

# Woodstock High School

*SY 2023 – 2024*

## School Improvement Plan – Impact Check #1

October 2023

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### Goal #1:

Increase student academic growth in all End of Course/Milestone areas by increasing the number of students in Developing, Proficient, and Distinguished achievement levels 3% per year in 2022-2023, and 3% each year after in 2023-2024 and 2024-2025.

Action Plan Strategies Implemented? List all Action Plan Strategies implemented associated with Goal 1.

- Focus on Literacy Building-Wide by increasing opportunities for students to read, write, speak, and listen in all content areas, specifically addressing Cross Curricular Connections.
- Provide targeted Professional Development to improve instruction by focusing on Strategies Related to Literacy.
- Increase Student Attendance to ensure students have Consistent and Continual Access to opportunities for Reading, Writing, Speaking, and Listening.

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.

- All PLCs created a literacy goal and have selected strategies that will help them address their goal. During PLCs we review the goal, share progress and discuss next steps. For the PE department, they just had a PD on Monday, October 9th where they learned some appropriate activities and strategies for listening and speaking in the PE setting. Math teachers had a professional learning session with Math Medic on Tuesday, October 10th. The training specifically focused on cross-curricular connections, real world scenarios, mathematical modeling, and literacy as it relates to the math classroom. The US History PLC has received training though their PLCs on Inquiry-based teaching using primary sources. They are currently in the process of creating a unit using this model of teaching.
- The entire English department (and all EOC PLCs) was trained on Mastery Connect at the beginning of the year. We have been digging into the data as they have giving assessments to see where students need remediation and support. All PLCs discuss literacy strategies on a weekly basis.
- Continued discussion and adaptation of Attendance protocols and committee communication to track at risk students and intervene as soon as possible, maximizing collaboration between Student Success Coach, Social Worker, Administration and Counselors.

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.

- Continuation of scaffolded supports to continue implementation of literacy goals by department as well as the regular and pervasive use of Mastery Connect.

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

- Addition of 1-to-1 laptops will resolve many issues related to pervasive use of technology.

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

- The differences between departments as well as the focus on STEM thinking as it has been expanded through all freshmen English, Math and Science classes has required a large amount of flexibility and

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some adaptation of goals to ensure they are realistic, time-oriented and attainable within the scope of the year.

## Goal #2:

Increase four-year cohort Graduation Rate calculated by the State of Georgia for all students/sub-groups by 2% per year in 2022-2023, and 2% each year after in 2023-2024 and 2024-2025.

Action Plan Strategies Implemented? List all Action Plan Strategies implemented associated with Goal 2.

- Develop programs of relevance, interest, and value for students through continual strengthening of Career, Technical, Agriculture Education (CTAE), Work-Based Learning (WBL) and Science, Technology, Engineering, and Math (STEM) programs.
- Accelerate the identification of students in need of Intensive Supports and Alternative Paths to graduation and maximize Support Teams to provide opportunities.
- Pilot alternative Homeroom model focused on Student Reflection and Goal Setting.

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.

- We have partnered with the City of Woodstock in selecting a location for EV chargers. All 9th grade students will be participating in this project through their Math (analyzing data, maps, etc. to select three potential locations), Science (determining the environmental impacts in each location and narrowing it down to one), and English classes (will write and create proposals to present the ideas to the City). This project is a relevant, real-world learning experience that will engage all 9th graders in STEM learning as they begin their high school career.
- We continue to work with current cohorts and have generated cohort support teams to identify at-risk students and students in need of alternative paths to graduation.
- We continue to work through difficulties with TAA in order to meet the needs of students. The preponderance of other items during this dedicated time has required adaptations moving into the second half of the semester.

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 will continue the path ahead with STEM as well as CTAE as the success in those areas has been instrumental in providing pathways for our students in addition to having instruction and curriculum overlap in core content areas.
- We will continue to work on providing supports for students who are credit deficient and provide guidance for those for whom the traditional model of high school is not having a positive impact.
- We will continue to speak to students and staff to meet the need of students as we continue to grow the implementation of CCSD C.A.R.E.S.

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

- Time and clear priorities to act on. Often when we focus on too much, very little gets done as priorities get skewed. The focus for the year has been (and will continue to be) the reality of our students and how to get them to the next level of their lives, the next step beyond graduation, and have them future ready.

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

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- Making WHS as attractive programmatically as we can has been pivotal when moving forward. We are doing a variety of unique things to go beyond the needs of students, and it is this that has begun to move us beyond STEM/CTAE in name and generate a truly inquiry-based environment.

