North Paulding High School

School Improvement Plan
2024 -2025

Mr. Gabe Carmona, Principal

PCSD VISION

The vision of the Paulding County School System is to prepare ALL students for success today and tomorrow.

PCSD MISSION

Engage. Inspire. Prepare.

Strategic Goal Areas

Performance Objectives

Growth and Success for ALL	Communication and Engagement	Attracting, Developing, and Retaining Quality, Diverse Professionals	Operational and Organizational Excellence	Innovative Practices and Resource Implementation
Improve student academic growth and achievement	Communicate efficiently, effectively, and transparently with all district stakeholders	Attract and retain high quality, diverse professionals	Develop and implement a facility plan to contend with growth and aging facilities	Develop and advance resources to inspire a culture of innovation
Improve performance of student subgroups	Improve communication and access of information to our diverse populations	Build staff capacity	Enhance safe and effective learning environments	Build staff efficacy to impact innovative practices
Improve student college, career, and life readiness	Facilitate partnerships between community and school district	Develop and implement effective succession planning	Sustain excellent financial stewardship	Implement innovative programs and practices to engage ALL students

SCHOOL MISSION & VISION

MISSION:

The core purpose of North Paulding High School is to challenge the student body through rigorous instruction and relevant experiences while building meaningful relationships.

Vision:

We believe in providing a positive, safe, and supportive learning environment with academically challenging instruction founded in the continual commitment to reflective professional development, which provides students with knowledge established on the beliefs of success in the 21st century global society.

CORE VALUES:

Positive, safe, and supportive learning environments

Academically challenging instruction

Commitment to reflective professional development

Knowledge to succeed in the 21st Century global society

North Paulding High School Improvement Action Plan

SMART Goal 1: *Based on data for SY24, the percentage of expected growth of students scoring in Levels 3 and 4 across the Georgia Milestones Assessments will increase by 3% or 4% in SY25 for each of the following:*

- *Algebra 1- Increase 4% (baseline SY24 plus 4% growth)*
- *American Literature- Increase 3% (50.8 % in SY24 to 53.8% in SY25)*
- *Biology- Increase 3% (54.3% % in SY24 to 57.3%% In SY25)*
- *U.S. History- Increase 3% (68.7 % in SY24 to 71.7 % in SY25)*

Strategic Goal Area	Initiatives/Action Steps	Process Goals (Guide your Action Steps – benchmarks along the way)	Person(s) Responsible	Monitoring	
				Implementation (Artifacts/Evidence)	Effectiveness (Formative Data)

Strategic Goal Growth and Success for All - Improve student academic growth and achievement. - Improve performance of student subgroups - Improve student college, career, and life readiness.	Implement higher-level questioning strategies to support ESEP, ESOL, and MTSS student success. Create, utilize, analyze, quality common summative assessments to improve student outcomes. Staff will implement BESST strategies to encourage positive student behaviors and academic achievement.	PLC's will meet weekly to collaboratively plan and develop instruction using a data protocol and higher-level questioning strategies. On-going informal observational data During weekly collaboration days, PLCs will use assessments data to drive all instructional decisions, and monitor ESEP, ESOL, and MTSS students. PLC's will use first semester EOC data to prioritize student needs and adjust strategies to support acquisition of skill. Weekly PLC collaboration that incorporates BESST program strategies.	NPHS Staff - Admin - Literacy Coach - Teachers - Admin team - Literacy Coach - Teachers - Teachers - Literacy Coach - Admin team - Teachers - Teachers - Literacy Coach - Counselors - TOA	Admin will complete informal classroom observations by utilize the 24-25 NPHS SIP Monitoring Checklist data collection tool. Targeted PL- Tier 1 instruction - Workshop Model - Higher-level questioning strategies - Continued Literacy Training - Continued Co-teaching Training. Weekly PLC minutes that reflect common assessments, student data analysis, and next step strategy collaboration Implement MTSS Tier-2 referral process. Monitor quarterly in-course failure rates. Artifacts include: PL agendas and sign-In sheets, Kickup transcripts, PLC Documentation, Instructional Planning, Common Summative Assessments, Data Protocol, 24-25 NPHS SIP Monitoring Checklist, Student Achievement Data, IC and MAPS Data.	24-25 NPHS SIP Monitoring Checklist EOC data monitoring twice a year. - December - May PLC collaborative planning and development of instruction using a data protocol. Collaboration to create and develop common assessments, collect, and analyze student achievement data, prioritize needs, and determine research-based instructional strategies/next steps with results indicators. BESST Look-fors such as classroom norms, GREAT protocols, and positive learning environments. Decrease percentage of core-course failures

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SMART Goal 2: In SY25, the number of students who receive attendance related referrals will decrease by 10%.

- *Attendance related referrals will decrease from 628 in SY24 to 565 in SY25*
- *Students with 5 or more attendance related referrals will decrease from 68 students in SY24 to 61 students in SY25*

Strategic Goal Area	Initiatives/Action Steps	Process Goals (Guide your Action Steps – benchmarks along the way)	Person(s) Responsible	Monitoring	
				Implementation (Artifacts/Evidence)	Effectiveness (Formative Data)
Strategic Goal Operational and Organizational Excellence • Enhance safe and effective learning environments.	Establish early identification of at-risk students with attendance-related issues with Case Managers, MTSS mentors, and Counselors. Support at-risk students with critical academic, attendance, behavior, and social-emotional needs. Implementation of Minga, campus management platform	BESST committee members to develop strategies for reduction in discipline referrals. Members will be staff, admin, teachers, and support staff. School-wide implementation of BESST Strategies Weekly MTSS Check and Connect with at-risk students both academic and behavior. Minga teacher training.	• Admin • Teachers • Admin • Teachers • Counselors • BESST committee members • MTSS mentors • Admin and TOA	BESST team meetings and collaboration minutes Faculty meeting agenda and KickUp attendance reports Weekly Check and Connect meeting notes in MTSS/SST platform.	Quarterly discipline reports to measure effectiveness and evaluate goal. Quarterly MTSS/SST reports Quarterly MARS reports to identify at-risk students. Minga attendance reports

Professional Learning Plan 24-25

Professional Learning Strategy/Support (Should be connected to effectiveness monitoring of action steps in the SIP)	Audience	Presenter	Timeline	Monitoring	
				Implementation	**Effectiveness**
Professional Learning: Professional Learning will be provided for teachers on Comprehensive Literacy Strategies (PALS, Reciprocal Teaching Cycle, Text Mining, Magnet Summary Writing, Collaborative Reasoning) and the CSET (Claim, Set-Up, Evidence, Tie-In) writing process (Tier 1). (Literacy Team PLC) to support research-based instruction. L4GA - The District will provide Achieve 3000 training (Tier 2) to Achieve 3000 teachers and ESEP/ELA Small-group teachers. The district will provide Engage in Literature (Tier 2/Tier 3) to support intervention PLCs.	Staff	Literacy Coach, Literacy PLC members, District PL presenters	August 1, 2024-May 23, 2025.	Ongoing reflection of observations and feedback **Artifacts include:** PL agendas and sign-in sheets, Kickup Transcripts, PLC Documentation, Instructional Planning and Implementation, SIP Monitoring Checklist, and Achieve 3000.	Understanding of Comprehensive Literacy Strategies and the CSET writing process through instructional planning and implementation. Achieve 3000 teachers and ESEP/ELA teachers demonstrate understanding of the Achieve 3000 program.
Professional Learning: Professional Learning will be provided for teachers on PLC development to a) monitor students' progress and needs, and b) plan higher-level questioning to engage and challenge students and support ESEP, ESOL, and MTSS students. Implement effective Tier-1 instruction and higher-level questioning strategies to engage students, increase instructional rigor in all classrooms, and support ESEP, ESOL, and MTSS students. Create common summative assessments and utilize the PLC data protocol Implement BESST (PBIS/SEL/CKH)	Staff	Administrative Team/EAC, Leadership Team PLC, Department and Content PLCs.	Ongoing throughout the year	Ongoing reflective of observations and feedback **Artifacts include:** PL agendas and sign-In sheets, Kickup Transcripts, PLC Documentation, Instructional Planning, Common Summative Assessments, Data Protocol, SIP Strategy Monitoring Checklist, BESST training and Look-fors. .	Understanding of Professional Learning Community development using a data protocol. Collaboration to create common assessments, collect and analyze student achievement data, prioritize needs, and determine research-based instructional strategies/next steps with results indicators. Collaboration to plan high-level questioning to require analysis, synthesis, and evaluation of information. Collaboration to implement

Professional Learning Strategy/Support (Should be connected to effectiveness monitoring of action steps in the SIP)	Audience	Presenter	Timeline	Monitoring	
				Implementation	**Effectiveness**
					(BESST) PBIS/SEL/CKH program components.
Professional Learning: Mentors will meet with their mentees for a minimum of 20 hours throughout the year to provide support in guiding new teachers to enhance their planning, instruction, and content knowledge, and help orient new teachers to the school community.	Mentors and Mentees	EAC, Mentors, Mentees.	August 1, 2024- May 23, 2025.	Ongoing support of new teachers throughout the school year. **Artifacts include:** Mentor Log and title II Documentation	**Mentors and Mentees Demonstrate:** Understanding of school policies and practices, teaching strategies and content knowledge, and school and community culture.

Professional Learning Strategy/Support (Should be connected to effectiveness monitoring of action steps in the SIP)	Audience	Presenter	Timeline	Monitoring	
				Implementation	**Effectiveness**
Paraprofessionals will complete Para PL/PLC book study and re-delivery of district PL for paraprofessionals facilitated by the ESEP Lead: "Neurodiversity in the Classroom: Strength-Based Strategies to Help Students with Special Needs Succeed in School and Life" By Thomas Armstrong August—Enter our new goals for the School Year September- Chapter 1 "Neurodiversity: The New Diversity" October- Chapter 2 "The Multiple Talents of Students with Learning Disabilities" November- Chapter 3 "The Joys of ADHD" December- Chapter 4 "The Gifts of Autism" January- Chapters 5 "The Strengths of Students with Intellectual Disabilities" February- Chapters 6 "The Bright Side of Kids with Emotional and Behavioral Disorders" March -Chapter 7 "The Strength-Based School" April-- Enter Reflection for End of the Year	Paraprofessionals	Department Administrator, ESEP Lead Teacher, Paraprofessionals.	August 2024 September 2024 October 2024 November 2024 December 2024 January 2025 March 2025 April 2025	Paraprofessionals Demonstrate: Implementing learned strategies through a Para PL/PLC book study, and district PL for paraprofessionals.	**Artifacts include:** PL Agendas and Sign-In sheets.