

Student Performance Goal #1: Ola High School will increase the number of students scoring at the Proficient and/or Distinguished Achievement Levels on Georgia Milestones Algebra, Geometry, Biology, Physical Science, ~~9th Grade Literature~~, American Literature, US History and Economics by a minimum of three percent from Spring 2019 to Spring 2021 administration of GMAS

HCS Strategic Priority: Strengthen our core business of 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. Core Belief 4: We believe effective teachers and leaders produce excellent results.

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
<p>Strengthen the practices of Balanced Instructional Model and Henry Teaching and Learning Standards.</p>	<p>Teachers will further develop systematic processes to ensure collaboratively planning using HTLS and data to guide instruction and improve student outcomes.</p> <ul style="list-style-type: none"> ● Teachers will leverage the revised HTLS progressions for collaborative planning for student achievement levels. ● Teachers will utilize Ola Professional Learning Community (PLC) document ● Teachers will utilize HCS resources in content planning to develop lessons that meet the level of language of the HTLS/standards 	<p>Professional learning developed by IPLL to:</p> <ul style="list-style-type: none"> ● Develop & utilize high level/rigorous instructional strategies ● Deconstructing of HTLS/Standards. 	<ul style="list-style-type: none"> ● The Instructional Leadership Team will conduct formal and informal observations a minimum of every nine weeks. ● Administrators will attend PLC meetings. ● Weekly PLC meeting minutes.

<p>Strengthen and/or *Implement the implementation of an effective Balanced Assessment Model and use of assessment data to inform instruction.</p> <p>*(Algebra 1 completed the 2019-2020 assessment academy and will support the roll out to other content areas)</p>	<p>Teachers will collaboratively implement a balanced assessment system to include formative and summative assessments aligned to HTLS.</p> <ul style="list-style-type: none"> ● Teachers will implement weekly and/or bi-weekly district created CFA's into learning activities, lessons, and planning. ● Teachers will analyze data from illuminate into content level PLC's ● Teachers will begin Incorporating district created Summative Assessments and cumulative semester exams ● Preview & Deconstructing district created CFA & Summative assessments in Illuminate 	<p>Development in how to Preview & Deconstruct district created CFA & Summative assessments in Illuminate</p> <p>Use of Illuminate to record/track achievement scores</p> <p>Backward design to Level instructional strategies with the language of HTLS/CFA/Summative Assessments</p>	<ul style="list-style-type: none"> ● Administrators will attend PLC meeting ● Review weekly PLC meeting minutes. ● Review of CFA & summative assessment data during PLC/ collaborative planning
<p>Utilize "Mustang M-pact" time to provide timely, systematic, evidence-based interventions and strategies</p>	<p>Provide a systematic operational approach to remediation/interventions. Students will receive appropriate group and individual instructional interventions. Students will be equipped to re-assess and exhibit mastery on formative and summative assessments.</p>	<p>PD on evidence instructional interventions and strategies.</p> <p>Operational procedures regarding M-Pact time.</p>	<ul style="list-style-type: none"> ● Weekly PLC meeting minutes. ● Weekly teacher lesson plans. ● Attendance monitoring for Mustang M-pact time.

		PD for reassessment/reengagement strategies	
Maintain grading procedures that provide an accurate indication of student progress on Henry Teaching and Learning standards.	Teachers will provide timely feedback by entering 1 grade each week in Infinite Campus. <ul style="list-style-type: none"> ● Quarterly student-led conferences with teachers and parents. 	Infinite Campus gradebook setup training provided by District ITS. PD on best practices in grading/assessment PD on effective Teacher data talks	<ul style="list-style-type: none"> ● Administrators will monitor Infinite Campus Gradebook Usage. ● Quarterly data talks between teachers and administrator ● Printed Progress Reports provide every 9-week period. ● Teachers will contact parents/guardians of any student with a grade of 73 or lower.

Student Performance Goal #2: 100 % of our 9th grade ESE students and students receiving Tier 3 interventions will grow 2 or more RIT bands in math and ELA on the MAP assessment from the Fall to Spring administration. (Grade level RIT score: 222 ELA; 233 Math)

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Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
Utilize Algebra I Support, Foundations of Alg. and Basic Reading & Writing to increase student performance in Math and Reading on the MAP assessment for our ESE students and students receiving Tier 3 interventions.	Further develop systematic processes to ensure teachers are collaboratively planning using the Algebra I Support curriculum, GRASP, Math 180, Read 180, System 44 and other assessment data to guide instruction to improve student outcomes.	PD on utilizing available MAP reports (Learning Continuum) to get RIT bands and assign tailored interventions specific to Algebra 1 support.	<ul style="list-style-type: none"> ● Pulling data from MAP reports to analyze growth from Fall, Winter, to Spring. ●
Utilize System 44, Read 180, Math 180, and GRASP intervention program to accelerate the performance of students in the area of Reading and Math. To provide timely and systematic data to monitor progress. Follow Alg. Support curriculum to monitor progress based on assessment results.	Provide a systematic operational approach to remediation/interventions. Students will receive appropriate group and individual instructional interventions through Alg. 1 Support, BR&W, and Freshman Focus. Students will gain conceptual knowledge and skills to prepare them for on-level HTLS.	<p>Student led conferences PD provided in person and virtually.</p> <p>PD on utilizing GRASP and setting growth goals for students.</p> <p>Ongoing PD throughout the year in order to support the implementation of the</p>	<ul style="list-style-type: none"> ● Weekly Math 180, Read 180, System 44, Alg. Support assessment (GRASP) progress monitoring and usage reports. ● PLC meetings to monitor growth data. ● Teacher and student data talk meeting.

		intervention programs with fidelity.	<ul style="list-style-type: none"> ● Student-led data talk meetings with parents and teachers. ● Administrators will attend data talk meetings with teachers. ● SST meetings ● IEP meetings
Organized High School Transition course during 6th period. Students will receive additional time to receive the following: forced remediation, reassess/reengagement, and MAP testing will be implemented during this time.	<p>Teachers will have an organized process for the students they serve during High School Transition. This time will allow students to be forced into remediation when reengagement of standards and reassessment is needed. Teachers will also</p> <ul style="list-style-type: none"> ● Administer 3 sessions of MAP testing. ● Review and provide MAP reports for students. ● Go over growth goals with students. 	PD on analyzing MAP reports and setting growth goals for students.	<ul style="list-style-type: none"> ● Graduation Coach, MTSS Team, High School Transition Teachers, IPLL

Student Performance Goal #3: Ola High School will maintain our school's 5-star climate rating.

HCS Core Beliefs and Commitments: Core Belief 2: We believe family and community involvement is critical to student success. Core Belief 3: We believe all learning environments should be supportive, safe, and secure.

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
<p>Strengthen the climate and culture of our school by implementing a 5-star atmosphere/brand within the building and community.</p>	<p>Increase Georgia climate survey participation and results.</p>	<p>Re-align our shared values and beliefs.</p>	<p>Stakeholder survey results.</p>
<p>Participate in a school-wide book-study (Why Are All the Black Kids Sitting Together in the Cafeteria?) with all of Ola's faculty and staff</p>	<p>Create open dialogue among stakeholders around social differences and unity.</p> <p>Improve equity and understanding among stakeholders at Ola High.</p>	<p>Monthly book-study reviews and activities with Ola's faculty and staff.</p> <p>Stakeholder forums that engage the larger community in equity conversations.</p>	<p>Stakeholder perception data results (surveys).</p>

<p>Increase acknowledgement and celebrations of desired/positive student behaviors and accomplishments..</p>	<p>Enhance the climate and culture through the continued use of Mustang of the Month, POWER students of the Week, Student Ambassador program, PBIS celebrations/socials and Ola Peer Mediation.</p>	<p>Focus on: Attendance, Non-EOC exam exemptions (absences & grade)</p>	<p>Weekly, monthly and quarterly norms for completing communication with stakeholder families (dial-outs, POWER phone calls).</p>
<p>Increase acknowledgement and celebrations of desired/positive staff practices and accomplishments..</p>	<p>Continue recognition of staff celebrations through Classroom of the Week, Teacher of the Month, Staff of the Month, Birthday cards and lunch.</p>	<p>Identify Ola staff's desired acts of recognition and praise.</p>	<p>Weekly, monthly and quarterly norms for acknowledging and celebrating staff.</p>
<p>Implement Social Emotional Learning/School Connect.</p>	<p>Improve stakeholder interactions, experiences and perceptions at OHS.</p>	<p>SEL team will participate in School Connect training this summer. SEL team will provide PD for teachers on the implementation of the School Connect program.</p>	<p>Surveys and activities embedded within the School Connect program.</p>