

# Oconee County High School - School Improvement Plan

## Strategic Goal Area I: Teaching and Learning

Performance Objectives	Performance Measures		Initiative	Action Steps	Person Responsible	Start Date & End Date	Resources Needed
	Metrics & Measures	Targets					
<b>I. Prepare students for college and career success</b>	Graduation Rate: All students % graduating (4 year)	2015: 94.3% 2016: 95.7% 2017: 96% 2018: 91.9% 2019: 96%	College and Career success factors	1. Continuously review current advisement activities for Warrior Period and modify as needed	OCHS Warrior Period teachers, Counseling Department, and Administration	2018-2019	OCHS teacher and student feedback and Stakeholder involvement data related to graduation rate, faculty usage of SLDS
	Graduation Rate: Hispanic students % graduating	2015: 93.3% 2016: 100% 2017: too few 2018: 91.9% 2019: 96%		2. Teachers will use Warrior Period to monitor student progress weekly to encourage students and maintain awareness of student progress.	Warrior Period Teachers	2018-2019	Power School, Contact Logs, Stakeholder involvement data related to graduation rate, county-level training on strategies for ELL students, faculty usage of SLDS

	Graduation Rate: ED students % graduating	2015: 78.2% 2016: 91.9% 2017: 90.4% 2018: 79.1% 2019: 96		3. Counselors will meet with all students each year on an individual basis to develop or refine their Individual Graduation Plan (IGPs)	OCHS Counseling Department	2018-2019	Student IGPs, feedback from Warrior Period teachers, faculty usage of SLDS
	Graduation Rate: SWD % graduating	2015: 85.7% 2016: 70.6% 2017: 91.3% 2018: 63% 2019: 96%		4. Develop a set process and protocol at the school level to verify future enrollment of all withdrawn students.	OCHS Administration, Counselors, and Registrar	2018-2019	Student enrollment records and data in Power School
	Graduation Rate: % of 12th Grade students completing a CTAE, advanced content, fine arts, or world language pathway	2015: 88% 2016: 90% 2017: 90% 2018: 92% 2019:96%		5. All faculty members will collaborate in Professional Learning Communities at least twice per month to develop implement, and monitor academics with incremental levels of support	OCHS Administration and Faculty	2018-2019	Faculty usage of SLDS, Professional Learning Communities meeting agendas, sign-in sheets, and assessment data

	Graduation Rate: % graduating and earning high school credit(s) for accelerated enrollment via dual enrollment or Advanced Placement courses	2015: 81% 2016: 83% 2017: 87% 2018: 96% 2019: 96%		6. Increase participation in CTAE, Foreign Language, and Fine Arts pathways, AP courses, dual enrollment, and student CTAE organizations	OCHS Administration, Counselors, and Faculty	2018-2019	OCHS FYI Fair; OCHS Pathway Presentations to 8th Graders; Streamlined Pathway course offerings in Master Schedule; Stakeholder involvement Data; professional learning for faculty on various pathways
				7. Participate in OCS CTAE and Industry Certification Leadership teams.	CTAE Teachers	2018-2019	County-level guidance on new CTAE procedures and pathways.
	Industry Certification: # of programs certified	2015: 1 2016: 2 2017: 4 2018: 4 2019: 5		8. Increase number of industry certification programs	OCHS Administration and CTAE Teachers	2018-2019	Georgia DOE Standards and Resources for CTAE Industry Certification; district-level CTAE funding; Professional Standards Commission database
<b>II. Increase student achievement</b>	SAT: composite mean score *new test after 2016	2015: 1611 2016: 1626 2017: 1146 2018: 1165 2019: TBD	Rigorous Curriculum Design	1. Continue offering Test Prep classes	Administration Teachers	2018-2019	Funding for Test Prep course sections

	ACT: composite Act score	2015: 23.7 2016: 24.6 2017: 24.0 2018: 24.3 2019: 24.6		2. Increase student enrollment in Advanced Placement courses	Administration Teachers Counselors	2018-2019	AP Parent Nights; Professional Learning Funding for AP Regional Workshops and Gifted Cohorts; Increased and streamlined AP course offerings in Master Schedule
	AP scores: % of total AP students earning 3 or higher on one or more AP exams	2015: 79 2016: 83.7 2017: 82 2018: 84.9 2019: 86		3. Teachers will participate in Professional Learning sessions on how to implement the online learning platform <i>Itslearning</i>	OCHS Administration and Teachers	2018-2019	Professional Learning funding
				4. Participate in OCS county-level action teams in the areas of Science, Math, Social Studies, CTAE, and ELA	Academic area teachers/OCS Action Team facilitators	2018-2019	county-level professional learning and guidance on goals for new action teams/professional learning funding

	Lexile: % students achieving CCRPI recommended level (midpoint "stretch" Lexile band) on American Literature and 9th Literature AL/9th	2015: 77/77 2016: 82/88 2017: 82/83 2018: 83/82 2019: 85	School-based initiatives for identification and remediation	1. Teachers will continue to provide remediation opportunities to improve student achievement through both Warrior Period and instructional extension.	Warrior Period Coordinator and Teachers	2018-2019	Stakeholder involvement data and Instructional Extension funds
	<b>Geometry EOC Milestones: % proficient / distinguished</b>	2017: 71% 2018: 63% 2019: 73%		2. OCHS English Department will offer a Reading and Writing class to support at-risk 9th graders.	OCHS English Department and Administration	2018-2019	IEPs/504s Master Schedule Stakeholder involvement data
	<b>Economics EOC Milestones: % proficient / distinguished</b>	2015: 42% 2016: 76% 2017: 74% 2018: 81% 2019: 86%		3. Teachers will co-teach with inclusion teachers and contact study skills teachers to target remediation strategies during study skills classes	SPED Teachers and Regular Ed Teachers in core academic subjects	2018-2019	Student IEPs/504s and Stakeholder involvement data
	<b>Algebra EOC Milestones: % proficient / distinguished</b>	2016: 61% 2017: 49% 2018: 60% 2019: 65%		4. The co-teaching model will be improved upon by assigning content-specific SPED teachers to core academic teachers and reducing the size of co-taught classes when possible.	Administration	2018-2019	Master schedule

	<b>9th Literature EOC Milestones: % proficient / distinguished</b>	2015: 55% 2016: 61% 2017: 65% 2018: 74% 2019:76%		5. All faculty will be trained on the benefits of utilizing the SLDS to improve student achievement.	Administration	2018-2019	SLDS trainer
	<b>American Literature EOC Milestones: % proficient / distinguished</b>	2015: 62% 2016: 68% 2017: 74% 2018: 74% 2019: 84%		6. Algebra teachers will participate in the <i>Math Vision Project</i> NEGA RESA and pilot one unit from the curriculum.			
	Number of gifted endorsed teachers	2018: 27 2019: 33	Job embedded professional learning	1. Provide professional learning for teachers on the following areas, as needed: <ul style="list-style-type: none"> <li>● TKES</li> <li>● Differentiated Instruction</li> <li>● Instructional Technology</li> <li>● AP and Gifted endorsement</li> <li>● ESOL endorsement</li> <li>● Co-Teaching and Collaborative Teaching Strategies</li> </ul>	District-level personnel, Administration, Teachers, Lead SPED Teachers, School-level technology specialists	2018-2019	Professional Learning Funds

	Number of ESOL Endorsed Teachers (with ELA certification)	2017: 2 2018: 2 2019: 2		2. Provide both vertical and horizontal planning/professional collaboration time for all OC high schools and middle schools	OC high school and middle school Administrators and Teachers and county-level curriculum coordinators	2018-2019	All relevant K-12 course standards, Northeast Georgia RESA content specialists
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