Cartersville High School

2019-20 School Improvement Plan

Goal 1: **All students will meet high academic standards throughout the 2019-20 school year.**

1.1 The percentage of students performing at a level 3 (proficient learner) or level 4 (distinguished learner) on each required high school Georgia Milestones/End-of-Course Test will exceed the state percentage and increase by at least 1% annually as compared to the 2018-19 Georgia Milestones test scores.
(Data components: Average of level 3 and 4 test scores for all end-of-course tests; average of level 3 and 4 test scores for specific content area end-of-course tests)

Strategies:
1. Continuation and refinement of teacher PLCs (professional learning communities) with a focus on data-driven instructional decisions in subject-like areas.
2. Common course syllabi
3. Common assessments
4. Differentiated instructional strategies focusing on student engagement and increased rigor.
5. Use of Lexile screening and Lexile data to differentiate literacy instruction for all students.
6. School-wide emphasis on literacy strategies - use of academic language, sentence frames, reading informational text.
7. Extended learning opportunities (specific academic areas/athletic study hall and FAB Wednesday tutoring) throughout the school year.
8. Reading and Writing Enrichment course
9. Credit recovery/remediation strategies for struggling students using Odysseyware and/or USA TestPrep.
10. Targeted interventions through RTI math and reading support.
11. Targeted/intensive review sessions prior to Georgia Milestones focusing on content and test-taking strategies.
12. Design of meaningful lessons focused on student engagement and rigor.
13. Expansion of gifted instruction and related differentiation strategies.
14. Emphasis on use of writing rubrics and the use of Grammarly.
15. Expansion of ESOL services to include push-in model classes.
16. Intensive writing focus for 10th graders in ELA with focus on essay content.
17. Monthly Design and Data Team meetings

Materials and Resources:
*Title II-A funds for professional learning.
*Twenty-Day funds for extended learning.
*Monthly professional learning (blended format) focusing on student engagement and rigor.
*Advanced Placement instructional materials from AP Central/College Board.
*USA TestPrep,Odysseyware, and Freckle software for remediation and review.
*PLC meeting minutes form
*TKES Facts Sheets and Familiarization videos focusing on instructional standards.

Professional Development:
*AP Annual Conference focusing on instructional rigor.
*AP Summer Institute Training.
*Gifted training opportunities provided by RESA.
*Additional ESOL training opportunities for key staff members.
*Co-teaching training opportunities provided by NW Georgia RESA.
*Training on best-practices related to differentiated instruction - provided by NW Georgia RESA, GADOE, and subject-specific professional organizations.
*Training on use of SMART technology in the classroom.
*Continued training for student and teacher use of Schoology.
*Professional learning conducted at faculty meetings and various times throughout the year.
*Leadership/Literacy team meetings (2x per month)
*Rigor Redefined for Writing RESA
*Collaborative/vertical meetings 4x's a month.
*PBIS
*GAETC Conference
*GA TAPP

Monitoring:

*Weekly lesson plans	*FTE Tracker
*Common assessment data	*Educator's Handbook
*Mid-term and final exam data	*Student writing samples (ELA Department)
*Pass/failure rates	*USA TestPrep and Freckle data
*Collaborative/vertical team minutes	*Grammarly data
*Walkthrough observations	*PLC meeting attendance and minutes
*TKES Classroom observations/feedback	

Goal 2: The percentage of students who exceed high academic standards will increase in the 2019-20 school year as compared to the 2018-19 school year.
2.1 The percentage of students performing at a Level 4 (distinguished learner) on each required high school Georgia Milestones/End-of-Course Test will exceed the state percentages.
2.2 The percentage of high school students achieving a 3 or higher on AP exams will increase by at least 1% annually.
2.3 The percentage of students completing a pathway (CTAE, fine arts, or world language) will increase from FY19 to FY20.
2.4 The number of CTAE Pathway Completers earning a national industry recognized credential or a passing score on a GADOE recognized end of pathway assessment will increase from FY19 to FY20.
(Data components: Average of level 4 test scores for all end-of-course tests; average of level 4 test scores for specific content area end-of-course tests; AP exam score data; CTAE pathway completion data and CTAE end-of-pathway assessment data; Data Warehouse reports)

Strategies:
1. Continuation and refinement of PLCs (professional learning communities), data-driven instructional decisions in subject-like areas with inclusion of special education co-teachers.
2. Common course syllabi.
3. Common assessment items on summative unit tests.
4. School-wide emphasis on literacy strategies - use of academic language, sentence frames, reading informational text.
5. Extended learning opportunities (general/athletic study hall) before and after school.
6. FAB Wednesday tutoring
7. Expansion of Advanced Placement curriculum and use of AP strategies in all classrooms.
8. Expansion of gifted instruction and related differentiation strategies.
9. Incentive-based program for students who exceed standards.
10. Design of meaningful lessons focused on student engagement and rigor.
11. Expansion of gifted instruction and related differentiation strategies.
12. Improve middle school articulation for 9th grade placement.
13. Increased emphasis on appropriate course placement for all students.
14. Vertical teaming on advanced academics with CMS (invite to join team at AP Annual Conference) to promote pre-AP strategies.
15. Increase AP exam review sessions/AP study hall.
16. Emphasis on AP writing strategies at pre-AP levels (ex. DBQ, FRE, etc.).
17. Implement Advanced Academics WBL Pathway.
18. Vertical teaming with CMS to promote CTAE, Fine Arts, and Foreign Language pathways.

Material and Resources:
*Title II-A funds for professional learning
*Twenty-Day funds for extended learning.
*Existing writing labs and acquisition of a mobile writing labs (laptop carts)
*AP strategies and materials from AP Central/College Board.
*TKES Facts Sheets and Familiarization videos focusing on instructional standards.
*Promotional items/displays/materials for CTAE, Fine Arts, and Foreign Language Programs
*Specific support for at-risk students in all courses based upon their accommodations and modifications.
*TKES Facts Sheets and Familiarization videos focusing on instructional standards.
*Promotional items/displays/materials for CTAE, Fine Arts, and Foreign Language Programs

Professional Development:
*AP Annual Conference focusing on instructional rigor.
*AP Summer Institute Training.
*Gifted training opportunities provided by RESA.
*Co-teaching training opportunities provided by NW Georgia RESA
*Training on best-practices related to differentiated instruction - provided by NW Georgia RESA, GADOE, and subject-specific professional organizations.
*Training on use of SMART technology and Schoology in the classroom
*Professional learning (blended learning) conducted at monthly professional learning meetings and various times throughout the year.
*Leadership team meetings (2x per month)
*GACTE conference
*CTAE training opportunities provided by RESA.
*PLC meetings (minimum of 2x per month)

Monitoring:

*Weekly lesson plans	*Educator's Handbook	*Common assessment data
*Mid-term and final exam data	*Pass/failure rates	
*PLC meeting minutes	*Student writing samples (ELA Department)	
*Walkthrough observations	*TKES Classroom observations/feedback	
*Classroom observations/feedback	*Grammarly data	
*USA TestPrep, Odysseyware, and Freckle data		

Goal 3: The percentage of students who graduate will increase in the 2019-20 school year as compared to the 2018-19 school year.
3.1 The 4-year cohort graduation rate will increase by at least 1.5% as compared to FY 2018-19 graduation rate.
3.2 The 5-year cohort graduation rate will increase by at least .5% as compared to FY 2018-19 5-year cohort graduation rate.
 (Data components: Final grade reports; cumulative credit reports from PS; final transcript reports; FTE tracker data)

Strategies:
1. Differentiated instructional strategies focused on student engagement, rigor, and emphasis on writing in all content areas.
2. Use of Lexile screening and Lexile data to differentiate literacy instruction for all students.
3. School-wide emphasis on literacy strategies - use of academic language, sentence frames, reading informational text.
4. Extended learning opportunities (academic specific/athletic study halls; Flexible Academic Block Wednesday) throughout the year.
5. Credit recovery/remediation strategies for struggling students during school day using Odysseyware and/or USA TestPrep.
6. College and career ready (Georgia Futures) strategies implemented by counselors.
7. Classroom guidance, class meetings, and college/career ready programs provided by counselors.
8. Individual student/counselor/parent meetings and intervention meetings scheduled as needed.
9. Targeted intervention through RTI program for at-risk students.
10. Alternative setting opportunity at Ombudsman for struggling students
11. Required "exit interview" for students who ask to withdraw.
12. Monitor school withdrawal reports and retention data.
13. Explore new on campus student club opportunities.
14. Continue to build relationship with all local post-secondary schools, business community, and possible mentors.
15.Reading/writing support class
16. Vertical collaboration with CMS to promote a positive 9th grade transition.
17. PBIS
18. ESOL Push-In
19. Check and Connect
20. Comprehensive guidance plan for all students
21. FAB attendance data
22. Individual course registration meetings for all students.

Material and Resources:
*Georgia Futures website and materials.
*Twenty-Day funds for extended learning   *PowerSchool and Educator's Handbook
*Odysseyware for credit recovery and remediation.
*Summer school credit recovery options
*Ombudsman Educational Services.
*USA TestPrep Software for remediation and review.

<u>Professional Development:</u>
*Targeted learning for counselors (or teachers) based on identified areas of specific need - provided by NW Georgia RESA, GADOE, or other professional organizations.
*Counselor training provided by RESA and Georgia Futures.
*Odysseyware training
*PBIS training
*Check and Connect Training
*ESOL Conference

<u>Monitoring:</u>

*Enrollment/withdrawal reports	*Educator's Handbook data
*Counselor graduation lists	*Senior Survey results for intentional guidance
*Grade reports	*Attendance data
*FTE Tracker Reports	*Teacher communication logs
*FAB data	*Data Team reports
*Parent/RTI/504/IEP meetings	

Goal 4: The achievement gap between minority student groups, SWD, and all students will decrease during the 2019-20 school year.
4.1 The achievement gap between minority student groups, SWD students, and all students performing at a level 3 (proficient learner) or level 4 (distinguished learner) on each required high school Georgia Milestones will decrease on each state assessment.
4.2 The percentage of minority student groups and SWD performing at a Level 3 (proficient learner) on each required high school Georgia Milestones will increase.
4.3 Student growth on Georgia Milestones will increase for all students in the areas of Math and English Language Arts.
4.4 Grade level retention rates will decrease per grade level.
 (Data components: Georgia Milestones test scores, SGP (Student Growth Percentile) data, progress report data, final course grade reports, LDS data, CCRPI reports, and Data Warehouse reports)

Strategies:
1. Differentiated instructional strategies based on cultural relevance and focused on student engagement with emphasis on writing and reading in all content areas.
2. Use of Lexile screening and Lexile data to differentiate literacy instruction for all students.
3. Schoolwide emphasis on literacy strategies
4. ESOL push-in
5. Intensive writing focus for 10th graders in ELA with focus on essay content.
6. Continuation and refinement of learning teams/common planning when applicable/data-driven instructional decisions in subject-alike areas with inclusion of special education co-teachers.
7. Differentiated instructional strategies focusing on student engagement.
8. Extended learning opportunities (specific academic areas/athletic study hall and FAB Wednesdays) throughout the school year.
9. Credit recovery/remediation and acceleration strategies for struggling students using Odysseyware and/or USA TestPrep.
10. Targeted intervention through RTI program for at-risk students.
11. Targeted/intensive review sessions prior to Georgia Milestones focusing on content and test-taking strategies.
12. Exploration of student groups that build accountability and academic support.

Material and Resources:
*Title II-A funds for professional learning.
*Twenty-Day funds for extended learning.
*Odysseware for credit recovery and remediation.
*USA TestPrep and Freckle Software for remediation and review.
*TKES Facts Sheets and Familiarization videos focusing on instructional standards.
*Grammarly
*Mentor/Peer program
*Sources of Strength
*Reading & Writing Enrichment course
*Implementation of RTI interventions

Professional Development:
*Training on best practices related to differentiated instruction and literacy skills provided by NW Georgia RESA, GADOE, or other professional organizations.
*Professional learning on teaching for cultural relevance.
*Additional ESOL training opportunities for key staff members.
*Co-teaching training opportunities provided by NW Georgia RESA.
*Collaborative & Vertical Team monthly meetings.
*Professional learning conducted at faculty meetings and various times throughout the year.
*Leadership team meetings (2x per month)

Monitoring:
*Weekly lesson plans
*Common assessment data
*Mid-term and final exam data
*Learning team minutes
*Walkthrough observations
*Classroom observations/feedback
*USA TestPrep data
*Student writing samples
*Odysseyware data

Goal 5: College and Career Readiness- Eighty percent of CHS graduates will graduate with a post-secondary career plan in place (admissions to a college/technical school, military commitment, and/or job placement).
(Data components: senior survey results, final college transcript transmissions, ACT/SAT scores, High School report in LDS)

Strategies:
*Comprehensive guidance plan for all students that includes implementation of YouScience
*Continuous communication with parents and students about the college admissions process
*Continuous communication with parents and students about available job opportunities
*Communication with local business and industries to develop a job pipeline for CHS graduates
*Mock interviews
*Senior Captstone Projects
*Guest speakers from business partners, local college representatives, military recruiters to speak to CHS students during advisements
*Excel and Microsoft certification opportunities for students
*Increase the number of students enrolled in vocational courses through dual enrollment
*Georgia Best Work certification for all students
*Development of advisement plans directed toward career readiness skills

Material and Resources:
*Guidance plans
*Advisement plans (school-wide)
*Principal Student Leadership Team development
*School Advisement Team development
*Senior surveys (administered three times throughout the school year)
*Georgia Best Work lessons
*Excel and Microsoft certification instructors

Professional Development:
*Training on Georgia Best Work
*CTAE Departmental training and collaboration from local business and industry
*Counselor training provided by RESA and Georgia Futures.

Monitoring:
*Senior survey results	*ACT/SAT scores
*YouScience results	*High School Score reports on LDS
*Final college transcript transmissions	*CTAE PLCs meeting minutes and departmental goals

Goal 6: Reduce the number of students receiving in-school and out-of-school suspension.
6.1- Use of PBIS strategies to reduce the number of overall discipline referrals.
6.2- Ongoing data analysis to reduce the number of student tardies (tardy to school and to classes).
(*Data components: Educator's Handbook data, Powerschool attendance and class tardy reports)*

Strategies:
*Data and PBIS Teams monthly review of school-wide attendance and discipline data
*Grade level meetings during advisement to address attendance and discipline issues
*Increased parent communication to decrease the number of tardies to school and classes
*Implementation of PBIS strategies
*Implementation of work ready skills/character education

Material and Resources:
*Educator's Handbook
*Advisement plans (school-wide)
*Principal Student Leadership Team development
*School Advisement Team development
*Data Team Development
*Georgia Best Work lessons

Professional Development:
*Continued PBIS training

Monitoring:
*Attendance data   *Discipline data
*PBIS data   *Grade reports