

CALHOUN CITY SCHOOLS



a tradition of excellence

Calhoun High School School Improvement Plan 2020-2021

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 by all stakeholders to determine strengths and weaknesses and SMART goals are developed and revised as needed based on stakeholder feedback. An annual review of this plan will be conducted to evaluate effectiveness. The School Improvement Plan is available to all stakeholders on the school website, at annual Title I meeting, Parent Resource Center and upon request.

OVERARCHING NEED #1

Overarching Need	
Improved Employability Skills & Post-Secondary Awareness	
Root Cause #1	A lack of student engagement in instructional content due to perception of irrelevance
Root Cause #2	A lack of employability skills required for post-secondary preparedness
Root Cause #3	A lack of awareness of post-secondary opportunities available to students
Root Cause #4	A need for improved student engagement in the community & local business
Root Cause #5	Poverty is a pervasive issue which impacts student achievement and carries across all subgroups
GOAL	Calhoun High School will expose students to an employability curriculum while providing community, career and post-secondary awareness in the 2020-2021 school year.

COHERENT INSTRUCTIONAL SYSTEM

GOAL Calhoun High School will expose students to an employability curriculum while providing community, career and post-secondary awareness in the 2020-2021 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. Collaboration with similar schools to explore strategies that are working to engage students in developing employability skills	Fund 150	a. Quarterly	Principal
		b. Travel/Communication Logs	
2. Teachers as advisers will monitor student data and deliver/support employability curriculum	NA	a. August 12, 2020	Assistant Principals
		b. Employability Lesson Plans	
3. Administrative guidance support model where administration each mentor/adopt a grade level for tracking employability curriculum and delivery	NA	a. August 12, 2020	Principal
		b. Administrative documentation/log	
4. Continued development of content-based PLCs with a focus on 9-12 core content areas	NA	a. Ongoing	Assistant Principals
		b. Meeting logs	
4. Continue the inclusion of a soft skills grading component to all courses taught in grades 9-12 to focus on relevance to real-world application	NA	a. August 12, 2020	
		b. Gradebooks, syllabi	
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 High School will expose students to an employability curriculum while providing community, career and post-secondary awareness in the 2020-2021 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 9-12 to include a functioning PBIS data team, and include employability skills as a valued component.	Local funds	a. August 12, 2020	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 content areas.	Local funds	a. August 12, 2020	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 High School will expose students to an employability curriculum while providing community, career and post-secondary awareness in the 2020-2021 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. The continuation of a model classroom to support professional development.	Fund 150	a. August 12, 2020	Assistant Principals
		b. PLC sign-ins, pictures, lesson plans, PL Plan	
2. Differentiated professional learning sessions catered to specific employability skills.	Fund 150	a. August 12, 2020	Assistant Principals
		b. PLC sign-ins, pictures, lesson plans	
3. Training in the inclusion of employability skills when implementing fully-functioning data-driven PLCs.	Fund150	a. August 12, 2020	Assistant Principals
		b. PLC sign-ins, pictures, lesson plans	
4. The implementation of teacher leaders as instructional leaders/advisers with a focus on employability skills	Fund150	a. August 12, 2020	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 High School will expose students to an employability curriculum while providing community, career and post-secondary awareness in the 2020-2021 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 9-12 to focus on subgroup students and other participating students	Fund 150	a. August 12, 2020	Assistant Principals
		b. Mentor hour logs	
2. Recruitment of parent’s 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 9-12, comprised of community and business leaders	NA	a. August 12, 2020	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 High School will expose students to an employability curriculum while providing community, career and post-secondary awareness in the 2020-2021 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. August 12, 2020	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
GOAL	80% of students at Calhoun High School will meet or exceed a Conditional Growth of 30% as measured by NWEA MAP by the spring of 2021.

COHERENT INSTRUCTIONAL SYSTEM

GOAL	80% of students at Calhoun High School will meet or exceed a Conditional Growth of 30% as measured by NWEA MAP by the spring of 2021.
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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	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 12, 2020	Principal
		b. Administrative documentation of meetings, etc.	
4. Continue the inclusion of a soft skills grading component to all courses taught in grades 9-12 to focus on relevance to real-world application	NA	a. August 12, 2020	CTAE Director
		b. Gradebooks, syllabi	
5. The addition of contractual support for specific interventions such as intensive reading and math support across grades 9-12	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 80% of students at Calhoun High School will meet or exceed a Conditional Growth of 30% as measured by NWEA MAP by the spring of 2021.

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
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 80% of students at Calhoun High School will meet or exceed a Conditional Growth of 30% as measured by NWEA MAP by the spring of 2021.

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 12, 2020	Assistant Principals
		b. PLC sign-ins, pictures, lesson plans	
2. Differentiated professional learning sessions catered to specific content-based needs.	Fund 150	a. August 12, 2020	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 80% of students at Calhoun High School will meet or exceed a Conditional Growth of 30% as measured by NWEA MAP by the spring of 2021.

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. Growing a comprehensive student mentoring program across grades 9-12 to focus on subgroup students and other participating students	Local funds	a. August 12, 2020	Assistant Principals
		b. Mentor hour logs	
2. The continued implementation and development of a CTAE advisory board across grades 9-12, comprised of community and business leaders		a. August 12, 2020	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 80% of students at Calhoun High School will meet or exceed a Conditional Growth of 30% as measured by NWEA MAP by the spring of 2021.

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. August 12, 2020	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

Calhoun High School Transition Plan:

The high school will provide support for students as they transition from both middle to high school and from high school to post-secondary and/or career as follows:

- The designation of key staff in roles that support transitions while providing opportunities for students to explore post-secondary and career opportunities as they enter and leave the high school setting
 - Director of College and Career Programs
 - Work-Based Learning Coordinator
 - School Guidance Counselors
 - Career Technical Instruction Coordinator
- Programs that provide exposure to both college and/or career opportunities available to all students based on their specific need
 - Work-based learning
 - CTAE course offerings in 17 different pathways
 - Monthly advisement lessons focusing on career and post-secondary offerings along with power/soft skills
 - Ninth grade orientation for students transitioning to the high school
 - PSAT, ACT, SAT offerings on-site throughout the year
 - AP, dual enrollment, and traditional academic course offerings
 - Virtual learning offerings, including use of Canvas and Google Classroom, which exposes students to the hybrid learning environments they will see in college
 - College & career fairs (onsite and/or virtual)
 - Career exploratory field trips and experiences (onsite and/or virtual)