

CALHOUN CITY SCHOOLS



a tradition of excellence

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 |
| GOAL | 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 2019-2020 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/Role Responsible |
|---|----------------------------|-------------------------------------|---------------------------|
| | | 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 2019-2020 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/Role 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 2019-2020 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/Role 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 2019-2020 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/Role 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 b. Mentor hour logs | Assistant Principals |
| 2. Recruitment of parents representative of subgroups on the Parent Teacher Organization and School Governance Teams | NA | a. Ongoing b. Meeting agendas and minutes | Family Engagement Coordinator |
| 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 b. Meeting Minutes | CTAE Director |
| 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 2019-2020 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/Role Responsible |
|--|----------------------------|--------------------------------------|---------------------------|
| | | b. Method for Monitoring | |
| 1. Participation in Capturing Kids' Hearts for all certified staff | Fund 150 | a. Fall 2019 b. Participation Log | Principal |
| 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 |
| 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. |

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/Role Responsible |
|---|----------------------------|--|---------------------------|
| | | b. Method for Monitoring | |
| 1. Continuation of the MAPS benchmarking assessment | Fund 150 | a. Pre, mid and post assessment b. Test administration | Assistant Principals |
| 2. Site visits of similar schools to explore strategies that are working to increase student achievement | Local funds and Fund 150 | a. Quarterly b. Travel logs | Principal |
| 3. Administrative guidance support model where administration each monitor a grade level with a focus on student achievement | NA | a. August 8, 2019 b. Administrative documentation of meetings, etc. | Principal |
| 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 b. Gradebooks, syllabi | CTAE Director |
| 5. The addition of contractual support for specific interventions such as intensive reading and math support across grades 6-12 | Fund 150 | a. Ongoing b. Contracts, Personnel Log | Principal |
| 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/Role Responsible |
|--|----------------------------|---|---------------------------|
| | | 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 |
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| 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/Role Responsible |
|---|----------------------------|---|---------------------------|
| | | b. Method for Monitoring | |
| 1. The continuation of a model classroom to support professional development. | Local Funds | a. August 8, 2019 | Assistant Principals |
| | | b. PLC sign-ins, pictures, lesson plans | |
| 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. | | 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.

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| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role 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/Role Responsible |
|---|----------------------------|--|---------------------------|
| | | 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 |