



# School Improvement Plan 2023 - 2024



Randolph County  
Randolph Clay High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Randolph County
School Name	Randolph Clay High School
Team Lead	Zelda White
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title V, Part B

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" 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	Improve academic performance in all content areas
Root Cause # 1	Low and inconsistent academic achievement of students that entered high school not on grade level in contents.
Goal	By spring 2024, students scoring at Proficient Learner or above will increase by five percentage points as measured by the Georgia Milestones in EOC content areas Algebra 1, American Literature, Biology, and U.S. History.

Action Step # 1

Action Step	RGHS will provide after school remediation in all content areas to support students who are struggling academically.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Sign In Sheets Lessons Plans Power School Monitoring
Method for Monitoring Effectiveness	Progress Monitoring through Powerschool
Position/Role Responsible	Administration Counselor MTSS coordinator Attendance Clerk
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, 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)?	Starz Academy
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Action Step # 2

Action Step	Provide professional learning for staff on ways to engage students more effectively.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets from data meetings; lesson plans; walkthrough data
Method for Monitoring Effectiveness	Celebrations Power School Monitoring and Grades
Position/Role Responsible	Administration
Timeline for Implementation	Monthly

What partnerships, if any, 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)?	
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Action Step # 3

Action Step	RCHS will hire all teachers who meet the district's professional qualification criteria.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Collaborating with HR and communicating with district administrators
Method for Monitoring Effectiveness	Powerschool Monitoring Mentor/Mentee Support
Position/Role Responsible	Administration
Timeline for Implementation	Yearly

What partnerships, if any, 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)?	GaDOE Rural Initiative, Andrew College and surrounding college and universities who have teacher preparation programs.
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Action Step # 4

Action Step	Family and Community Engagement Coordinator will facilitate curriculum nights and hold other monthly activities with parent, guardians, and community members.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign In sheets Social Media advertising Social Mdia activity

Action Step # 4

Method for Monitoring Effectiveness	Sign In sheets
Position/Role Responsible	Administration Teachers parents Parents Liaison
Timeline for Implementation	Monthly

What partnerships, if any, 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)?	
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Action Step # 5

Action Step	Ensure that monthly PBIS celebrations are occurring where students and staffs are recognized.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	PBIS Rewards application SWIS Observations
Method for Monitoring Effectiveness	Increase student engagement
Position/Role Responsible	Admin PBIS team
Timeline for Implementation	Monthly

Action Step # 5

What partnerships, if any, 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)?	
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Action Step # 6

Action Step	Monthly AST meetings will be held to address attendance and other student needs.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign Sheets Social Media Advertising
Method for Monitoring Effectiveness	Monthly Attendance Data
Position/Role Responsible	Admin AST team
Timeline for Implementation	Monthly

What partnerships, if any, 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)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the number of pathway completers.
Root Cause # 1	Students show low interest and low motivation in identified pathways.
Goal	By the Spring of 2024, the pass rate on the EOPA will increase by 5 percentage points.

Action Step # 1

Action Step	RCHS will offer CTSOs (Career Technical Student Organization) for every Career Tech program available at RCHS.
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign In Sheets Lessons Plans Collaborative Planning Observations Power School Monitoring
Method for Monitoring Effectiveness	Progress Monitoring through Powerschool
Position/Role Responsible	Administration CTAE Director
Timeline for Implementation	Weekly



Action Step # 1

What partnerships, if any, 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)?	
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Action Step # 2

Action Step	Implement weekly pulse checks during collaborative planning to ensure that CTAE standards are being taught and assessed according to program pacing guides.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets from data meetings; lesson plans; walkthrough data visitors sign in sheets flyers surveys
Method for Monitoring Effectiveness	Celebrations Power School Monitoring and Grades
Position/Role Responsible	Administration
Timeline for Implementation	Weekly

What partnerships, if any, 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)?	
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Action Step # 2

What partnerships, if any, 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)?	
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Action Step # 3

Action Step	Investigate opportunities to establish work-based learning and school to work programs during the 2023-2024 school year with full implementation in the 2024-2025 school.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets Observations Membership Rosters Agendas Rosters from Conferences Results from competition
Method for Monitoring Effectiveness	Membership Rosters (POW) Agendas Work Based Learning Plan
Position/Role Responsible	Administration CTAE Director Counselors Teacher
Timeline for Implementation	Weekly

Action Step # 3

What partnerships, if any, 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)?

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Graduate more students.
Root Cause # 1	All transfers and dropouts were not identified.
Goal	RCHS will increase the graduation rate by ten percentage points by June 30, 2024.

Action Step # 1

Action Step	Students will receive additional academic support and post-secondary planning through the Georgia Future and Graduation plan for students.
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agenda Sign In Sheets Parent Meetings
Method for Monitoring Effectiveness	Attendance Reports Failure Reports
Position/Role Responsible	Counselor Admin
Timeline for Implementation	Monthly

What partnerships, if any, 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)?	
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Action Step # 2

Action Step	Monitor cohorts through student audits, home visits, attendance meetings, and Guide Student Tracker to maintain current status of students on track for graduating.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Sign In Sheets Agendas Powerschool Guide
Method for Monitoring Effectiveness	Powerschool Guide Edgenuity
Position/Role Responsible	Administration Counselor Teachers School Improvement Specialist
Timeline for Implementation	Weekly

What partnerships, if any, 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)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>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).</p>	<p>The school utilized survey data and minutes from faculty and shared governance team meetings to obtain feedback. Additionally, the school leadership team collaborated on completing the comprehensive needs assessment. The results of the comprehensive needs assessment were captured in the school improvement plan. The leadership team's members met consistently to review data and determine goals.</p>
<p>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.</p>	<p>Our data shows a need to strengthen content mastery performance at the high school. The school and district leaders are already addressing this need by focusing professional learning and support on strengthening the curriculum, instruction and assessment in the district. Ongoing monitoring of implementation of new practices that support improvement of Professional Capacity will occur so that students have access to qualified and ready instructors. The system has advertised signing bonuses for teachers as a part of the recruitment process.</p>
<p>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).</p>	<p>Title I Instructional Program Focuses on Tier I instruction with all teachers. There is a definite need to improve performance in all content areas. Instructional strategies include a focus on coherent instruction by establishing a standards-based program aligned to the state's curriculum, GSE. The GSE is used in all core subjects. Teachers participate in collaborative planning and use various instructional strategies to meet the needs of the students. Professional Learning is a key component of the Title I instructional program. Any and all supplemental support is provided by Title I.</p>
<p>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</p>	<p>N/A</p>

system) that uses the objective criteria to rank all students.	
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<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>	
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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>In order to create an effective transition for students from middle school to high school and from high school to postsecondary education we plan and do the following:                  Middle school to High School                  ? Facilitate Parent and student orientation                  ? During Summer before high school, provide support course and CTAE courses before students begin in August.                  ? Host a 9th grade orientation.                  ? Collaborate with middle school counselor                  ? Collaborate with local colleges and recruiters                  ? Offer high school Spanish I to 8th grade students HS to post secondary                  ? Ensure all students have GA Futures account                  ? Provide ongoing classroom guidance                  ? Give waivers for college testing                  ? Establish Work based learning program                  ? For SPED, schedule meetings with Transition Specialist/Vocational Rehab Specialist                  ? Collaborate with local college and recruiters                  ? Offer high school classes to 9th grade 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>Our school will support efforts to reduce the overuse of discipline practices that remove students from the classroom by doing the following:                  ? Utilize the PBIS program in order to minimize the need for referrals by providing students with opportunities to make good choices, display positive behaviors and ultimately improve academic performance                  ? During the 2023-2024 school year, review and refine the processes related to discipline                  ? Spend more time with teachers, first and then with students discussing the student handbook.                  ? Review and post classroom rules in each classroom</p>
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ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	
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