

South Paulding High School



School Improvement Plan 2024 -2025

Edward Thomas, 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.



SPHS MISSION & VISION

South Paulding High School

“Believe, Achieve, Succeed”

Mission Statement

The mission of South Paulding High School is to create a learning environment in which students have the opportunity to believe, achieve, and succeed every day.

Vision Statement

Our vision is to create and maintain a learning community where students, faculty, and staff:

***Believe** in themselves and their abilities*

***Achieve** at high levels inside and outside the classroom*

***Succeed** in life*



SPHS School Improvement Action Plan

SMART Goal 1: Increase 24/25 Graduation rate at 90.2% - 90.5% or above.

Strategic Goal Area	Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
			Implementation	Effectiveness
Strategic Goal Student Success for All	Identify at risk students through grade, behavioral data, and staff referrals and provide tiered instruction such as check in check out and MTSS.	<p>Quarterly cohort monitoring to provide supports for student success</p> <p>Create and utilize a spreadsheet to monitor graduation cohort to be reviewed quarterly for progress</p>	Instructional meetings with the instructional team to ensure awareness of student progress and the ability to effectively communicate with students and parents regarding options and needs.	<p>Grade check at 4 ½ week mark to clearly identify struggling learners.</p> <p>Communication with student and parents and documentation of communication in IC portal</p> <p>Meeting Agendas of Administration, BLT, PLC's, Faculty Meetings, MTSS Meetings, Conferences, IEP Meetings, 504 Meetings,</p>

<p>Strategic Goal Student Success for All</p>	<p>Implementation and design of in-class & PLC recovery and looping common formative and summative assessments to assist with retention and mastery of the standards.</p> <p>Implementation of at-risk student ESEP/MTSS advisement</p> <p>SOP for at risk students and efficient use of online classroom and software</p>	<p>PLC's will collaborate weekly on common assessments to adjust instruction as needed driven by data.</p> <p>Opening, Work Session, and Closing should be clearly evident based on daily lesson planning, monthly walk thru observations as well as student and teacher conferences.</p> <p>Consistently and continuously communicate with the instructional team to understand differentiated supports to increase achievement at a minimum of once every 2 weeks.</p> <p>Consistent usage of tier II instructional strategies to identify and implement instructional interventions to increase student achievement.</p>	<p>PLC data collection sheets to emphasize essential data conversations.</p> <p>Review of Common Summative Assessments to ensure assessments are tied to the standard and mastery of concepts.</p> <p>Peer observations with a focus on rituals and routines as well as the essentials of the 3-part lesson.</p> <p>Administrative evaluations in the TKES platform to encourage clear delineation of the 3-part lesson and its effectiveness.</p> <p>Canvas review to ensure assignments are standards based</p> <p>Teacher contact logs to track communication of instructional concerns</p> <p>ILT Team to meet and consistently address instructional tier I and II interventions</p> <p>Instructional and MTSS team minutes to track student progress and pertinent instructional conversations.</p> <p>Professional learning annually to ensure knowledge and</p>	<p>Data from Common Formative and Summative Assessments</p> <p>Grade and attendance monitoring through reports to identify and focus on struggling learners.</p> <p>Data from instructional support programs such as Read 180, Achieve 3000, Beacon</p> <p>Monthly attendance tracking</p>
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Strategic Goal Area	Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
			Implementation	Effectiveness
			implementation of research based and tiered learning strategies.	

Strategic Goal Area	Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
			Implementation	Effectiveness
Strategic Goal Student Success for All		PLC will plan and review Common Assessments, looping exams, and recovery opportunities to ensure a positive impact on student learning.	<p>PLC's will use data to assess student learning and retention of the standards.</p> <p>Implement Recovery and looping plans across the curriculum every 4 ½ weeks to pace student learning and track instructional effectiveness</p> <p>Ensure assessments are standards based and aligned to the standard</p> <p>Utilize attendance protocol weekly to monitor and to ensure students are present to receive instruction.</p> <p>Utilize social worker and additional resources every 2 weeks to remove boundaries from students attending and achieving.</p> <p>Design a comprehensive plan to ensure mastery of grade recovery opportunities for every student in need.</p>	

SPHS School Improvement Action Plan

SMART Goal 2: Increase level II - IV percentages in the following Milestone Courses

- **Am Lit- 2-4's 76% increase to 80% ; 3 & 4 37% increase to 40% 24/25 School Year**
- **Bio - 2-4's 72.5% increase to 76% ; 3 & 4 42.7% increase to 45% 24/25 School Year**
- **US Hist- 2-4's 82% increase to 85% ; 3 & 4 increase 51% to 53% 24/25 School Year**

Strategic Goal Area	Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
			Implementation	Effectiveness
Strategic Goal Student Success for All	Building leadership will complete formal and informal walk throughs to ensure evidence of the district curriculum to support bell to bell rigorous instruction and non-negotiables to increase student engagement.	PLC's will meet weekly to assess common formative and summative assessment data to drive and adjust instruction.	PLC documentation including but not limited to data supporting the 3-part lesson and formative assessment tied to the standard that will be completed and turned in to the EAC. Primary evaluators signing in on PLC meetings to encourage engagement and participation	Common Formative and Summative Assessments 4 ½ week Score Reports Data Driven PLC's

<p>Strategic Goal Student Success for All</p>	<p>Bell to Bell rigorous differentiated instruction to meet the needs of every student in classroom and make maximum use of instructional time.</p> <p>Implementation and design of in-class & PLC recovery and looping common formative and summative assessments to assist with retention and mastery of the standards.</p> <p>Increase 1 to 1 technology use 2 times a week to support student engagement and engaging lessons.</p> <p>Utilize standards based online common assessments (Min of 2)</p> <p>Peer Department Head observations to support curriculum pacing and department consistency.</p>	<p>Utilize key assessments such as Beacon and write score to help identify weaknesses.</p> <p>Department Peer Observation will be completed once a semester. Feedback will be shared and discussed with the PLC for learning and growth opportunities.</p> <p>Professional learning on research-based co-teaching models</p>	<p>Exemplars of writings posted in classrooms.</p> <p>Professional learning sign in sheets as well as feedback and question forms for presenters.</p> <p>Formal and Informal observations and evaluations of instructional strategies.</p>	<p>Formal and Informal assessments.</p> <p>Each PLC will discuss and evaluate their recovery process and policies to make a positive impact on instruction. (Common PLC Looping exams and recovery opportunities)</p> <p>PLC's will consistently and continuously assess literacy and writing based on standard mastery and questioning utilizing appropriate DOK levels.</p> <p>PLC's will utilize data from the write score to make real time instructional adjustments as needed.</p> <p>Formal and Informal assessments.</p>
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Strategic Goal Area	Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
			Implementation	Effectiveness
Strategic Goal Student Success for All		PLC's will utilize technology 2 times a week to support engagement.		

SPHS School Improvement Action Plan

SMART Goal 4: During the 2024-2025 school year we will decrease behaviors that lead to a loss of loss of Face to Face instructional time by 5%.

Strategic Goal Area	Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
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Strategic Goal Operational and organizational excellence	Student engagement in class with standards based lessons	Effectively use and communicate to ensure all stakeholders are aware and have access to student supports and programs. Continue to support Character Ed and the implementation of student of the month	Ensure a working knowledge and awareness of behavioral supports and groups such as: PBIS team, mentoring program, Principal Pats, Student of the month, Sources of Strength, Spartan Brothers and Sisters, Spearhead leadership and how they interconnect to make a positive behavioral impact.	Continue to monitor to minimize the infractions that typically lead to the number of behavioral referrals resulting in ISS and OSS days.

Strategic Goal Area	Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
			Implementation	Effectiveness
Strategic Goal Operational and organizational excellence	<p>Intentional PBIS, CKH, SOS, Check and Connect, Diversity Champion.</p> <p>Visibility and monitoring of hallways and high traffic areas.</p> <p>Visibility and monitoring of areas in which infractions typically occur</p> <p>At Risk and ESEP Advisement</p>	<p>Monthly BESST meetings to ensure awareness of successes and areas of additional trainings and supports for new and veteran instructors.</p> <p>BESST team to review data of student receiving positive recognition and SHIELDS</p> <p>Leadership and Admin team to review trend data to offer supports and suggestions to make positive and necessary adjustments.</p> <p>Implementation of behavioral meetings with pertinent team members to put in place a behavioral plan and behavioral supports.</p> <p>Monthly faculty meetings to share BESST strategies and implementation.</p>	<p>Encourage student engagement and participation in programs to effectively.</p> <p>Intentionality when recruiting students and staff to represent the student body and population.</p> <p>Accurate monthly reports of discipline data to faculty and admin</p> <p>Walk throughs to assess PBIS and overall culture of school and classrooms.</p> <p>Guest speakers to provide encouragement and a variety of perspectives to uplift students.</p>	<p>Continue to monitor to minimize the infractions that typically lead to the number of behavioral referrals resulting in ISS and OSS days.</p>

Strategic Goal Area	Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
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Strategic Goal Operational and organizational excellence	Student Supports suicide awareness, school psychologist, safety advisor, social worker, counseling support department Bell to bell engaging instruction	Weekly admin meetings to discuss discipline and opportunities to positively impact student behaviors. Administration to follow-up with safety advisors on identified and recommended students	Involvement and awareness of each areas rationale and how everyone can make a positive impact on student success.	Continue to monitor to minimize the infractions that typically lead to the number of behavioral referrals resulting in ISS and OSS days.

South Paulding Professional Learning Plan

Professional Learning Strategy/Support (Should be connected to effectiveness monitoring of action steps in the SIP)	Audience	Presenter	Timeline	Monitoring	
				Implementation	Effectiveness
Instructional Supports 3 Part Lesson Reading Strategies Co-Teaching Models Research Based Writing Strategies Instructional Support Technology – Near Pod, Canvas, Progress Learning,	Staff	Mr. Checkwood Mrs. Morgan Mrs. Backus Mrs. Thomason Mr. Thomas	Year long	Sign In Sheets Agendas Power Points	Bell to Bell Instruction Student engagement Formative and summative assessments
STEM	Staff	AIM Committee AIM Coordinator	Year long	STEM Conf Agendas PBL Meeting Agendas	Cross-Curricular implementation of STEM related-real world activities Real World Project Based Learning
SEL CKH PBIS Check and Connect SOS DEI	Staff	EAC Diversity Champion Counseling DEI Coordinator	Year long	Classroom evidence – social contract, Classroom Agendas PBIS Walk through data Check & Connect Documentation SOS Agendas Diversity Days/Months	Fewer discipline infractions Greater positive behavior recognitions Inclusive student engagement

Supports that may be included:

- ▶ PLC work
- ▶ Coaching sessions with Individual Teachers
- ▶ Mentors
- ▶ Online Professional Learning Opportunities
- ▶ Paraprofessional PL Opportunities
- ▶ Ongoing District or School provided PL