



## SCHOOL IMPROVEMENT PLAN 2022-2023

**Goal 1: During the 2022-2023 school year, the number of students on track to graduate will increase from 81.6% (88%- currently active students) to a 90% 2023 Graduation Rate (2021 Graduation Rate is 89.9%).**

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Continue focused unit and credit recovery	Maxwell and Counselors	Within the first 10 days of school and within the first 10 days of second semester	A report for all currently enrolled students will be generated for students whom have earned a grade previously on a course between 60-69. If they are currently re-enrolled in those courses, they will be reviewed on a case by case basis to determine if they are eligible to be removed from traditional setting and placed in unit or credit recovery.	We will continue to monitor the number of credits recovered. Also each cohort's "on track" rate will increase as they are able to stay enrolled in current courses while simultaneously recovering previous courses.	CARES funds:  Academic interventionist, Graduation Specialist
Monitor effective Tier 1 instruction, student engagement, and active learning	Primary evaluators	Primary evaluators will meet at the established TKES benchmarks to review and analyze Tier 1 Instructional needs. Oct. 6 <sup>th</sup> Nov. 18 <sup>th</sup> Dec. 21 <sup>st</sup> Feb. 23 <sup>rd</sup> Feb. 22 <sup>nd</sup> Mar. 10 <sup>th</sup>	Instructional Rounds and school walkthroughs will occur every month from September until April 2023.  Teachers will use the Instructional Framework to write and submit weekly lesson plans. Plans are developed within PLCs and shared in the Microsoft Team for primary evaluators to access and give feedback.  Standards 3 and 8 will be explicitly rated during each TKES evaluation, and individual coaching will occur with teachers who exhibit weakness in Standards 2, 3, 7, and 8.	Instructional Rounds, observations, and TKES evaluations will reveal increased levels of student-centered lessons, engagement, and well-planned teaching for active learning.	Faculty, Administration, PL, and district personnel





Monitor individual cohorts and their credits for graduation requirements (Academic Planning)	Administration, Counselors, Graduation Specialist, Academic interventionist, and Registrar	Seniors Cohort Monthly Juniors quarterly Freshman and sophomores at the end of each grading period	We will establish baseline cohort data for active students within each cohort and use our early warning system.  We will carefully track the unenrolled students.	The 2024 cohort will be 85% on track (currently, 76%), and the 2025 cohort on track will be 85% (currently, 81%).	CARES funds:  Academic interventionist, Graduation Specialist
Increase CTAE and Advanced Academic pathways, AP course enrollment, Dual Enrollment	Counselors and advisors	End of Fall semester and throughout Spring semester	Using YouScience data, AP Potential from PSAT, teacher recommendations, etc., Advisors and Counselors will ensure students are placed in correct courses and programs aligned with their post-Graduation goals.	Increased numbers in programs	Program specialists and streamlined communication
<b><u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u></b> <ul style="list-style-type: none"> <li>• Lesson Plans should indicate specific plans to accommodate needs of struggling learners</li> <li>• Lesson Plans should indicate specific plans to provide enrichment and acceleration for students mastering standards</li> <li>• Unit and course recovery provided to students who do not master standards within one semester</li> <li>• Honors/AP courses and paired AP yearlong courses</li> <li>• Yearlong Reading/9th Lit courses offered to students who did not master 8th grade standards</li> <li>• Yearlong Alg I w/ Support offered to students who did not master 8th grade standards</li> <li>• Yearlong 9 Lit w/ Current Issues for ESL 9<sup>th</sup> grade students</li> <li>• Remediation within each course and developed within PLCs</li> </ul>					
<b><u>Professional Learning</u></b> <ul style="list-style-type: none"> <li>☐ PL provided for each segment of the Instructional Framework- throughout the year and as needed based on Instructional Rounds</li> <li>☐ Lesson Plan PL provided during Pre-Planning</li> <li>☐ PLCs</li> <li>☐ Peer observations- 3 per year</li> <li>☐ Instructional Conversations PL</li> </ul>					



**Goal 2: The number of students, as measured by the Georgia Milestones EOC assessments, scoring at or above proficient will increase by 5%. Our baseline data from the 2021-2022 school year is Algebra I at 27.5%, American Lit. at 37.3%, Biology at 51.7%, and U.S. at 39.8% (2018-19).**

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Implement tardy stations to increase class attendance	Maxwell	Throughout 2022-23 school year	Admin will be divided throughout building during transitions and beginning of each class to ensure tardy stations are set up, faculty are monitoring hallways, and students are in classrooms to receive instruction. Assigned teachers will be on duty at two tardy stations each period, and block captains will be selected by planning period to monitor upstairs and downstairs during first/last 15 minutes and randomly during each class.	Decreased tardy referrals each month and increased overall student attendance	Tardy station materials and personnel on duties
Implement Alg I Open Up curriculum in all Alg I segments	Math Dept Head, Alg I PLC Leader, Admin, and HS Math Specialist	In semester and yearlong Alg I segment- weekly monitoring	During school and district observations, teachers will be given feedback about Open Up implementation and how to improve instruction. They will receive PL and support from Open Up staff and HS Math Specialist.	Common assessments and analyzed student growth data during Alg I PLC and support meetings with HS Math Specialist	High School Math Specialist and Open Up materials
Use most recent ELA and Math student data to set baselines and differentiation groups in appropriate courses (including MAP data in yearlong 9 Lit/Reading course)	PLC leaders	First two weeks of each semester	Teachers will pull SLDS reports of data to create student differentiation groups and set individual student goals.	Comparison between baseline data (MAP or EOG) and final summative data to show increases from level 1s to level 2s, levels 2s to level 3s, and level 3s to level 4s	SLDS for MAP/EOG data



In U.S. History, focus on relevant vocabulary and inquiry-based lessons to improve instruction	PLC Leader	Throughout 2022-23 school year		<p>Student success on regular assessments over vocabulary terms.</p> <p>Student engagement with vocabulary activities</p> <p>Student engagement with inquiry lessons.</p> <p>Ability for student to explain an event/person/place from different perspectives.</p>	<p>GA Milestones US History Study Guide GSE for US History</p> <p>Stanford History Education Group lessons</p> <p>Various primary source materials</p>
Implement Biology standards mastery-based item analysis and remediation for the 6 Biology Units, built upon GA Dept of Education Biology standards	PLC Leader	Throughout 2022-23 school year	Teachers will track the progress of students' achievement by creating and implementing common formative and summative assessments. Teachers will complete an item analysis of summative assessment data per standard and assign remediation forms (google forms) to each student individually based on their mastery levels witness in the assessment. Each question in the common summative is built from a GA Dept. of Education Biology standard, therefore the tracking and assigning of remediations is based on individual student mastery of the assessed standards.	Item Analysis of student data to be completed and discussed during weekly Biology PLC meetings. Student data should reflect improvement of scores after completing individualized remediation assignment, improving mastery of standard, assessed in Biology GA Milestone Exam.	Google classroom, google sheets, Infinite Campus, GA Dept. of Education Biology Standards and Recommendations.
<p><b><u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u></b></p> <ul style="list-style-type: none"> <li>☒ Lesson Plans should indicate specific plans to accommodate needs of struggling learners</li> <li>☒ Lesson Plans should indicate specific plans to provide enrichment and acceleration for students mastering standards</li> <li>☒ Unit and course recovery provided to students who do not master standards within one semester</li> <li>☒ Honors/AP courses and paired AP yearlong courses</li> <li>☒ Yearlong Reading/9th Lit courses offered to students who did not master 8th grade standards</li> <li>☒ Yearlong Alg I w/ Support offered to students who did not master 8th grade standards</li> <li>☒ Yearlong 9 Lit w/ Current Issues for ESL 9<sup>th</sup> grade students</li> <li>☒ Remediation within each course and developed within PLCs</li> </ul>					
<p><b><u>Professional Learning</u></b></p> <ul style="list-style-type: none"> <li>☒ Open Up PL</li> <li>☒ PLCs</li> <li>☒ Peer observations- 3 per year</li> </ul>					



- ☒ Co-teaching PL
- ☒ Instructional Conversations PL



**Goal 3: During the 2022-23 school year, 80% of WBHS students will increase reading proficiency on the HMH Reading Growth Measure Screener, and the percentage of American Literature students scoring in or above the 1185-1385 Lexile band will increase to 73% (2021-22 is 67.69%).**

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Update Literacy Team Members	Bostdorff	August 2022	Bostdorff will meet with the team monthly.	Attendance at meetings Members provide feedback at meeting	Performance Plan Budget Sheet
Use a universal literacy screener (HMH Reading Growth Measure 3 times a year to all students in order to identify student reading levels, identify student strengths and weaknesses, and measure growth.	Bostdorff	August 2022, December 2022, April/May 2023	Bostdorff will monitor implementation of the HMH Growth Measure Assessment 3 times a year. Reading levels will be analyzed, and literacy strategies will be implemented to assist struggling students, on grade level students, and above grade level students.	Student reports on the HMH Growth Measure Assessment will show growth from August 2022 to April/May 2023	Computers for testing
Utilize Literacy Instructional Coach in the classroom and PLCs	Bostdorff	August 2022- May 2023 (October & March in PLCs)	Bostdorff and ELA teachers will meet monthly to assess literacy strategies and student growth. Bostdorff will join all PLCs in October and March to discuss content-specific literacy strategies and then observe teachers implementation.	Students being served in these literature classes will begin to show progress on reading assessments and show an increase in Lexile level	None
Continue to purchase high interest fiction, nonfiction, graphic novels, audio books, and magazines (Upfront) to create libraries for each content area	Bostdorff/Teachers	August/September 2022	Bostdorff will retain records including teacher's name, books ordered, dates, and prices of books.	Classrooms will have ample books available for students to read  Classes will be reading novels in book clubs	Funds from L4GA grant to purchase books, magazines, etc.



Purchase class sets of novels 9 <sup>th</sup> grade literature classes for the purpose of annotation	9 <sup>th</sup> Grade Literature teachers	August 2022	Literature teachers will assess students ability to annotate text throughout the novel study.	9 <sup>th</sup> grade students will learn the skill of annotation with their own copy of novels and feel successful in this skill	Copy of novel for each 9 <sup>th</sup> grade student
Use collaborative planning to analyze Membean data periodically in Literature PLCs	Bostdorff/ Literature Teachers	Analyze Data monthly from Membean (schoolwide vocab. program)	Bostdorff/Admin will attend collaborative planning meetings to monitor data analysis.  Bostdorff will analyze Membean vocab. reports weekly.	PLCs will be discussing student data and calibrating based on Membean data  Students will be reading, speaking, and writing more in every classroom	Membean progress reports, classroom formative/summatives  Membean purchased through L4GA grant
Provide teachers with professional learning that will enable them to teach academic vocabulary, content area and disciplinary literacy skills that are specific to their content area.	Bostdorff	August 2022- May 2023 (October & March in PLCs)	Bostdorff will include Literacy Strategies in a weekly newsletter to teachers. Bostdorff will attend content PLC's to provide in person professional learning sessions on Literacy.		Weekly Literacy Newsletter  Printouts from Bostdorff on Literacy
Implement <u>Book Love</u> Strategies in all content areas	Bostdorff	Monthly <u>Book Love</u> committee Meetings to discuss strategies to implement schoolwide	Bostdorff will monitor the Book Club by setting meeting dates, taking notes at meeting, and sharing information to staff via Weekly Literacy Newsletter.	Teachers in the book club will share knowledge about the book with their content area teams  It will be obvious in classrooms, that teachers are using the strategies learned in <u>Book Love</u>	<u>Book Love</u> copies
<b><u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u></b> <ul style="list-style-type: none"> <li>• Membean, a computerized vocabulary program, is differentiated for each student</li> <li>• Teachers will be purchasing leveled books and books of interest for each classroom and content area</li> <li>• Literacy Coach will be working with academically struggling students in literature classes</li> </ul>					
<b><u>Professional Learning</u></b> <ul style="list-style-type: none"> <li>• Literacy Coach will be delivering PL to each content area during PLC's as needed</li> <li>• Literacy Coach and 10 teachers will be attending Instructional Conversations training</li> <li>• Literacy Coach will be sending out a weekly Literacy Newsletter with metacognition and literacy strategies for teacher to use daily</li> </ul>					



Family Engagement - Describe the school plan to:

- Welcome all families and the community
- Communicate effectively with families and the community
- Supporting student success
- Empower families
- Share leadership with families and the community
- Collaborate with families and the community

- Open House in the Fall
- Course Reveal Night in the Spring
- Daily social media and website updates
- Parents are invited to Junior and Senior meetings
- Parents are invited to meeting with Graduation Coach
- Financial Aid Night

Effective Leadership: Describe the school plan for:

- Creating and maintaining a school climate and culture conducive to learning
- Cultivating and distributing leadership
- Ensuring high quality instruction in all classrooms
- Managing the school and its resources
- Driving improvement efforts

- Lesson Plans and Instructional Framework expectations
- Instructional Rounds and developed, appropriate PL based on results
- Allow teachers to attend RESA Leader Cohort
- Empower department heads and Bulldogg Leadership Team

Effective School Transitions: Describe strategies to facilitate effective transitions for students from preschool to early elementary grades, elementary to middle grades, middle grades to high school, and high school to post-secondary education.

- Vertical alignment meetings- specifically with Math and ELA departments (request to add Science)
- A team will go to each middle school to help finalize rising freshman Course Recommendations to ensure they are properly assigned to appropriate courses
- MAP data used to schedule students into the yearlong 9th Lit. and yearlong Alg I