

Etowah HS

Name of person submitting this form. *

Robert Horn

Goal #1

Insert your school's Goal #1. *

Over the next three years, we will increase the literacy rate as measured through the Literacy score as tracked by CCRPI by 2% per year or by reaching 75%.

Action Plan Strategies Implemented? *

List all Action Plan Strategies implemented associated with Goal 1.

- Teachers will include evidence of a literacy component in their weekly Canvas Planner and lesson plans.
- Teachers will implement a school wide weekly standard based formative assessment initiative that is built on literacy, specifically and reading strategies within PLC's.
- Weekly PLC facilitator meetings and data comparisons to measure effectiveness of implemented literacy strategies.

Current Progress? *

Provide an update on your current progress related to the implementation of these strategies.

Be sure to cite specific evidence/artifacts and include data that support strategy implementation and the impact on student progress.

PLCs have submitted 9-week literacy data. Data was analyzed by Principal and ILS. Feedback was given to teachers concerning vocabulary and reading comprehension data points. PLCs will continue to provide weekly literacy strategies selected by their PLC while making changes and improving their processes.

Weekly PLC facilitator meetings will continue to compare data and discuss literacy strategies.

Now What? *

Based upon current progress, describe what actions steps to replicate or replace. Remember to focus on action steps that will have a direct impact on student learning.

ILS will provide formative feedback on literacy implementation to PLCs to improve instructional practice.

Now that literacy strategies and plans have been set into place, the ILS is developing a school wide PD plan for literacy. This will focus on vocabulary and reading strategies and tools.

What do you need? *

What assistance or resources do you need? School-based? District-based?

The ILS feels she needs new teacher support. For example, NTIP reinforcement from Curriculum and Instruction. More instructional focus from Curriculum and Instruction for new teachers. For example, increased new teacher training before the start of school in areas like instructional planning and classroom management.

Reflections? *

What have you learned? What worked well? What could have been done differently?

Next year, we are contemplating having each department choose a literacy goal and action steps on how to achieve it. Letting PLCs decide has led to too many strategies and a wide array of data to track effectively.

Teachers have 100% jumped on board with implementing a literacy plan. Every PLC has developed a literacy plan and have been willing to adjust it to meet the needs of their students.

Goal #2

*Insert your school's goal for Goal 2. **

Over the next three years, we will increase the 4- and 5-year graduation rate, as measured by CCRPI by 1% and/or achieve a 90% graduation rate or higher.

Action Plan Strategies Implemented? *

List all Action Plan Strategies implemented associated with Goal 2.

- We have added opportunities for Course Recovery using the Edgenuity lab and Course Extension.
- We provide Course Rescue and Success Lab opportunities for struggling students during the course.
- We utilize the graduation coach to meet with struggling students to provide interventions and support.

Current Progress? *

Provide an update on your current progress related to the implementation of these strategies.

Be sure to cite specific evidence/artifacts and include data that support strategy implementation and the impact on student progress.

Credit Recovery Opportunities to date (10/10/2023):

92 courses have been recovered via Edgenuity.

69 total students have completed at least one credit.

Success Lab for Assignment/Test/Quiz recovery to date (10/10/2023)

168 assignments have been recovered.

145 students have recovered assignments.

Use of Success Coach to meet with/provide interventions and support for credit-deficient/struggling students via 1-on-1 coaching, progress monitoring, etc. and to date (10/10/2023):

EHS Student Success Coach has made a total of 174 extended contacts with 90 total students, amounting to 43.3 hours of contact time.

Edgenuity courses taken during student lunch periods in Success Lab

Now What? *

Based upon current progress, describe what actions steps to replicate or replace. Remember to focus on action steps that will have a direct impact on student learning.

We would like to increase usage of Success Lab by teachers. The Grad coach will visit PLCs to explain processes and encourage usage.

Incentivize students working in the Edgenuity Lab to increase the number of courses/credits recovered. This has worked in the past as we provided them with food, coupons and treats.

Investigate adding/providing a driver's education program/classes to provide employability/mobility opportunities for students who are economically disadvantaged.

What do you need? *

What assistance or resources do you need? School-based? District-based?

We would like the district to develop additional course extension opportunities. In courses such as, Astronomy and Spanish, to increase the number of courses/credits earned via course extension at the end of Semester 1 and Semester 2.

A budget with which to purchase incentive items for the Edgenuity lab (similar to CHOICE lab).

We need CCSD to create and implement a stand-alone night high school that would replace Mountain Education now that students attending Mountain Education are reflecting on high school graduation rates.

Reflections? *

What have you learned? What worked well? What could have been done differently?

We learned that Mountain Ed, as a stand-alone school, and an active graduation coach can improve school graduation rates in a short amount of time.

So many students get off track that it makes the job of the success coach more challenging. How does one coach get to meet and establish relationships with all those kids and make an impact on performance. Studies show more time spent with a student develops strong relationships.

We feel that since schools do such a good job with course recovery, course extension, Edgenuity and Choices that "getting off track" is not seen as a detrimental by many students though it effects their graduation progress. This promotes "learned helplessness" among some of the students.