

CHEROKEE HIGH SCHOOL SIP Impact Check
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23-24 School Year

April 2024

Form Prepared by: Andy Hall, Principal

SIP GOAL	ACTION Plan Strategies	Current Progress	Now what?	What do you need?	Reflections
<p>Starting in the 2023-2024 school year, CHS will increase participation in future-readiness programs by 1% yearly over 3 years as measured by CCRPI Readiness indicators.</p>	<p>Improve Student Advisement Processes and Academic Progress Monitoring.</p>	<p>Continued AP departmental focus on increasing student enrollments in AP courses</p> <p>AP Ambassadors heavily involved in transition and encouragement to take advanced courses through middle school visits, tours, Future Focus nights, activities</p> <ul style="list-style-type: none"> - Ss meet regularly to discuss needs for advanced academic students. - Ss and T meet with the First Generation club – encouraging students who may not have English as a first language to consider advanced academic classes – honors and AP. - Registration advice: going to classes that normally serve as the prerequisite for AP courses to answer questions, explain work load, and provide advice for future trajectory goals - Ss create small videos “reels” to feed into social media discussing AP courses, advice (study tips, scheduling, and possible resources) 	<p>AP Potential – use for next year as a net to catch any students who has not been identified</p> <ul style="list-style-type: none"> - targeted students for specific courses – AP T and Ss discuss options and possible scheduling advice - in-coming 9th grade students targeted for eligibility for honors and AP biology and AP Human geography - AP teachers are provided with AP potential lists and student schedules to foster a dialogue about AP possibilities <p>Work with the middle schools on transitioning 8th graders into freshman year, ongoing discussions for shared expectations</p>	<p>Guidance from the Assessment department on CCRPI Readiness indicator markers and predictors to refine our SIP goal action steps for 2024-2025</p> <p>Time to meet with middle schools to vertically plan instruction and expectations for high school</p> <p>Continued support for AP Training for teachers through district PD funds.</p>	<p>We continue to elicit feedback on processes and procedures to “make the most” as well as increase efficiency and effectiveness.</p> <p>Year two of the goal will allow us to capitalize on changes made this year to fine tune expand our efforts.</p>

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		<p>AP registration - Teachers vetted the lists from registration and student self-selected courses from QR codes.</p> <p>Honors/AP teachers provided feedback on the process this year and gave suggestions for summer opportunities and reading lists</p> <p>Feedback elicited from teacher leaders for next year's Future Focus Nights</p> <p>Counselors reviewed transcripts and met with juniors about their upcoming year (2025) approaching graduation</p> <p>Teachers reviewed class placement for all students registered for Physical Science and made recommendations for Physics based on several metrics</p> <p>Algebra and Spanish PLCs developed proficiency assessments for students as an additional data point to help place students properly before August, HS and MS administrators worked together to administer after EOGs. Spanish made an internal flow chart to help teachers, administrators and counselors place students.</p>	<p>Work with MS principal and AP to administer Algebra and Spanish placement tests</p> <p>Flesh out details for possible summer AP writing bootcamp</p> <p>Each department will reflect on their goals made to support SIP #1</p> <p>Curriculum AP attending <i>Prepárate</i>, an AP conference designed to provide a platform for educators to present strategies that address best practices, key data, and research to drive measurable actions to ensure access to opportunity, particularly for Latino students.</p>		
	<p>Develop opportunities through Feedback for students to create and achieve short-</p>	<p>The cell phone committee continues to get positive feedback on the S2 intentionality efforts for awareness and shared expectations. The team created monthly tips and tricks to send via ParentSquare to students and parents. This supports the work done for S2 –</p>	<p>9th homeroom activity to close out the year will be review goals created from S1</p> <p>Counselors continue to meet with students to create goals</p>	<p>Continued partnership with behavior, digital and technology teams.</p>	<p>We are looking for additional ways to build awareness among stakeholders</p>

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	<p>term and long-term goals and reflect on their individual progress.</p>	<p>Expectations for Phone Use, Infographic, Menu of Strategies</p> <p>School-based PD funds were used to bring PLC groups together to learn new standards, review new resources, audit programs like RTI/ESOL/graduation, and build Mastery Connect assessments</p> <p>The ILS continued coaching PLCs and teachers on feedback in small chunks - bite-size PD, PD in a cup, Popcorn and Podcasts, and the Cherokee Chat internal newsletter</p> <p>A day was provided to staff with a behavior team expert to provide coaching on classroom management to remove any barriers to learning</p> <p>ILS reviewed usage reports for the Albert.io (provides high rigor practice questions and supports) with the representative. Usage is on par with industry standard. We use the data in consideration of purchase next year.</p>	<p>ILS will continue coaching PLCs and teachers on feedback in small chunks based on positive feedback</p> <p>PLCs will develop goals for 2024-2025 based on performance data and the Rubric for Highly Functioning PLCs which includes an area on feedback</p> <p>Continue the cadence of accountability and support with ILS, ITS, and DCLD</p> <p>US History PLC will meet to create formative checks in Mastery Connect by unit standards</p>		<p>about cell phone usage.</p> <p>Teachers appreciate a differentiated approach to PD, when PD is necessary (e.g. new standards), having a substitute allows teacher to focus uninterrupted at the task at hand.</p>
<p>Starting in the 2022-2023 school year, CHS will increase the overall Four-Year Graduation Rate by 1% (from 84.2% in 2021, 86.1% in 2022) by increasing the number of students who are</p>	<p>Monitor student progress toward Pathway Completion (i.e. four-year graduation plans).</p>	<p>Created of a visualization of curricular paths toward graduation in each subject area, a CHS curriculum guide that walks stakeholders through the registration process and classes offered. Leadership teams and teacher teams reviewed for any changes.</p> <p>Used monthly PowerBI reports as an additional PLC data piece to inform instruction and further discussion for remediation, recovery and additional opportunities to show mastery.</p>	<p>Continued PowerBI reports as we close out the year</p> <p>Develop possible EOPA and portfolio options for the Workforce Ready pathway</p>		

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<p>on-track providing supports to targeted subgroups.</p>		<p>A checklist for the individual teacher and PLC group was given to guide discussion around areas of control.</p> <p>Completed strategic vertical planning with feeder schools to create effective registration processes</p> <p>Continued use of CCSD course enrichment courses to enrich/recover, particularly in Science.</p> <p>Course Extension will continue to be used to recover credits ran by our Student Success Coach through the Edgenuity program.</p> <p>Continued support for students using Edgenuity, CHOICE, department tutoring schedule, peer tutoring program, writing center, ISS restorative practices, and Academic Extension.</p> <p>Creation of classes in the master scheduling process for SY24-25 that support complete pathways and exposure to career readiness skills - expanded Workforce Ready to include an additional level and added Web Development pathway</p>			
	<p>Develop students' Career and Future Readiness by developing an understanding of student aptitudes, interests, and</p>	<p>YouScience aptitude tests were completed in Literature courses</p> <p>Utilization of Student Success coach to work with students in exploring interests and talents to connect to school</p> <p>Teachers provided 1-on-1 conversations with students about course recommendations for</p>	<p>Increase knowledge of all staff on markers for graduation, pathways and accelerated enrollment</p> <p>Create opportunities for TAA/homeroom teachers to discuss future possibilities</p>	<p>Guidance on best-use for TAA time or brainstorming with other schools on lessons</p>	

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	<p>pathways to various future outcomes</p>	<p>the 24-25 school year to prepare for registration</p> <p>CARES mentors and teachers continue to seek student interests to inform and communicate about future outcomes</p>	<p>based on student interests and aptitudes</p> <p>Increase use of the graduation team, expanding to generate feedback for future years</p>		
	<p>Continuation and growth of leadership opportunities for students and staff through clubs and organizations for students and committees and extracurricular involvement for staff.</p>	<p>Opportunities for students to become involved in clubs and organizations including:</p> <ul style="list-style-type: none"> - Strive for 23 program identifies at-risk students and utilize relationships and mentoring opportunities – nearly 100 mentors - SALT – Student Athletic Leadership – named volunteer of the year for R.M. Moore! - First Generation Club – Future Focus Fair and field trip to Chatt Tech’s Senior Night - Warrior Collective Food pantry, partnership with MUST, resumed community pick ups - 44 clubs <p>Administration worked to streamline all the facets of the CARES program umbrella. This will be a great way to incorporate MTSS</p> <p>The Warrior Wellness provided a Pick ‘Em bracket for March and a Moving March Madness challenge for teachers.</p> <p>We continue to celebrate the passing of World Class Warriors titles among staff:</p> <ul style="list-style-type: none"> - Instructional Excellence - Community Engagement 	<p>Funding and community partnerships for student needs and projects throughout campus.</p>		<p>CHS has a strong community of students and teachers who want to be involved.</p> <p>A special thanks goes out to PTSA for granting \$500 toward our teacher wellness program.</p>

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		<ul style="list-style-type: none">- Collaborative Excellence- Athletic/Extracurricular Excellence- First Year Teacher Excellence- Support Staff Excellence			
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