



CONTINUOUS SCHOOL IMPROVEMENT

Student Performance Goal #1:

Union Grove High School will provide a high performing environment for all students by maintaining a safe and orderly learning environment, consistently building positive relationships, and creating and implementing strategies to engage parents and community members by:

A. Continuing the implementation of "The Wolverine Way" (PBIS) to reduce tardiness to school and class by 5% (Fall 61, Spring 47 students with 5 or more morning tardiness).

B. Increasing the Attendance Rate by 1% over 2018-2019 data.

C. Increase the percentage of students with (0-1) discipline referrals by 3% (87% in 2018-2019)

HCS Strategic Priority:

Ensure a high performing environment for all students

HCS Core Beliefs and Commitments:

Core Belief 3

We believe all learning environments should be supportive, safe, and secure.

Commitment

All school environments will be supportive, safe, and secure.



CONTINUOUS SCHOOL IMPROVEMENT

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
<p>Faculty and staff will implement and model The Wolverine Way (PBIS Strategies):</p> <ul style="list-style-type: none"> • Monitor and reduce tardiness to school and class • Administrative contact with parent after 2nd unexcused tardy • Students with perfect attendance will have the opportunity to win prizes monthly • Perfect attendance honored during Honor's night • Students may earn the opportunity for exam exemption through satisfactory attendance 	<p>Decreasing first period tardiness by 30%- decreasing the number of students tardy to school first period from 47 to 30</p>	<p>Continued direction from PBIS team on The Wolverine Way</p> <p>School level PL on daily practices and routines to encourage student attendance and engagement</p>	<p>Monthly progress monitoring completed by administrators and PBIS teams</p> <p>Monthly Discipline and Attendance Data</p> <p>Year-end attendance and grade reporting data</p>
<p>Faculty and staff will increase the percentage of students with (0-1) discipline referrals over the course of</p>	<p>Increase the percentage of students with (0-1) discipline referrals from 87% to 90%.</p>	<p>Mentorship strategies - PL provided by the PBIS team</p>	<p>Monthly discipline data</p> <p>PBIS SAS Survey data</p>



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<p>the year by intentionally building relationships with students</p> <ul style="list-style-type: none"> • Wolverine Salute from teachers • Student of the Month celebrations (nominations by teachers and staff) • Upload video snippets to the school website to inform parents of school-wide behavioral expectations • Student assembly at the beginning of the school year to review school-wide behavior expectations 			2018-2019 Climate survey results
<p>UGHS will continue to implement various strategies for keeping parents and stakeholders informed:</p> <ul style="list-style-type: none"> • Consistently updating school website • Updating social media (Facebook and Twitter) • Using video snippets to inform parents of school expectations 	Parents and stakeholders better informed		Monitoring survey climate data



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<ul style="list-style-type: none">Using Campus Messenger and Remind to update parents on important events and dates			



CONTINUOUS SCHOOL IMPROVEMENT

Student Performance Goal #2:

Union Grove High School will strengthen the core business of student learning by utilizing research-based instructional strategies and strategic collaborative planning to increase the percentage of students scoring Distinguished Learner on the GA Milestones by 2% in English, Math, Science, and Social Studies.

HCS Strategic Priority:

Strengthen our core business of student learning

HCS Core Beliefs and Commitments:

Core Belief 1

We believe each student can learn at or above grade level and will have an equal opportunity to do so.

Commitment

Each student will learn at or above grade level and have an equal opportunity to do so.



CONTINUOUS SCHOOL IMPROVEMENT

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
<p>Align instruction and materials with Georgia Standards of Excellence and Henry Learning & Teaching Standards (HTLS)</p> <p>Use formal and informal observation structures to ensure all components of the balanced instructional models are evident in all classrooms</p>	<p>Collaborative teams will utilize GSE, HC Learning Progressions, HTLS, and Balanced Models of Instruction, and HCS unit planning guides during collaborative planning</p> <p>Collaborative teams will administer common formative assessments (CFA)</p>	<p>PL on district resources available and how to integrate district resources</p> <p>PL on data analysis and district CFA resources</p>	<p>ILT and Administrative presence in collaborative team meetings.</p> <p>School level unit plans and lesson plans</p> <p>5X5 Walkthrough Observations</p> <p>ILT Classroom Observations</p> <p>CFA Data</p> <p>GA Milestone Data</p>
<p>Collaborative teams and departments will use common processes and protocols to analyze data and monitor student progress.</p> <p>Collaborative unit planning documents will include plans for diagnostic, formative, and summative assessments as well as a reflection.</p>	<p>Departments will meet monthly to analyze assessments and performance data to determine effectiveness of instructional strategies.</p> <p>Collaborative teams will meet bi-weekly for planning and data analysis</p>	<p>PL on the use of tools for data collection and monitoring.</p> <p>Ex: USATestPrep, Illuminate</p>	<p>CFA Data</p> <p>Common Google form for data analysis</p> <ul style="list-style-type: none"> August, November, December, February, April <p>Collaborative Unit Plans</p>



CONTINUOUS SCHOOL IMPROVEMENT

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
<p>Strengthen research-based instructional strategies to improve student performance.</p> <ul style="list-style-type: none"> All teachers will use clearly stated learning targets based on the HTLS. All students will understand the importance of the learning targets. All teachers will provide timely and specific feedback to students. All teachers will use Formative Instructional Practices to check for understanding, adjusting and differentiating instruction as needed. 	<p>Teachers post standards and learning targets in each classroom and articulate the relationship of the target to the lesson. Teachers use learning targets for guiding student self-assessment.</p> <p>Students are able to articulate performance based on learning targets.</p> <p>Students are able to use teacher feedback to monitor their own learning.</p> <p>Teachers use formative assessments to monitor student progress and adjust instruction accordingly.</p>	<p>PL on research-based instructional strategies</p> <p>Continued PL on FIP</p> <p>PL on formative assessments differentiated instructions, and feedback strategies</p> <p>PL providing opportunities for teachers to explore, learn, and teach one another how to best use technology to support student learning</p>	<p>Instructional Walkthroughs & 5x5 Observations</p> <p>Unit plans and lesson plans</p> <p>TKES Observations</p> <p>Summative Assessment Data</p> <p>Quarterly Pass/Fail Reports</p>



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<ul style="list-style-type: none">Instruction is student-centered and technology infused, with students engaged in authentic, meaningful, higher level thinking.	<p>Self-directed student behaviors will be more evident.</p> <p>Student performance will increase</p>		



CONTINUOUS SCHOOL IMPROVEMENT

Student Performance Goal #3:

Union Grove High School will ensure a high performing learning environment for all students and strengthen the core business of learning by increasing the percentage of Students with Disabilities (SWD) scoring Beginning Learner to Developing Learner and Developing Learner to Proficient Learner on the GA Milestones by 2% in English, Math, Science, and Social Studies.

HCS Strategic Priority:

Ensure a high performing environment for all students

Strengthen our core business of student learning

HCS Core Beliefs and Commitments:

Core Belief 1

We believe each student can learn at or above grade level and will have an equal opportunity to do so.

Commitment

Each student will learn at or above grade level and have an equal opportunity to do so.



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Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
<p>Align instruction and materials with Georgia Standards of Excellence and Henry Teaching & Learning Standards (HTLS).</p> <p>Use of collaborative lesson plan template (google doc) to co-plan for instruction.</p>	<p>Increased rigor in resource classes and strengthening partnerships among co-teaching teams to increase effective instructional practices.</p> <p>Collaboratively planned lessons, which include specialized instruction and accommodations needed for increased content mastery and shared teaching using a variety of co-teaching models.</p>	<p>Summer PL for Co-Teaching teams.</p> <p>On-going PL consisting of peer observations of effective teams, small group and one on one training/feedback after walkthroughs</p>	<p>Walkthroughs by SSF, Dept. Chairs and Admin with use of Co-teaching/resource “Look fors”</p> <p>TKES evaluations by Admin</p> <p>Review of co-teaching and resource lesson plans by SSF and ESE AP</p>
<p>Teachers use weekly data analysis of student achievement toward content mastery and progress monitoring of IEP goals to design more effective, individualized instructional programs.</p>	<p>Parents and students will increase understanding of progress on goals and mastery of standards with weekly feedback and instructional support strategies, thus strengthening the relationship with parents as a critical IEP team member.</p>	<p>PL coverage: Teachers have one day, at minimum, quarterly to share data collected with other case managers, quantify effectiveness of instructional practices and facilitate meetings.</p> <p>PL on data collection methods and specialized instructional strategies.</p>	<p>Review of Tier 4 data files by SSF and ESE personnel</p>



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<p>Instruction Focus (IF) period utilized for progress monitoring, data collection, content tutoring and face-to-face contact between case-manager and student with an intentional focus on teaching self-monitoring of performance and strengthening student study habits.</p>	<p>Students will develop self-monitoring practices and increased personal responsibility for performance outcomes.</p>	<p>PL on SMART goal setting</p>	<p>Weekly progress checks documented in Google spreadsheet and monitored by SSF and ESE AP.</p>