GaDOE
Georgia Department of Education

School Improvement Plan
2023 - 2024

Coffee County
George Washington Carver Freshman Campus

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Coffee County
School Name	George Washington Carver Freshman Campus
Team Lead	Abe Morris
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	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	To increase the number of students earning all 4 Academic Core credits (Math, English Language Arts, Science and Social Studies)
Root Cause # 1	Below grade-level reading levels (based upon 8th grade GMAS Lexile level) of upcoming ninth grade.
Root Cause # 2	The issues associated with the transition from eighth to ninth grade (rigor, credits, semesters, different grading practices, 20% GMAS scores).
Root Cause # 3	Upcoming ninth grade students lack basic math skills noted on GMAS math scores and Math Inventory scores.
Goal	During the 2023-2024 school year, 92% of the students will earn all 4 Core Academic credits, (Math, English Language Arts, Science, and Social Studies).

Action Step # 1

Action Step	Teachers and students will track student progress by utilizing Illuminate for unit assessments and use assessment data to plan remediation and/or enrichment.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Illuminate reports, I-Campus logs, Assessment data, Assessment Calendar, Unit Recovery plans
Method for Monitoring Effectiveness	The percent of students earning the appropriate amount of course credits.
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Others : August 2023 - May 2024

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)?	

Action Step # 2

Action Step	Student supports - Before/After school tutoring, lunch help, IXL, Unit Recovery. All students will be assigned to an advisor who will help monitor student weekly progress.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Grades Reports, software progress reports, STAR, Advisement lessons, contact logs, rosters
Method for Monitoring Effectiveness	The percent of students earning the appropriate amount of course credits.
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers, Student Support Case Manager
Timeline for Implementation	Others : August 2023 - May 2024

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)?	

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)?	

Action Step # 3

Action Step	Credit Recovery (as needed) for retained students that will meet promotion requirements before the second semester.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Progress reports, grade sheets, report cards, transcripts
Method for Monitoring Effectiveness	The percent of students earning the appropriate amount of course credits.
Position/Role Responsible	Assistant Principal, Counselor, Registrar
Timeline for Implementation	Others : August 2023 - December 2023

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)?	

Action Step # 4

Action Step	Summer school - unit recovery, credit recovery, new credit, math acceleration, and language arts acceleration.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Attendance reports, progress reports, report cards, transcripts
Method for Monitoring Effectiveness	The percent of students earning the appropriate amount of course credits.
Position/Role Responsible	Principal, Assistant Principal, Counselor, Academic Coach, Teachers
Timeline for Implementation	Others : June 2023

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)?	

Action Step # 5

Action Step	Ensure yearly calendar and daily school schedule protect instructional time, limit interruptions, allow for common department planning, allow for parent/teacher conference opportunities and vertical planning with other grade levels.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 5

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	The physical calendar and schedule, collaboration agendas, parent/teacher sign-in sheets.
Method for Monitoring Effectiveness	The percent of students earning the appropriate amount of course credits.
Position/Role Responsible	Principal, API, Academic Coach, Teacher
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)?	

Action Step # 6

Action Step	Teachers are assigned classes in their areas of expertise, and teamed with mentors, an academic coach and the API for continued professional support.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership

Action Step # 6

Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Master schedule, mentor/mentee sign-in sheet, academic coach
Method for Monitoring Effectiveness	The percent of students earning the appropriate amount of course credits.
Position/Role Responsible	Principals, API, Academic Coach
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)?	

Action Step # 7

Action Step	An effective leadership team meets monthly to discuss and analyze student data and make recommendations for the campus.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting Agendas
Method for Monitoring Effectiveness	The percent of students earning the appropriate amount of course credits.

Action Step # 7

Position/Role Responsible	Principal, API, Academic Coach, Counselor
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)?	

Action Step # 8

Action Step	Schoolwide use of technologies (Social Media, Kinvo, I-Campus, School Website, Telephone) to communicate effectively with students and parents on students' progress, attendance and behavior and other important information.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Social Media posts, I-campus reports, Kinvo reports
Method for Monitoring Effectiveness	The percent of students earning the appropriate amount of course credits.
Position/Role Responsible	Principal, API, Academic Coach, Teachers, Counselor.
Timeline for Implementation	Weekly

Action Step # 8

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)?	

Action Step # 9

Action Step	Host parent and family engagement activities (Science Night, Chili Cook-off, Reading Fair/Book Fair, Virtual Parent Resource Center) that build capacity to involve parents/stakeholders in an effective partnership with the school to support high student achievement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets, PDF of Virtual Parent Resource Center,
Method for Monitoring Effectiveness	The percent of students earning the appropriate amount of course credits.
Position/Role Responsible	Principal, API, Academic Coach, Counselor, Media Specialist, Teachers
Timeline for Implementation	Quarterly

Action Step # 9

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)?	

Action Step # 10

Action Step	Utilize assessment blueprints and data to drive instruction. During collaboration meetings, data disaggregation will be used for assessment revisions.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Illuminate reports, grade book
Method for Monitoring Effectiveness	Collaboration agendas, Google Form sign-in sheet, and progress reports.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Teachers
Timeline for Implementation	Others : August 2023 - May 2024

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	The increasing number of teachers with zero to three years of experience that have not participated in an educational preparatory program requires additional professional development in instructional practices.
Root Cause # 1	Teacher accountability and pedagogical knowledge are inconsistent.
Root Cause # 2	Teacher participation and implementation of pedagogical knowledge and strategies are not prevalent across the school campus.
Goal	Schoolwide professional learning and support with a focus on Project Based Learning, Illuminate, Unit Recovery, research-based instructional practices, and grade level/content area standards.

Action Step # 1

Action Step	Create a calendar of professional development activities.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, sign-in sheets, calendar
Method for Monitoring Effectiveness	Targeted professional development area of focus based on observation data and the annual comprehensive needs assessment survey.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Leadership team
Timeline for Implementation	Others : August 2023 - May 2024

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)?	

Action Step # 2

Action Step	Creation and implementation of in-house professional development activities based on the teachers' needs.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Development Calendar, PL agendas, PL sign-in sheets, samples of PL activities/resources
Method for Monitoring Effectiveness	Observation data gathered through walkthroughs and TKES
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Leadership team
Timeline for Implementation	Others : August 2023 - May 2024

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)?	

3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	The school leadership team (LT) worked together to review data gathered from the 2022-2023 school year (student achievement, attendance, discipline, SRI, Needs Assessment, etc.) From the review, the LT determined there were two areas of need that Freshman Campus would focus on for the 2023-2024 school year. The greatest need being to increase the number of students who earn six credits, including English Language Arts, Math, Science, Social Studies during their freshman year. The second area of concern is professional development for teachers. The goal is to improve teacher knowledge and practices in pedagogy and curriculum. The SIP was drafted and presented to the staff for review. Staff members were given the opportunity to make comments and recommendations to the plan. The revised plan was emailed to review to the LT for a second review. The LT met to review the recommendations made by staff and to revise the plan if necessary. Community stakeholders were asked for input regarding the plan's goals and actions steps for improvement. Once revisions were made the School Improvement Plan (SIP) was presented to staff and posted on the school's website.

2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	The school administration works to hire staff that are highly qualified. Students that are identified as being at risk are placed with faculty members that are best suited for those students' individual needs. Teachers are assigned to teach courses based on their areas of strength. Our school is a school-wide Title I school.

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).	George Washington Carver Freshman Campus (GWCFC) uses Title I funds for an Academic Coach (AC). The AC works directly with teachers during collaboration to plan lessons and activities that are differentiated to meet the needs of all students. The AC provides support for teachers as they work to integrate technology into their lessons and classroom. The AC provides teacher support focused on Standards-Based Institutional Frameworks, integrating technology into lessons, and using data for assessing student learning. Summer school offers new credit for incoming Freshman. Students who wish to earn an academic elective credit may take a Study Skills Math (remediation) or SAT Prep focused on math (Honors) course, Study Skills ELA (remediation) or SAT Prep focused on ELA (Honors) course. Health/PE is also offered for an elective credit. An upcoming Freshman can earn an elective credit for Spanish II if the student completed Spanish I in middle school. Additional materials or supplies are funded by Title I.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	Not Applicable

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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.	Not Applicable

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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	George Washington Carver Freshman Campus (GWCFC) works with the county's only middle school to help make the students' transition from middle to high as smooth as possible. GWCFC administrators, school counselor, and Academic Coach attend middle school PTO meetings in the spring to discuss topics such as: registration, support and Honors courses with parents and students. GWCFC hosts an Open House for parents and students to come and visit the campus, just an introductory activity to assist students in navigating the campus. When time permits, upcoming 9th graders visit our campus during the spring to see what our school looks like when students are present. All students receive a draft copy of their schedules. Students are assigned an advisor, who will serve as that "Caring Adult in the Building" (CAB) Advisors meet weekly with students. In addition to this, struggling students are identified and assigned specific advisors to work based on their needs. GWCFC and Coffee High work together to make the transition from ninth grade to tenth grade as seamless as possible.

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.	GWCFC focuses on reducing the amount of time students miss class due to discipline. Teachers and staff are provided guidance for addressing behavioral incidents. An incentive plan has been established for students and teachers to meet goals during the school year. The criteria for meeting goals will not only include discipline but also grades. A committee oversees the plan. Professional learning will be provided for all staff during the week of pre-planning for the year. The plan includes a school-wide plan so that all subgroups are involved. The incentive system will be designed with all students in mind. Teachers will teach lessons that focus on expected behaviors and what they look like in specific school settings. These lessons will be provided by students' advisors during weekly advisement sessions. The plan is displayed throughout the school using posters and banners. Information is posted on the school's website and Facebook page, as well as pamphlets and newsletters handed out during Open House and conference days.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	Not Applicable