

Tri-Cities High School Improvement Plan

Target School Standards						
Assessment 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction.						
Resources What resources are or could reasonably be available to implement each strategy/activity?	Strategies/Activities What activities and/or strategies will the team use to direct the course of change?	Metrics What metric(s) will be used to evaluate progress?	Initial Outcomes What short-term changes are expected?	Intermediate Outcomes What changes are expected after the initial outcomes?	Impacts What changes are hoped for over the long haul?	Person(s) Responsible Who will be responsible for monitoring the success of the goal?
<ul style="list-style-type: none"> • GADOE School Effectiveness Specialist • CLC Content Specialists • GADOE FIP • TCHS Assessment Ambassadors • Department Chairs • Driven by Data 	<p>Selected leadership team members will conduct observations, tier teachers, and assign to professional development on a weekly basis.</p> <p>KSU iTEACH will administer training on technology tools to support formative instructional practices.</p> <p>School based teacher leaders (Assessment ambassadors) will conduct FIP professional development and track progress of assigned FIP modules.</p> <p>Teachers will complete GADOE formative Instructional Practices (FIP) modules 001, 002, and FP41050, FP41051.</p> <p>CLC Content specialists will provide professional learning on planning and utilizing formative assessments. This shall</p>	<ul style="list-style-type: none"> • All-In-Learning Common Assessment Data • Formative Assessment data • Summative Assessment data 	<p>Target Date: November 30, 2016</p> <p>100% of teachers will administer a valid and reliable common assessment to monitor learning and inform instruction.</p> <p>100% of teachers will conduct an item analysis of the common assessment and develop a re-teaching plan to remediate targeted standards.</p> <p>100% of teachers will consistently adjust the class opening (bell ringers) in response to formative and summative assessment data by assigning targeted passages and word problems. Teachers will clarify misconceptions and use error analysis to elevate student understanding.</p>	<p>Target Date: December 18, 2016</p> <p>100% of teachers will complete FIP 001 – Introducing Formative Instructional Practices</p> <p>Target Date: December 21, 2016</p> <p>100% of teachers will assign targeted passages and word problems (bell ringers) in response to formative and summative assessment.</p>	<p>Students will experience various ways in each classroom to demonstrate their understanding of standards.</p> <p>Increased performance on common assessments.</p> <p>Students will rise to the level of rigor and increased support and excel on GA Milestones, End of Pathway Assessments, and AP Exams.</p>	<p>Department Chairs</p> <p>Administrators</p> <p>Administrative Assistants/Magnet Coordinator</p> <p>Professional Learning Facilitator</p> <p>Instructional Coaches</p> <p>Data Support Specialist</p> <p>Students</p>

	<p>include anticipating student misconceptions, planning for informal assessments and pre-determined formative assessments.</p> <p>Teachers will assign passages or word problems during the bell ringers to provide additional practice with DOK level 3 multiple choice and constructed response questions.</p>					
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Target School Standards

Assessment 3: Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices.

Resources What resources are or could reasonably be available to implement each strategy/activity?	Strategies/Activities What activities and/or strategies will the team use to direct the course of change?	Metrics What metric(s) will be used to evaluate progress?	Initial Outcomes What short-term changes are expected?	Intermediate Outcomes What changes are expected after the initial outcomes?	Impacts What changes are hoped for over the long haul?	Person(s) Responsible Who will be responsible for monitoring the success of the goal?
<ul style="list-style-type: none"> • Professional Learning Facilitator – Identify modules in Edivate • GADOE FIP • Leverage Leadership Chapter 2 • Driven by Data • Quality Assessment Items (teacher developed, NY Regents, MCAS, GOFAR, USATestPrep, etc. • All in Learning • CLC Assessment Team 	<p>Develop common formative and summative assessments in all courses</p> <p>ESOL and SEC teachers meaningfully contribute to PLC dialogue and provide accommodations/recommendations.</p> <p>Create/revise assessment blueprints (department chairs/team)</p>	<ul style="list-style-type: none"> • Monitor student progress on standards by using All in Learning in all subject areas. • Formative Assessments • Participation rates • Coaching cycle observational data and PD attendance <i>-TKES data</i> <i>-E-Walk data</i> 	<p>Target Date: November 30, 2016</p> <p>100% of EOC teachers will use common assessment items that reflect Achievement Level descriptors 2, 3 and 4 of the GA Milestones.</p> <p>100% of teachers in core subjects will use post-assessment data to improve teacher practices and provide data-driven interventions.</p>	<p>Target Date: December 21, 2016</p> <ul style="list-style-type: none"> • 100% of teachers will administer formative assessments during and at the end of each lesson. Singleton teachers will collaborate with “teach alike” groups within the region. 	<p>Teachers will become adept at creating valid and reliable common assessments on a regular basis that is at the appropriate rigorous level. As a result, student performance will improve both in the classroom and on major tests (Milestones), AP, End of Pathway assessments, ACCESS through a more rigorous classroom experience designed to prepare students for</p>	<p>Administrators</p> <p>Assistant administrator/Magnet Coordinator</p> <p>Data Support Specialist</p> <p>Dept. chairs</p> <p>Professional Learning Facilitators</p> <p>Students</p>

					more rigorous tests.	
<ul style="list-style-type: none"> • Pre and/or post assessment (common questions) • GOFAR • FIP • Data protocols • GADOE School Effectiveness Specialist 	<p>Use periodic common assessments aligned to the standards in order to monitor student progress, inform instruction, and improve teacher practices.</p> <p>Teacher will participate in professional learning, specifically, related to scoring constructed responses, teaching students to recognize quality work, and supporting students with constructed responses using the RACE method.</p>	<ul style="list-style-type: none"> • Common formative and/or summative assessments alignment noted in bi-weekly lesson plans • Classroom observations of instructional and assessment strategies • Common assessment data including examining student work • Coaching cycle observational data and PD attendance 	<p>Target Date: November 30, 2016</p> <p>100% of teachers in core subjects will use common assessment data in order to monitor student progress and inform instruction through the use of data protocols that utilize item analysis, standards mastery, as well as, examine student thought-processes through constructed responses.</p>	<p>Target Date: Dec. 21, 2016</p> <p>100% of teachers in core subjects will consistently use common assessment data protocols in order to monitor student progress; and develop and develop re-teaching plans.</p> <p>100% of teachers in core subjects will evaluate the impact of current instructional strategies on student performance. Innovative and high-yield instructional strategies based on content will be used, if current instructional strategies are found to be ineffective.</p>	<p>Teachers will use common and formative assessments as a primary tool for lesson planning and for monitoring student progress.</p> <p>Collaborative planning teams will focus on student performance , and utilizing innovative and high-yield instructional strategies based on content.</p>	<p>Administrators</p> <p>Assistant Administrators</p> <p>Data Support Specialist</p> <p>Instructional Coaches</p> <p>Department Chairs</p> <p>Professional Learning Facilitator</p> <p>Students</p>

Target School Standards

Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction.

Resources What resources are or could reasonably be available to implement each strategy/activity?	Strategies/Activities What activities and/or strategies will the team use to direct the course of change?	Metrics What metric(s) will be used to evaluate progress?	Initial Outcomes What short-term changes are expected?	Intermediate Outcomes What changes are expected after the initial outcomes?	Impacts What changes are hoped for over the long haul?	Person(s) Responsible Who will be responsible for monitoring the success of the goal?
<ul style="list-style-type: none"> • Videotaping an exemplary collaborative team meeting • E-Walk observational tool • Identifying an exemplary team to model expectations and lead PD • EDIVATE • Teacher Channel Videos 	<p>Collaborative teams (PLCs) will deconstruct standards to identify what students need to know and be able to do, as well as, analyze resources (ie., common assessment, ALDs, district documents, benchmarks, etc.) in order to better understand the rigor of the standards.</p> <p>Teachers will be provided professional learning on deconstructing standards, and using resources (ie., common assessment, ALDs, district documents, benchmarks, etc.) in order to better understand the rigor of the standards.</p> <p>All collaborative planning teams will use the designated protocol, reflection</p>	<ul style="list-style-type: none"> • Minutes and agendas from collaborative team (PLC) meetings (portion focused on deconstruct standards and understanding the rigor of standards) • TKES data from Standard 1 – Professional Knowledge & Standard 2 – instructional Planning • Walkthrough data focused on instructional practices and rigor 	<p>Target Date: November 18, 2016</p> <p>100% of EOC teachers will deconstruct standards for Units 1 & 2 to identify what students need to know and be able to do, as well as, analyze resources (i.e., common assessment, ALDs, district documents, benchmarks, etc.) in order to better understand the rigor of the standards.</p> <p>Teachers participate in professional learning on deconstructing standards, and using resources (ie., common assessment, ALDs, district documents, benchmarks, etc.) in order to better understand the rigor of the standards.</p>	<p>Target Date: May 26, 2017</p> <p>100% of collaborative teams will deconstruct standards to identify what students need to know and be able to do, as well as, analyze resources (ie., common assessment, ALDs, district documents, benchmarks, etc.) in order to better understand the rigor of the standards.</p>	<p>Teachers will ensure that all lessons are created to address the rigor, knowledge, and skills that are required for mastery of the standards.</p>	<p>Administrators</p> <p>Assistant administrators/Magnet Coordinator</p> <p>Data Support Specialist</p> <p>Instructional Coaches</p> <p>Department Chairs</p> <p>Students</p>

	questions, and data protocol to drive discussion.					
•	<p>Produce a calendar of administrative support for collaboration that includes dates, times, location and intended presence at collaborative planning sessions.</p> <p>Establish collaborative protocol that includes norms, standardized items (i.e. upcoming dates, agenda, upcoming standards, and artifacts).</p>	<ul style="list-style-type: none"> Outlook calendar 	<p>Target Date:</p> <p>August 12, 2016</p> <p>50% of the administrative team will have clearly identified calendar dates established to actively participate in PLC team collaborations.</p>	<p>Target Date:</p> <p>December 21, 2016</p> <p>100% of the administrative team will have clearly identified calendar dates established to actively participate in PLC team collaborations.</p>	<p>Administrative team meetings will become regular and contributing members of a collaborative culture that directly focused on the improvement of student achievement. This will in turn increase administrative capacity to provide sound instructional leadership pursuant to improved student outcomes and teacher efficacy.</p>	
•	<p>Teachers will participate in quarterly peer walks in connection with leadership walkthroughs.</p>	<ul style="list-style-type: none"> Data from learning walks by department <p>Note: Data shall include observation notes and reflective conversations from learning walks</p>	<p>December 21, 2016</p> <p>50% of teachers will engage in a peer learning walk process at least once to observe course rigor and glean best practices.</p>	<p>May 21, 2016</p> <p>100% of teachers will engage in a peer learning walk process at least once to observe course rigor and glean best practices.</p>	<p>Teachers will gain insights on the performance of their peers and reflect on their own practice in the context of their observations. As a result, teachers improve both their planning</p>	

					and instructional practice.	
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Target School Standards

Instruction Standard 4: Uses research-based instructional practices that positively impact student learning.

Resources What resources are or could reasonably be available to implement each strategy/activity?	Strategies/Activities What activities and/or strategies will the team use to direct the course of change?	Metrics What metric(s) will be used to evaluate progress?	Initial Outcomes What short-term changes are expected?	Intermediate Outcomes What changes are expected after the initial outcomes?	Impacts What changes are hoped for over the long haul?	Person(s) Responsible Who will be responsible for monitoring the success of the goal?
<ul style="list-style-type: none"> • Rigor rubric • E-Walk Leadership Team will monitor trends • 7 Mindsets curriculum 	<p>Teachers and administrators receive professional learning on the Rigor/Relevance rubric</p> <p>Sessions include the following:</p> <ul style="list-style-type: none"> - Recognizing rigor - Making lessons relevant - Instruction from the Observer's lens <p>Identify leadership team members will conduct weekly observations and tier teachers based on the level of support needed. Teachers will receive weekly PD and monitoring during the 2 week coaching cycle.</p>	<p>Rigor and Relevance walkthrough data.</p> <p>Lesson plans based on Rigor and Relevance</p> <p>PL Agendas</p> <p>The leadership team will unpack the Rigor/Relevance Framework to monitor teacher progress in adding rigor and relevance to their instruction. Moreover, the team will review video clips, conduct focus walks and calibration visits to insure fidelity of implementation.</p> <p>PLC agendas</p>	<p>Target Date: December 16, 2016</p> <p>25% of teachers will develop an understanding of how to add rigor and relevance to instructional techniques, and how to facilitate higher achievement goals.</p> <p>50% of teachers will understand the difference between learning target and instructional objectives.</p>	<p>Target Date: April 28, 2017</p> <p>75% of teachers will plan and require students to use acquired knowledge to solve problems, design solutions, and complete work. These students are also expected to experience the highest level of application which is to apply knowledge to new and unpredictable situations.</p> <p>100% of teachers will understand the difference between learning target and instructional objectives.</p> <p>100% of teachers will incorporate application problems in or across disciplines, or apply to real-world predictable situations daily as reflected in their lesson plans</p>	<p>Teachers will consistently plan lessons that are rigorous and relevant for each student regardless of learning level.</p> <p>Increased performance on common assessments.</p> <p>Increased performance on Milestones, EOPAs, ACCESS, and AP exams.</p>	<p>Administrators</p> <p>Assistant Administrators/Magnet Coordinator</p> <p>Data Support Specialist</p> <p>Department chairs</p> <p>Professional Learning Facilitator</p> <p>Instructional Coaches</p> <p>Students</p>

<ul style="list-style-type: none"> • Rigor/Relevance Rubric • Data-Driven Instruction • Selected Marzano Strategies (summarizing and notetaking, setting objectives and providing feedback) 	<p>Provide ongoing trainings, in conjunction with, iTeach Consultant, on TKES Standards – Instructional Strategies – and provide feedback within 48 hours to teachers.</p> <p>Vanguard team will coach at least one teacher from each department to become proficient in instructional technology.</p> <p>Vanguard team and TCHS instructional technology specialists will attend GAETC, ISTE, and/or FETC, and provide follow-up information sharing with faculty and staff.</p>	<ul style="list-style-type: none"> • TKES data: Standard 3 – Instructional Strategies When appropriate, observation notes should include how student learning increased due to the use of instructional technology. 	<p>December 16, 2016</p> <p>50% of teachers will use strategies gained through TKES Standards trainings that are reflected in their practice (observed instruction) and lesson plans</p>	<p>April 28, 2017</p> <p>100% of teachers will use strategies gained through TKES Standards trainings that are reflected in their practice (observed instruction) and lesson plans</p>	<p>Teacher capacity to use innovative and engaging instructional strategies. As a result, student engagement will increase, resulting in improved student achievement.</p>	
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Target School Standards

Leadership 6: Establishes and supports a data-driven school leadership team that is focused on student learning.

Resources What resources are or could reasonably be available to implement each strategy/activity?	Strategies/Activities What activities and/or strategies will the team use to direct the course of change?	Metrics What metric(s) will be used to evaluate progress?	Initial Outcomes What short-term changes are expected?	Intermediate Outcomes What changes are expected after the initial outcomes?	Impacts What changes are hoped for over the long haul?	Person(s) Responsible Who will be responsible for monitoring the success of the goal?
<ul style="list-style-type: none"> Leverage Leadership book study Rigor/Relevance Rubric 	Create norms in order to ensure continued effectiveness of Leadership Team meetings. The Leadership Team meets once a week (Monday – 3:50 – 4:50 p.m.)	<ul style="list-style-type: none"> Minutes from Leadership team meetings Minutes from Administrative Team meetings Leadership survey data supporting teachers in student learning 	<p>Target Date: December 16, 2016</p> 75% of Leadership Team meeting time will be focused on professional development or the improvement of instruction. This will be evidenced by agenda items, focused, walkthroughs involving the Leadership Team. Summative data from common assessments with action plan. Instructional round data (qualitative) with emphasis on rigor and relevance instructional strategies	<p>Target Date: May 16, 2017</p> 90% of Leadership Team meeting time will be focused on professional development or the improvement of instruction. This will be evidenced by agenda items and focused walkthroughs involving the Leadership Team.	Leadership team meetings will be focused on the most important work of the school. Over the long haul, these focused meetings will result in sustained improvements in teacher quality, leader quality, and student progress results. Data from leadership survey will be used to support teacher in Increasing student achievement and design professional development for the leadership team.	Principal, Assistant Principals, Attendance Clerk, Social Worker, Teachers, Disproportionality coaches, Instructional coaches
<ul style="list-style-type: none"> Data Warehouse – Power BI 	Leadership Team and Administrative Team meetings. Students are assigned to caseload Managers	<ul style="list-style-type: none"> Bottom 30% percent of students based on Math/ELA EOC Attendance data 	We will have an attendance plan in place that will be utilized to track attendance data Progressive discipline plan will be in place that	Reduce 10 or absences by 50% by the end SY 2016 – 2017 100% of teachers and staff utilizing the discipline plan and PBIS – Decrease the number of	Reduction of the bottom 30% - Target students for additional support and remediation. Improved CCRPI score	Principal, Assistant Principals, Attendance Clerk, Social Worker, Teachers, Disproportionality coaches,

		<ul style="list-style-type: none"> Discipline data 	<p>utilize the tenets of PBIS – Decrease the number who receive ISS and OSS by 10%</p> <p>Monthly town hall meetings to celebrate students.</p>	<p>students who receive ISS or OSS by 20%</p> <p>Improved student behavior through monthly town hall celebrations and recognition</p>	<p>Attendance data – to show the correlation between attendance and student achievement. Determine student who need more intense support (i.e. home visits)</p> <p>Discipline data – to show the correlation between discipline, summative assessment and student achievement. Determine student who need more intense support (i.e. home visits, social work referral, RTI, alternative educational setting)</p> <p>Improved school climate and culture</p> <p>Reduce the number of students who receive ISS or OSS</p>	<p>Instructional coaches</p> <p>Students</p>
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