School Improvement Plan

2021 – 2024

General Improvement Plan Information	
School	G.W. Carver High School
Principal	Christopher B. Lindsey
SIP Team Lead	Roxanne Jarrett
Grades Served	9-12
Factors used by the District to Identify Students in Poverty (All Schools) – Check One Box	
☒ Community Eligibility Provision (CEP)	
☐ Free/Reduced Meal Application	
Federal Funding Options to be Employed in this Plan (Title I Schools Only) – Check One Box	
☒ Traditional Funding (All Federal Funds are Budgeted Separately)	
☐ 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**
Christopher B. Lindsey	Principal
Michelle Halloway	Assistant Principal or Dean
Roxanne Jarrett	Academic Coach
Mario Nazien	Teacher
Mortimer Floyd	Teacher
David Evans	SWD Teacher (when applicable)
N/A	ESOL Teacher (when applicable)
Phineas Johnson	Paraprofessional
Glenda Harris	Family Engagement Representative
Jennifer Olgetree	Parent
	Parent
	Student (HS only)
	Student (HS only)
Dequindre Hardnett	Business/Community Partner
Dr. Richard Allen	Business/Community Partner
Steven Olive	GaDOE (SI schools only)
	RESA (SI schools only)
ADDITIONAL TEAM MEMBERS	
Name	**Position**
Wendy Henderson	Academic Coach
Caneisha Harbison	English Department Chair
Chastity Boyd	Intervention Teacher
Tandra Holyfield	Science Department Chair
How will the team ensure that stakeholders are able to provide meaningful feedback throughout the CNA/SIP process?	
The stakeholders will be able to provide valuable feedback, various perspectives, and new ideas during the assessment and goal setting process of the CNA and SIP.	

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

OUR SCHOOL VISION
The MCSD is a beacon of educational excellence where all are known, valued, and inspired.

OVERARCHING NEEDS		
Overarching Needs in Prioritized Order	**Root Cause(s)**	**Category (Check the applicable box)**
1. Teacher Mastery of Instruction	Students have academic deficiencies prior to entering high school PLCs are not used to assist with teacher instructional collaboration SWD students are performing lower than expected	☒ Instructional ☐ Climate
2. Positive School Environment	Students dealing with social, mental, and emotional issues Students understanding the PBIS rationale Teacher morale decreased	☐ Instructional ☒ Climate
3. Teacher Retention	Teachers were battling 'teacher burnout' and becoming overwhelmed in the classroom due to COVID-19 changes Teachers were having difficulty creating technology based lessons and virtual/hybrid instruction	☐ Instructional ☒ Climate
4.		☐ Instructional ☐ Climate

IMPORTANT

As you develop your school's Improvement Plan (SIP), the actions in the plan need to align with the district's CNA Overarching Needs/DIP Goals as well as the Powerful Practices, Opportunities for Improvement and Improvement Priorities from the last AdvancED review.

DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN	
Overarching Needs	Improvement Plan Goals
1. Provide leadership development	1. By July 2022, MCSD will have implemented the first 3 tiers of its leadership development program (Aspiring Principal cohort, Assistant Principals, 1st & 2nd year Principals) and developed the next tier (all Principals) for FY 2023 implementation as well as provide pertinent leadership development training in alignment with the district's mission and vision.
2. Address individual student needs	2. By July 2022, 100% of teachers will implement evidence-based Tier 1 instructional strategies through the standards-based classroom framework with 80% of teachers implementing them effectively as measured by student achievement across content areas and student Lexile scores as well as progress on individual school improvement plans. 3. By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area as measured by status reports, walk-throughs and survey feedback.
3. Monitor progress (*applies to all 4 goals*)	4. By July 2023, all MCSD schools will implement Multi-Tiered System of Supports (MTSS) at a "Developing" level or higher as measured by the School MTSS Fidelity of Implementation Rubric.
4. Create a Culture of Kindness	5. By July 2022, MCSD will increase awareness of and adherence to the district's Mission, Vision and Values to create a "Culture of Kindness" for all stakeholders as measured by stakeholder surveys and a reduction in office discipline referrals.

ADVANCED ENGAGEMENT REVIEW FOR ACCREDITATION (FALL 2017)
Powerful Practices
1. The Muscogee County School District is exceptional in engaging stakeholders to support achievement of the system's purpose and direction through the development and maintenance of strong relationships with regular and positive communication among community partners, system staff, students and parents.
2. The Muscogee County School District fosters a culture of collaboration, excellence and pride that is evident across all levels of the organization.
3. The Muscogee County School District analyzed its existing utilization of resources and crafted an exceptional plan to prioritize and reorganize resources in order to provide a more structured support system aligned to the organization's needs resulting in greater student performance and system effectiveness.
Opportunities for Improvement
1. Design and implement a defined process to review and revise, as indicated, the system and schools' purpose and vision on a regular basis.
2. Develop, implement and regularly monitor clearly defined system-wide practices to coordinate learning support services that meet the multi-tiered learning needs of all learners.
3. Align system resources and instructional support with school-based practices to ensure the fidelity of implementation of the collection, analysis and utilization of formative and summative data for increased student learning, achievement and growth.
4. Develop and implement professional development strategies that focus on utilization of digital resources as an integral component of content delivery.
Improvement Priorities
1. Strengthen and monitor professional learning communities to evaluate, interpret and utilize data for personalized learning and differentiated instruction to increase learning, achievement and growth.
2. Develop and implement a comprehensive professional development plan that addresses the training needs of instructional, instructional support and leadership staff.

2021 – 2024 OVERARCHING NEEDS & GOALS	
District Overarching Need	SIP Goal
Address individual student needs	By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.
School Overarching Need	SIP Goal (SMART process goal, not an outcome goal)
Teacher Mastery of Instruction	100% of teachers at Carver High School, will be trained and coached around the planning and executions of providing students consistent growth-oriented actionable feedback on reflections and thinking at 70% consistency (7 out of 10 observations) and fidelity as measured by rigor walkthroughs, PLC reflections, and student interviews.
Positive School Environment	100% of faculty and staff will participate in PBIS training and implement 3 of the 4 Positive Behavior Interventions and Supports (PBIS) Modules.
Teacher Retention	100% of new teachers and staff (less than three years) at Carver High School will participate in a specific retention cohort will assist them with transitioning/adjusting to Secondary Education for the upcoming school year.

SHORT TERM ACTION PLAN

FALL 2021

Goal:	By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.						
						Evaluation of Implementation & ROI	
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Progress Monitoring Method, Frequency & Artifacts	Status
Teachers will actively participate in PLCs and PLC trainings	Moderate	Economically Disadvantaged Female Male Homeless Students with Disabilities Students w/o Disabilities	Title I, QBE, TSI	Administrators Academic Coaches Teachers	Quarterly	Rigor Walks that include Teacher Evaluations

Survey Results After Completed Training

Successful delivery of information received from PLC trainings to students in the classroom | Progressing at Expected Rate |
| | Intended Outcomes: | Teachers will be able to effectively teach students using information gathered at PLC Trainings
Teachers will become knowledgeable and familiar in all areas of the Core Four in order to at least use two with 85% fidelity. | | | | | |
| Teachers will continue to focus on two of the four practices of Personalized Learning | Moderate | Economically Disadvantaged Female Male Homeless Students with Disabilities Students w/o Disabilities | Title I, QBE, TSI | Administrators Academic Coaches Teachers | Daily | Rigor Walks that include Teacher Evaluations

Analysis of Student Assessment Data (Benchmark and GMAS)

Student Mastery of Learning Target and Success Criteria | Progressing at Expected Rate |
| | Intended Outcomes: | Teachers will master two of the four Personalized Learning Practices within their cohort.
Teachers will use cohort to assist with creating of Personalized Learning Practices conducive with their content area. | | | | | |

Teachers will develop lessons and assessments with their cohorts that reflect practices of personalized learning	Strong	Economically Disadvantaged Female Male Homeless Students with Disabilities Students w/o Disabilities	Title I, QBE, TSI	Administrators Academic Coaches Teachers	Bi-Weekly	Rigor Walks that include Teacher Evaluations

Analysis of Student Assessment Data (Benchmark and GMAS)

Student Mastery of Learning Target and Success Criteria | Not Started |
| | Intended Outcomes: | Teachers will use cohort to assist with creating of Personalized Learning Practices conducive with their content area.
Teachers will create common assessments that are aligned with at least two of the Core Four Focus Areas. | | | | | |
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
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SHORT TERM ACTION PLAN

Spring 2022

Goal:	By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.						
						Evaluation of Implementation & ROI	
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Progress Monitoring Method, Frequency & Artifacts	Status
Teachers will begin to implement the third component of Personalized Learning	Moderate	Economically Disadvantaged Female Male Homeless Students with Disabilities Students w/o Disabilities	Title I, QBE, TSI	Administrators Academic Coaches Teachers	Daily	Rigor Walks that include Teacher Evaluations Analysis of Student Assessment Data (Benchmark and GMAS) Student Mastery of Learning Target and Success Criteria	Not Started
	Intended Outcomes:	Teachers will add an additional component of the Personalized Learning Practices which will allow for mastery of three components instead of two. Teachers will use cohort to assist with creating of Personalized Learning Practices conducive with their content area.					
Teachers will develop lessons and assessments with their cohorts that reflect practices of personalized learning	Strong	Economically Disadvantaged Female Male Homeless Students with Disabilities Students w/o Disabilities	Title I, QBE, TSI	Administrators Academic Coaches Teachers	Bi-Weekly	Rigor Walks that include Teacher Evaluations Analysis of Student Assessment Data (Benchmark and GMAS) Student Mastery of Learning Target and Success Criteria	Not Started
	Intended Outcomes:	Teachers will use cohort to assist with creating of Personalized Learning Practices conducive with their content area. Teachers will create common assessments that are aligned with three of the Core Four Focus Areas.					
	Intended Outcomes:						Choose an item.

							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						

If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.
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SHORT TERM ACTION PLAN

FALL 2021

Goal:	100% of faculty and staff will participate in PBIS training in order to effectively implement 3 of the 4 Positive Behavior Interventions and Supports (PBIS) Modules to students through the entire school setting.						
						Evaluation of Implementation & ROI	
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Progress Monitoring Method, Frequency & Artifacts	Status
Continual implementation of A Second Chance W.O.R.K.S. Program	Strong	Economically Disadvantaged Female Male Homeless Students with Disabilities Students w/o Disabilities	Title I, QBE, TSI	Administration Consultants Counselors	Weekly	Weekly Meetings Student Attendance Data Discipline Referrals Data Parent and Student Meetings Parent and Student Trainings	Progressing at Expected Rate
	Intended Outcomes:	Reduce OSS days by 10% using W.O.R.K.S. Modules in lieu of OSS days. Reduce ISS day by 10% using W.O.R.K.S. Modules in lieu of ISS days. Encourage positive and healthy relationships between teachers and students.					
Reshaping of the Carver Creed to reflect specific needs of the school	Promising	Economically Disadvantaged Female Male Homeless Students with Disabilities Students w/o Disabilities	Title I, QBE, TSI	Administration Consultants Counselors	Daily	Discipline Referrals Data Effective Use of The P.B.I.S. module	Not Started
	Intended Outcomes:	Promoting better relationships within the 100% of the Carver student population. Identifying the needs of the school in order to correct them to ensure overall student success.					
Introducing revised Carver Creed to students, faculty, and staff	Promising	Economically Disadvantaged Female Male	Title I, QBE, TSI	Administration Consultants Counselors	Daily	Student Ability to Recite, Recognize, and Implement Carver Creed	Not Started

		Homeless Students with Disabilities Students w/o Disabilities				Overall Student Behavior and Interaction	
	Intended Outcomes:	Creating a familiar school culture that involves all 100% of all stakeholders and requires accountability.				School Climate and Culture	
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							

- A Second Chance W.O.R.K.S. (an outside consultant firm) will be used to complete action step #1.

SHORT TERM ACTION PLAN

SPRING 2022

Goal:	100% of faculty and staff will participate in PBIS training in order to effectively implement 3 of the 4 Positive Behavior Interventions and Supports (PBIS) Modules to students through the entire school setting.					
						Evaluation of Implementation & ROI
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Progress Monitoring Method, Frequency & Artifacts	Status
Actively using the Carver Creed to promote/reinforce student positive behavior	Promising	Economically Disadvantaged Female Male Homeless Students with Disabilities Students w/o Disabilities	Title I, QBE, TSI	Administration Consultants Counselors	Daily	Student Ability to Recite, Recognize, and Implement Carver Creed

Overall Student Behavior and Interaction

School Climate and Culture | Not Started |
| | Intended Outcomes: | Reinforcing a familiar school culture that involves all 100% of Carver stakeholders, requires accountability, and recognizes positive behavior. | | | | | |
| Continual implementation of A Second Chance W.O.R.K.S. Program | Strong | Economically Disadvantaged Female Male Homeless Students with Disabilities Students w/o Disabilities | Title I, QBE, TSI | Administration Consultants Counselors | Weekly | Weekly Meetings Student

Attendance Data Discipline

Referrals Data

Parent and Student Meetings

Parent and Student Trainings | Progressing at Expected Rate |
	Intended Outcomes:	Reduce OSS days by 10% using W.O.R.K.S. Modules in lieu of OSS days. Reduce ISS day by 10% using W.O.R.K.S. Modules in lieu of ISS days. Encourage positive and healthy relationships between teachers and students					
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						

							Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						

If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.
• A Second Chance W.O.R.K.S. (an outside consultant firm) will be used to complete action step #1.

SHORT TERM ACTION PLAN

FALL 2021

Goal:	100% of teachers at Carver High School, will be trained and coached around the planning and executions of providing students consistent growth-oriented actionable feedback on reflections and thinking at 70% consistency (7 out of 10 observations) and fidelity as measured by rigor walkthroughs, PLC reflections, and student interviews.						

Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	**Evaluation of Implementation & ROI**	
						Progress Monitoring Method, Frequency & Artifacts	Status
Continued R.I.S.E training with focus on student feedback	Promising	Economically Disadvantaged Female Male Homeless Students with Disabilities Students w/o Disabilities	Title I, QBE, TSI	Administration Academic Coaches Teachers	Quarterly	Rigor Walks that include Teacher Evaluations

Analysis of Student Assessment Data (Benchmark and GMAS)

Student Mastery of Learning Target and Success Criteria | Not Started |
| | Intended Outcomes: | Increase ELA Proficient Learners from 41% to a minimum of 47%. Increase Math Proficient Learners from 37% to a minimum of 43%. Decrease the percentage of students with three or more F's on their report card by 15%. Create clear understanding of how to provide students with purposeful self reflection tools to assist with mastery understanding of the learning target or success criteria. | | | | | |
| One on one teacher reflection and support with academic coach | Promising | Economically Disadvantaged Female Male Homeless Students with Disabilities Students w/o Disabilities | Title I, QBE, TSI | Administration Academic Coaches Teachers | Bi-Weekly | Rigor Walks that include Teacher Evaluations

Analysis of Student Assessment Data (Benchmark and GMAS)

Student Mastery of Learning Target and Success Criteria | Not Progressing at Expected Rate |
| | Intended Outcomes: | Increase of rigorous instruction. Increase of timely and consistent student feedback on assignments and assessments Increase of student passing rate by 10%. Develop/create positive relationships between teachers and academic coaches/ | | | | | |

						Evaluation of Teacher Lesson Plans Creation and usage of student artifacts to include reflection tools	
Consistent use of specific reflection tools for students	Promising	Economically Disadvantaged Female Male Homeless Students with Disabilities Students w/o Disabilities	Title I, QBE, TSI	Administration Academic Coaches Teachers	Daily	Creation and usage of student artifacts to include reflection tools Analysis of Student Assessment Data (Benchmark and GMAS) Student Mastery of Learning Target and Success Criteria	Not Started
	Intended Outcomes:	Consistent usage of student self-reflection evaluation tools to be use across all content areas. Students will develop a clear understanding of self-refection, how to self-reflect, and the importance of self-reflection.					
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
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SHORT TERM ACTION PLAN

SPRING 2022

Goal:	100% of teachers at Carver High School, will be trained and coached around the planning and executions of providing students consistent growth-oriented actionable feedback on reflections and thinking at 70% consistency (7 out of 10 observations) and fidelity as measured by rigor walkthroughs, PLC reflections, and student interviews.

Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Continued R.I.S.E training with focus on student feedback	Moderate	Economically Disadvantaged Female Male Homeless Students with Disabilities Students w/o Disabilities	Title I, QBE, TSI	Administration Academic Coaches Teachers	Quarterly	Rigor Walks that include Teacher Evaluations

Analysis of Student Assessment Data (Benchmark and GMAS)

Student Mastery of Learning Target and Success Criteria | Not Started |
| | Intended Outcomes: | Increase ELA Proficient Learners to a minimum of 55%. Increase Math Proficient Learners to a minimum of 50%. Decrease the percentage of students with three or more F's on their report card by 15%. Create clear understanding of how to provide students with purposeful self-reflection tools to assist with mastery understanding of the learning target or success criteria. | | | | | |
| Consistent use of the same common assessments for core classes | Moderate | Economically Disadvantaged Female Male Homeless Students with Disabilities Students w/o Disabilities | Title I, QBE, TSI | Administration Academic Coaches Teachers | Quarterly | Analysis of Student Assessment Data (Benchmark and GMAS)

Student Mastery of Learning Target and Success Criteria

Report Data to include | Progressing at Expected Rate |
| | Intended Outcomes: | Increase proficiency and pass rate in core classes. Create Personal Learning Community teaching teams that focus on the same learning target and standard. | | | | | |

		Create student data that truly identifies the needs of the whole student which will serve as a guide for planning lessons and creating test.				proficient/failure rates	
Teacher Peer Observations	Rationale	Economically Disadvantaged Female Male Homeless Students with Disabilities Students w/o Disabilities	Title I, QBE, TSI	Administration Academic Coaches Teachers	Monthly	Teacher Growth during Rigor Walks Teacher Evaluations that reflect planning and understanding of PLC reflections	Choose an item.
	Intended Outcomes:	Allow teachers to observe various teaching strategies that may influence positive modifications to teaching styles. Assist teachers with creating lessons that will increase report card proficient/failure rate. Create positive and helpful academic discourse between teachers within the school. Allow teachers to receive constructive criticism from peers rather than academic coaches/administration.					
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
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SHORT TERM ACTION PLAN

FALL 2021

Goal:	100% of new teachers and staff (with less than three years) at Carver High School will participate in a specific retention cohorts will assist them with transitioning/adjusting to Secondary Education for the upcoming school year. 100% of successful veteran teachers (with more than three years) at Carver High School will serve as in-house leaders and mentors to new teachers.						
						Evaluation of Implementation & ROI	
Action Steps	**Evidence Level (Strong, Moderate, Promising, Rationale)**	**Impacted Subgroup(s)**	**Funding Source(s)**	**Position(s) Responsible**	**Implementation Timeline (do not use ongoing)**	**Progress Monitoring Method, Frequency & Artifacts**	**Status**
Celebrating all staff members	Rationale	Economically Disadvantaged Female Male Homeless Students with Disabilities Students w/o Disabilities	Title I, QBE, TSI	Administration Teachers	Monthly	Teacher Attendance Teacher Performance School Climate Surveys	Not Progressing at Expected Rate
	Intended Outcomes:	All teachers will be celebrated and acknowledged to show appreciation. Teachers will be celebrated with incentives throughout the school year to boost morale and assist with school culture and climate.					
Peer Observations and Evaluations	Rationale	Economically Disadvantaged Female Male Homeless Students with Disabilities Students w/o Disabilities	Title I, QBE, TSI	Administration Teachers	Monthly	Teacher Attendance Teacher Performance Teacher Evaluations	Not Started
	Intended Outcomes:	Successful veteran teachers will participate in hosting observations for new teachers Successful veterans teachers will serve as in house school leaders to new teachers providing them with guidance and mentorship New teachers will receive opportunities to observe veterans teachers in the classroom to receive additional support and guidance					
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						

							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
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SHORT TERM ACTION PLAN

SPRING 2022

Goal:	100% of new teachers and staff (with less than three years) at Carver High School will participate in a specific retention cohorts will assist them with transitioning/adjusting to Secondary Education for the upcoming school year. 100% of successful veteran teachers (with more than three years) at Carver High School will serve as in-house leaders and mentors to new teachers.						
						Evaluation of Implementation & ROI	
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Progress Monitoring Method, Frequency & Artifacts	Status
Individual PD for veterans teachers	Rationale	Economically Disadvantaged Female Male Homeless Students with Disabilities Students w/o Disabilities	Title I, QBE, TSI	Administration Teachers	Quarterly	Teacher Attendance Teacher Performance Teacher Evaluations	Not Started
	Intended Outcomes:	Creating/Finding PDs that focus on the strength of veterans teachers and allows them to serve as leaders within the school Creating/finding PDs that are intended to develop teaching methods and strategies for veteran teachers					
Maintaining cohorts for new teachers throughout the school year	Rationale	Economically Disadvantaged Female Male Homeless Students with Disabilities Students w/o Disabilities	Title I, QBE, TSI	Administration Teachers	Weekly	Teacher Attendance Teacher Performance Teacher Evaluations	Not Started
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						

							Choose an item.
	Intended Outcomes:						
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
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YEAR 1

	PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022			
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	Personal Learning Communities and Collaboration	By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.	Title I, QBE, TSI	Rigor Walks that include Teacher Evaluations Survey Results After Completed Training Successful delivery of information received from PLC trainings to students in the classroom
PD Day #2	R.I.S.E. For Tomorrow Training	100% of teachers at Carver High School, will be trained and coached around the planning and executions of providing students consistent growth-oriented actionable feedback on reflections and thinking at 70% consistency (7 out of 10 observations) and fidelity as measured by rigor walkthroughs, PLC reflections, and student interviews.	Title I, QBE, TSI	Rigor Walks that include Teacher Evaluations Analysis of Student Assessment Data (Benchmark and GMAS) Student Mastery of Learning Target and Success Criteria
PD Day #3	P.B.I.S. Training	100% of faculty and staff will participate in PBIS training in order to effectively implement 3 of the 4 Positive Behavior Interventions and Supports (PBIS) Modules to students through the entire school setting.	Title I, QBE, TSI	Student Ability to Recite, Recognize, and Implement Carver Creed Overall Student Behavior and Interaction School Climate and Culture

Additional PD	R.I.S.E. For Tomorrow Training	100% of teachers at Carver High School, will be trained and coached around the planning and executions of providing students consistent growth-oriented actionable feedback on reflections and thinking at 70% consistency (7 out of 10 observations) and fidelity as measured by rigor walkthroughs, PLC reflections, and student interviews.	Title I, QBE, TSI	Rigor Walks that include Teacher Evaluations Analysis of Student Assessment Data (Benchmark and GMAS) Student Mastery of Learning Target and Success Criteria

YEAR 2

PROFESSIONAL DEVELOPMENT PLAN 2022 – 2023				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	R.I.S.E. For Tomorrow Training	100% of teachers at Carver High School, will be trained and coached around the planning and executions of providing students consistent growth-oriented actionable feedback on reflections and thinking at 70% consistency (7 out of 10 observations) and fidelity as measured by rigor walkthroughs, PLC reflections, and student interviews.	Title I, QBE, TSI	Rigor Walks that include Teacher Evaluations Analysis of Student Assessment Data (Benchmark and GMAS) Student Mastery of Learning Target and Success Criteria
PD Day #2	Personal Learning Communities and The Core Four	By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.	Title I, QBE, TSI	Rigor Walks that include Teacher Evaluations Analysis of Student Assessment Data (Benchmark and GMAS) Student Mastery of Learning Target and Success Criteria
PD Day #3	Teacher Development for New and Veterans Teachers	100% of new teachers and staff (with less than three years) at Carver High School will participate in a specific retention cohorts will assist them with transitioning/adjusting to Secondary Education for the upcoming school year. 100% of successful veteran teachers (with more than three years) at Carver High School will serve as	Title I, QBE, TSI	Teacher Attendance Teacher Performance Teacher Evaluations

		in-house leaders and mentors to new teachers.		
Additional PD	R.I.S.E. For Tomorrow Training	100% of teachers at Carver High School, will be trained and coached around the planning and executions of providing students consistent growth-oriented actionable feedback on reflections and thinking at 70% consistency (7 out of 10 observations) and fidelity as measured by rigor walkthroughs, PLC reflections, and student interviews.	Title I, QBE, TSI	Rigor Walks that include Teacher Evaluations

Analysis of Student Assessment Data (Benchmark and GMAS)

Student Mastery of Learning Target and Success Criteria |

YEAR 3

PROFESSIONAL DEVELOPMENT PLAN 2023 – 2024				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	R.I.S.E. For Tomorrow Training	100% of teachers at Carver High School, will be trained and coached around the planning and executions of providing students consistent growth-oriented actionable feedback on reflections and thinking at 70% consistency (7 out of 10 observations) and fidelity as measured by rigor walkthroughs, PLC reflections, and student interviews.	Title I, QBE, TSI	Rigor Walks that include Teacher Evaluations Analysis of Student Assessment Data (Benchmark and GMAS) Student Mastery of Learning Target and Success Criteria
PD Day #2	Teacher Development for New and Veterans Teachers	100% of new teachers and staff (with less than three years) at Carver High School will participate in a specific retention cohorts will assist them with transitioning/adjusting to Secondary Education for the upcoming school year. 100% of successful veteran teachers (with more than three years) at Carver High School will serve as in-house leaders and mentors to new teachers.	Title I, QBE, TSI	Teacher Attendance Teacher Performance Teacher Evaluations
PD Day #3	P.B.I.S. Training	100% of faculty and staff will participate in PBIS training in order to effectively implement 3 of the 4 Positive Behavior Interventions and Supports (PBIS) Modules to students through the entire school setting.	Title I, QBE, TSI	Student Ability to Recite, Recognize, and Implement Carver Creed Overall Student Behavior and Interaction School Climate and Culture

| Additional PD | R.I.S.E. For Tomorrow Training | 100% of teachers at Carver High School, will be trained and coached around the planning and executions of providing students consistent growth-oriented actionable feedback on reflections and thinking at 70% consistency (7 out of 10 observations) and fidelity as measured by rigor walkthroughs, PLC reflections, and student interviews. | Title I, QBE, TSI | Rigor Walks that include Teacher Evaluations

Analysis of Student Assessment Data (Benchmark and GMAS)

Student Mastery of Learning Target and Success Criteria |

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

The school sought advice from various stakeholders by conducting a CNA and SIP Training over several days to include teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, and community partners. This training was held over four days and consisted of positive discourse about each section of both documents. Next, an outside consultant (Ed Elements) was used to analyze our CNA data to shape our goals and action plans. Everyone who attended the meeting was held accountable to provide their ideas, feedback, and opinions on all decisions that were made.

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.

The school will continue to use the outside consultant group, A Second Chance W.O.R.K.S. as an intervention strategy for at-risk students within all subgroups. These students will continue to be placed in specific sessions of A Second Chance W.O.R.K.S. that meets their specific behavioral needs and academic goals.

Describe any continuing and/or new Title IV-A 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

N/A

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

Carver High School will support, coordinate, and integrate services with middles schools by sending guidance counselors to feeder schools yearly. Counselors meet with upcoming 9th graders that are assigned to our school and discuss various educational paths they can take. Each summer,

incoming freshmen are invited to Tiger Camp. Tiger Camp provides incoming freshman with the experience of typical high school days to include tours of the school, introduction of teachers, lunch in the cafeteria, and courses taught by freshmen teachers. Carver High School will provide a half semester course titled, High School 101 to provide incoming freshmen with the knowledge how to calculate their GPA, study skills, the importance of selecting the correct pathway, and other topics.

Carver High School will provide Seniors with transitioning in to their transition to college or career by hosting job, career, and college fairs. Students are able to apply to colleges on site during these fairs and at times are accepted the same day. Carver High School has partnered with local two and four year colleges and have arranged for them to visit the school regularly. Carver High School provides Dual Enrollment opportunities for students and Work-Base Opportunities. There are also opportunities for students to meet with Armed Forces as each branch has a representative assigned to the school.

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.

Carver High School works closely with HR to find highly qualified teachers. Programs such as Talent Ed also assist with recruiting and finding qualified teachers. Carver High School maintains a relationship with colleges and universities as a recruitment tool for graduating students. If a teacher is not HQ, Carver High School will ensure they become HQ through TAPP or Georgia RESA.

In order to maintain the culture of properly serving our low-income and minority students, teachers consistently participate in PLs that focus on rigor, empathy, learning targets/standards, and effective teaching methods.

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.

The Title I instructional program being implemented at Carver High School is Re-Imagining Instruction Schools and Education for Tomorrow (R.I.S.E.). The purpose of R.I.S.E. is to meet the varied teacher development and leadership needs of schools. R.I.S.E. has developed a strong personal relationship with Carver High School and understands our specific instructional needs by content, grade level, and student demographics.
The content areas that are specifically addressed are ELA, Math, Science, and Social Studies. The varying monitoring strategies that are used to meet the needs of individual learners are all response, class discussion, group discussion, linguistic and non-linguistic responses, and self and peer reflection.
Students that are considered homeless or living in group homes work with the Family Service Coordinator to receive vouchers for food, clothing, transportation, and other needs. Seniors also receive their Senior Dues waived and their graduation cap and gown is paid for as well.