



Comprehensive School Improvement Plan 2023-2024

School Name: George Washington

Principal Name: Reyhan Deskins

Assistant Principals' Name: Johnny Cressell, Gwendolyn Johnson, DeAnna McLaughlin, Dr. Rosie Spann-Johnson, Dr. Amber Spencer

Team Members Names: Charles Abourjilie, Fraun Dandridge, Krystal Dillard, Lauriel Fitzgerald, Geneva Giggetts, Nadia Kriger, Sharon Leigg, Terra Taylor-Spartley, Empress Sanford, Frances Viden, Rebecca Wix

[GWHS CNA](#)
[Academic Review Report](#)

Investing in Bright Futures

OVERARCHING SCHOOL GOAL:

Increase literacy/ numeracy in the classroom

STUDENT ACHIEVEMENT					
GOAL AREA: Improve content mastery in all subjects with a laser-focus on literacy.					
SMART Goal(s): By the end of the 2024 school year, GWHS will increase the percentage of students passing the Reading/Writing SOL from 66% to 75%.					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: English teachers will align the written, taught and tested curriculum to the Standards of Learning Curriculum Framework in content and cognition.					
Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
English Teachers	Provide professional development to teachers on the use of the curriculum framework in delivering aligned lessons and monitor the implementation of the written, taught, and tested curriculum by focusing on evidence-based feedback to teachers aligned to the Standards of Learning Curriculum Frameworks in both content and cognition. Provide professional development to teachers on the lesson flow to include examples of opening, work period, and closing.	Instructional Leadership Team (Principal & APs)	Sept. 2023-June 2024	Agendas, sign-in sheets, powerpoint Planbook Refresher LP Alignment Review	Instructional Leadership Team (Principal & APs) & Leadership Team Members (Department Heads)/weekly
English Teachers	Review lesson plans on a weekly basis for alignment, pacing, quality of student experience, and assessment using the DPS Lesson Plan Review guide. Simplify and clarify expectations of planbook layout and provide written feedback as guidance and support to teachers on delivery of aligned lessons. DPS Lesson Plan Review Guide	Instructional Leadership Team (Principal & APs)	August 2023-June 2024	consolidated calendar (admin), walkthrough feedback, observation data	Instructional Leadership Team (Principal & APs) & Leadership Team Members (Department Heads)
English Teachers	Utilize administrative team classroom instructional walks to calibrate lesson feedback to teachers.	Principal, APs, Curriculum & Instruction Team	September 2023-June 2024	Instructional round schedule, walkthrough feedback, observation data	Principal, APs, Curriculum & Instruction Team

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English Teachers	Utilize DPS Look For Document to evaluate the implementation and success of rigorous, engaging, and culturally responsive practices in the classroom	Instructional Leadership Team (Principal & APs)	August 2023-June 2024	walkthrough form, lesson plans, observation data	Instructional Leadership Team (Principal & APs) & Leadership Team Members (Department Heads)/weekly and monthly
2. Essential Action/Research-Based Strategy: Plan for, implement, and monitor research based interventions and strategies to aid students in the mastery of the Standards of Learning .					
Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
English Teachers	Using Student Achievement Data to Support Instructional Decision Making . Use of Solution Tree PLC and Performance Matters training to assist with the development of common formative assessments and data review. Analyze student subgroup data on formative assessments to identify needs and adjust practices to address those needs.	English Teachers	September 2023-June 2024	copies of the assessments, Planbook feedback, lesson plans, videos, observation data, use of Performance Matters assessment tools.	Instructional Leadership Team (Principal & APs) & Leadership Team Members (Department Heads)/quarterly
English Teachers	Provide professional learning and coaching on Top Score, a writing program for teachers that aims to improve reading, writing, and learning.	Instructional Leadership Team (Principal & APs)	October 2023-December 2023	Agendas, lesson plans, sign-in sheets, videos, debriefing form	Instructional Leadership Team (Principal & APs) & Leadership Team Members (Department Heads)/weekly
English Teachers	Use a variety of thinking and comprehension strategies—such as utilizing higher order questions, text annotation, SQ3R, KWL chart,graphic organizers, , gradual release, and Thinking Aloud to aid students in the thought processes needed for comprehension. Comprehension Strategies .	English Teachers	August 2023-June 2024	lesson plan feedback (Planbook), walkthrough feedback, student work samples	Instructional Leadership Team (Principal & APs) & Leadership Team Members (Department Heads)/weekly
English Teachers	Implement and monitor a structured reading process. Incorporate a structured and explicit reading process, Literacy Playbook .	English Teachers	August 2023-June 2024	agendas, sign-in sheets, videos, surveys, lesson plans,student work samples	Instructional Leadership Team (Principal & APs) & Leadership Team

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					Members (Department Heads)/bi-weekly
English Teachers	Implement, and monitor a structured writing process. Incorporate a structured and explicit writing process, Literacy Playbook .	English Teachers	August 2023-June 2024	agendas, sign-in sheets, videos, surveys, lesson plans,student work samples	Instructional Leadership Team (Principal & APs) & Leadership Team Members (Department Heads)/bi-weekly
English Teachers	Teach academic vocabulary words intensively using a variety of instructional activities. Teaching Academic Content and Literacy	English Teachers	August 2023-June 2024	lesson plans, student data, agendas, lesson plans, sign-in sheets, videos, debriefing form	Instructional Leadership Team (Principal & APs) & Leadership Team Members (Department Heads)
English Teachers	Provide during school, after school, and summer school tutorial and intervention support with transportation provided for students who are not demonstrating mastery of the standards (Top Score, Progress Learning, after school academy, summer school) Structuring Out of School Time to Improve Academic Achievement	Instructional Leadership Team (Principal & APs)	October 2023-June 2024	sign-in sheets, data reports, surveys, lesson plans	Instructional Leadership Team (Principal & APs) & Leadership Team Members (Department Heads)/bi-weekly in November
3. Essential Action/Research-Based Strategy: Use an effective co-teaching model and appropriate differentiation strategies to move Students with Disabilities from Level 3 to Level 2.					
Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
English Teachers/Co-Teachers	Using Student Achievement Data to Support Instructional Decision Making . Use of i-Ready diagnostic testing to determine baseline data	English Teachers/Co-Teachers	September 2023	lesson plans, student data, usage reports	Instructional Leadership Team (Principal & APs)
English Teachers/Co-Teachers	Develop and implement a protocol to actively monitor and support the Individual Education Plans (IEPs) of students with disabilities taking the Reading/Writing SOL with a goal to increase the percentage of students with disabilities passing the Reading SOL from 26.6% to 60%. Use of WorkKeys	English Teachers/Co-Teachers	October 2023-June 2024	protocol (written), meeting minutes, agendas, flow-chart, FEV Tutor Reports, Performance Matters Reports/Student Artifacts	Instructional Leadership Team (Principal & APs) & Leadership Team Members (Department Heads)/bi-weekly

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	testing, Tier III instruction pull-out, SOL remediation before retest, ACT WorkKeys curriculum (online platform for business writing help), and after-school tutoring.				
English Teachers/Co-Teachers	Provide professional development on systemic co-teaching to include collaborative planning expectations with Radford University’s TTAC coaching staff. Radford University Training and Technical Assistance Center	Instructional Leadership Team (Principal & APs)/DPS Office of Exceptional Children	October 2024	protocol (written), meeting minutes, agendas	Instructional Leadership Team (Principal & APs) & Leadership Team Members (Department Heads)/bi-weekly
English Teachers/Co-Teachers	Review lesson plans on a weekly basis for alignment, pacing, quality of student experience, and assessment using the DPS Lesson Plan Review guide. Simplify and clarify expectations “skeleton” of planbook layout and provide written feedback as guidance and support to teachers on delivery of aligned lessons. DPS Lesson Plan Review Guide	Instructional Leadership Team (Principal & APs)	August 2023-June 2024	consolidated calendar (admin), lesson plan feedback, walkthrough feedback, observation data	Instructional Leadership Team (Principal & APs) & Leadership Team Members (Department Heads)
English Teachers/Co-Teachers	Utilize DPS Look For Document to evaluate the implementation and success of differentiated, rigorous, engaging, and culturally responsive practices in the classroom	Instructional Leadership Team (Principal & APs)	August 2023-June 2024	walkthrough form, lesson plans, observation data	Instructional Leadership Team (Principal & APs) & Leadership Team Members (Department Heads)/weekly and monthly

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

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Increase literacy/ numeracy in the classroom

Student Achievement					
GOAL AREA: Improve content mastery in all subjects with a laser-focus on numeracy.					
SMART Goal(s): By the end of the 2024 school year, GWHS will increase the percentage of students passing the Algebra I SOL from 48% to 65% , Algebra II SOL from 68% to 75%, and Geometry from 18% to 65%.					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: Math teachers will align the written, taught and tested curriculum to the Standards of Learning Curriculum Framework in content and cognition.					
Focus Area <small>[Grade Level/Student Group(s)/Educators]</small>	Action Steps	Person(s) Responsible for Implementation	Timeframe <small>(Beginning to End Dates)</small>	Evidence of Progress/Completion <small>(Artifacts required)</small>	Person(s) Responsible for Monitoring and Frequency
Math Teachers: Professional Capacity: Teacher Quality and Experience	The master schedule is structured so that teachers have common planning for collaboration and professional learning sessions as determined from CWT/Observation data, district and school initiatives.	<ul style="list-style-type: none"> Administrators (Principal & APs) School Counselor Team Lead 	September 2023 to May 2024	<ul style="list-style-type: none"> Data from CWT/observations Surveys to teachers on district and school initiative support Agenda/work products/attendance from Professional Learning Wednesday Master Schedule Professional learning team (PLT) meeting schedules work products, agenda, minutes from PLT meetings 	<ul style="list-style-type: none"> Administrators (Principal & APs) frequency: Monthly
Math Teachers: Professional Capacity: Teacher Quality and Experience	<p><i>The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.</i></p> <ol style="list-style-type: none"> Facilitate professional learning sessions in the areas listed below to ensure that teachers provide sound instruction via aligned units/lessons/assessments: <ol style="list-style-type: none"> Professional Learning Communities (PLCs) Curriculum Framework Performance Matters 	<ul style="list-style-type: none"> Administrators (Principal & APs) Department Chairs Teacher Leaders Math Teachers 	September 2023 to May 2024	<ul style="list-style-type: none"> Schoolwide Professional Learning Plan (PLP) Unit/lesson plan from each professional learning team Feedback/observation samples Data from Instructional team derived from feedback/observation artifacts 	<ul style="list-style-type: none"> Leadership Team (Principal APs) Instructional Leadership Team Members (Department Heads) Frequency: weekly and quarterly

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Increase literacy/ numeracy in the classroom

	<div> <div>iv. VTSS</div> <div>v. Culturally Responsive Teaching</div> <div>vi. Develop Standards aligned units/lessons/assessments for each math course</div> <div>vii. Feedback: <div> <div>1. Admin to Teachers</div> <div>2. Teachers to students</div> </div> </div> <div>viii. Implement research based practices for teaching mathematics <div> <div>1. mathematical practices standards (8)</div> <div>2. Engineering design process</div> <div>3. Teaching Strategies for Improving Algebra Knowledge in High School Students</div> </div> </div> </div>			<div> <div>● Attendance/Work products/surveys from PLP sessions</div> <div>● Agenda/minutes from PLT sessions (Common plannings)</div> <div>● Classroom walkthrough/Observation data</div> <div>● lesson plans</div> </div>	
<div>Math Teachers: Instructional Excellence & Alignment (Teaching & Learning)</div>	<div> <div>The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.</div> <div>1. Provide feedback and coaching on the following components or topics as it relate to unit/lesson planning: <div> <div>A. lesson plans (alignment, pacing, Culturally responsive teaching practices, & differentiation)</div> <div>B. assessments</div> <div>C. content literacy <div>a. Teach academic vocabulary words</div> </div> </div> </div> </div>	<div> <div>● Administrators (Principal & APs)</div> <div>● Math Teachers</div> </div>	<div>September 2023 to May 2024</div>	<div> <div>● Feedback <div> <div>○ lesson plans</div> <div>○ classroom walkthroughs</div> <div>○ observations</div> </div> </div> <div>● Coaching session data</div> <div>● Lesson Plan review data</div> <div>● Raw data from DPS lesson plan review guide and DPS Look for Document</div> </div>	<div> <div>● Leadership Team (Principal APs)</div> <div>● Instructional Leadership Team Members (Department Heads)</div> <div>● Frequency: weekly and quarterly</div> </div>

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	b. Teaching Academic Content and Literacy D. learning experiences E. evidence of the inclusion of Culturally responsive teaching experiences 2. Utilize the DPS Lesson Plan Review Guide to generate feedback and coaching sessions to teams/teachers. 3. Utilize DPS Look For Document to generate feedback and coaching sessions on the implementation and success of rigorous, engaging, and culturally responsive practices in the classroom.				
Math Teachers: <i>Instructional Excellence & Alignment</i> (Teaching & Learning)	Provide professional development on systemic co-teaching to include collaborative planning expectations with Radford University’s TTAC coaching staff. Radford University Training and Technical Assistance Center	<ul style="list-style-type: none"> Team leads Math teachers 	TBD	<ul style="list-style-type: none"> Schoolwide Professional Learning Plan (PLP) Unit/lesson plan from each professional learning team Feedback/observation samples Data from Instructional team derived from feedback/observation artifacts Attendance/Work products/surveys from PLP sessions Agenda/minutes from PLT sessions (Common plannings) Classroom walkthrough/Observation data lesson plans 	<ul style="list-style-type: none"> Leadership Team (Principal APs) Instructional Leadership Team Members (Department Heads)
2. Essential Action/Research-Based Strategy: Plan for, implement, and monitor research based interventions and strategies to aid students in the mastery of the Standards of Learning .					

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Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Math Teachers: <i>Instructional Excellence & Alignment</i> (Support for student achievement)	<i>Professional learning teams develop materials for their standards aligned learning activities and share the material within the team.</i> Within the professional learning teams (PLT) teachers will: <div><div>1)</div><div>create common formative assessments (CFAs)</div></div> <div><div>2)</div><div>utilize data protocols (such as Using Student Achievement Data to Support Instructional Decision Making) to</div><div><div>a)</div><div>analyze data</div></div><div><div>b)</div><div>look for evidence of learning</div></div></div> <div><div>3)</div><div>utilize formative assessments (FA) to</div><div><div>a)</div><div>check for understanding during the lesson</div></div><div><div>b)</div><div>make instructional adjustments as needed based upon FA data</div></div></div>	<ul style="list-style-type: none">• Administrator s (Principal & APs)• Math Team Leads• Math Teachers	September 2023 to May 2024	<ul style="list-style-type: none">• CFAs• data summary with action plan• agenda/minutes/attendance<ul style="list-style-type: none">○ PLTs○ PLW• Classroom Walkthrough/observation data and feedback	<ul style="list-style-type: none">• Leadership Team (Principal APs)• Team Leads for math courses• frequency: ongoing
Math Teachers: <i>Instructional Excellence & Alignment</i> (Support for student achievement)	<i>The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.</i> Provide professional learning on the instructional resources listed below. <div><div>1)</div><div>Progress Learning</div><div><div>a)</div><div>High School Writing</div></div><div><div>b)</div><div>learning to write during the writing remediation period</div></div></div> <div><div>2)</div><div>Top Score</div><div><div>a)</div><div>writing in the math classroom daily</div></div></div> <i>These programs will provide instructional support to teachers in the area of writing in the content area.</i>	<ul style="list-style-type: none">• Administrators (Principal & APs)• Literacy Coach• Team Leads• Math Teachers	October 2023 to February 2024	<i>Progress Learning and Top Score</i> <ul style="list-style-type: none">• Progress Learning implementation plan• agendas/minutes/work products• Progress learning data<ul style="list-style-type: none">○ Sign on logs for<ul style="list-style-type: none">■ teacher■ students○ results for students <i>Delta Math & iReady</i> <ul style="list-style-type: none">• Lesson plans	<ul style="list-style-type: none">• Leadership Team (Principal APs)• Team Leads for math courses• frequency: ongoing

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	3) Delta Math 4) iREady <i>These program with provide teachers with support in facilitating math instruction and interventions for students</i>			<ul style="list-style-type: none"> Classroom Walkthrough/observation data and feedback Student work 	
3. Essential Action/Research-Based Strategy: Use diagnostic information and student learning data to develop differentiated lessons to address knowledge and skill gaps while providing grade-level appropriate skills in Math.					
Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
<i>Data Analysis and Instructional Planning:</i> Algebra I Teachers Student Subgroups	<i>Professional Learning Teams (PLTs) use student learning data to identify students in need of instructional support or enhancement.</i> Algebra I teachers will <ol style="list-style-type: none"> utilize i-Ready assessment results to <ol style="list-style-type: none"> disaggregate data to determine VTSS criteria and establish a baseline to determine growth create intervention plans for Tier 2 and Tier 3 students utilize schoolwide math subgroup data to collaborate with administration to develop a schoolwide tutoring plan for <ol style="list-style-type: none"> students currently enrolled in Algebra I Students who need to retest 	<ul style="list-style-type: none"> Algebra I Team Lead Data Team Algebra I teachers 	October 2023-May 2024	<ul style="list-style-type: none"> Assessment Assessment data Tiers Tutorial Rosters Initial Scores Retest Scores Intervention plans 	Leadership Team (Principal & APs)

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL:

Increase literacy/ numeracy in the classroom

Student Achievement					
GOAL AREA: Improve content mastery in all subjects with a laser-focus on Science.					
SMART Goal(s): By the end of the 2024 school year, GWHS will increase the percentage of students passing the Biology SOL from 39% to 65% .					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: Science teachers will align the written, taught and tested curriculum to the Standards of Learning Curriculum Framework in content and cognition.					
Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Science Teachers: <i>Professional Capacity: Teacher Quality and Experience</i>	The master schedule is structured so that teachers have common planning for collaboration and professional learning sessions as determined from CWT/Observation data, district and school initiatives.	<ul style="list-style-type: none">Administrators (Principal & APs)School Counselor Team Lead	August 2023 to May 2024	<ul style="list-style-type: none">Data from CWT/observationsSurveys to teachers on district and school initiative supportAgenda/work products/attendance from Professional Learning WednesdayMaster ScheduleProfessional learning team (PLT) meeting scheduleswork products, agenda, minutes from PLT meetings	<ul style="list-style-type: none">Administrators (Principal & APs)frequency: Monthly
Science Teachers: <i>Professional Capacity: Teacher Quality and Experience</i>	<p>The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.</p> <p>Facilitate professional learning sessions in the areas listed below to ensure that teachers provide sound instruction via aligned units/lessons/assessments:</p> <ol style="list-style-type: none">Professional Learning Communities (PLCs)Curriculum FrameworkPerformance MattersCulturally Responsive Teaching	<ul style="list-style-type: none">Administrators (Principal & APs)Department ChairsTeacher LeadersScience Teachers	September 2023 to May 2024	<ul style="list-style-type: none">Schoolwide Professional Learning Plan (PLP)Unit/lesson plan from each professional learning teamFeedback/observation samplesData from Instructional team derived from feedback/observation artifacts	<ul style="list-style-type: none">Leadership Team (Principal APs)Instructional Leadership Team Members (Department Heads)Frequency: weekly and quarterly

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	<div>5) Develop Standards aligned units/lessons/assessments for each science course</div> <div>6) Feedback:<div>a) Admin to Teachers</div><div>b) Teachers to students</div></div> <div>7) Implement research based practices for teaching science<div>a) STEM Teaching Tools</div><div>b) Science and Engineering practices</div><div>c) Engineering design process</div><div>d) Inquiry Based Learning: 5-E lesson plan template</div></div>			<div><div>● Attendance/Work products/surveys from PLP sessions</div><div>● Agenda/minutes from PLT sessions (Common plannings)</div><div>● Classroom walkthrough/Observation data</div><div>● lesson plans</div></div>	
<div>Science Teachers:</div> <div>Professional Capacity: Teacher Quality and Experience</div>	<div><i>The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.</i></div> <div>A. Provide feedback and coaching on the following components of Unit Plans:<div>1) lesson plans (alignment, pacing, Culturally responsive teaching practices, and differentiation)</div><div>2) assessments</div><div>3) content literacy<div>a) Teach academic vocabulary words</div><div>b) Teaching Science as a Language: A Content First Approach to Science Teaching</div></div><div>4) learning experiences</div><div>5) evidence of the inclusion of Culturally responsive teaching experiences</div></div>	<div><div>● Administrators (Principal & APs)</div><div>● Science Teachers</div></div>	September 2023 to May 2024	<div><div>● Feedback<div><div>○ lesson plans</div><div>○ classroom walkthroughs</div><div>○ observations</div></div></div><div>● Coaching session data</div><div>● Lesson Plan review data</div><div>● Raw data from DPS lesson plan review guide and DPS Look for Document</div></div>	<div><div>● Leadership Team (Principal APs)</div><div>● Instructional Leadership Team Members (Department Heads)</div><div>● Frequency: weekly and quarterly</div></div>

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	<p>B. Utilize the DPS Lesson Plan Review Guide to generate feedback and coaching sessions to teams/teachers.</p> <p>C. Utilize DPS Look For Document to generate feedback and coaching sessions on the implementation and success of rigorous, engaging, and culturally responsive practices in the classroom.</p>				
2. Essential Action/Research-Based Strategy: Plan for, implement, and monitor research based interventions and strategies to aid students in the mastery of the Standards of Learning .					
Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
<p>Science Teachers: <i>Instructional Excellence & Alignment</i> (Support for student achievement)</p>	<p><i>Professional learning teams develop materials for their standards aligned learning activities and share the material within the team.</i></p> <p>Within the professional learning teams (PLT) teachers will:</p> <ol style="list-style-type: none"> 1) create common formative assessments (CFAs) 2) utilize data protocols (such as Using Student Achievement Data to Support Instructional Decision Making) to <ol style="list-style-type: none"> a) analyze data b) look for evidence of learning 3) using formative assessments (FA) to <ol style="list-style-type: none"> a) check for understanding during the lesson b) make instructional adjustments as needed based upon FA data 	<ul style="list-style-type: none"> • Administrator s (Principal & APs) • Science Team Leads • Math Teachers 	<p>September 2023 to May 2024</p>	<ul style="list-style-type: none"> • CFAs • data summary with action plan • agenda/minutes/attendance <ul style="list-style-type: none"> ○ Professional Learning Community ○ Professional Learning Wednesday • Classroom Walkthrough/observation data and feedback 	<ul style="list-style-type: none"> • Leadership Team (Principal APs) • Team Leads for math courses • frequency: ongoing

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Science Teachers: <i>Instructional Excellence & Alignment</i> (Support for student achievement)	<i>The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.</i> Provide professional learning on the programs listed below. <div> 1) Progress Learning <div> a) High School Writing</div> b) learning to write during the writing remediation period </div> 2) Top Score <div> a) writing in science daily</div>
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OVERARCHING SCHOOL GOAL:

Increase literacy/ numeracy in the classroom

Student Achievement					
GOAL AREA: Increase graduation rate for all students					
SMART Goal(s): By the end of the 2024 school year, GWHS will decrease the number of students off cohort by 10% (for each cohort represented within the school), the graduation rate for cohort 2024 will increase from 74% to 90%, and the graduation rate for cohort 2023 will increase by 5%.					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: Develop a graduation plan such that all students graduate with the four year cohort.					
Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Student Support Services: Instructional Excellence and Alignment	<p>The school provides all high school students with academic support (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.</p> <p>Operation Turn Tassel tutorial program that targets students from the 2022, 2023, 2024, and 2025 Cohorts that have not passed the required SOL(s) for graduation.</p>	<ul style="list-style-type: none"> School Counselors (Junior and Senior) Teacher leaders from each content area Principal, 11th and 12th grade APs Classroom teachers Testing Coordinator (AP) 	September 2023 to January 2024	<ul style="list-style-type: none"> Implementation Plan for Operation Turn Tassel Google Forms from Students Rosters from Cohort Meetings Attendance form from Parent Night Rosters from Tutorial sessions Lesson Plans for Tutorial sessions Testing Roster Testing Scores 	<ul style="list-style-type: none"> Principal Testing Coordinator 11th and 12th Grade APs 11th and 12th Grade School Counselor Monitor <ul style="list-style-type: none"> each Tutorial Cycle each testing cycle
	<p>The school provides all high school students with academic support (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.</p> <p>4 and No More! (Content Remediation Plan) Tutorial program that targets students enrolled in core content classes (English, Science, Math & History).</p>	<ul style="list-style-type: none"> PLT members (English, Science, Math, & History) Administrators Tutors 	October 16th to May 29th	<ul style="list-style-type: none"> Assessment data (Tier data) Lesson Plans for Tutorial sessions Rosters from Tutorial Sessions Course grades Post Assessment data 	<ul style="list-style-type: none"> Administrators Department Chairs PLT Leads Twice Quarterly

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Student Support Services: Instructional Excellence and Alignment	Leadership team will monitor rates of student transfer, dropout, graduation, and post-high school outcome (college and/or military enrollment, careers, etc.)	<ul style="list-style-type: none"> School Counselors Leadership Team Data Team Data Manager/Registrar Graduation Coach 	ongoing (July to July)	<ul style="list-style-type: none"> Quarterly data updates on the data sets listed below. <ul style="list-style-type: none"> Cohort data Credit Recovery Data Transcript audits mobility data withdrawal data Minutes from the following meetings <ul style="list-style-type: none"> Student Services ILT Data Team Admin Team 	<ul style="list-style-type: none"> Leadership Team (Principal APs) Manager/Registrar Graduation Coach School Counselor Team Lead Frequency: Monthly
Student Support Services: Instructional Excellence and Alignment	<ol style="list-style-type: none"> The master schedule provides all students extended learning opportunities (Sunshine period, Summer school, before and after school tutorial, Saturday academies, virtual night school) The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep students on track for graduation (Independent Study Hall and Strategies for academic success) 	<ul style="list-style-type: none"> Core Teachers School Counselors Manager/Registrar Graduation Coach Master scheduling team credit recovery 	July 2023 to May 2024	<ul style="list-style-type: none"> Master Schedule Class Rosters (Independent Study Hall and Strategies for academic success) Summer School Enrollment Attendance logs for before and after school tutorial attendance logs for Saturday Academies 	<ul style="list-style-type: none"> Leadership Team (Principal APs) School Counselor Team Lead Manager/Registrar Graduation Coach
Student Support Services: Instructional Excellence and Alignment	<ol style="list-style-type: none"> The school provides all students with support and guidance to prepare them for college and careers (career awareness activities, career exploration, school visits, etc) The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade to grade. 	<ul style="list-style-type: none"> Classroom teachers School Counselors College Advisor 	August 2023 to May 2024	<ul style="list-style-type: none"> College Fair Attendance (school and family visits) Roster from Career Fairs Guest Speakers in classrooms or schoolwide programs Literature for careers Classroom Walkthrough <ul style="list-style-type: none"> data for career/college promotion 	<ul style="list-style-type: none"> Leadership Team (Principal APs) School Counselor Team Lead Manager/Registrar frequency: ongoing

OVERARCHING SCHOOL GOAL:
Increase literacy/ numeracy in the classroom

				<ul style="list-style-type: none">● Graduation plans for each student<ul style="list-style-type: none">○ attendance logs from SC● Transcript Review via cohort group meetings● Cohort Parent meetings (topics varies)<ul style="list-style-type: none">○ work products○ procedure for meetings○ attendance log	
Families and Communities					
GOAL AREA: Increase parent engagement and communication from school to home					
SMART Goal(s): The school to home communication will be conducted via a variety of communication pathways. A communication log from all stakeholders within the building will be established to determine a baseline.					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: Advertise and recruit parents/community members to serve on the Parent Family Academic Committee (PFAC).					
Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Families and Communities: Family Engagement	<ol style="list-style-type: none">1. Teachers maintain a file of communication with parents/guardians.2. The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do to support their children’s learning).3. The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.	<ul style="list-style-type: none">● classroom teachers● school counselors● Administration● Information Technology/ Media Assistant● Principal/Assistant Principals	August 2023 to May 2024	<ul style="list-style-type: none">● Principal Messages● social media messages● school website● Newsletter● Parent logs from school meetings● teacher parent/guardian contact log	<ul style="list-style-type: none">● Principal/Asst Principals● Information Technology/ Media Assistant● Frequency: monthly

OVERARCHING SCHOOL GOAL:
Increase literacy/ numeracy in the classroom

Families and Communities: Community Engagement	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.	<ul style="list-style-type: none">Principal/ Assistant PrincipalsClassroom teachersSchool Counselors	ongoing	<ul style="list-style-type: none">programspartnershipsfamilies or student servedimpact on schoollog of services provided within school	<ul style="list-style-type: none">Principal/Asst PrincipalsFrequency: monthly
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*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL:

Increase literacy/ numeracy in the classroom

Climate & Culture					
GOAL AREA: Implement a system of accountability for student attendance by reviewing, implementing, and monitoring attendance procedures					
SMART Goal(s): By the end of the 2024 school year, GWHS will reduce the chronic absenteeism rate from 30% to 15%.					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: Use diagnostic information and student attendance data to develop comprehensive plans of action to identify chronically absent students and while providing targeted interventions and support.					
Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Students missing 5 or more days	Designate a school truancy response team (composed of teachers, administration, counselors, nurses, social workers, and related personnel) with the purpose of analyzing school-level data and subsequently implementing strategies to address absenteeism.	Attendance Team and Instructional LeadershipTeam (Principal & APs)	August 2023-June 2024	attendance meeting minutes & agendas, parent contact logs, Enterprising Report in PowerSchool, attendance audits	Instructional Leadership Team,CohortTeam (Principal & APs), School Counselors, Social Workers, Attendance Committee Members, Teachers/daily
All Students	Analyze and track student-level data for all absences.	Attendance Team	August 2023-June 2024	attendance monitoring form	Instructional Leadership Team, Cohort Team (Principal & APs), School Counselors, Attendance Committee Members, Teachers/daily
Students missing 3 or more days	Initiate direct parent contact for each student's absence.	Pupil Attendance Clerk/Guidance Counselors/Teachers as Advisors	August 2023-June 2024	parent contact logs (PowerSchool)	Instructional Leadership Team (Principal & APs), Cohort Team, School Counselors, Attendance Committee Members, Teachers/daily
All Students	Create monthly awards incentives for perfect attendance and improved attendance. Distribute school colored wristbands to students who achieve perfect attendance on a quarterly basis.	PBIS committee	August 2023-June 2024	attendance reports	Attendance Committee/every month
All Students	Utilize a protocol to ensure attendance data is accurately recorded inducing consistent data definitions, regular	Attendance Team	August. 2023-June 2024	attendance reports	Instructional Leadership Team (Principal & APs), School Counselors,

OVERARCHING SCHOOL GOAL:

Increase literacy/ numeracy in the classroom

	audits of attendance data, defined procedures of how and when to collect data and a system for training staff.				Attendance Committee Members, Teachers/daily
Students missing 5 or more days	Conduct school attendance team meetings monthly, at a minimum, to use school-level attendance data to implement attendance priorities and plans of action at the school level. Create student attendance plans.	Attendance Team	August . 2023-June 2024	attendance committee agendas and meeting minutes	Instructional Leadership Team (Principal & APs), School Counselors, Attendance Committee Members, Teachers/daily
All Students	Use multiple forms of school-to-home and home-to-school communication to engage and educate families, and the community to build shared accountability and community support. Attendance Works	Attendance Team/Instructional Leadership Team (Principal & APs)	August. 2023-June 2024	weekly newsletters, emails, social media postings, GWHS School Website, sign-in sheets, robo calls, PowerSchool	Instructional Leadership Team (Principal & APs), School Counselors, Attendance Committee Members, Teachers/daily
2. Essential Action/Research-Based Strategy: Reduce the disproportionality in the suspension rate of African-American students.					
Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
All Students	Establish a PBIS (Positive Behaviors Intervention and Supports) Committee. PBIS	Instructional Leadership Team (Principal & APs)	August 2023-October 2024	meeting minutes & agendas	Instructional Leadership Team (Principal & APs), School Counselors/monthly
All Students	Explore alternatives to out of school suspension. Restorative Justice Research	Leadership Team and Administration (Principal & APs)	June 2023-June 2024	meeting minutes & agendas	Instructional Leadership Team (Principal & APs), School Counselors/monthly
All Students	Implement PBIS strategies schoolwide. PBIS	Instructional Leadership Team/ Administration/ PBIS Members	Oct. 2023-June 2024	flyers, pictures, videos	PBIS Committee Members
All Student	Establish SBIT (School Based Intervention Team) to monitor academics, behavior, attendance, and social emotional needs of students. Develop Tier 1, 2, and 3 interventions. Track student interventions using Performance Matters	Administration/SBIT Team/Teachers	August 2023-June 2024	meeting minutes and student interventions in Performance Matters	SBIT Team, monthly