

South High School Improvement Plan



Problem Statement: In our school, our graduation rate is 71%, therefore, 29% of our students are not graduating in four years.

Root Causes: Students don't recognize the relevancy of academic content

Goal 1: South High will increase our graduation rate by 12% from a baseline 63.5% by the 2026-27 school year

Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?		Professional Development: What will you teach to support effective strategy implementation? Budget Planning
Professional Learning Communities (PLC) Collective Teacher Efficacy Teacher Clarity 3-12 Construct and engage in arguments using evidence from grade level complex texts and critique the reasoning of others.	Schedule PLCs-dedicated time for each department and freshman academies In PLCs, Analyze grades, failures, attendance, On-track data monthly Monitor implementation of grade level content building wide. Identify and enroll students in failing status for high dosage tutoring.	Leadership will utilize Eleot, walk-throughs, coaching, observations and the SST process to monitor classrooms and inform instructional conversations with teachers. Graduation Rates: 22-23: 63.53 23-24: 71.67 24-25: TBD	School Wide	On-Track (bi-monthly), Eleot, walk-throughs, coaching, HQIM checks and informal instructional conversations with teachers (weekly/ongoing rotation)	SIP implementation, SIP toolkit, PLC training, PD on teacher clarity and collective efficacy, ELL strategies, TRTW and Instructional Rounds.
			Grade Level	Single F's-Quarterly	
			Collaborative Team	Individual evaluation of failing student data and intervention strategies-Monthly	

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Problem Statement: At our school, 62% of ESL students are below Intermediate in Reading and 57% of ESL students are below intermediate in Writing on the ELPA 21 test.

Root Causes: Additional training on EL strategies with time to discuss/share strategy implementation in their classrooms is needed.

Goal 2: Increase the proficiency of students on the ELPA 21 in reading and writing 4% annually (12% by 2026-2027)

Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data? LINK to monitoring sheet within each Toolkit Here		Professional Development: What will you teach to support effective strategy implementation? LINK to annual professional learning plan Here
3-12 Construct and engage in arguments using evidence from grade level complex texts and critique the reasoning of others. Professional Learning Communities (PLC) ELL and Literacy strategies Collective Teacher Efficacy Teacher Clarity	Implement book study in PLCs Talk Read Talk Write Incorporate ELL strategies in every classroom	PLC agendas, notes, mtg dates. EL literacy, including TRTW strategies building wide in lesson plans and classroom instruction. ELPA 21 intermediate or above in Reading 2023: 36% 2024:38% 2025:38% ELPA 21 intermediate or above in Writing 2023: 38% 2024: 44% 2025: 43% 23-24 21 students passed all four 24-25 29 students passed all four	School Wide	On-Track, ELPA21	SIP implementation, SIP toolkit, PLC training, PD on teacher clarity and collective efficacy, ELL strategies, TRTW and Instructional Rounds.
			Grade Level	ACT/PreACT Data,	
			Collaborative Team	Individual instructional/literacy strategies including TRTW	
			School Wide		
			Grade Level		
			Collaborative Team		

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Problem Statement: Our school has a chronic absenteeism rate of 62%

Root Causes: Students do not see the connection between absences and failing class.

Goal 3: By May of 2027 will decrease the baseline chronic absenteeism rate of 61.54% to 52.31%

Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data? LINK to monitoring sheet within each Toolkit Here		Professional Development: What will you teach to support effective strategy implementation? LINK to annual professional learning plan Here
3-12 Construct and engage in arguments using evidence from grade level complex texts and critique the reasoning of others. Professional Learning Communities (PLC) Collective Teacher Efficacy Teacher Clarity	Discuss and process attendance, behavior dashboard and On-Track data monthly. Hold bi-monthly individual student meetings in advisement to review progress, identify barriers and solutions, and provide support to all students. In PLCs identify targeted strategies to increase engagement in the classroom. Celebrate students on honor roll and with 90% or higher attendance rate. Implement an electronic Hall Pass and Tardy Sweep systems to reduce truancy during the school day.	See decrease in chronic absenteeism (and moderate absenteeism). See clear hallways, increase in assignment completion and increase in OnTrack students.	School Wide	Attendance Team	Each PLC leader will need training on how to use the attendance, behavior dashboard and on-track report. Data protocol training, electronic hall pass training.
			Grade Level	Advisement initiative/individual bi-monthly mtgs with each student	
			Collaborative Team	Attendance Team/Calling Team	
			School Wide		
			Grade Level		
			Collaborative Team		