



Granville Central High School

“Every student will be actively engaged in a safe and rigorous learning environment to achieve academic success.”

School Improvement Plan Snapshot 2023-2024

2023-2024 SMART Goals

1. By June 2024, as measured by our performance composite, Granville Central High School will increase our school performance grade score from 55 to 65. (A 4.01)
 - a. increase our graduation rate by 10 percentage points from 72.9% to 84.9%.
 - b. increase our ACT proficiency rate by 10 percentage points from 22.3% to 33.3%.
 - c. increase WorkKeys proficiency rate by 10% from 56.7% to 62.3%.

2. By June 2024, as measured by state assessment data, Granville Central High School will increase EOC Grade Level Proficiency by 10 percentage points from 32.5 to 42.5 and EOC Growth rate from -1.88 to 2.1. (B 3.05)
 - a. increase English II EOC Proficiency rate by 10 percentage points from 37.4% to 47.4%.
 - b. increase Math I EOC Proficiency rate by 10 percentage points from 13.6% to 35.9%.

3. By June 2024, as measured by Internal Readiness data, Granville Central High School will increase performance in our ELS and SWD subgroups (B3.05 & A4.01).
 - a. increase ELS English II and Math I EOC Proficiency rate by 10 percentage points from 8.5% to 18.5%.
 - b. increase SWD English II and Math I EOC Proficiency rate by 10 percentage points from 10.0% to 20%.

Indicator	Action Steps
<p>A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.</p>	<ol style="list-style-type: none"> 1. Teachers will utilize the Quick Lookup feature in PowerSchool to identify students at risk for attendance, grades, and/or not graduating to present at grade-level PLC meetings. <ol style="list-style-type: none"> a. Department chairs will meet to discuss students on each departmental list in order to address students' concerns and determine a cross-curricular approach to facilitate interventions and improve student performance. b. Students identified will be provided interventions, and teachers will progress monitor through documentation of the success of interventions. c. Monitor students at risk of not graduating and utilize MTSS interventions such as behavior contracts, flexible scheduling, Granville Online options, Credit Recovery, parent meetings, academic contracts/recovery plans, or attendance contracts. d. Students not making adequate progress will be referred to the MTSS team for further discussion and potential placement on the appropriate MTSS Tier. 2. Administrators and teachers will receive training on the MTSS system (e-CATS), guidelines for referral, and objectives through professional development opportunities. <ol style="list-style-type: none"> a. Teachers will implement the three-tiered intervention model, MTSS, to provide research-based academic and behavioral support to at-risk students.

- b. Faculty and staff will utilize the Modifications calendar to ensure that all classroom and testing accommodations for students are met.

Target Completion Date: 06/01/24

B3.05 The Leadership Team implements, monitors, and analyze results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school

1. Teachers will utilize Educator's Handbook to record classroom management strategies used with students in order to analyze data on student behavior.
2. Teachers will post the PBIS Matrix in the classroom and utilize the matrix to encourage students to interact positively with peers and faculty.
3. Teachers will compile their failure lists, data logs, and intervention logs and present these to their departments at the regularly scheduled PLC meetings in order to assess data results and critique intervention goals (STARS).
4. PLC teams and the leadership team will monitor and review the MTSS Spreadsheet at regularly scheduled meetings.

Target Completion Date: 06/01/24