

Woodstock High School

SY 2023 – 2024

School Improvement Plan – Impact Check #2

January 2024

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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.

- Based on first semester PLC Updates which provided insight into progress of each PLCs' Literacy Goal, PLCs were tiered. Level ones refined their goals, ensuring they were Specific, Measurable, Attainable, Relevant, and Timely; the focus in these PLCs was how assessment allowed teachers to track goals week-to-week, quarter-to-quarter throughout the semester. Level two PLCs did this as well but also focused on ensuring that protocols and norms in the PLC were solidified and consistent to improve the effectiveness of the team. Level three PLCs were focused on a PLC reset, whereby the mission and purpose of the PLC was renewed, the norms refreshed, the goal rewritten, and the guarantees of solidarity regarding assessments and outcomes reinforced to produce clearer and more transparent results. It was vital for all PLCs to have open dialogue regarding clarity and assessment to move forward since much of the input from S1 was based on a lack of teacher clarity as well as misconceptions regarding assessment. Our forward movement with this throughout the second semester is twofold: 1.) to ensure all staff understands and applies the language used regarding teacher clarity (specifically learning targets and success criteria); 2.) to ensure the process of identifying student needs, producing strategic supports/interventions, devising appropriate common formative and summative assessments, and gather useable/reviewable data beyond simple grades occurs consistently in all PLCs. To ensure this happens, data updates will occur throughout the remainder of the semester. These small check-ins will allow teams the chance to review data based on the learning targets and success criteria agreed upon and determine the level of student growth (4 to 1 scale similar to EOC scales). From this, deliberate and intention plans for student support and enrichment will be implemented.
- Professional Development time has been dedicated specifically for areas of greatest need. The Math department, including all general education, special education, and ESOL teachers, have had two full PD days to work through new standards, identify priority standards, create common assessments, and align their instruction to best meet student need. Likewise, PLCs that needed to refocus on key instructional priorities, specifically American Literature and U.S. History, both of which are tested subjects, had PD time reserved to meet with CCSD Curriculum Leaders to review these priorities (common assessment, active learning, critical thinking, and a focus on literacy) and move forward collaboratively to make a

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more intentional impact on student growth and learning. Additionally, WHS has identified 16 staff members (at least two per core content area) who are dedicated to getting their ESOL Endorsement and is working with North Georgia RESA to get the endorsement class on WHS's campus for SY24-25.

- 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. WHS is currently moving toward the next phase of attendance interventions, which is a focus on rewarding positive student behavior week-to-week and month-to-month. This is being done with the help of community partners who have donated for these drawings. Likewise, the WHS Attendance Committee has identified specific, student-selected rewards (game tickets, prom tickets, passes to Media Center, etc.) that will be used for the larger drawings throughout second 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.

- Continuation of scaffolded supports to further implementation of adapted literacy goals by department as well as continued expansion and prioritization of Mastery Connect, which will be used as a blended learning tool to inform instruction.

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

- Nothing. PD funds were more than adequate to meet the needs we have, and the 1-to-1 rollout has produced exactly what it was intended to: more consistent and pervasive use of technology for all students throughout all classes.

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

- Though Teacher Clarity has been a professional focus for quite some time, it is clear that not all teachers fully understand the importance of emphasizing with students what they are expected to know/do and/or developing the ability to determine if the content has been learned or the skill developed. A great deal of older instructional practice (Design and Instruction from the CCSD Instructional Framework) was evident when the PLC Updates came through, and the movement forward, this year and next, has been developed from what we know teachers do not know.

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.

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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.

- Improvements and upgrades in STEM as well as CTAE continue, including a \$40,000 equipment donation to the WHS Fire and Emergency Services Pathway; this gear will allow for the program (already a hybrid STEM/CTAE Pathway) to grow authentically which has been a priority for the past two years as part of a strategic five-year plan for growth. Additionally, novel ways to identify students who can be placed in more rigorous classes has evolved, leading to nine students moving from Computer Science Principles to AP Computer Science Principles last semester. This evolved from discussions within the CTAE/STEM department as well as discussions between leaders in core content areas, outside partners, administration, and students/families of how best to continue advancing prominent programs on WHS campus. By expanding and generating more avenues for students to get real-world experiences daily, programs are becoming more focused on next-step outcomes and future-ready thinking.
- Continued discussions of finding what works for students is ongoing. WHS has maximized Mountain Ed and Chattahoochee Tech's Dual Achievement program more than nearly any other high school. This is in companion with the continued expansion of Work-Based Learning (currently at 168 students; 258.5 FTE). All of this has allowed WHS to communicate effectively and help students and families see that there are many more opportunities beyond the 8:15AM to 3:15PM if they desire. This has led to many discussions about what can best help students find their paths and move boldly into a world of their choosing.
- The launch of middle/high school mentorship (WHS/WMS Bigs/Littles) between 10th-7th and 11th-8th graders (40 students total) is in companion to the times being set aside on Mondays and Fridays for students to complete C.A.R.E.S. lessons and to discuss student concerns. These dedicated times have become far more informal as the time to simply talk and ask questions after C.A.R.E.S. lessons has produced a more open discourse.

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.

- Planning for SY24-25 continues even with allotments as yet unreleased.
- We will continue to work on providing supports for students who are credit deficient, maximizing the seats in Grad and CHOICE Labs, and offering 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?

- Continued allocation of time and supports from our partners (CCSD and the community) to make these visions come to life for our students. The focus for the year continues 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. Everything we aim to do involves adding value for/to our students in order to get them ready for the opportunities they seek.

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

- At this time last year (SY22-23), WHS was in the middle of a monumental shift in thinking, the biggest shift since STEM certification via the Georgia Department of Education (GADOE) was sought in 2017. The movement from GADOE STEM Certification to STEM certification via Cognia was a huge shift in not only structure and organization, necessitating some major operational shifts for SY23-24, it was a new way of thinking with the goal of increasing availability of STEM to all WHS students. This itself was a massive goal, but to do this while continuing the great cohorts and programmatic benefits of the old system was a huge challenge. Now, months later, we are continuously refining what we are doing. Every week we review and revise what operating within the sphere of real-world, authentic, cross-curricular learning should look like in a high school where so much is about graduation rate and EOC scores. Right now, the collaboration has been spectacular, but moving into SY24-25, we could be doing more within the schedule to ensure that core content areas more time overlapped, that they have built-in time to plan and collaborate. At the moment, this is done by the teachers of their own volition, but if more progress is to be made, it must be more intentional, and more time needs to be dedicated to this. Another why WHS could improve is by continuing to move from smaller thinking to larger thinking. We are about to experience some growing pains that take everything from a few students (100 or so) to a majority (1,000 or more students) which will take a different instructional mindset. The foundation (as can be seen from the response to Goal 1) is coming along, but like all things in STEM, it's going to get messier before it becomes as great as it can be.

Other Artifacts Regarding S1 SY23-24 Progress:

- [WHS Review from S1 SY23-24.pptx](#)

