



**SCHOOL IMPROVEMENT PLAN
2021-2022**

Goal 1: During the 2021-2022 school year, the number of students on track to graduate by cohort will increase. The 2022 Graduation Rate will increase to 90%. The 2023 cohort on track will be 80%, the 2024 cohort on track will be 89% (currently, 84%), and the 2025 cohort on track will be 85%.

| Tier 1 Action Steps to Ensure Coherent Instruction | Team Lead | Timeline | Monitoring Implementation | Indicators of Success | Resources |
|--|------------------------|---|--|--|---|
| Unit 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 tradition setting and placed in credit recovery. | Since we began last year in unit recovery and through summer school, we have recovered approx. 180 credits. 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. |
| Academic planning revamp | Maxwell and Counselors | Within the first semester. | During advisement, minute meetings, junior/senior meetings, and Graduation specialist caseload meetings students will be given firm options sooner rather than later for meeting graduation deadlines. Credit recovery, Foothills, and other options will be presented and reviewed with families at the first indication of being credit deficient. | More students will enroll in credit recovery at WBHS or Foothills. Furthermore, our cohort on track rates will increase within each respective cohort. | CARES funds. Academic interventionist, graduation specialist. |
| Parent /student /teacher awareness | Counselors | Throughout the year | A Program of Study and course sequencing documents will be created and shared with all stakeholders so that students can check off their plan of graduation and see opportunities to meet requirements at all times. | Formalized documents and students, Counselors, Advisors, and parents working with one Graduation Plan (online) | District support, Infinite Campus support |





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| Instructional Framework | Maxwell and Rehberg | Pre- planning and quarterly | Instructional Rounds will occur every month from September until April 2022. Teachers will use the instructional framework to write lesson plans. | Instructional Rounds will show usage and continuity of the instructional framework across the school and within content areas. Instructional framework should be evident in teacher's lesson plans weekly. | Faculty, administration, and district personnel Lesson plan template including instructional framework |
| Lesson Plans | Primary evaluators | Weekly | Teachers will turn in weekly lesson plans on the school wide Lesson Plan template. Plans are developed within PLCs and shared in a Google Shared Drive for primary evaluators to access and give feedback. Instructional framework expected on all weekly lesson plans. | Thorough and well-designed lesson plans personalized and differentiated to students needs | Google |
| Graduation Specialist | Alyson Cramer | Weekly | A 75 student caseload was collaboratively developed. Their individual and family meetings are documented and goals are set within each meeting. The graduation specialist keeps running records of these interactions. | Increase in number of students graduating and participating in credit recovery | CARES funds. |
| Academic Interventionist | A.Bradley | First & Second Semester | Academic Interventionists will meet regularly with the graduation coach and counselors to give updates on student progress. | Increase in number of students passing credit recovery classes, Increase in graduation rate | CARES funds, Computers, access to Edmentum |
| <p><u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u></p> <ul style="list-style-type: none"> • Lesson Plans should indicate specific plans to accommodate needs of struggling learners • Lesson Plans should indicate specific plans to provide enrichment and acceleration for students mastering standards • Unit and course recovery provided to students who do not master standards within one semester • Honors/AP courses • Paired AP yearlong courses • Yearlong Reading/9th Lit courses offered to students who did not master 8th grade standards • Yearlong Alg I w/ Support offered to students who did not master 8th grade standards | | | | | |
| <p><u>Professional Learning</u></p> <ul style="list-style-type: none"> • PL provided for each segment of the Instructional Framework- throughout the year and as needed based on Instructional Rounds • Lesson Plan PL provided during Pre-Planning | | | | | |



Goal 2: During the 2021-2022 school year, student college and career readiness will increase as demonstrated by successful completion of two or more of the indicators.

| Tier 1 Action Steps to Ensure Coherent Instruction | Team Lead | Timeline | Monitoring Implementation | Indicators of Success | Resources |
|--|---------------------------------|---|--|---|---|
| Increase AP course enrollment- PSAT AP Potential | Craig Martin | In late October when PSAT results arrive. | We will review current and historical data pertaining to AP course enrollment numbers. Students AP potential as measured by PSAT will be compared to their requested courses and utilized by advisors to recommend AP courses. | Increased AP enrollment | PSAT |
| Dual enrollment | Liz Long | Yearlong | Long and counselors will assist students in dual enrollment registration and check in on students throughout each semester | Increase in number of dual enrollment students passing college classes | Counselors, UGA, Athens Tech, Lanier, UNG |
| WBL | Work based learning coordinator | | | | |
| CTAE pathways | E. Bradberry CTAE Teams | Team meetings at the beginning and end of each semester | Pathway teams will meet to monitor student enrollment and track the number of students completing pathways. | Increase in number of students completing pathways by senior year | Counselors, CTAE teachers |
| Advanced Academic Pathway | Counselors & teachers | Yearlong | Teachers will recommend students for advanced courses when appropriate. The State approved Advanced Academic Pathway has been added to Barrow's policies. | Increased students receiving the Advanced Academic Pathway each year | |
| YouScience | Counselors | Assessment given first semester 10th grade year Counselor meetings follow assessment | Counselors meet with students after the assessment has been administered and career options have been listed. | Increase in number of students setting career goals and requesting classes that correlate with their career goals | Computers |
| ASVAB/PSAT/SAT/Accuplacer/ACT | | | | | |



Goal 3: Based on the HMH Reading Growth Measure Screener, 80% of WBHS students will increase reading proficiency during the 2021-2022 school year.

| Tier 1 Action Steps to Ensure Coherent Instruction | Team Lead | Timeline | Monitoring Implementation | Indicators of Success | Resources |
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| Establish Literacy Team | Maxwell/Rehberg | May 2021 | 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 2021, December 2021, April/May 2022 | Bostdorff will monitor implementation of the 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 lexile growth from August 2021 to April/May 2022 | Computers for testing Headphones |
| Teach students how to set goals and create a plan to help students monitor and meet their goals | Bostdorff/Teachers | Begin in August 2021 and set goals for December 2021 and April/May 2022 | Teachers will assist students in Goal Setting. Students will be recognized for growth on the assessment and progress in meeting their personal goals. | Students will reach goals set 3 times a year | Goal Setting Sheets |
| Create a reward program for student incentives for achievement on screeners | Literacy Team | September 2021 | Bostdorff/Member of the Literacy Team will track student progress and award students with incentives | Many students will meet their goals and receive awards in December and April/May | Rewards for Students |
| Hire a certified academic interventionist to support small group intensive literacy interventions | Maxwell/Smith/Rehberg | August 2021 | Administration/Bostdorff will monitor student progress with the academic interventionist through reading progress monitoring charts and the Reading Growth Measure Assessment. | Students will feel successful as a reader and learner Student lexile levels will increase monthly | <ul style="list-style-type: none"> CARE Funds for hiring Reading Progress Monitoring Charts Teaching/Learning space for interventionist Books/Leveled texts (Funds from L4GA grant) |
| Interview and hire Literacy Instructional Coach | Maxwell | July 2021 | Administration will support and evaluate Literacy Coach | Literacy will improve schoolwide Lexile levels will increase SAT and ACT reading scores will increase | Office Space Computer |



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| <p>Purchase high interest fiction, nonfiction, graphic novels, audio books, and magazines (Upfront) to create libraries for each content area</p> <p>Purchase class sets of novels for grade levels and courses</p> | Bostdorff/Teachers | August/September 2021 | Bostdorff will retain records including teacher's name, books ordered, dates, and prices of books | <p>Classrooms will have ample books available for students to read</p> <p>Classes will be reading novels in book clubs</p> | Funds from L4GA grant to purchase books, magazines, etc. |
| <p>Increase the number of minutes that students receive literacy instruction each day across the content areas</p> | Literacy Team | August 2021-December 2022 | Academic Advisement will provide 2 days per week of additional literacy instruction | <p>All content areas will be focusing on literacy within their content</p> <p>Academic advisement will offer extra time for literacy activities twice a week</p> | Literacy Activities from Bostdorff |
| <p>Use collaborative planning to analyze data periodically and create responsive instructional plans</p> <p>All teachers are provided with professional learning that will enable them to teach academic vocabulary, content area and disciplinary literacy skills that are specific to their content area.</p> | <p>Bostdorff/Teachers</p> <p>Bostdorff</p> | <p>Analyze Data weekly from Membean (schoolwide vocab. program), as well as, classroom formatives and/or summatives</p> <p>Weekly PL meetings</p> | <p>Bostdorff/Admin will attend collaborative planning meetings to monitor data analysis</p> <p>Bostdorff will analyze Membean vocab. reports weekly</p> <p>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</p> | <p>PLC's will be discussing student data naturally and creating differentiated lesson plans for their students based on the data</p> <p>Teachers will feel comfortable teaching students to be literate within their content area</p> <p>Students will be reading, speaking, and writing more in every classroom</p> <p>Teachers in the book club will share knowledge about the book with their content area teams</p> <p>It will be obvious in classrooms, that teachers are using the strategies learned in <u>Book Love</u></p> | <p>Membean progress reports, HMM Growth Measure Assessment reports, classroom formative/summatives</p> <p>Membean purchased through L4GA grant</p> <p>Weekly Literacy Newsletter</p> <p>Printouts from Bostdorff on Literacy</p> <p><u>Book Love</u> -35 copies</p> |



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| Order Book Love copies for teacher Book Club | Bostdorff | Purchase in August 2021 Monthly Meetings to discuss the book | Bostdorff will monitor the Book Club by setting meeting dates, taking notes at meeting, and sharing information to staff 2-3 teachers per grade level will be reading Book Love and discussing at monthly meetings | | |
| <p><u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u></p> <ul style="list-style-type: none"> • Membean, a computerized vocabulary program, is differentiated for each student. • Teachers will be purchasing leveled books and books of interest for each classroom and content area. • Academic Interventionist will be working with academically struggling students. | | | | | |
| <p><u>Professional Learning</u></p> <ul style="list-style-type: none"> • Literacy Coach will be delivering PL to each content area during PLC's each week. • Literacy Coach will be attending the GADoe Literacy Conference and SSTAGE Fall Conference for Literacy • Literacy Coach will be sending out a weekly Literacy Newsletter with metacognition and literacy strategies for teacher to use daily. | | | | | |

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.

- Increase community awareness, and provide opportunities to provide parents and stakeholders with sessions focused on how to interpret and understand results of benchmark screenings and understand Lexile Levels (How are Lexile levels applicable to being College and Career Ready?)(Literacy Coach will email slides to parents)
- 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.

- See Goal #2
- 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