



Cartersville City Schools

CARTERSVILLE HIGH SCHOOL

26/27
SIP
1-Pager

CHS MISSION

We inspire all students to build the skills and confidence to find their passions and achieve their goals.

AREA OF FOCUS #1	AREA OF FOCUS #2	AREA OF FOCUS #3
<i>Student Attendance Rate</i>	<i>Improvement of End of Course and Advanced Placement Test Scores</i>	<i>Promote a learning culture amongst all staff</i>
<i>Continue to reduce the number of students missing 10% or more instructional days throughout the school year. This percentage includes students missing school for both excused and unexcused absences.</i>	<i>Development of strategies and incentives by teachers to help students achieve better test scores on EOCs (End of Course) exams and specific AP exams.</i>	<i>By the end of the academic year, 100% of instructional staff will actively contribute to a school-wide culture of learning by designing engaging and relevant work for students, engaging in collaborative professional development, and participating in a monthly PLC and/or departmental professional learning community.</i>
Strategies:	Strategies:	Strategies:
- Weekly WRAP Team meetings to discuss student <u>attendance</u> data. - Work with attendance clerk to monitor attendance and communicate with families. - Increased communication with parents/guardians. - Administrators' focus on attendance data (bi-weekly) - Provide an easier process for families to communicate with the school regarding absences - End-of-Semester Incentives - Student Contracts/Incentives - Scheduled meetings with parents/guardians to discuss individual student attendance data - Continue with current final exam exemption policy	- Student Testing Incentives - Include EOC preparation focused on PLC (Professional Learning Communities) meetings (Tenth Lit, US History, Algebra I, and Biology); implementation of electronic meeting minutes documentation. - Content area administrator and TSS (Teacher Support Specialist) meetings with PLCs (Professional Learning Communities) - Collaboration with DOE content area coordinators - Use of MAP scores - Cross-curricular resource references - Reading Intervention Courses	- Continue the identification of successful teaching strategies- TKES (Teacher Key Effectiveness System) - Leverage PLCs to target grade level & subject capacity building training - Continuation of the of Design Qualities when designing work for students - Focus on the WOW-Working on the Work - Focused study on Schlechty's goals (1 and 2)
Professional Learning:	Professional Learning:	Professional Learning:
Application of more intervention-based solutions for attendance-related issues.	TSS (Teacher Support Specialist) meetings with PLCs (Professional Learning Communities) Collaboration with DOE Curriculum Directors	- Monthly staff PL (two times per month to include STEAM and technology) - Co-Teacher training - Continuation of the Design Qualities when designing work for students 1-Pager for all content areas

Artifacts/Evidence:	Artifacts/Evidence:	Artifacts/Evidence:
•	•	•

Trust Accountability Goals

To What Degree...		Current Efforts:
Pillar 1 <i>Student Achievement</i>	1.2 Relevant Learning- <i>is each student's learning in line with what is most relevant for him or her?</i> 1.3 Removing Barriers to Learning- <i>are we able to determine why students are not learning, when learning does not happen and overcome the reason?</i> 1.4 Meeting Student Needs- <i>are we able to tailor instruction to students and student needs?</i>	• <i>Use of the 10 Design Qualities when designing student work based on the WHO</i> • <i>MAP & Lexile screening to differentiate reading instruction.</i> • <i>PLC data analysis</i> • <i>Weekly WRAP Team meetings to discuss student attendance data to include data for tardiness.</i>
Pillar 2 <i>Student Readiness</i>	2.4 Post-School Readiness- <i>are students ready for the world when they graduate high school?</i>	• <i>Weekly WRAP Team meetings to discuss student attendance data to include data for tardiness.</i> • <i>Work with attendance clerk to monitor attendance and communicate with families.</i> • <i>Increased communication with parents/guardians.</i> • <i>Final exam exemption policy</i>
Pillar 5 <i>Professional Growth & Quality Staff</i>	5.3 Professional Learning <i>Does professional learning meet the system's mission, vision, and goals?</i>	• <i>Co-Teacher training: Reinforcement of Design Qualities for student engagement.</i> • <i>Continuation of a Design Team with representation from all content areas</i> • <i>Instructional expectations (learning targets, 10 Design Qualities, CKH (Capturing Kids Hearts))</i> • <i>Monthly- 1 monthly documented PLC meeting, 2 staff PL, and 1 Design Team</i>