

School Improvement Plan

School Name: Hawkinsville High School

System Name: Pulaski County

Principal Name: Mrs. Rosemary Wright

School Year: 2013-2014

Measurable Goals:

- 31% of all the students enrolled in Coordinate Algebra will meet or exceed the Spring 2014 EOCT.
- 30% of all the students enrolled in Analytic Geometry will meet or exceed the Spring 2014 EOCT.
- 87% of all the students enrolled in 9th Literature will meet or exceed the Spring 2014 EOCT.
- 93% of all the students enrolled in American Literature will meet or exceed the Spring 2014 EOCT.
- 70% of all the students enrolled in Biology will meet or exceed the Spring 2014 EOCT.
- 84% of all the students enrolled in Physical Science will meet or exceed the Spring 2014 EOCT.
- 70% of all the students enrolled in US History will meet or exceed the Spring 2014 EOCT.
- 86% of all the students enrolled in Economics will meet or exceed the Spring 2014 EOCT.

The 4-year cohort graduation rate will increase by 5% from 70.5% to 74.0%.

Process Goals:

Continue the process of teachers meeting collaboratively to plan for instruction and assessment using the GPS frameworks and the CCGPS Literacy Strategies/Standards.

Continue data driven decision making school faculty through the shared governance system in which teacher leaders serve as Dream Team members and Cadre chairpersons meeting twice a month.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
				Artifacts	Evidence
Curriculum, Assessment, Instruction/Professional Learning	Utilize <i>Thinkgate</i> to create benchmark, formative, and summative assessments to meet the needs of students.	2013-2014	Principal, API, Academic Coaches	Assessments, test data analysis records	Teacher articulation of the use of test data analysis to provide interventions and make the most of instructional time
	Provide job-embedded professional learning through collaborative planning two days per week in the areas of: Literacy Implementation Assessment Of and For Learning Data Teams	2013-2014	Provider: API and Academic Coaches Monitor: Principal, AP	Weekly minutes from Collaborative Planning Teams, Lesson Plans, Student Work	Obvious implementation and carry-out of PLCs as evidenced by classroom observations; Teacher articulation of changes in teaching practices based on job embedded PL
	Continue to use the instructional frameworks in implementation of Standards Based Classrooms to enhance teacher performance, promote professional growth, and positively impact student learning. Continue to use formative and summative assessment data to meet the needs of students. Continue to assist teachers on ways to use SLDS.	2013-2014	Principal, API, Academic Coaches	Monitoring documentation and Lesson Plans	Use of instructional frameworks in continued implementation of Standards Based Classrooms as evidenced from classroom observations/awareness walks

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Curriculum, Assessment, Instruction/Professional Learning	Continue to communicate student achievement goals to students and provide training on skills to measure mastery of standards.	2013-2014	API, Academic Coaches, Teachers	Monitoring documentation and Lesson Plans	Use of instructional frameworks in continued implementation of Standards Based Classrooms as evidenced from classroom observations/awareness walks
	Continue to use CCGPS Literacy Standards and Standards for Mathematical Practice.	2013-2014	All Teachers, ICs, API	Student monitoring data, Student Work, Teacher Plans	increased student achievement; student and teacher articulation of benefits of program. Increased graduation rate
	Continue to utilize the services of a math and a literacy coach to build capacity by providing professional learning in best practices and standards based classrooms and monitoring progress of teachers on implementation of professional development.	2013-2014	Literacy and Math Coaches, Principal, API	PL schedules, agendas and sign in sheets. Teacher lesson/unit plans that reflect implementations of PL.	Increased teacher capacity and sustainability in providing standards based classrooms and using best teaching practices. Evidence of use during observations.
	Provide interventions for students who are at-risk academically and for not graduating and for those students who need additional support in meeting standards in content areas through increased learning time.	2013-2014	Principal, API, Teachers, Coaches, Mentoring Cadre	List of students in Mentoring Program, lesson plans for ILT	Increased student achievement; increased graduation rate

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Professional Learning	Provide resources for teachers to participate in Dream Team and Cadre meetings	2013-2014	LEA	Sign in sheets, agendas, and minutes of meetings	Teacher articulation of impact of PL; increased student achievement; incorporation of best practices in classrooms as evidenced by observations.
Planning and Organization	Continue to collaborate with content teachers to ensure vertical and horizontal alignment of the CCGPS and alignment within one course level to another within subject areas. Vertically align content in English, math, science, and social studies through quarterly meetings.	2013-2014	Literacy and Math Coaches, Principal, API	Minutes of meetings; Lesson plans and units that are revised as a result of vertical and horizontal meetings.	Smoother transitions between grades and within subject matter. Increased teacher capacity and student achievement as a result of deeper knowledge of GPS in and among grade levels.
	Continue to implement strategies to reduce discipline problems and improve student attendance through the work of the Cadres	2013-2014	Principal, AP, Graduation Coach	Monthly reports on student attendance and discipline; Sign in sheets/agendas for any training sessions	The number of students missing instructional time due to absence from school and/or absence from class will decrease. The graduation rate will increase as a result of positive student engagement at school.
	Provide planned activities for parents that include: Open House, 8th grade Parent/Student Orientation; 9th grade parent meeting;	2013-2014	Counselor, Principal, API	Sign in sheets and agendas	Increased parental involvement

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Student, Family, Community Involvement and Support	11th grade parent information meeting; 12th grade student/parent meeting				
	Employ a Graduation Coach to work with students, parents, and staff.	2013-2014	Principal, API	Schedule of duties	Increased graduation rate and parental involvement
	Schedule after school to provide increased time for: Individual tutoring by teachers and volunteers; Credit recovery with certified teachers in computer labs	2013-2014	Principal, API, AP, Teachers	Students and parents can describe how the school uses alternative scheduling techniques to help students graduate from high school.	Increased student achievement and graduation rate.
	Make available the After School classes. This service will be afforded to all students by providing transportation after school.	2013-2014			Increased student achievement and graduation rate.
	Summer School will be provided to students for: Credit Recovery and GHS GT Review	Summer 2014	Counselor, Principal, Grad Coach, Teachers		Increased student achievement and graduation rate.
Culture	Create and develop a PDP for any teacher who does not demonstrate significant professional growth during the school year. Progress on identified goals will be monitored and feedback given to the teacher at regular intervals.	2013-2014	Principal, AP, API	PDP personalized for intended recipient(s)	Professional growth as a result of PDP is evidenced in classroom observations of planning and teaching practices.