

East Paulding High School



School Improvement Plan 2024 -2025

Mr. Brad Thomason, 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.



SCHOOL MISSION & VISION

Vision

All students will graduate from EPHS as confident, goal-driven learners who are independent, productive members of society.

Mission

EPHS strives to empower each student to reach his or her full potential by developing knowledge, skills, character, and confidence.

Beliefs

Students are our first priority.

Everyone has the right to receive an education in a safe, structured, and supportive environment that is conducive to learning.

The entire community should be actively involved in a student's education.

Building strong, positive relationships motivates and encourages student achievement and success.

A rigorous and diverse education provides a strong foundation for post-secondary and career success.

Students learn best when they are actively and positively engaged.

Literacy skills are essential in life.

Classroom instruction should be data-driven and include differentiation and reflection for continuous improvement.



East Paulding High School Improvement Action Plan

SMART Goal 1: The East Paulding High School graduation rate will increase by two percent from 88.1 % in 2024 to 90.1 % in 2025.

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 Attracting, Developing, and Retaining Quality, Diverse Professionals GSPS AS2, AS4, PL1, PL2, PL3, PL4, PL5, LS1, LS2, LS8, POS1, POS2	Refine a school-wide focus on content literacy through implementation of professional learning on comprehensive reading, writing, and vocabulary strategies to improve Tier I instruction.	Fall 2024 – Spring 2025 Deliver PL- Keys to Literacy strategies during planning times to Content Area teachers. (Exact number of times – TBD pending L4Ga collaboration session with L. Hodges and KTL Representative).	EAC and KTL Consultant	<ul style="list-style-type: none"> Continued Literacy Training Student Artifacts of Learning	SIP monitoring checklist for effectiveness EOC data monitoring twice a year. <ul style="list-style-type: none"> December May
		Fall 2024 – Deliver Backward Design PL to English teachers during planning times using “My Perspectives” resources to improve understanding of Language of the Standards and common assessments.	Lindsey Hodges /EAC	Administrators will complete informal classroom observations and utilize a data collection tool.	NWEA MAP Data monitoring after each administration window to ensure upward trend results.
		Fall 2024- Spring 2025 Deliver Argumentative	Kim Merrell –	Peer Observation Reflections	Intervention data improvement from Achieve 3000.

Professional Learning Communities will collaboratively plan and develop effective learning targets (the What) that address real -world connections (the Why).	Writing PL to English Teachers –Response to Instruction and Data analysis from Write Score Assessment each semester.	County Writing Specialist	Write Score Assessment Data	PLC collaborative planning and development of instruction to be measured by PLC notes, and informal/formal observations.
	Fall 2024 – Learning Target PL – Pre-planning. What do students need to learn and why? How will we know they have learned it?	EAC	Weekly/Bi- Weekly PLC minutes/Kick-up Sign- In that reflect effective and common learning targets.	
	Fall 2024- Teachers will post and share learning targets with students to focus instruction and revisits them throughout lesson to draw conclusions.	Administrative Team	Informal/formal observations	
	Spring 2025 – Teachers will reference Learning Targets at appropriate times throughout lesson and invites students to share connections and reflect upon leaning to improve closings.	EAC		
	Quarterly informal observational data will be gathered.	Teachers		
	Fall 2024-Spring 2025 Effective classroom Learning Target images will be captured and	Teachers		
		Administrators		
		EAC		

	<p>Increase mentorship of struggling students in academics and social emotional learning to build student leadership and improve performance in subgroups.</p>	<p>shared with faculty monthly via email.</p> <p>Fall 2024 and Spring 2025 the TOA will collect Credit Report data for Seniors to identify at -risk students.</p> <p>TOA will Check in with struggling students/Seniors bi-weekly.</p> <p>Fall 2024-Spring 2025- School Safety Advisor will meet twice weekly with at-risk students to support, motivate, and ensure academic success.</p> <p>Fall 2024-Spring 2025 The BESST team will meet monthly focusing on the Check and Connect Pillar. at-risk students weekly or as needed.</p> <p>Advisement for Seniors will be conducted twice a semester.</p> <p>Implement Minga schoolwide to assist with Tardies/hallway behavior to hold students accountable.</p>	<p>Administrative Team</p> <p>Teacher on Assignment (TOA)</p> <p>Teachers</p> <p>Counselors</p> <p>Administrators</p> <p>David Reed – Safety Advisor</p> <p>Andy Allen – Resource Officer</p> <p>BESST County Assistance for Check and Connect PL</p> <p>Principal/ TOA/AP's/ Officer Allen, Mr. Reed.</p> <p>All faculty and staff –</p>	<p>Quarterly Impact Checks every nine-weeks.</p> <p>Monitor quarterly in-course failure rates.</p> <p>SIP Strategy Monitoring Checklist, Student Achievement Data, IC, and Growth Measure Data.</p> <p>Meeting Minutes / Kick-up Sign In</p> <p>Teacher/Administrator/Counselor Recommendations</p> <p>Feeder Pattern Recommendations</p> <p>Utilization of SWIS platform by TOA and Counselors to inform frequency of classroom behavioral incident reports.</p> <p>Minga Reports</p>	<p>Decrease percentage of core-course failure</p> <p>Increase in Graduation Rate</p> <p>Decrease in Behavior Referrals</p> <p>Decrease in Dropout Rate</p>
--	--	--	---	--	--

East Paulding High School Improvement Action Plan

SMART Goal 2: *In 2024-2025, the percentage of developing, proficient, and distinguished level students as measured by the Algebra End of Course Georgia Milestones Assessment will increase 3% from 62.9% in 2024 to 65.9% in 2025.*

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 Attracting, Developing, and Retaining Quality, Diverse Professionals GSPS LS1, LS2, LS4, POS1,	Strategically plan for and maximize instruction by utilizing the Illustrative Math Playbook and timeline.	Fall 2024- PLC will meet every week to strategically plan for student misconceptions revealed through informal and formal observation. Misconceptions are used for classroom discussions/instruction Fall 2024 – Teachers share learning targets with students to focus instruction and revisits them throughout lesson to draw conclusions. Spring 2025 – Teachers reference Learning Targets at appropriate times throughout lesson and invites students to share connections and reflect upon leaning.	EAC Teachers EAC and Department Chair Teachers EAC Teachers Department Chair EAC Teachers	Algebra PLC meets twice weekly. EAC will attend PLC to assist with work. PLC Agenda and Minutes – Kick -up Sign -In Quarterly Impact Checks will be conducted by EAC and Department Chair using the Math Look for Tool Math district support will be utilized to conduct walkthroughs.	Common Formative Data Upward Trend in Summative Data Upward Trend in EOC Results Upward Trend in MAP Growth Results Positive Impact Check Data- Math Look Fors PLC Notes Informal and Formal Observations

		Fall 2024- Spring 2025 – Teacher uses teacher generated questions and suggested questions from IM that advance student thinking and reflection	EAC / Possible RESA Support Terry Haney (TBD)		
		Fall 2024- Spring 2025 “Math Look For Tool” will be utilized for Peer observations and Administration.	Algebra PLC Members EAC Department Chair		
		Fall 2024-Spring 2025 - Digital Common assessments will be used. Data analysis will be used during PLC.	Teachers		
		Fall 2024- Spring 2025 Provide PL and support during planning times and PLCs with Ga. Milestone Achievement Level Descriptor documents, EOC Assessment Guides, and Content Weights to ensure instruction matches rigor of state assessment.	EAC Jenna Barton		
		Summer/Fall 2024 – Schedule Remedial students strategically among top three highest growth teachers using	EAC Scheduler Data from Jodi Benson		

	<p>Increase student achievement in the remedial subgroup by incorporating High Level Practices learned through PL which include the use of metacognition, scaffolds, and graphic organizers.</p>	<p>Growth Measure 2023-2024 data.</p> <p>Fall 2024- Spring 2025 High Level Practice PL provided for teachers. Topics include:</p> <ol style="list-style-type: none"> 1.Data analysis using MAP Domains for small grouping. 2. Metacognition, Scaffolding, and Using GO. 3. Readjusting instruction in response to data. <p>MOY and EOY 2024-2025 Teachers will use student goal setting and conferencing technique with MAP Assessment.</p> <p>Fall 2024-Spring 2025 Math district level support will be utilized to observe Algebra classroom instruction and provide feedback for improvement in rigor.</p>	<p>Jodi Benson</p> <p>Teachers EAC</p> <p>Jenna Barton</p>		
--	--	--	--	--	--

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
<ul style="list-style-type: none"> Writing Resources from My Perspectives Write Score Data Analysis Learning Target PL Keys to Literacy – Writing and Vocabulary Continued PL – Illustrative Math MAP Assessment – Goal Setting/ Conferencing PL MAP Assessment – Reports PL High Level Practice PL 	English Teachers Staff Staff Math Teachers Math Teachers Math Teachers Algebra Teachers	K. Merrell EAC Keys to Literacy Consultants Jenna Barton EAC EAC Jodi Benson	Fall 2024-Spring 2025.	Ongoing reflective of observations and feedback Artifacts include: PL agendas and sign-in sheets, Kickup Transcripts, PLC Documentation, Instructional Planning and Implementation, SIP Monitoring Checklist	Staff Demonstrate: Understanding of writing data analysis to inform instruction. Understanding of the importance of summarization for comprehension. Understanding the importance of vocabulary and writing for building comprehension. Understanding of the new standards and curriculum Understanding of Goal Setting/Conferencing Understanding of HLPs and readjusting instruction in response to data analysis.
Supports that may be included: <ul style="list-style-type: none"> ▶ PLC work ▶ Coaching sessions with Individual Teachers ▶ Ongoing District or School provided PL. 					