a course to provide an opportunity for students to remediate and accelerate as needed. We also provide an opportunity for students to recover credits for previously failed courses through our credit recovery program via Georgia Virtual. This allows students to continue on the path toward an on-time graduation in 4 years.

b. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners.

Response:

The Full time Parent Involvement Paraprofessional (PIP) will organize a variety of workshops and other activities for parents. A focus of these workshops will be on how to assist students at home.

We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of targeted assistance programs and the school parental involvement policy by using various communication tools - calling posts, emails, invitations, mailed correspondence, website & social media posting.

We will conduct an annual meeting to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the targeted assistance plan, and the school-parent compact and encourage and invite all parents of participating children to attend by sending home invitations with each student enrolled at McDonough High School.

We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as possible, by using various communication tools.

We will offer meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by using all communication tools—phone, email, invitations, mailed correspondence, website posts, face-to-face meetings, etc.

We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by using all communication tools—phone, email, invitations, mailed correspondence, website posts, face-to-face meetings, etc.

We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards by ongoing communication and updates throughout the school year by the Parent Involvement Paraprofessional.

We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators, by inviting parents to sessions held at McDonough High School as well as posting information on the school's website.

We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by using all communication tools—phone, email, invitations, mailed correspondence, website posts, face-to-face meetings, etc.

We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by using various communication tools.

We will coordinate and integrate parental involvement programs and activities with a Friend's House and various community churches, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by using various communication tools.

We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by using all communication tools—phone, email, invitations, mailed correspondence, website posts, face-to-meetings, etc.

We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school

reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by using various communication tools—phone, email, invitations, mailed correspondence, website posts, face-to-meetings, etc.

The PIP is our greatest asset in this area. To make sure we maximize the effectiveness of the PIP and programs implemented, it is essential that we have the following:

- Stipends for services provided (translating, facilitation, etc)
- FICA as needed for employee stipends
- Purchased services from outside of school system to work with parents
- Supplies-purchased for parent meetings: food, paper, pencils, pens, markers, notebooks, stapler, staples, tape, tape dispensers, crayons, notebooks, index cards, paper clips, storage boxes for readers, baggies, games, manipulatives
- Computer/Technology related supplies: headphones w/ microphones, activeslates, speakers, bulbs, cables, surge protectors
- Software programs loaded onto computers in the Family Resource Room

c. If a middle or high school, 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, if applicable—
   i. through coordination with institutions of higher education, employers, and other local partners; and
   ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10)

Response:

To assist rising 9th graders in transitioning into the high school setting, McDonough High School will have a 9th grade academy. Teachers will engage in ongoing collaboration as it relates to our 9th grade students transition into high school. This collaboration will include academic progress, discipline data, attendance, and students' social emotional needs. This program is essential in helping students become ready for the many challenges they will face as they adjust to being a high school student.

To assist 12th graders as they transition to their post-secondary pursuits, McDonough High School provides many opportunities to parents and students and they prepare for this monumental time. The Guidance Departments conducts bimonthly Senior Focus Meetings. In these meetings, students are provided with information regarding post-secondary options, scholarship opportunities, career opportunities, summer internships, graduation updates, and more. In September, the Guidance Department hosts a Senior Parent Night where college, military, and other post-secondary representatives are on hand to speak with parents and students. McDonough High School will host a Financial Aid Night in which a representative from the Georgia Student Finance Commission comes to speak with parents and students about all they need to know of the financial aid process. During the school year, college, financial aid, military, and company representatives come to lunches to provide students with information about the options available to them. The Guidance Department's website also hosts a plethora of information for parents and students to aid them in preparing for their pursuits after high school.

Students at McDonough High School will have access to an on-campus College Advisor through the Georgia College Advising Corps. This individual will provide assistance to MHS students in finding post-secondary options, applying to schools, and navigating financial aid resources.

Transient students entering during the school year will work first with the Guidance Department which provides an orientation to McDonoughHigh School, to the school day, and to activities that occur at the school. The counselors will make students and parents aware of opportunities available through Title I.

McDonough High serves as the identified school placement for A Friend's House (Neglected/Delinquent facility) and Haven House (Domestic Violence shelter for which the students are identified as McKinney/Vento). In considering the unique needs of these students, MHS works collaboratively with its assigned School Social Worker to assess and address the needs of each individual student. The Student Services personnel within the building work collaboratively to obtain needed supports in order for the students to be college, career, and life ready.

PART 11: School-Based Implementation and Monitoring
- Schools will complete a monthly action plan for each goal, which will include specific action items aligned to the CSIP.
- Monthly action plans should be written at the end of each month for the upcoming month.
- Admin team meetings should include a weekly update on action plan completion and results.

PART 12: Monitoring and Accountability of District Leadership Team
- Assistant Superintendents of School Leadership are expected to engage principals in progress checks related to progress on the CSIP.
- Senior Directors of School Support will assist administrative teams with developing, implementing, and monitoring monthly action plans.

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Leadership Team Resources

Effective Leadership Team Stages

Stage 1	Principal Actions	School Actions
	- Define the roles and responsibilities for the instructional leadership team - Support and lead teacher team meetings, - Lead data-driven instructional cycles - Conduct teacher observations/evaluations, providing feedback - Assess the alignment of the current instructional leadership team members to the school's vision, mission, approach to instruction, and culture, and take immediate steps to remove or replace any members who are unwilling or unable to carry out the current expectations. - Model effective team meeting protocols and processes for looking at student outcomes and planning responsive strategies. - Create monitoring systems to track the work of instructional leadership team members and their teams, looking at consistency and quality of implementation. - Ensure the processes and roles of the instructional leadership team are clear to all members of the staff.	- Leadership team roles and responsibilities are clear and transparent to all in the school. - Identified leadership team members have an IDP (Individualized Development Plan) based on their strength and growth areas. - Leadership team members take part in regular learning walks during which they are looking for the implementation of specific practices - Leadership team meetings focus on student work and formative data.
Stage 2	**Principal Actions**	**School Actions**
	- Design year-long professional learning for the instructional leadership team members to build consistency in their assessment of teacher practice. - Build capacity of instructional leadership team members to conduct observations and provide effective feedback. - Develop reporting systems so that instructional leadership team members can share feedback, input, and concerns of the teams they are leading. - Create clarity around decision-making, especially letting staff know when a decision will be yours or made by consensus. - Develop a succession plan for essential roles on the instructional leadership team.	- The leadership team models and enforces school wide philosophy, core values, responsibility, and efficacy. - The leadership team members conduct walkthroughs and provide effective collective feedback and coaching. - Leadership team members have clear and consistent ways in which to share the concerns, challenges, and successes of the teams they are leading. - Leadership team members use protocols and processes to lead

				their departmental or grade-level teams.
Stage 3		**Principal Actions**		**School Actions**
	● Build systems for distributed leadership through which members of the leadership team manage specific initiatives and grade level teams or departments.			● Leadership team members have a relentless focus on data while using protocols and processes to lead autonomous projects.

<u>**Analyzing your Leadership Team**</u>

- **Conduct a personality assessment to ensure you have a variety of personalities, strengths, and communication skills.**
  - o **Various personality tests to use:**
    - ▪ Myers-Briggs
    - ▪ Colors
    - ▪ 16personalities
    - ▪ DISC
- **Select team members based on assessment results to ensure a balanced leadership team.**
  - o **5 Questions to consider when selecting team members:**
    - ▪ **Does the person have a strong character?** Any doubt at this point should disqualify a person. His or her character is foundational to everything else. No matter how qualified a person may seem, if he or she has questionable character, problems will develop in short order.
    - ▪ **Does the person have the competency and skills to do the work**? This question is so obvious that it may seem silly to engage this issue. I, though, have admittedly brought people to different leadership teams without doing due diligence on their competency and skills for the job. Typically I like them personally and like their personalities. But hiring friends and fun people to do a job for which they are not qualified is a recipe for disaster.
    - ▪ **Does the chemistry of the person match the team and the leadership?** Many have undoubtedly served on teams with highly competent people. But sometimes that person acts like a self-serving jerk. Regardless of how competent and gifted he or she is, that type of toxic behavior can destroy a team.
    - ▪ **Will the person align with the vision of the leadership**? If you are on a leadership team and you disagree with the major direction of the leadership, get off the team. If you are a leader seeking to bring a person on the team, and you sense that he or she does not align with your vision, run from that choice immediately. A team with diverse visions is not a team at all.
    - ▪ **Can you trust the person?** Ultimately the trust issue here is whether or not the person is looking after their own interests and preferences or the interests of

the team, the leader, and the organization. If you have to wonder what the motivation is of a prospective team member, you really need to move on to the next choice.

- o **Determining who will stay and who will be removed.**
- o **What skill set does each member bring to the table? How do you know?**
- o **Where are your gaps? How do you know they are gaps?**
- o **What are you entrusting them to do?**
- o **Become familiar with the GADOE High Impact Leadership Team Rubric**

Utilizing the Leadership Team to Develop the Continuous School Improvement Plan

- Use performance and process data to evaluate the previous years' goal attainment. Determine if action steps need to change.
- Jointly identify goals for student learning/outcomes
- Jointly identify goals for adult learning outcomes
- Jointly developing research-based action steps to address each goal, including HOW the activity/action will be monitored for outcomes
- Determine a process for monitoring the plan throughout the school year.

Actions for Stage 1

- **Set Norms**
  - o The group will set norms together to be reviewed before each meeting and allow for an open and trusting atmosphere.
  - o Possible tools to use:
    - ▪ https://learningforward.org/docs/default-source/learning-system/ls-sum13-creating-norms-tool.pdf
    - ▪ https://www.ccl.org/articles/leading-effectively-articles/the-real-world-guide-to-team-norms/
    - ▪ https://schoolreforminitiative.org/doc/forming_ground_rules.pdf

- **Define the Roles and Responsibilities of the team created by the administrative team**
  - o Leaders should have a roles/responsibility agreement for each team member.
  - o Leaders should consider the skills needed to ensure an effective leadership team

- **Review the roles and responsibilities for each team member**
  - o Allow time for clarification/questions/justification, if needed.

- **Creating an Agenda**

- o See document: *Develop the Leadership Team Agenda Standard Operating Process* *http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Cultivating-and-Distributing-Leadership.aspx*

- ● **GADOE: High Impact Leadership Team Assessment**
  - o See document: *High Impact Practice Leadership Team Rubric And GSPS Leadership And Planning & Organization Key Standards* http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Effective-Leadership.aspx
  - o Each member will score the assessment individually
  - o The leadership team will review the scores and discuss as a team to determine consensus

- ● **Define Collective Efficacy for the team and study the impact on student achievement**
  - o Define Collective efficacy and study Bandura (1997) and Hattie's work(2017) around the impact.
    - ▪ https://vimeo.com/267382804
    - ▪ https://journals.sagepub.com/doi/10.1111/1467-8721.00064
    - ▪ http://www.ascd.org/publications/educational-leadership/mar18/vol75/num06/The-Power-of-Collective-Efficacy.aspx
    - ▪ https://thelearningexchange.ca/collective-teacher-efficacy/
  *Almost 20 years apart with the research but it still remains one of the biggest impacts.

- ● **Provide professional development and protocols for learning walks, Looking at Student Work, and looking at formative and summative data**
  - o These protocols should be used with real experiences and not just a review. Allow for leadership team members to get comfortable contributing using protocols.
    - ▪ http://www.ascd.org/publications/books/109037/chapters/Protocols-for-Examining-Student-Work.aspx
    - ▪ http://cce.org/work/quality-performance-assessment/tools-resources
    - ▪ https://www.nsrfharmony.org/wp-content/uploads/2017/10/StudentWorkAnalysis_0.pdf
    - ▪ https://proposals.learningforward.org/handouts/Washington2015/K06/protocols%20handout%20combined%2012-4-15.pdf

Actions for Stage 2

- ● **Conduct a data dig using multiple sources to determine the focus for professional development, which will be framed around identified needs and district priorities**
  - o https://www.schoolreforminitiative.org/download/data-mining-protocol/
  - o http://cce.org/files/Data-Analysis-Protocol.pdf
  - o https://www.nsrfharmony.org/wp-content/uploads/2017/10/DataAnalysis.pdf

- **The leadership team will calibrate walkthroughs to ensure all members are in agreement of what practices are being monitors/expectations**
    - https://www.state.nj.us/education/AchieveNJ/teacher/iqt/execution/calibration.pdf

- **Determine how the team will monitor instructional practices learned through professional learning opportunities**
    - http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Ensuring-High-Quality-Instruction-Classroom.aspx
    - https://gtlcenter.org/technical-assistance/professional-learning-modules/preparing-educators-evaluation-and-feedback-planning-professional-learning-PLM
    - https://gtlcenter.org/technical-assistance/professional-learning-modules/using-teacher-evaluation-data-inform-professional-learning

- **Leadership team members will meet with respective grade levels/departments to discuss collected data and determine next steps. Leadership team members will report to the larger LT.**

- **Leadership team participates in micro-credentialing in *Providing Effective Feedback to Your Peers***
    - Sign in to https://launchpad.classlink.com/home **for Microcredential (once enrolled)**

- **Leadership team members will become familiar with Learning Forward's *Problem Solving Protocol* to address concerns and challenges that are posed in meetings.**
    - https://learningforward.org/docs/default-source/jsd-february-2014/tool351.pdf?sfvrsn=2

- **Leadership team meetings maintain a relentless focus on monitoring the school improvement plan**

Actions for Stage 3

- **School leaders assign autonomous projects for leadership team members to lead.**

- **Leadership team meetings are focused on reporting data, problem solving, and deciding actions.**

Sources:
***Breakthrough Principals-**Jossey-Bass •**Leverage Leadership-**Paul Bambrick-Santoyo •**Leading Impact Teams-**Corwin •**Conditions for Building a Great Leadership Team-** Jack Mcguinness •**Leading Impact Teams: 5 Keys to Developing Rock Star Teams-**Peter DeWitt • **GADOE •
Learning Forward•** **School Reform Initiative •**

School Name
DATE

HIGH IMPACT PRACTICE LEADERSHIP TEAM RUBRIC AND GSPS LEADERSHIP AND PLANNING & ORGANIZATION KEY STANDARDS

Concept	Level 4 Exemplary	Level 3 Operational	Level 2 Emerging	Level 1 Not Evident
1. Comprised of the right people and represents the school community:	Team members are purposefully and intentionally identified and selected based on a set of criteria for an interdisciplinary and inclusive team that represents a variety of experiences, responsibilities, and the school community. The right people are in the right role. Duties and responsibilities change as tasks evolve. Team members clearly understand the role of the team. When appropriate, the team involves a wider range of stakeholders for relevant issues.	Team members are purposefully and intentionally identified and selected based on a set of criteria for an interdisciplinary and inclusive team that represents a variety of experiences, responsibilities, and the school community.	A school leadership team exists but is composed only of a limited number of administrators and/or instructional staff without intentional selection of the team members to reflect representation of the school community.	No leadership team exists. The principal and/or the administrative team primarily make(s) decisions that impact the school community.
Evidence				
Action Steps				

Monitoring & Evaluation				
2. Meets regularly:	The leadership team develops a year-long schedule and meets regularly (a minimum of once per month). The leadership team meetings are a valued part of the school's culture and take place with or without the principal serving as the facilitator.	The leadership team develops a year-long schedule and meets regularly (once or twice per month).	The leadership team meets as needed. Meetings are rarely scheduled in advance.	The leadership team does not meet.
Evidence				
Action Steps				
Monitoring & Evaluation				
3. Establishes processes and protocols for team collaboration:	The leadership team has flexible but clearly defined processes for shared decision making and problem solving. There is strong evidence that decisions are made collaboratively. Protocols and an organized framework for conducting business are consistently implemented. These processes keep the work of the leadership team focused and maximize the talents of the team members involved.	The leadership team has a clearly defined process for shared decision making and problem solving. There is some evidence of collaborative decision making. A protocol for conducting business and an organized framework exist to guide the work of the team.	School decisions are centrally controlled and distributed to the team with minimal evidence of collaborative decision making. Attempts are made to implement a protocol for conducting business and an organized framework to guide the work of the leadership team.	A clear protocol for conducting business and processes for collaborative decision making do not exist.
Evidence				
Action Steps				
Monitoring & Evaluation				
4. Is data-driven:	The school leadership	The school leadership	The school leadership	There is little or no

	team is highly data-driven; acquiring, analyzing, and displaying useful and current data and identifying relevant data patterns to make decisions and solve problems. The team understands that being data driven is a cyclical process that leads to new ideas, questions, and possibly the need for more data.	team gathers and analyzes a variety of data in a timely manner to make decisions, solve problems, and implement the school improvement process. The team uses diagnostic, process, and formative assessment data in addition to summative data.	team gathers some data to make decisions and solve problems, but it tends to be summative and is not necessarily timely.	evidence of the use of data to guide and inform decision-making and problem-solving tasks. Data is rarely used to develop, implement, and monitor school improvement processes.
Evidence				
Action Steps				
Monitoring & Evaluation				
5. Is engaged in the right work:	The leadership team systematically focuses their work within the established purpose and vision. Members play an active role in implementing, supporting, and monitoring school improvement initiatives that support student and staff achievement. The team frequently reflects on their actions to ensure alignment to the purpose and vision and to ensure effective strategies and processes are in place. The team is open to modify actions, strategies, and processes as circumstances change.	The work of the leadership team aligns with its established purpose and vision. School leadership team meetings are centered on student achievement and continuous school improvement issues or initiatives.	The team understands the vision and purpose of the leadership team. Topics extend beyond management issues to include student achievement, but tend to be unsystematic and without a clear focus.	Topics relate to management only with no clear purpose or vision for the team's work. Discussions focus on issues and concerns in random fashion with the principal fielding these and attempting to address them rather than engaging the team in collaborative problem solving.
Evidence				
Action Steps				
Monitoring &				

Evaluation				
6. Ensures a process of continuous improvement:	Evidence supports that systematic improvement processes are in place that deliberately target issues within the school. The leadership team continuously addresses the questions: ● Where are we now? ● Where are we going? ● How will we get there? The school improvement cycle includes a fully developed school improvement plan, monitoring the implementation of initiatives, and using data to evaluate the impact of interventions. This cycle ensures a direct impact on student achievement, instructional practices, and organizational effectiveness.	Evidence supports that systematic improvement processes are in place that deliberately target issues within the school. The leadership team continuously addresses the questions: ● Where are we now? ● Where are we going? ● How will we get there? These questions serve as a means to monitor the implementation of initiatives and evaluate their impact on student achievement and instructional effectiveness.	There is some evidence that improvement processes exist, but these processes are random and do not intentionally target issues directly impacting student achievement or instructional practices.	There is little or no evidence of a systematic process for continuous improvement.
Evidence				
Action Steps				
Monitoring & Evaluation				
7. Communication is effective and consistent:	The school community is aware of and engages in a process to exchange ideas and provide input to the leadership team. The leadership team actively seeks input and encourages multiple perspectives. The leadership team reviews and takes into account the input before relevant decisions are made. This two-way communication process supports a shared vision in the school and cultivates an environment	A process is in place that ensures communication is two way. Information and ideas reach classroom teachers. Likewise, teachers not on the leadership team engage in a process that allows for the exchange of ideas and input regarding important decisions.	A method for communication exists that allows for information to be effectively distributed out to stakeholders, but a process for two-way communication is not effectively implemented.	A system to ensure the flow of information and exchange of ideas does not exist.

	of trust and collaboration.			
Evidence				
Action Steps				
Monitoring & Evaluation				
8. Develops the leadership skills of team members and builds leadership capacity:	The leadership team exhibits a sense of collective responsibility and has the mindset of empowering all personnel in the school to lead where they operate. The leadership team involves and encourages all personnel to lend themselves to meaningful work tied to the school vision and goals. The principal builds the capacity of the leadership team through ongoing professional learning and consequential tasks embedded in the work. The leadership team members in turn provide professional learning to support the function of a variety of schoolwide teams and build the leadership capacity of staff members.	Team members are provided with and pursue professional learning opportunities to enhance their personal growth as a team member. Professional learning is ongoing and embedded in the work of the team. Leadership team members ensure the formation and training of a variety of schoolwide teams whose members perform essential tasks linked to the school vision and goals.	Team members sporadically receive training to develop leadership skills, but topics are often isolated and not embedded in the work of the team. Leadership team members attempt to form a variety of schoolwide teams with limited professional learning to support implementation.	Team members rarely receive professional learning to build leadership skills or enhance personal growth. Efforts to build leadership capacity, within the school, do not exist.
Evidence				
Action Steps				
Monitoring & Evaluation				

HENRY COUNTY SCHOOLS SY 2020 - 2021
CONTINUOUS SCHOOL IMPROVEMENT

Determine Root Causes: 5 Why Protocol

This process will help a team to look several layers below the surface symptoms to determine underlying, deeper causes. Although the name suggests going down five levels, it is more important to go to a level that allows the team to address a cause it can take action to address. For example, the team may not be able to address the cause of the problem that some parents do not or cannot help students with their homework, but it could change homework procedures or create a program to help students with homework.

Step	Action
Purpose	Explain that this analysis can help identify root causes, develop better solutions, and identify the data needed to verify assumptions about causes.
Problem Statement	Write a sentence or two that defines the gap in performance or the symptoms, but that does not list the causes or drivers of the problem.
Ask WHY #1	Ask why the problem occurs and write down an answer that the team will agree to take to a deeper level.
Ask WHY #2	Ask why that driver occurs
Ask WHY #3-#5	Continue until an actionable cause has been uncovered; if no actionable cause can be identified, generate another level-one cause of the problem and repeat the process.
Determine data to needed to verify the cause	Identify the data that could verify whether the cause identified is truly the cause; determine where and how to access the data. If no data can be collected, identify solutions to test on small-scale before implementing any large scale or permanent change.

Adapted from GLISI, 2009