

# CALHOUN CITY SCHOOLS



## **Calhoun High School School Improvement Plan 2019-2020**

*OUR MISSION* IS TO INSPIRE ALL STUDENTS TO BECOME  
LIFE-LONG LEARNERS IN THE PURSUIT OF EXCELLENCE

## Comprehensive Needs Assessment:

Calhoun High School embraces a process of Continuous Improvement Planning, using the Plan, Do, Check, Act model. Stakeholder groups meet regularly to review and revise system and school improvement plans to address the unique academic needs of students. Vast amounts of data, both quantitative and qualitative are analyzed to formulate the School Improvement Plan. The administrators, teachers, paraprofessionals, parents and community (through School and System Governance Teams) examine Climate Surveys, CCRPI, SLDS, nwea MAP universal screening data, progress monitoring data, formative and summative data, and other sources. In addition to the above data, sub-group data is also broken down for English Language Learners utilizing ACCESS scores in a learning management system. Data is analyzed to determine strengths and weaknesses and SMART goals are developed and revised as needed.

## OVERARCHING NEED #1

Overarching Need	
Improved Student Achievement	
Root Cause #1	A lack of student engagement in instructional content due to perception of irrelevance
Root Cause #2	A lack of professional knowledge of instructional content and associated assessments
Root Cause #3	A lack of experience with instructional technology
Root Cause #4	Poverty is a pervasive issue which impacts student achievement and carries across all subgroups
Root Cause #5	A lack of experience in working with data produced by a systematic benchmarking system to identify student deficiencies
<b>GOAL</b>	Calhoun middle and high schools will establish functioning data teams, focused on the evaluation and desegregation of school data in the 2019-2020 school year.

**COHERENT INSTRUCTIONAL SYSTEM**

**GOAL** Calhoun middle and high schools will establish functioning data teams, focused on the evaluation and desegregation of school data in the 2018-2019 school year.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Responsibility
		b. Method for Monitoring	
1. Site visits of similar schools to explore strategies that are working to evaluate and interpret school data	Fund 150	a. Quarterly	Principal
		b. Travel Logs	
2. Teachers as advisers will monitor student data and inform parents of pertinent information	NA	a. August 8, 2019	Assistant Principals
		b. Parent contact logs	
3. Administrative guidance support model where administration each mentor/adopt a grade level for tracking student data	NA	a. August 8, 2019	Principal
		b. Administrative documentation/log	
4. Development of content-based PLCs with a focus on 6-12 core content areas	NA	a. Ongoing	Assistant Principals
		b. Meeting logs	
5.		a.	
		b.	
6.		a.	
		b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
PLCs focus on appropriate strategies to support ED students in addition to the support of the school social worker	School social worker will monitor student data as added support
English Learners	Migrant
ELLs are monitored by their ESOL teacher in addition to their adviser	PLCs focus on appropriate strategies to support migrant students in addition to the support of the school social worker
Race/Ethnicity/Minority	Students with Disability
Subgroup data is monitored by the school data teams to identify discrepancies	Additional time is included for SWDs during an enrichment/support period

**EFFECTIVE LEADERSHIP**

**GOAL** Calhoun middle and high schools will establish functioning data teams, focused on the evaluation and desegregation of school data in the 2018-2019 school year.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Responsible
		b. Method for Monitoring	
1. Continued implementation of a comprehensive PBIS program across all grades 6-12 to include a functioning PBIS data team	Local funds	a. August 8, 2019	Assistant principals
		b. PBIS manual, PBIS meeting logs	
2. Data-driven school improvement retreat and weekly meetings to support the implementation of effective PLCs across all grade levels.	Local funds	a. August 8, 2019	Principal
		b. Program, news articles	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
PLCs and SI team will invest in professional learning regarding this grouping of students while including stakeholder feedback representative of this group also	PLCs and SI team will invest in professional learning regarding this grouping of students while including stakeholder feedback representative of this group also
English Learners	Migrant
PLCs and SI team will invest in professional learning regarding this grouping of students while including stakeholder feedback representative of this group also	PLCs and SI team will invest in professional learning regarding this grouping of students while including stakeholder feedback representative of this group also
Race/Ethnicity/Minority	Students with Disability
PLCs and SI team will invest in professional learning regarding this grouping of students while including stakeholder feedback representative of this group also	PLCs and SI team will invest in professional learning regarding this grouping of students while including stakeholder feedback representative of this group also

**PROFESSIONAL CAPACITY**

**GOAL** Calhoun middle and high schools will establish functioning data teams, focused on the evaluation and desegregation of school data in the 2018-2019 school

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Responsible
		b. Method for Monitoring	
1. The continuation of a model classroom to support professional development.	Fund 150	a. August 8, 2019	Assistant Principals
		b. PLC sign-ins, pictures, lesson plans, PL Plan	
2. Differentiated professional learning sessions catered to specific content-based needs.	Fund 150	a. August 8, 2019	Assistant Principals
		b. PLC sign-ins, pictures, lesson plans	
3. Training in the methods of implementing fully-functioning data-driven PLCs.	Fund150	a. August 8, 2019	Assistant Principals
		b. PLC sign-ins, pictures, lesson plans	
4. The implementation of teacher leaders as data team leaders with a focus on middle grades math and ELA	Fund150	a. August 8, 2019	Assistant Principals
		b. PLC data logs	
5.		a.	
		b.	
6.		a.	
		b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Professional learning will identify specific strategies to meet the needs of ED students	Professional learning will identify specific strategies to meet the needs of foster homeless students
English Learners	Migrant
Professional learning will identify specific strategies to meet the needs of ELLs	Professional learning will identify specific strategies to meet the needs of migrant students
Race/Ethnicity/Minority	Students with Disability
Professional learning will identify specific strategies to meet the needs of subgroup students	Professional learning will identify specific strategies to meet the needs of SWDs

**FAMILY and COMMUNITY ENGAGEMENT**

**GOAL** Calhoun middle and high schools will establish functioning data teams, focused on the evaluation and desegregation of school data in the 2018-2019 School year.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Responsible
		b. Method for Monitoring	
1. Growth of a comprehensive student mentoring program across grades 6-12 to focus on subgroup students and other participating students	Fund 150	a. August 8, 2019	Assistant Principals
		b. Mentor hour logs	
2. Recruitment of parents representative of subgroups on the Parent Teacher Organization and School Governance Teams	NA	a. Ongoing	Family Engagement Coordinator
		b. Meeting agendas and minutes	
3. The continued implementation and development of a CTAE advisory board across grades 6-12, comprised of community and business leaders	NA	a. August 8, 2019	CTAE Director
		b. Meeting Minutes	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Included in action steps	Included in action steps
English Learners	Migrant
Bilingual resources will be provided for families	Included in action steps
Race/Ethnicity/Minority	Students with Disability
Included in action steps	Included in action steps

**SUPPORTIVE LEARNING ENVIRONMENT**

**GOAL** Calhoun middle and high schools will establish functioning data teams, focused on the evaluation and desegregation of school data in the 2018-2019 School year.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Responsible
		b. Method for Monitoring	
1. Participation in Capturing Kids' Hearts for all certified staff	Fund 150	a. Fall 2019	Principal
		b. Participation Log	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Identifying modes of engagement for ED students	Identifying culturally relevant means of engaging students
English Learners	Migrant
Providing bilingual resources to students	Identifying culturally relevant means of engaging students
Race/Ethnicity/Minority	Students with Disability
Identifying culturally relevant means of engaging students	Identifying culturally relevant means of engaging students

## OVERARCHING NEED#2

Overarching Need	
Improved Student Achievement	
Root Cause #1	A lack of student engagement in instructional content due to perception of irrelevance
Root Cause #2	A lack of professional knowledge of instructional content and associated assessments
Root Cause #3	A lack of experience with instructional technology
Root Cause #4	Poverty is a pervasive issue which impacts student achievement and carries across all subgroups
Root Cause #5	A lack of experience in working with data produced by a systematic benchmarking system to identify student deficiencies
<b>GOAL</b>	Calhoun middle and high schools will exhibit positive student growth, as measured by MAP, based on the individualized predictors of growth for each student.



**COHERENT INSTRUCTIONAL SYSTEM**

**GOAL** Calhoun middle and high schools will exhibit positive student growth, as measured by MAP, based on the individualized predictors of growth for each Student.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Responsibility
		b. Method for Monitoring	
1. Continuation of the MAPS benchmarking assessment	Fund 150	a. Pre, mid and post assessment	Assistant Principals
		b. Test administration	
2. Site visits of similar schools to explore strategies that are working to increase student achievement	Local funds and Fund 150	a. Quarterly	Principal
		b. Travel logs	
3. Administrative guidance support model where administration each monitor a grade level with a focus on student achievement	NA	a. August 8, 2019	Principal
		b. Administrative documentation of meetings, etc.	
4. Continue the inclusion of a soft skills grading component to all courses taught in grades 6-12 to focus on relevance to real-world application	NA	a. August 8, 2019	CTAE Director
		b. Gradebooks, syllabi	
5. The addition of contractual support for specific interventions such as intensive reading and math support across grades 6-12	Fund 150	a. Ongoing	Principal
		b. Contracts, Personnel Log	
6.		a.	
		b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Title I schools have time for targeted interventions built into the schedule	Assessment data is reviewed periodically to ensure any disproportionality is addressed
English Learners	Migrant
ELLs have additional supports provided through direct ESOL instruction	Assessment data is reviewed periodically to ensure any disproportionality is addressed
Race/Ethnicity/Minority	Students with Disability
Assessment data is reviewed periodically to ensure any disproportionality is addressed	Additional time and supports are given to SWDs based on their IEP

**EFFECTIVE LEADERSHIP**

**GOAL** Calhoun middle and high schools will exhibit positive student growth, as measured by MAP, based on the individualized predictors of growth for each student.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Responsibility
		b. Method for Monitoring	
1. Data-driven school improvement retreat and weekly meetings to support the implementation of effective PLCs across all grade levels.	Local funds	a. Summer retreat, and weekly meetings of SI team	Principal
		b. Meeting agendas, sign-ins, minutes	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
PLCs and SI team will invest in professional learning regarding this grouping of students while including stakeholder feedback representative of this group also	PLCs and SI team will invest in professional learning regarding this grouping of students while including stakeholder feedback representative of this group also
English Learners	Migrant
PLCs and SI team will invest in professional learning regarding this grouping of students while including stakeholder feedback representative of this group also	PLCs and SI team will invest in professional learning regarding this grouping of students while including stakeholder feedback representative of this group also
Race/Ethnicity/Minority	Students with Disability
PLCs and SI team will invest in professional learning regarding this grouping of students while including stakeholder feedback representative of this group also	PLCs and SI team will invest in professional learning regarding this grouping of students while including stakeholder feedback representative of this group also

**PROFESSIONAL CAPACITY**

**GOAL** Calhoun middle and high schools will exhibit positive student growth, as measured by MAP, based on the individualized predictors of growth for each student.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Responsible
		b. Method for Monitoring	
1. The continuation of a model classroom to support professional development.	Local Funds	a. August 8, 2019 b. PLC sign-ins, pictures, lesson plans	Assistant Principals
2. Differentiated professional learning sessions catered to specific content-based needs.	Fund 150	a. August 8, 2019 b. PLC sign-ins, pictures, lesson plans	Assistant Principals
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Professional learning will identify specific strategies to meet the needs of ED students	Professional learning will identify specific strategies to meet the needs of foster/homeless students
English Learners	Migrant
Professional learning will identify specific strategies to meet the needs of ELLs	Professional learning will identify specific strategies to meet the needs of migrant students
Race/Ethnicity/Minority	Students with Disability
Professional learning will identify specific strategies to meet the needs of subgroup students	Professional learning will identify specific strategies to meet the needs of SWDs

**FAMILY and COMMUNITY ENGAGEMENT**

**GOAL** Calhoun middle and high schools will exhibit positive student growth, as measured by MAP, based on the individualized predictors of growth for each student.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Responsible
		b. Method for Monitoring	
1. Growing a comprehensive student mentoring program across grades 6-12 to focus on subgroup students and other participating students	Local funds	a. August 8, 2019	Assistant Principals
		b. Mentor hour logs	
2. The continued implementation and development of a CTAE advisory board across grades 6-12, comprised of community and business leaders		a. August 8, 2019	CTAE Director
		b. Meeting minutes	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in action step	Addressed in action step
English Learners	Migrant
Addressed in action step	Addressed in action step
Race/Ethnicity/Minority	Students with Disability
Addressed in action step	Addressed in action step

**SUPPORTIVE LEARNING ENVIRONMENT**

**GOAL** Calhoun middle and high schools will exhibit positive student growth, as measured by MAP, based on the individualized predictors of growth for each student.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Responsibilities
		b. Method for Monitoring	
1. Participation in Capturing Kids' Hearts Professional Learning and the implementation of practices within the school setting.	NA	a. Fall, 2019	Assistant Principals
		b. Program lessons and meeting agendas	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Teacher advisers will be provided PL regarding ED student needs	Teacher advisers will be provided PL regarding foster/homeless needs
English Learners	Migrant
Translated materials will be provided as additional support	Teacher advisers will be provided PL regarding migrant student needs
Race/Ethnicity/Minority	Students with Disability
Teacher advisers will be provided PL regarding subgroup needs	SWDs will meet with their case manager every other day