



School Improvement Plan 2019 - 2020



Wayne County
Wayne County High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Wayne County
School Name	Wayne County High School
Team Lead	Dr. Brett McDaniel

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	We need to increase the number of students scoring proficient and distinguished on the ELA Milestones assessment.
Root Cause # 1	Lack of critical thinking skills of students.
Root Cause # 2	Content area teachers are not incorporating literacy instruction in their classrooms.
Goal	By June 2020, increase the percentage of students scoring at proficient on the ELA Georgia Milestones by 5 percentage points and the percentage of students scoring at distinguished on the ELA Georgia Milestones by 2 percentage points.

Action Step # 1

Action Step	Utilize technology to increase individualized, student-centered learning.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Usage logs, lesson plans, observations, EOC data
Position/Role Responsible	teachers; administrators, IC, technology specialist
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementation in carrying out this action step(s)?	We utilize technology-based programs such as USA Test Prep, Read180, Actively Learn, Edgenuity, and Illuminate to increase student centered learning.
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Action Step # 2

Action Step	Strengthen professional learning communities to increase student achievement scores.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	PLC documents, EOC data
Position/Role Responsible	teachers; administrators, IC
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	We have partnered with a literacy consultant to provide literacy training. She is working with our English teachers through their PLCs to help them plan more effective lessons and assessments.
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Action Step # 3

Action Step	Provide professional learning on strengthening literacy skills to increase rigor in instruction and assessment.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 3

Method for Monitoring Implementation and Effectiveness	PL sign in sheets and documents, lesson plans, assessments, EOC data
Position/Role Responsible	Teachers, administrators, IC
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementation in carrying out this action step(s)?	<p>We have partnered with a literacy consultant to provide literacy training. She is working with our English teachers to help them plan more effective lessons and assessments. We have also partnered with the University of Georgia's Center for Assessment for assessment audits and training in writing assessment items of appropriate DOK levels and standards alignment.</p> <p>We have also partnered with our RESA to provide training on using the Achievement Level Descriptors in instruction and assessment.</p> <p>The Wayne Leads team has provided a toolbox of literacy strategies to content area teachers.</p>
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Action Step # 4

Action Step	Implement research-based strategies using tiered interventions.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Assessment Data, course completion data
Position/Role Responsible	Teachers, Administrators, IC
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations,	<p>We have partnered with the University of Georgia's Center for Assessment to provide training on a balanced assessment plan, including formative assessments.</p> <p>We also use Illuminate Education's assessment platform to provide immediate data from</p>
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Action Step # 4

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementation in carrying out this action step(s)?</p>	<p>formative assessments. We use READ180 as an intervention in reading. We also utilize USATestPrep as a remediation strategy. We also utilize Writing 2 Win as a method for teaching writing in specific courses.</p>
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2. SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	We need to increase the number of students achieving proficient and distinguished on the Math portion of the Georgia Milestones assessment.
Root Cause # 1	Need to use data to plan effective, standards- based, student centered lessons.
Root Cause # 2	Lack of rigor in classroom instruction and assessments.
Goal	By June 2020, increase the percentage of students scoring at proficient on the Mathematics Georgia Milestones by 3 percentage points and the percentage of students scoring at distinguished on the Mathematics Georgia Milestones by 2 percentage points.

Action Step # 1

Action Step	Utilize technology to increase individualized, student centered learning.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race /Ethnicity /Minority Student withDisabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	usage reports, lesson plans , EOC data
Position/Role Responsible	Administrators, Instructional Coach, teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	We utilize technology-based programs such as USATestprep, Edgenuity, Illuminate, and others to provide student centered lessons. We have partnered with Know Moore Math to provide technology based math units for Geometry and Algebra when available.
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Action Step # 2

Action Step	Strengthen professional learning communities to increase student achievement scores.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	PLC documents, EOC data
Position/Role Responsible	Administrators, Instructional Coach, teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	We have also partnered with the University of Georgia's Center for Assessment for assessment audits and training in writing assessment items of appropriate DOK levels and standards alignment. This work is done through the PLC process. We have also partnered with our RESA to provide training on using the Achievement Level Descriptors in instruction and assessment. This work is done through the PLC process.
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Action Step # 3

Action Step	Provide professional learning on strengthening implementation of mathematical practice standards to increase rigor in instruction and assessment.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation and Effectiveness	professional learning documents, EOC data, assessment data
Position/Role Responsible	teachers, administrator, IC
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>We have partnered with our RESA to provide training on Making the Mathematical Practice standards visible.</p> <p>We have also partnered with our textbook company to provide training on resources available.</p> <p>We have also partnered with Know Moore Math to provide math lessons in Geometry and Algebra when available.</p>
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Action Step # 4

Action Step	Implement research-based strategies using tiered interventions.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Assessment data, course completion data , classroom remediation plans
Position/Role Responsible	Administrators, Instructional Coach, teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>Our partnership with UGA's Center for Assessment included a training on balanced assessments, including formative assessments.</p> <p>Illuminate online assessment system gives us accurate and immediate data from assessments.</p> <p>We utilize Edgenuity for help in credit recovery/repair.</p>
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2. SCHOOL IMPROVEMENT GOALS

2.3 OverarchingNeed # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	We need to reduce the number of office referrals and improve attendance and course completion.
Root Cause # 1	Lack of knowledge and skill in classroom management.
Goal	By June 2020, Wayne County High School will increase the CCRPI star rating by one level.

Action Step # 1

Action Step	Improve family engagement by all staff members participating in focused activities that increase positive relationships with students, their families, and the community.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Parent communication logs, Sign in sheets for parent events, Buzz Block documents
Position/Role Responsible	Teachers, administrators
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	We partner with Kinvo communication system to keep parents informed of student progress and upcoming events.
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Action Step # 2

Action Step	Provide professional learning, coaching, and administrative support to increase the use of appropriate behavior management strategies.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PL documents, behavior referral data, coaching documents
Position/Role Responsible	Administrators, teachers, IC
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Our RESA provides classroom management training with Amie Dean every semester.
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Action Step # 3

Action Step	Implement research-based strategies using tiered interventions including credit repair/recovery.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation and Effectiveness	Course completion data, assessment data, classroom remediation plans.
Position/Role Responsible	Administrators, teachers, IC
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	We partner with several organizations such as Edgenuity, USA test prep, Illuminate, and others to provide remediation for students.
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	We need to maintain the graduation rate.
Root Cause # 1	Credit deficient students need to recover credit, especially in the 9th grade.
Goal	By June 2020, Wayne County High school will have a graduation rate of 90%.

Action Step # 1

Action Step	Improve family engagement by all staff members participating in focused activities that increase positive relationships with students, their families, and the community.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities N/A
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	parent communication logs, advisement/Buzz Block data, parent sign in for events,
Position/Role Responsible	Administrators, counselors, teachers, IC
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Kinvo is used to communicate with parents about student progress and upcoming events.
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Action Step # 2

Action Step	Implement research-based strategies using tiered interventions including credit repair/recovery and/or tutors.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	course completion records, graduation plans
Position/Role Responsible	Counselors, administrators, teachers, IC
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	We use programs such as Edgenuity and USA Test prep for interventions.
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.

School leaders and stakeholders attended district meetings on three occasions. During these meetings, a root cause analysis of identified needs was performed. Three school level meetings were then held with the leadership team to identify needs and develop action steps. A school level meeting was then held to share the plan with all faculty and staff. The plan will also be shared with the School Council at an upcoming meeting. It will also be posted on the school's website.

2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

At WCHS, every effort is made to put the most experienced and effective teachers where they are needed the most, usually in classes that have a Milestones assessment. Low income and minority children are randomly assigned to classes. They have an equal chance of being in any teacher's class. Inclusion teachers are assigned by their area of expertise to work in classes.

3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).

The Title I program being implemented at WCHS is varied. We have an Instructional Coach that supports teachers, including helping with differentiation strategies for at risk students. We also have research based programs such as Read180/System 44 to aid students who have demonstrated gaps in reading. We are also working on increasing the rigor in assessments by working with the University of Georgia's Center for Assessment. We also provide a literacy consultant to increase the use of literacy strategies in content area classrooms. We will also partner with a math consultant to help our teachers plan effective math lessons. We will also purchase Chromebooks to help our students have access to software that can provide individualized instruction.

4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

Since we are a high school, many students are already identified when they come to us. However, there are many ways that a student may be identified as in need of service. Teachers or parents may recommend a student receive services such as special education, 504, or MTSS. We will be adding a middle/high school MTSS coordinator next year who will track student progress. Our check and connect coordinator uses Attendance, Behavior, and Course Completion data to identify students who may benefit from mentoring. Milestones data is used to identify students who may need interventions in reading (Read180/System 44) or Math (Foundations of Algebra).

<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>n/a</p>
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<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>We use several methods to help facilitate transitions from middle to high school. We coordinate with the middle schools in scheduling. We also offer 3 high school courses in the 8th grade to selected students. 9th grade parents are invited to parent scheduling night. We also provide tours to upcoming freshmen to help them choose their pathways. We also facilitate transitions for students from high school to postsecondary education and careers in several ways. Many of our students are involved in dual enrollment with local colleges. Several of our CTAE pathways also offer industry certification upon completion of a pathway. Our counseling department also assists with the college application process for many students. Transition plans are also created for all SPED students.</p>
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<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Last year the school introduced lunch detention as a discipline practice in an effort to keep students in classrooms. The administrators use a progressive discipline handbook that only takes students out of the classroom after repeated or very serious offenses. OSS is used only in extreme cases. The ISS procedures have been revised to make sure that the student receives special education services while in ISS. Days out of the classroom are limited to 10 days for SPED students.</p>
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ADDITIONAL RESPONSES

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