Continuous School Improvement Plan

School Name: Washington High School-Banking Principal Name: Charcia M. Nichols School Year: 2012-2013

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| Focus Area: Mathematics  Measureable Goals (s): In the inaugural year of assessment of Coordinated Algebra, 50% of the students will meet or exceed standards by the Spring of 2013 | | | | | | |
| **School**  **Keys**  **Strands**  **and Standards** | **Actions, Strategies and Interventions** | **Timeline** | **Estimated Costs and Funding Sources and Resources** | **Person(s) Responsible** | **Evaluation of Implementation of Strategies and Impact of Student Learning** | |
| **Artifacts** | **Evidence** |
| **Curriculum Standard 1 & 2** | * Schedule and conduct collaborative planning sessions to discuss learning outcomes of students * Administrators & registrar will complete a master schedule with common planning times * Norms & protocol will be developed for planning time * Mastery student tracker will be utilized for tracking student learning outcomes * Teachers use state and district curriculum map to plan unit and weekly instruction. * Teachers use Bloom’s Taxonomy and Depth of knowledge on a daily basis | On-going | $1,000 (Title I) | Instructional Coach  Math Teachers  Principal  Registrar | * Seven part lesson plan * Student Learning Outcome Rubric * Scope & Sequence * Master Schedule * Meeting minutes & agenda | * Observation of teachers explaining performance tasks * Teachers modeling instruction |

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| **Artifacts** | **Evidence** |
| **Assessment Standard 2** | * Utilize a variety of assessment task and tools to monitor student progress * Implementation of manipulatives, systemic performance tasks * Utilize a systemic technology based assessments | Bi-weekly & monthly | * $600 (Title I) | * Instructional Coach * Math Teachers * Principal | * Peer review forms * Class proficiency reports * Rubrics for performance tasks * Standards based classroom rubric | * Observation of teachers moving through task * Differentiated instruction based on assessments |
| **Instruction Standard** 2 | * Utilize a systematic problem solving process Dr. QVOSAC(Question, Visualize, Operation, Solve Answer & Check) * Implement supplemental math instruction during the math support class | Daily | None | * Math Teachers * Science Teachers * Instructional Coach | * QVOSAC template * Teacher response comment on template * Class proficiency rosters | * Students articulate QVOSAC process * Students usage in other academic areas * Teachers identify gaps |

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| **Artifacts** | **Evidence** |
| **Professional Learning Standard** 3 | * Participate in a variety of PL designed to enhance knowledge related to CCGPS   Math   * Implement strategies from PL | Daily | None | * Math Teachers * Science Teachers * Instructional Coach | * Sign-in sheets * Agendas * Student performance tasks * Unit plans * Peer review forms | * Teachers articulate understanding of content through lessons * Demonstration understanding through lessons * Peer review discussion templates |

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| Focus Area: Mathematics  Measureable Goals (s): Increase the percentage of students meeting or exceeding standards on the Math II EOCT from 41% in Spring 2012 to 50% by Spring of 2013 | | | | | | |
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| **Artifacts** | **Evidence** |
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| **Instruction Standard** 2 | * Utilize a systematic problem solving process Dr. QVOSAC(Question, Visualize, Operation, Solve Answer & Check) * Implement supplemental math instruction during the math support class | Daily | None | * Math Teachers * Science Teachers * Instructional Coach | * QVOSAC template * Teacher response comment on template * Class proficiency rosters | * Students articulate QVOSAC process * Students usage in other academic areas * Teachers identify gaps |

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| **Artifacts** | **Evidence** |
| **Professional Learning Standard** 3 | * Participate in a variety of PL designed to enhance knowledge related to CCGPS   Math   * Implement strategies from PL | Daily | None | * Math Teachers * Science Teachers * Instructional Coach | * Sign-in sheets * Agendas * Student performance tasks * Unit plans * Peer review forms | * Teachers articulate understanding of content through lessons * Demonstration understanding through lessons * Peer review discussion templates |
| **Curriculum Standard 1 & 2** | * Schedule and conduct collaborative planning sessions to discuss learning outcomes of students * Complete a master schedule with common planning times * Develop norms and protocols for common planning time * Utilized mastery trackierfor tracking student learning outcomes | On-going | $1,000 (Title I) | * Instructional Coach * Teachers * Principal * Registrar | * Seven part lesson plan * Student Learning Outcome Rubric * Scope & Sequence * Master Schedule * Meeting minutes & agenda | * Observation of teachers explaining performance tasks * Teachers modeling instruction |

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| Focus Area: ELA  Measureable Goals (s): Increase the percentage of students meeting or exceeding standards on the Ninth Grade Literature & Composition EOCT from 73% to 80% by Spring of 2013 and increase the percentage passing on the American Literature EOCT from 70% 77% by Spring of 2013. | | | | | | |
| **School**  **Keys**  **Strands**  **and Standards** | **Actions, Strategies and Interventions** | **Timeline** | **Estimated Costs and Funding Sources and Resources** | **Person(s) Responsible** | **Evaluation of Implementation of Strategies and Impact of Student Learning** | |
| **Artifacts** | **Evidence** |
| **Assessment Standard 2** | * Utilize a variety of assessment task and tools to monitor student progress * Implement a systemic standards based common assessment | Ongoing | None | Instructional Coach  Teachers  Principal | * Common Assessments * System rubric * Meeting minutes & agenda | * Data reflection sheets * Data analysis * Tuning protocol observations |
| **Instruction Standard 2** | * Utilize WICOR (writing, Inquiry, Collaboration, Organization and Reading) strategies in all subjects * Utilize the Writing Recipe for persuasive writing * Students taught the WICOR methods during ELA advisory time (Mondays & Fridays) * Implement various methods in subject areas that will benefit from the various strategies | Weekly | None | Instructional Coach  Teachers  Principal | * Seven Part lesson plans * Student notes * Word Walls * Student essays | * Observation of teachers using WICOR strategies * Students actually utilizing Cornell notes and other notetaking methods * Observation of teachers/students using an graphic organizers, calendars, smart goals, reflections & process writing |

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| **School**  **Keys**  **Strands**  **and Standards** | **Actions, Strategies and Interventions** | **Timeline** | **Estimated Costs and Funding Sources and Resources** | **Person(s) Responsible** | **Evaluation of Implementation of Strategies and Impact of Student Learning** | |
| **Artifacts** | **Evidence** |
| **Professional Learning Standard** | * Participate in a variety of PL designed to enhance knowledge related to CCGPSELA * Implement strategies from PL | Weekly | None | Instructional Coach  Teachers  Principal | * Sign-in sheets * Agendas * Student performance tasks * Unit plans * Peer review forms | * Teachers articulate understanding of content through lessons * Demonstration understanding through lessons * Peer review discussion templates |
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| Focus Area: SWD Students  Measureable Goals (s): Increase the percentage of SWD students meeting or exceeding standards on the Math 2 End of Course Test from 0 to 30% by Spring of 2013. | | | | | | |
| **School**  **Keys**  **Strands**  **and Standards** | **Actions, Strategies and Interventions** | **Timeline** | **Estimated Costs and Funding Sources and Resources** | **Person(s) Responsible** | **Evaluation of Implementation of Strategies and Impact of Student Learning** | |
| **Artifacts** | **Evidence** |
| **Assessment**  **Standard 1** | * Disaggregate SWD data to identify patterns for specific students and link to IEP goals & Objectives * Establish a team to assist SWD student learning in the area of mathematics. * Implement procedures for working with SWD’s to improve assessment performance in mathematics. * Develop norms for utilizing math smart goals including accommodation and modifications for SWD’s. | Ongoing | None | * Lead Teacher * Special Education Teacher * Gen. Ed Teacher * Math Teacher * Graduation Coach | * Disaggregated test data * Agendas * Minutes * Classroom Profiles * IEP’s * In School Team Meeting minutes * Tri-Annual Review Meeting minutes * Goals and Objectives | * Leadership & Teachers communicate the strengths & weaknesses identified in state assessment data @ a variety of levels to include the school, individual grades, as well as classroom. * SWD’s EOCT Test Scores |
| **School Culture**  **Standard 2** | * Hold all students to the same standards but provide support through differentiated instruction. * Establish systems of support or pyramids of interventions are established to meet student learning needs * Implement systems of support of interventions are to meet student learning needs. | On going | None | * Lead Teacher, Special Education Teacher * Math Teacher, Graduation Coach * CTI Specialist | * Master Schedule * Lesson Plans inclusive of SWD’s * Analyzed student work * Teacher commentary plans/Teacher planning agendas and minutes * Student IEP’s | * The school staff can describe ways in which the school addresses the inclusion of all students including SWD. |
| **Professional Learning**  **Standard 1** | * Meet regularly to examine student work in order to determine students’ understanding of standards and how to adjust instruction * Establish roles and responsibilities within the team. * Implement the qualities of an effective teacher planning team | **Ongoing** | **None** | * Lead Teacher * Special Education Teacher * Math Teacher * Graduation Coach | * Student work-performance tasks, projects, etc. * Examining Student Work Protocol such as tuning protocol. * Team Agenda and Minutes | * Teachers can articulate how the assignment requires students to demonstrate their understanding of the standard(s). * Teachers can articulate how the assignment is inclusive of the students accommodations and modifications. * Teachers can articulate the misconceptions students may have had as a result of examining the student work. * Students can identify their next steps toward meeting the standards as a result of the learning team examining students work. |

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| Focus Area: Attendance  Measureable Goals (s): Increase overall student attendance from 90% in 2012 to 95% in Spring of 2013 | | | | | | |
| **School**  **Keys**  **Strands**  **and Standards** | **Actions, Strategies and Interventions** | **Timeline** | **Estimated Costs and Funding Sources and Resources** | **Person(s) Responsible** | **Evaluation of Implementation of Strategies and Impact of Student Learning** | |
| **Artifacts** | **Evidence** |
| **Student, Family & Community Standards 1 & 3** | * Develop a parent/community survey on attendance * Establish an attendance team to analyze attendance data and address tardies & absences * Develop parent workshops * Implement procedures for issuing attendance contract & compact forms * Implementation incentive board for improved attendance students | On-going | None | Advisors  Parent Liaison  Graduation Coach  Asst. Principal  Social Worker | * Report correlating grades & attendance * Classroom guidance lessons * Agendas, minutes from attendance meetings * Call logs * Surveys * Attendance star board | * Students/parent explain why/how attendance improved * Teachers utilizing strategies used to decrease student tardies & absences * Weekly attendance report |
| **School Culture Standard 2** | * Develop advisory lessons on attendance * Facilitate advisory lessons/guidance lessons to address the importance and expectations of attendance * Implement procedures to promote student awareness of attendance expectations | On-going | * None | * Advisors * Teachers * Parent Liaison * Graduation Coach * Assistant Principals | * Advisory lessons * Sign-in * Leadership team minutes * Monthly attendance celebration * Parent night | * Parent participate in parent night * School staff describe ways to address attendance * Differentiated instruction based on assessments |

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| Focus Area: Parental Involvement  Measureable Goals (s): Increase the average number of parents attending parent involvement workshops and PTSA from 32 in Spring of 2012 to 45 by Spring of 2013. | | | | | | |
| **School**  **Keys**  **Strands**  **and Standards** | **Actions, Strategies and Interventions** | **Timeline** | **Estimated Costs and Funding Sources and Resources** | **Person(s) Responsible** | **Evaluation of Implementation of Strategies and Impact of Student Learning** | |
| **Artifacts** | **Evidence** |
| **Student, Family & Community Standards 1 & 3** | * Build staff development days be devoted in part to planning monthly parent involvement events * Schedule parent conference days that extend beyond the workday * Utilize a protocol for working with parent conferences | On-going | $500 Title I | Teachers  Assistant Principal  Principal | * Log of events * Agenda * Minutes | * Calendar of events that outline parental events |
| **School Culture** | * Create parent workshops that focus on their development and student academics * Establish agendas that address parent involvement such as subject area nights, resume writing workshops, EOCT/GGT workshops, standards based instruction workshop on new standards | * Monthly | * None | * Instructional Coach * Parent Liaisons * Principal * Teachers | * Calendar of events * Minutes * Pre/post assessment results | * Parents articulation of standards and school expectations * Parent participation in conference days |