



HARDAWAY HIGH SCHOOL



2016-2017 SCHOOL IMPROVEMENT



2016-2017 School Improvement Planning Committee

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Needs Assessment

Hardaway High School's Balanced Scorecard has been aligned with Georgia's College and Career Ready Performance Scoring Index.

The Balanced Scorecard is our leading tool for measuring organizational performance. In July of 2016, the School Improvement Planning Committee used the Scorecard to conduct a Needs Assessment.

The focus of this Needs Assessment is to identify strengths of the current instructional program, but also identify weaknesses, obstacles, and barriers in each of the dimensions.

CCRPI ACHIEVEMENT POINTS (Possible 50)								
Categories	Performance Objective	Performance Measure	2011-12	2012-13	2013-14	2014-15	2015-16	
CONTENT MASTERY (20 pts)	CCRPI Score	As Reported by DOE	0.69	0.73	0.73	0.80	n/a	
	1. GMA EOC - 9 Grade Lit	weighted % of FAY students scoring at Developing Learner or above	EOCT	EOCT	EOCT	0.58	0.58	
	2. GMA EOC - Am Lit	weighted % of FAY students scoring at Developing Learner or above	EOCT	EOCT	EOCT	0.54	0.59	
	3. GMA EOC - GSE Algebra	weighted % of FAY students scoring at Developing Learner or above	EOCT	EOCT	EOCT	0.47	0.48	
	4. GMA EOC - Analytic Geom	weighted % of FAY students scoring at Developing Learner or above	EOCT	EOCT	EOCT	0.52	0.56	
	5. GMA EOC - Physical Science	weighted % of FAY students scoring at Developing Learner or above	EOCT	EOCT	EOCT	0.45	0.54	
	6. GMA EOC - Biology	weighted % of FAY students scoring at Developing Learner or above	EOCT	EOCT	EOCT	0.56	0.59	
	7. GMA EOC - US History	weighted % of FAY students scoring at Developing Learner or above	EOCT	EOCT	EOCT	0.58	0.58	
	8. GMA EOC - Economics	weighted % of FAY students scoring at Developing Learner or above	EOCT	EOCT	EOCT	0.45	0.48	
	Totals	Category Performance Percentage / 20 possible points	n/a	n/a	n/a	0.52	0.56	
					20	20		
	Total Content Mastery Score (possible 20 points)	n/a	n/a	n/a	10.4	11.2		
POST HIGH SCHOOL READINESS (15 pts)	9. Pathway Completers	% of graduates completing a CTAE pathway, or an advanced academic pathway, or an IB Career Related Programme, or a fine arts pathway, or a world language pathway (Benchmark 100%)	0.63	0.75	0.84	0.80		
	10. CTAE Pathway Completers	% of graduates completing a CTAE pathway and earning a national Industry recognized credential (Actual Performance/Benchmark 75%)	actual performance =		0.44			
			adjusted performance =		0.58			
	11. CCRPI	% of graduates entering TCQ/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; or scoring at least 22/36 on ACT; or 1550/2400 on SAT; or scoring 4 or higher on 2 IB exams (3 or higher on two or more AP exams) (Benchmark 84%)	actual performance =		0.53			
			0.58	0.51	0.56			
			adjusted performance =		0.63			
	12. CCRPI	% of graduates earning credit for (ACCEL, Dual HOPE Grant, MOWR, Early College, AP, or IB courses) (Benchmark 75%)	actual performance =		0.27			
			0.28	0.31	0.38			
			adjusted performance =		0.36			
	13. Lexile Measure - GMA EOC - Am Lit	% of students achieving a Lexile measure greater than or equal to 1275 on the Georgia Milestones Am. Lit. EOC (Benchmark 100%)	n/a	n/a	n/a	0.56	0.65	
	14. Georgia Milestones: Proficient or Distinguished	% of students' assessments scoring at Proficient or Distinguished Learner on Georgia Milestones EOC's (Benchmark 100%)	n/a	n/a	n/a	0.30	0.353	
	15. Students Attendance	% of students missing fewer than 6 days (Benchmark 82%)	actual performance =		0.44		0.56	
			adjusted performance =		0.53		0.68	
		Category Performance Percentage / 15 possible points				0.58		
						15.00	15.00	
	Total Post HS Readiness Score (possible 15 points)				8.70	0		
AD (15 pts)	CCRPI Categories	Performance Objective	Performance Measure	2011-12	2012-13	2013-14	2014-15	2015-16
	16. 4-year Graduation Rate	4-year cohort graduation rate (% x .8666)		0.65	0.76	0.85	0.88	tbe
	17. 5-year Graduation Rate	5-year cohort graduation rate (% x .3333)		0.73	0.66	0.78	0.87	

WHAT DID THE TEAM DISCOVER?

Despite that fact that improvements were made in almost every indicator, Hardaway students still performed below the state average on standardized assessments.

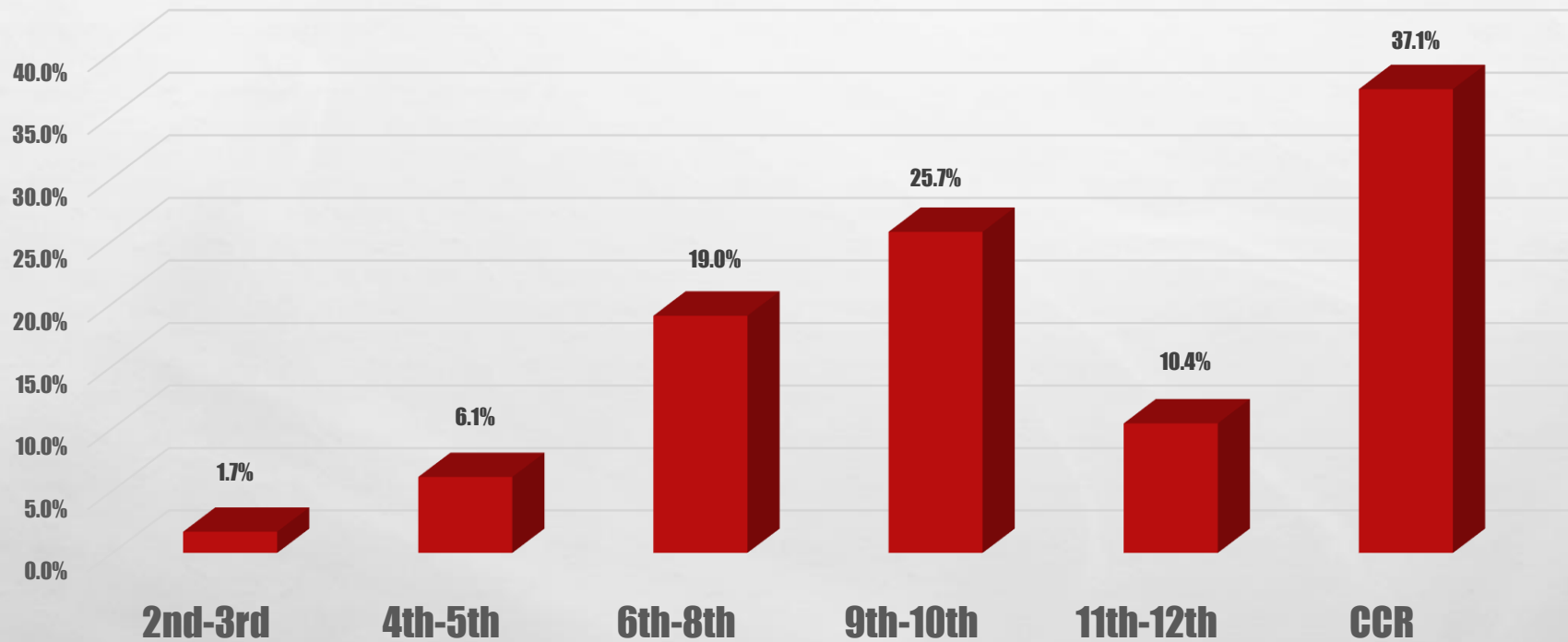
The Georgia Milestones End of Course Assessments challenge the students in the area of literacy. Many students have reported that they are intimidated by the longer reading passages and constructed response items.

Through the data mining process we discovered that 54% of Hardaway students read below grade level (according to Lexile Measures on Georgia Milestones Assessments).

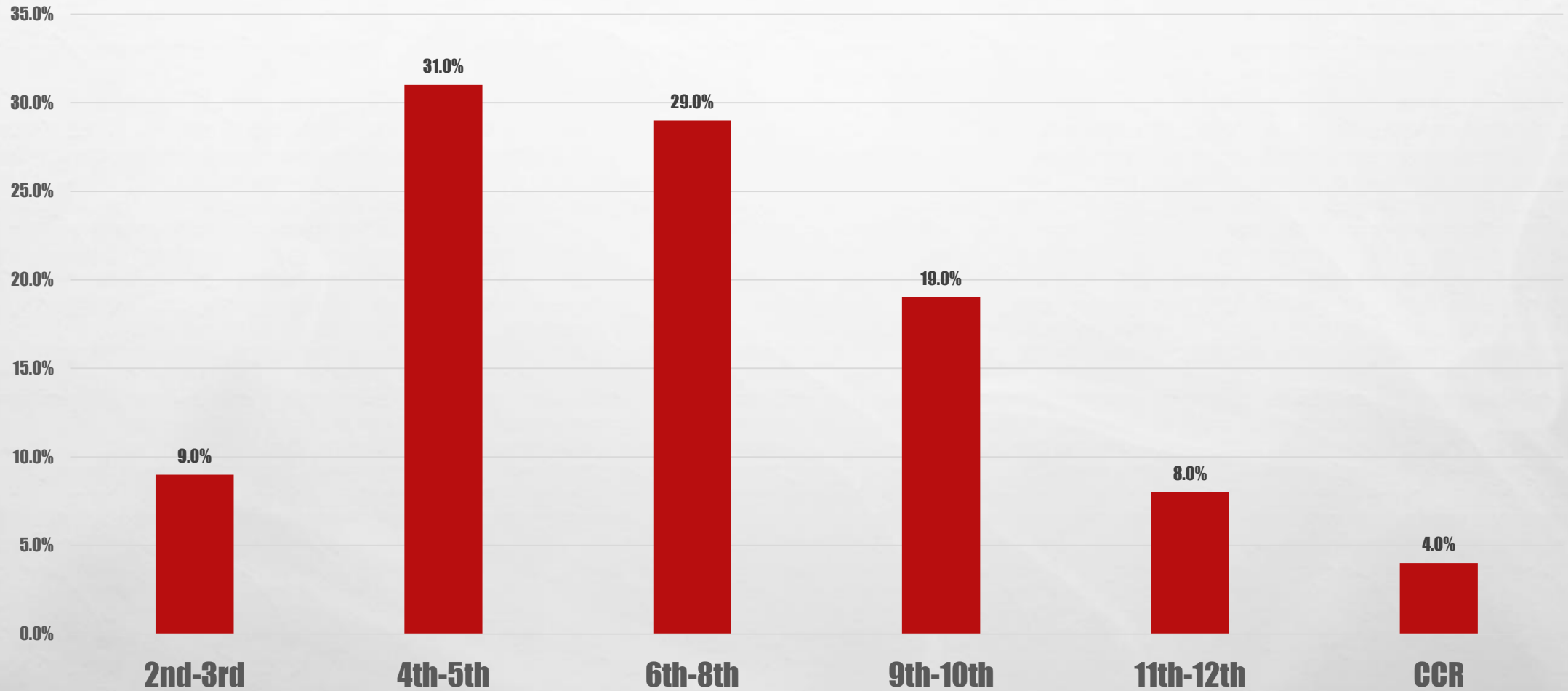
The team followed a root cause analysis process by using a variety of management tools. The team was able to develop a plan through use of the following: affinity diagram, fishbone diagram, and use of the 5 why's?

LEXILE GRADE BANDS

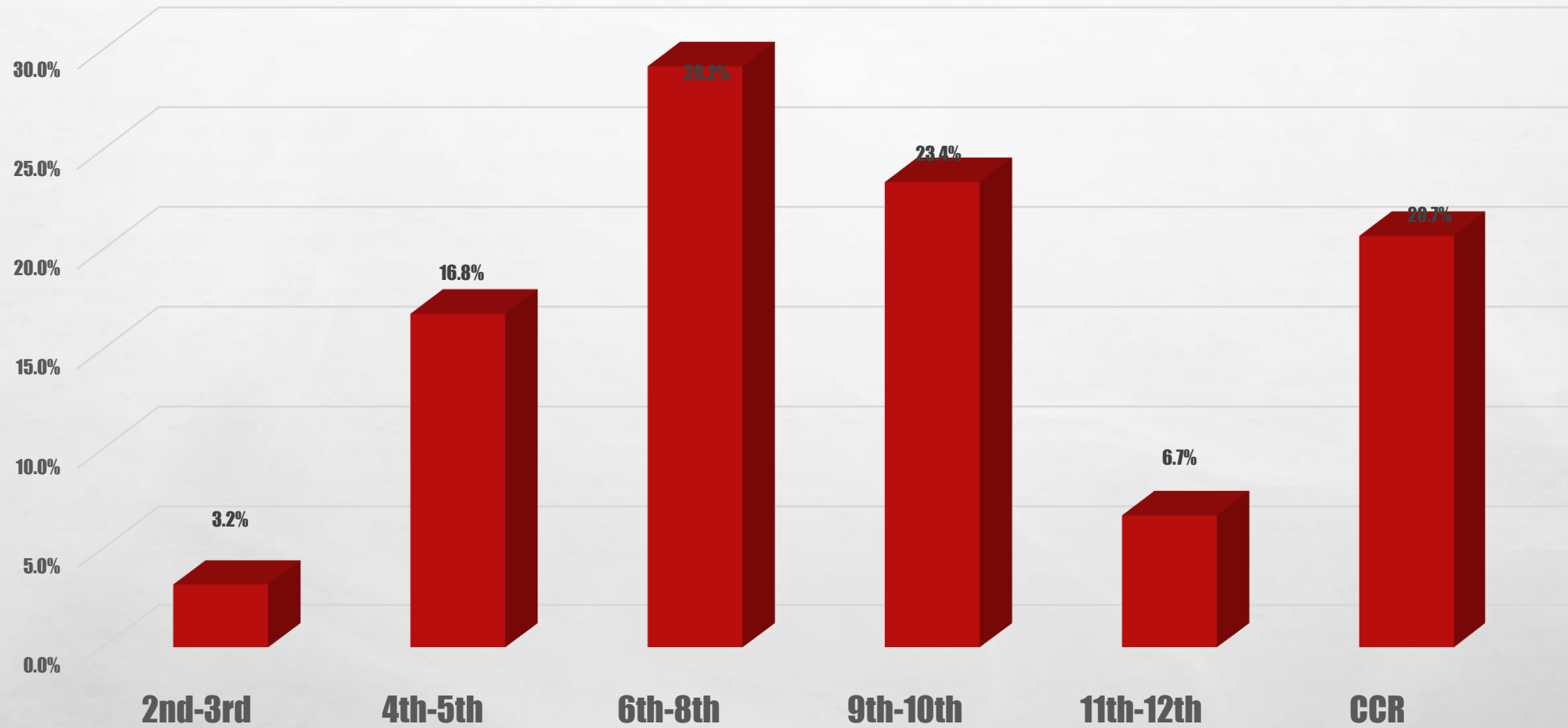
2016 American Literature GMA-Lexile Performance (Class of 2017)



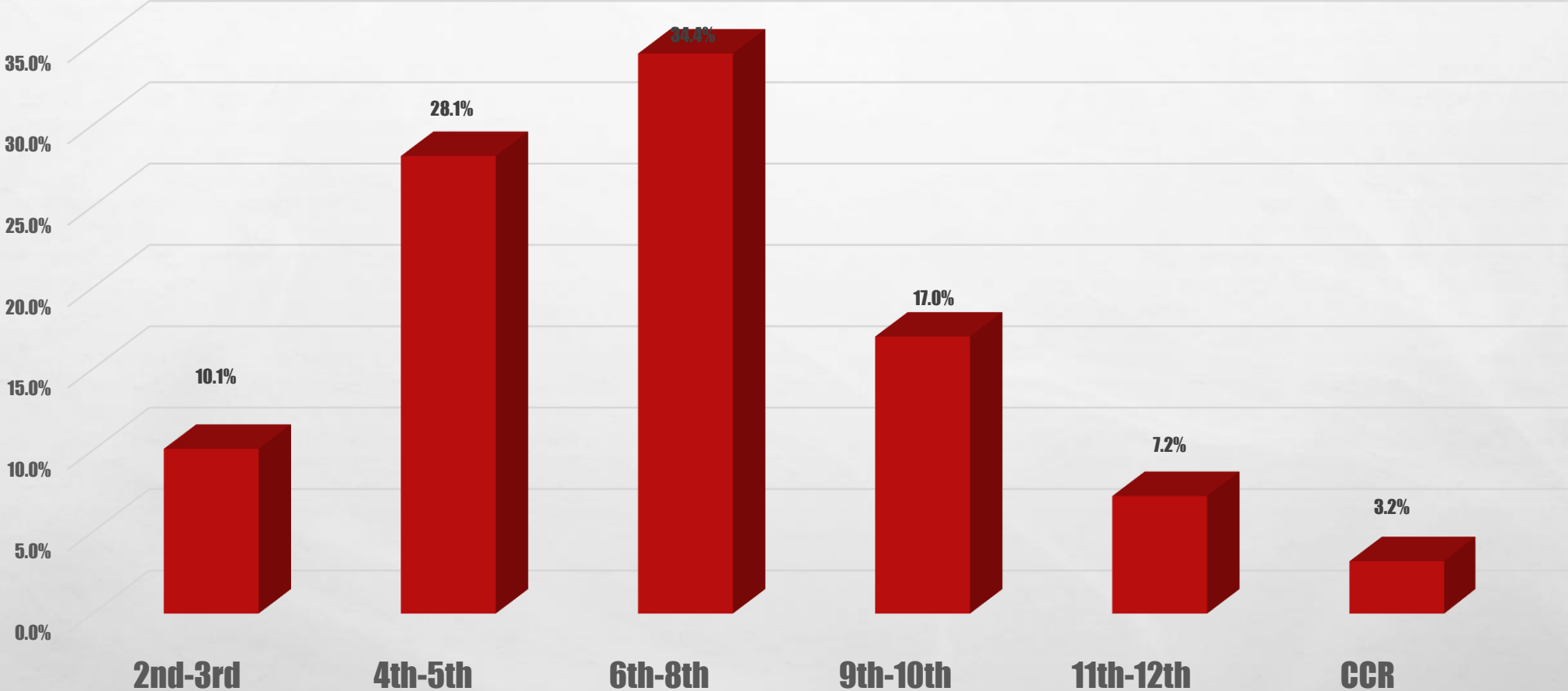
2015 9th Grade Literature GMA-Lexile Performance (Class of 2018)



2016 9th Grade Literature GMA-Lexile Performance (Class of 2019)



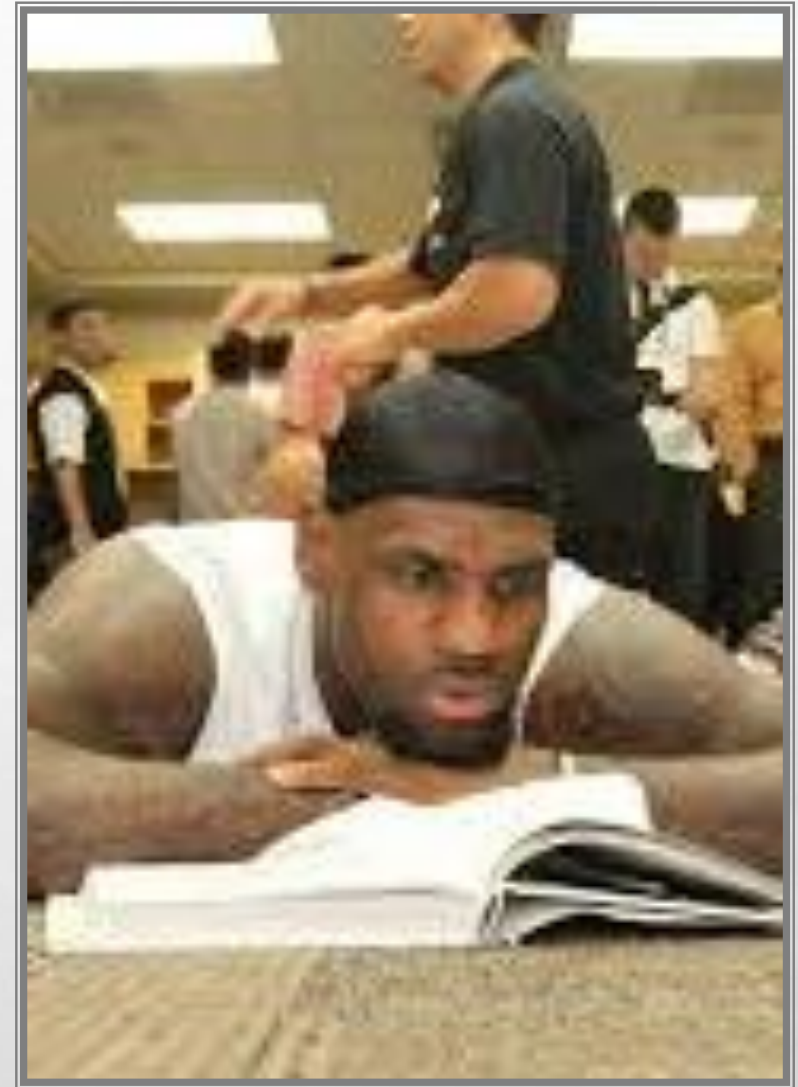
2016 GMA EOG (8th Grade)-Lexile Performance (Class of 2020)



ACADEMIC INSTRUCTIONAL GOAL

SINCE LITERACY SKILLS AFFECT ALMOST EVERY CCRPI INDICATOR, THE TEAM DEVELOPED A SCHOOL-WIDE GOAL TO IMPROVE LITERACY SKILLS.

65% OF STUDENTS IN GRADES 9-12 WILL REACH A LEXILE MEASURE AT OR ABOVE GRADE LEVEL BY MAY 2017.



ACTION STRATEGIES

- All staff members will promote a school-wide commitment to literacy instruction
- Identify 10 research-based literacy strategies to be implemented by every teacher.
- Provide professional learning opportunities through PL Days, Common Planning, and PD360
- Continue to implement Sustained Silent Reading and Vocabulary Enrichment during ILT/Teachers as Advisors
- Develop students' cognitive, metacognitive, and affective skills through the implementation of IB's Approaches to Learning Model
- ELA teachers will use GA Collections resources to develop students' abilities to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully.
- Monitor student progress for targeted students using Achieve 3000.
- Teachers will utilize formative and summative assessment data to drive instruction
- Create individualized plans for learners using SLDS data

SCHOOL CLIMATE GOAL

SINCE STUDENTS CANNOT LEARN WHEN THEY ARE NOT A SCHOOL, THE TEAM CHOSE TO FOCUS ON INCREASING STUDENT ATTENDANCE.

INCREASE THE PERCENTAGE OF STUDENTS MISSING FEWER THAN 6 DAYS OF SCHOOL FROM 56% (ACTUAL) IN 2016 TO 60% (ACTUAL) IN 2017.

ATTENDANCE						
Categories	Performance Objective	Performance Measure		2013-14	2014-15	2015-16
% OF STUDENTS MISSING MORE THAN 5 DAYS	All Subgroup	% absent more than 6 days	All	57%	53%	45%
			Male	55%	54%	40%
			Female	60%	58%	50%
	Black	% absent more than 6 days	All	49%	50%	39%
			Male	45%	47%	34%
			Female	53%	52%	44%
	Hispanic	% absent more than 6 days	All	69%	60%	46%
			Male	68%	58%	39%
			Female	71%	63%	55%
	Multiracial	% absent more than 6 days	All	64%	56%	43%
			Male	60%	58%	37%
			Female	69%	52%	49%
	White	% absent more than 6 days	All	69%	69%	58%
			Male	68%	64%	52%
			Female	70%	74%	64%
	Economically Disadvantaged	% absent more than 6 days	All			
			Male			
			Female			
SWD	% absent more than 6 days	All	60%	55%	44%	
		Male	58%	52%	41%	
		Female	62%	59%	52%	

ACTION STRATEGIES

- All staff members will promote a school-wide commitment to improving attendance using the attendance intervention pyramid
- Implement Attendance Recovery Opportunities
- School Processes: move from period to daily IC attendance
- Initiate the Perfect Attendance Incentive Program
- Reward students with Punctual Points. Unexcused tardies may be waived following 10 consecutive days of being prompt (for progressive disciplinary purposes only)
- Provide positive behavior interventions at the classroom level.
- Year 2 implementation of Sources of Strength: Increase youth-adult connectedness by using peer-led social networks to positively change norms and cultures. Sources of Strength is an evidence-based prevention program for suicide, violence, bullying, and substance abuse. The program trains, supports, and empowers peer leaders and caring adults to impact their school culture through the power of connection, hope, health, and strength.

PROFESSIONAL LEARNING DAYS

AUGUST 4, 2016

COUNTY FAIR

- **GRADUAL RELEASE: PHASES AND FOCUSED INSTRUCTION STRATEGIES (COMMUNICATION OF LEARNING INTENTION AND MODELING)**
- **LITERACY STRATEGIES: MODELING, GRAPHIC ORGANIZERS AND THINKING MAPS**
- **CLASSROOM MANAGEMENT: PBIS STRATEGIES THAT WORK**

OCTOBER 17, 2016

- **GRR: GUIDED AND COLLABORATIVE STRATEGIES (CUES, PROMPTS, SHARED WRITING, 4 CORNERS)**
- **LITERACY STRATEGIES: VOCABULARY ENRICHMENT, WRITING TO LEARN, RECIPROCAL TEACHING**

JANUARY 9, 2017

- **GRR: INDEPENDENT LEARNING STRATEGIES. (FLUENCY BUILDING AND SPIRAL REVIEW)**
- **LITERACY STRATEGIES: STRUCTURED NOTETAKING**

Common planning and Flex Friday's are ongoing: Thursday's and Friday's 7:30 am - 8:00 am