

2021-2022 Center School District Professional Development Plan Center High School

Center School District Strategic Plan Goals:

- GOAL 1: By 2029-2030, Center School District will develop a Pre-K-12 pathway of Real-World Learning opportunities that will result in 100% of our graduating seniors achieving at least one Market Value Asset.
- GOAL 2: By 2025-2026, Center School District will eliminate systemic biases and practices that affect the equitable access to education, social-emotional support, hiring, and finance.
- GOAL 3: By 2025-2026, Center School District will provide high quality educational opportunities that result in 90% of students demonstrating academic performance of at least at 80% and/or a growth target of at least 20-25% on identified assessments.
- GOAL 4: By 2025-2026, Center School District will provide 100% of school staff with alternatives to traditional behavioral exclusionary practices that will be implemented in the school community.
- GOAL 5: By 2025-2026, Center School District will maintain a staff retention rate of 86-89% to sustain our high-quality diverse staff.
- GOAL 6: By 2025-2026, Center School District will maintain financial reserves between 18-22%.

Academic Priorities:

- Provide an intentional and explicit Tier 1 instructional framework that supports effective components of teaching and learning, use of instructional resources, and collection of data to support student growth.
- Utilize academic literacy and language scaffolds to support students attaining and demonstrating the critical thinking, reading, writing, speaking and listening skills that are necessary for successful communication in an academic environment.
- Support student digital literacy skills demonstrating the communication, collaboration, creativity and critical thinking skills that are necessary for successful learning in a digital world.
- Ensure all students have authentic access to a rigorous and relevant academic experience grounded in schools and a district that are culturally responsive.
- Infuse curriculum with more project-based learning and exposure to real-world examples that will assist students in the development of interpersonal and intellectual skills in high demand by employers.

Building Professional Learning Goals:

1. 100% of CHS teachers will have developed common assessments in Mastery Manager for each essential learning standard by the end of the 2021-22 school-year.
2. Teachers will reduce the number of failing grades by 30% each quarter, when compared to the same quarter from the 2020-21 school-year. (Number of Fs at the end of each quarter for 2020-21: Q1-890, Q2-632, Q3-1046, Q4-657) Goal for number of Fs per quarter 2021-22: Q1-623, Q2-442, Q3-732, Q4-459.

3. Teachers will have worked to develop a targeted intervention system for Advisory by the end of the 2021-22 school-year. Implementation will begin 2nd semester, and will be 100% implemented, with fidelity by the end of the 2021-22 school-year.
4. CHS staff will work to ensure that 90% of our students have 90% or higher attendance for the 2021-22 school-year.
5. CHS will work to improve EOC scores for ELA and Math proficiency by at least 10% when compared to 2019 scores. (2019 EOC scores: English 2 - 61.1% Advanced or Proficient. Algebra 1 - 5% Advanced or Proficient. Algebra 2 - 46.4% Advanced or Proficient) 2021-22 EOC Score Goals: English 2-67.21% Advanced or Proficient. Algebra 1-10% Proficient or Advanced. Algebra 2-51.04%.

Professional Learning Goal #1: 100% Teachers will have developed common assessments in Mastery Manager for each essential learning standard by the end of the 2021-22 school-year.

Rationale: The building of common formative assessments will allow teachers to collaborate with data centered on student learning.

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Department PLC meetings will be used as time to create assessments.	All Staff	Weekly	Assessments will be created, given, and analyzed.	Assessments will be created in Mastery Manager.	\$0
Staff will attend all Mastery Manager training.	All Staff	August-May	Continued use of Mastery Manager	Assessments and Mastery Manager reports.	\$0

Professional Learning Goal #2: Teachers will reduce the number of failing grades by 30% each quarter, when compared to the same quarter from the 2020-21 school-year. (Number of Fs at the end of each quarter for 2020-21: Q1-890, Q2-632, Q3-1046, Q4-657) Goal for number of Fs per quarter 2021-22: Q1-623, Q2-442, Q3-732, Q4-459.

Rationale: Reducing the number of failing grades will reduce the number of students that we have in credit lag, and will help to ensure that students are on track for graduation.

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Administrators will provide data on failing grades at each Guiding Coalition meeting.	Guiding Coalition	1st and 3rd Mondays	The Guiding Coalition will disseminate grade information to	Meeting agenda and notes.	\$0

		of each month.	their respective departments.		
Develop a Grading Team that will begin to focus and work on an equitable building-wide grading policy.	Grading Team	Meetings 2x a month	Grading Team agendas and notes	A Building-Wide Grading policy will be developed	\$0
Book studies with the Grading Team	Grading Team	Discussed at Team meetings 2x a month	Improved understanding of best grading practices.	Agendas and notes. Development of the grading policy.	Cost of books for the Grading Team members.

Professional Learning Goal #3: Teachers will have worked to develop a targeted intervention system for Yellowjacket Success Time (Advisory) by the end of the 2021-22 school-year. Implementation will begin 2nd semester, and will be 100% implemented, with fidelity by the end of the 2021-22 school-year.

Rationale: CHS needs to focus on making our Yellowjacket Success Time more conducive to targeted MTSS time for students who are struggling.

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Guiding Coalition will meet bi-weekly to work on development	Guiding Coalition	1st and 3rd Monday of each month	Discussion and collaboration on interventions	Agendas, Development of the plan itself.	\$0
Book study on targeted MTSS strategies	Guiding Coalition	September	Discussions	Minutes and	Cost of books

		-May	and ideas from reliable and proven strategies	agendas. Implementation of new strategies	for the Guiding Coalition.
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Professional Learning Goal #4: CHS staff will work to ensure that 90% of our students have 90% or higher attendance for the 2021-22 school-year.

Rationale: Student success is directly tied to student attendance. We believe that students need to be at school at least 90% of the time, to ensure learning is taking place.

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Teachers will take attendance within the 1st 10 min of class. If not, Mrs. Shelton will call the classroom.	All Staff	August-May	Ensure accurate attendance is taken.	I Campus reports	\$0
CHS Attendance Team will meet weekly on Mondays at 2:00 to review attendance data.	Attendance Team	August-May	Provides names of students who are struggling with attendance.	Minutes	\$0
The Attendance Team will work with and attend all "Attendance Works" meetings to collaborate on ways to improve attendance.	Attendance Team	August-May	Specific strategies and protocols to deal with chronic attendance issues.	Notes and agendas from meetings.	District Paid

Professional Learning Goal #5: CHS will work to improve EOC scores for ELA and Math proficiency by at least 10% when compared to 2019 scores. (2019 EOC scores: English 2 - 61.1% Advanced or Proficient. Algebra 1 - 5% Advanced or Proficient. Algebra 2 - 46.4% Advanced or Proficient) 2021-22 EOC Score Goals: English 2-67.21% Advanced or Proficient. Algebra 1-10% Proficient or Advanced. Algebra 2-51.04%.

Rationale: We want to ensure that our students are college/career ready, and being proficient and Math and ELA are an important piece of that readiness.

Action Step	Personnel	Dates	Outcomes	Evidence	Budget Amount
Math and ELA teachers will use effective Tier 1 instruction.	Math and ELA teachers. TLC. Administrators.	All Year	Students will be exposed to effective Math instruction	Lesson plans Math and ELA test scores.	\$0
We will use Yellowjacket Success time for Tier 3 intervention with students who have gaps in ELA and Math.	Math and ELA teachers. TLC. Administrators	Second Semester	Students will have learning gaps reduced.	Progress monitoring. Improved NWEA scores.	\$0
Math and ELA teams will create EOC practice exams to monitor how CHS students are progressing, while also exposing students to EOC type assessments.	Math and ELA teachers. TLC. Administrators	Second Semester	Students will be prepared to take EOC exams.	Improvement in CHS EOC scores.	\$0