



School Improvement Plan

2020 - 2021

General Improvement Plan Information	
School	Spencer High School
Principal	Dr. Johnny Freeman
SIP Team Lead	Dr. Keisha Cook
Grades Served	9-12
Factors used by the District to Identify Students in Poverty (All Schools) – Check One Box	
<input checked="" type="checkbox"/> Community Eligibility Provision (CEP) <input type="checkbox"/> Free/Reduced Meal Application	
Federal Funding Options to be Employed in this Plan (Title I Schools Only) – Check One Box	
<input checked="" type="checkbox"/> Traditional Funding (All Federal Funds are Budgeted Separately) <input type="checkbox"/> Consolidated Funds (State/Local and Federal Funds are Consolidated)	

TEAM MEMBERS

The comprehensive needs assessment (CNA)/school improvement plan (SIP) team consists of people who are responsible for working collaboratively throughout the CNA/SIP process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school.

Schools must ensure they are incorporating a paraprofessional in the process.

Name	Position
Dr. Johnny Freeman	Principal
Dr. Keisha Cook	Assistant Principal
Ms. Rosa Patterson	Assistant Principal
Mr. Garrick Church	Behavior Dean
Ms. Quashanta Dorsey	Graduation Coach
Dr. Charlotte Sanchez	Guidance Director
Ms. Myya Washington	Guidance Counselor
Mr. Michael McRae	Academic Coach
Mrs. Brenda Davis	Academic Coach
Mr. Mark Ikle	English Department Chair
Mrs. Nazia Rizvi	Science Department Chair
Mrs. Karen Carter	Mathematics Department Chair
Mr. Timothy Rollier	Lead PES Teacher
Mrs. Tawana Haynes	Lead PES Teacher
Mr. Efrem McBride	Paraprofessional
Ms. Tomacia Johnson	Magnet Coordinator
Mr. Larry McQuiston	Social Studies Department Chair

EXTERNAL STAKEHOLDERS

External stakeholders are those individuals who have a vested interest in the school and have valuable experiences and perspectives that will provide the team with important input, feedback, and guidance. A minimum of two external stakeholders are required and must be engaged in the CNA/SIP process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school.

Name	Position
Ms. Stephanie Shaw	Spencer Alumni
Ms. Sandra Hawthorne	Parent

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the CNA/SIP process?

Stakeholders will be given the opportunity to give input and feedback about the School Improvement Plan prior to the start of the 2020-21 school year. Stakeholders will be invited to select Leadership Team meetings throughout the school-year to discuss action steps.

OUR SCHOOL MISSION

Our mission is to inspire and equip all students to achieve unlimited potential.

OUR SCHOOL VISION

Spencer High School is a beacon of educational excellence where all are known, valued, and inspired.

OVERARCHING NEEDS

Need in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Tier I Instruction	inconsistent use of timely feedback classroom management, a need for clearly defined expectations, monitoring, assessment alignment with standards	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
2. PBIS / Celebrations	need for clearly defined expectations, limited celebrations, lack of family and community engagement	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate

Top INSTRUCTIONAL Overarching Need

Instructional SMART Goal (Process Goal NOT Outcome Goal) to Address Top Instructional Overarching Need

By May of 2021, 90 % of teachers will be trained on district supported technological applications (Canvas and Zoom) and implement evidence-based differentiated instructional strategies using available technology resources as measured by walkthroughs, usage reports, video recordings and lesson plans.

ACTION STEP #1

The Leadership will develop Professional Development Calendar, Protocols and Expectations for the collaborative planning process and the Data Team process. Time will be allocated within the Master Schedule for Professional Learning Community (PLC).

Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline
PES ESOL/ELL Economically Disadvantaged Foster Home Minorities Homeless	N/A	Administrators, academic coaches and department chairs will consistently monitor the implementation of the professional development calendar and professional learning communities (PLC) through common planning / data team minutes and observations.	Administration Leadership Team Academic Coaches Department Chairs LEA	August 2020 – May 2021

If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?

CSU, TYSYS, Synovus and Columbus Tech Representation at our Data Teams, Trainings and Common Planning Meetings

ACTION STEP #2

Professional growth opportunities in the areas of effective evidence-based Instructional Strategies on Differentiation will be provided at least monthly throughout the year.

Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline
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PES ESOL/ELL Economically Disadvantaged Foster Home Minorities Homeless	District Funding Title I, Title II, Title IV IDEA	Administrators, academic coaches and department chairs will consistently monitor the implementation of instructional strategies on differentiation through classroom observations, PLC meeting minutes, and lesson plans.	Administration Academic Coaches Content Specialists LEA	August 2020 – May 2021
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If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?

ACTION STEP #3

Professional growth opportunities in the areas of effective evidence-based Instructional Strategies on district supported technology will be provided as least monthly throughout the year.

Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline
PES ESOL/ELL Economically Disadvantaged Foster Home Minorities Homeless	District Funding, Title I, Title II, Title IV IDEA	Lesson Plans, Data Teams/Common Planning Minutes, Walkthrough Data & TKES/LKES Data will be reviewed at Administrative Team meetings and Leadership Team meetings.	Administration District Instructional Technology Specialists Academic Coaches Teachers	August 2020 – May 2021

If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?

ACTION STEP #4

Research evidenced-based strategies of differentiated instruction will be implemented and consistently monitored with adequate feedback in 4.5 to 9 week cycles.

Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline
PES ESOL/EL Economically Disadvantaged Foster Home Minorities Homeless	N/A	Lesson Plans, Data Teams/Common Planning Minutes, Walkthrough Data & TKES/LKES Data will be reviewed at Administrative Team meetings and Leadership Team meetings. Feedback will be given consistently and next steps will be continuously developed	Administration Academic Coaches LEA	August 2020 –May 2021
If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?				
ACTION STEP #5				
Personalized learning team will model Personalized Learning Strategies for classroom teachers during peer-to-peer observations.				
Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline
PES ESOL/ELL Economically Disadvantaged Foster Home Minorities Homeless	District Funded Title I	Data from the observation form will be reviewed in department meetings, Administrative Team meetings and Leadership Team meetings. Feedback will be given consistently and next steps will be continuously developed.	Administration Academic Coaches Personalized Learning Team Teachers	October 2020 – March 2021
If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?				
Ed Elements				

Top CLIMATE Overarching Need

Climate SMART Goal (Process Goal NOT Outcome Goal) to Address Top Climate Overarching Need

By May 2021, 100% of teachers will be trained on School-wide Positive Behavioral Interventions Support Framework and 70% will implement SWPBIS that includes incentives, consequences and teaching of PBIS/P.A.S.S. expectations, as measured by the SAS, TFI, and walkthrough data.

ACTION STEP #1

School Leadership will develop and implement a process to consistently recognize students and teachers with exemplary attendance. The plan will include incentives for students to encourage daily attendance in all classes.

Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline
PES ESOL/EL Economically Disadvantaged Foster Home Minorities Homeless	School PBIS Funds Community Donations	Attendance reports will be reviewed monthly by the Attendance Team.	Administration Attendance Interventionist	August 2020 – May 2021

If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?

Partners in Education and Spencer High School Alumni Association

ACTION STEP #2

The PBIS team will collaborate with community organizations, mentoring programs, social services, and motivational speakers to provide workshops, rewards, incentives and opportunities to improve.

Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline
PES ESOL/EL Economically Disadvantaged Foster Home Minorities Homeless	Title I, II, IV Community Donations School PBIS Funds	The collaborations will be reviewed monthly at the PBIS Team meetings and Administrative Team meetings.	PBIS Team School Administration	August 2020 – May 2021

If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?

Columbus State University, TSYS, H&R Block, Fort Benning Engineering Division, Howard University, Fisk University, Mt. Pilgrim, Stars and Strikes, Greek Organizations and Alumni.

ACTION STEP #3

The PBIS team will train all teachers on SWPBIS during pre-planning with on-going training throughout the school year.

Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline
PES ESOL/EL Economically Disadvantaged Foster Home Minorities Homeless	Title I	The training plan, walkthrough data, discipline data and survey data will be reviewed monthly at the PBIS Team meetings and Administrative Team meetings.	Administration PBIS Team	August 2020 –May 2021

If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?

ACTION STEP #4

Students will be taught PBIS/ PASS expectations and soft skills during the school day.

Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline
PES ESOL/EL Economically Disadvantaged Foster Home Minorities Homeless	N/A	The training plan, walkthrough data, discipline data and survey data will be reviewed monthly at the PBIS Team meetings and Administrative Team meetings.	All Spencer Faculty and Staff	August 2020 –May 2021

If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?

TSYS, H&R Block, Fort Benning Engineering Division, Fisk University, Stars and Strikes, Greek Organizations and Alumni.

ACTION STEP #5

The PBIS team will develop a process for rewarding and celebrating students who consistently demonstrate the PBIS expectations of Prepared, Accountable, Safe & Self-Disciplined

Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline
PES ESOL/EL Economically Disadvantaged Foster Home Minorities Homeless	Title I, II, IV Community Donations School PBIS Funds	PBIS Rewards Data will be monitored monthly by the PBIS Team	Administration PBIS Team Classroom Teachers	August 2020 – May 2021

If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?

Community Sponsors and Partners in Education will help with donations for the PBIS Store.

PROFESSIONAL DEVELOPMENT PLAN
Must be aligned to Overarching Needs and Goals

PD DAY #1 (Pre-Planning)		
Training Topic(s)	Data to be Tracked for Progress Monitoring	Funding Source(s)
<p>1. Differentiated instructional groups on the use of Canvas</p> <ul style="list-style-type: none"> • New Teachers / Beginning – basics on how to use platform. Has not done training module yet • Comfortable but not an expert – would like to know how to use some more features • Advanced – Would like specific questions answered. More specifics on modules and quizzes <p>2. Differentiated instructional groups on the use of Zoom</p> <ul style="list-style-type: none"> • New Teachers /Beginning - basics on how to use Zoom to host a class • Comfortable – more training on how to use instructional features • Advanced – learn to use even more features and be able to provide support for other faculty members <p>Note: Depending on the instructional model, recording features of Smart Board will be taught in all sections.</p>	<ul style="list-style-type: none"> • Teacher Canvas homepage set up and use. Homepage to include syllabus, at least one assignment for students to complete • Track submission of week one assignments/modules using interactive feature of Canvas calendar • Teacher use of Zoom using observation (drop-ins). This depends what type of instructional model is being followed in the fall • USA Testprep usage data to be tracked 	<p>Fundraising, General Funds, APYN, and Title I, II, IV</p>

<p>3. Differentiated instructional groups on use of USA Test Prep / other useful content appropriate tools.</p> <ul style="list-style-type: none"> • New Teachers/Beginning - how to sign up, sign in, set up classes, and assign assignments • Comfortable – more training on how to use instructional features • Advanced - learn to use even more features and be able to provide support for other faculty members <p>4. PBIS Training on Flowchart, PBIS Matrices and Rewards App</p>		
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PD DAY #2(Oct. 12th)		
Training Topic(s)	Data to be Tracked for Progress Monitoring	Funding Source(s)
<p>1. Differentiated instructional techniques</p> <ul style="list-style-type: none"> • Basics and ideas of how to implement in the classroom • Strategies and specific examples of implementation • How to use technology to differentiate in the classroom <p>2. Content Specific Break Out sessions</p> <ul style="list-style-type: none"> • Specific examples of best practices to be presented in each subject area 	<ul style="list-style-type: none"> • Teacher implementation of differentiation strategies data to be collected through observations • Digital content as uploaded by teachers 	<p>Fundraising, General Funds, APYN, and Title I, II, IV</p>

<p>3. Continued training on technology based upon current instructional model. Specifically, external tools in Canvas</p> <p>4. PBIS Training on Flowchart, PBIS Matrices and Rewards App</p>		
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PD DAY #3(Jan. 4 th ,21)		
Training Topic(s)	Data to be Tracked for Progress Monitoring	Funding Source(s)
<p>Differentiated instructional techniques</p> <ul style="list-style-type: none"> • Further instruction on differentiated instruction in the classroom • More strategies and specific examples of implementation • How to use technology to differentiate in the classroom <p>Content Specific Break Out sessions</p> <ul style="list-style-type: none"> • Specific examples of best practices to be presented in each subject area <p>Continued training on technology based upon current instructional model</p> <p>PBIS - Module 2 Expectations Pre-correction prompts.</p>	<ul style="list-style-type: none"> • Teacher implementation of differentiation strategies data to be collected through observations • Digital content as uploaded by teachers • Surveys (quarterly), Professional Learning Minutes and Agenda, Walk-throughs and PBIS Rewards App Data 	<p>Fundraising, General Funds, APYN, and Title I, II, IV</p>

ADDITIONAL PD OFFERED DURING YEAR Includes specific conferences and workshops		
Training Topic(s)	Data to be Tracked for Progress Monitoring	Funding Source(s)
<p>August PASS - Training on Flowchart and Rewards App</p> <p>Continued training on technology platforms and external tools</p> <p>September - Prepared (Modules and Role Play, Importance)</p> <p>Continued training on technology platforms and external tools</p> <p>October - Accountable (what it means and how to demonstrate it, Importance)</p> <p>November - Self-disciplined (Examples and role play, Importance)</p> <p>Differentiated instruction and formative assessment</p> <p>December - Safe (Examples and importance)</p> <p>January - Refresher and Retrain if needed</p> <p>February - Prepared and Accountable</p> <p>March - Self-disciplined and Safe</p>	<p>Surveys (quarterly), Professional Learning Minutes and Agenda, Walk-throughs and PBIS Rewards App Data</p>	<p>Fundraising, General Funds, APYN, and Title I, II, IV</p>

REQUIRED QUESTIONS FOR ALL SCHOOLS

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

The plan was developed by the core leadership over four days via Zoom sessions. The plan was shared with all stakeholders for feedback during the month of June.

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.

We will continue to reduce the number of OSS and ISSP rates through proactive processes that include the explicit teaching of school-wide expectations, monitoring of referrals, implementation of behavior interventions and a systematic plan to ensure students are recognized for the appropriate behavior.

Describe continuing and/or new activities and programming, including objectives and intended outcomes, planned for supporting

Describe any continuing and/or new Title IV funded activities and programming, including objectives and intended outcomes, planned for supporting:

- Well-rounded educational opportunities for all students
- Safe and healthy students
- Effective use of technology by students

We will continue with our school-wide implementation of PBIS to support a positive learning environment for all students. We will also continue to provide professional development opportunities for teachers to further develop their educational technology skills and continue with the district Personalized Learning initiative. Students will continue to complete training prior to receiving Chromebooks and taught to use district supported platforms for online learning. We plan to provide opportunities to students in the form of school-wide advisement lessons, workshops, speakers and field-trips that support STEM, Career/College Readiness, and Social Emotional Learning.

Describe how the school will support, coordinate and integrate services with middle schools, including strategies for 8th grade students in the transition from the middle school to the high school.

Also, describe what supports and/or services will be put into place to support 12th grade students in their transition to college or career.

Student entering the 9th grade will have an opportunity to attend a Summer Transition program for new Freshmen. Transition meetings will be held in the Spring for all PES students. Additionally, the Graduation Coach and Guidance Department will continue to visit feeder schools in the Spring to discuss expectations and begin individual graduation plans. From Freshmen year to Senior year, students will have an opportunity to speak with representatives from various colleges, universities, military branches and local businesses during the school day. All student graduating from Spencer High School will develop an individual plan which includes entering post-secondary education, the military or work-force.

REQUIRED QUESTIONS FOR TITLE I SCHOOLS

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

Provide a general description of the Title I instructional program being implemented. Specifically define the content areas to be addressed and the strategies to be utilized to address the identified needs of the most at-risk students in the school. Include any services being provided for homeless students or any students living in group homes.

Targeted Assistance Schools Only

Provide a description of how teachers, in consultation with parents, administrators and student services personnel, will identify eligible students most in need of Title I targeted assistance programs and supports. Include a description of how the school will develop and implement multiple objective, academic-based performance criteria to rank students for service including a description of the measurable scale (point system) that uses the objective criteria to rank all students.