

Fayette County High School: School Improvement Plan 2024-2025

GOALS	ACTIONS	SUCCESS CRITERIA	DATA SOURCES
ONE: Improve Tier I practices to enhance and promote student engagement, increasing achievement by a minimum of 5% or more per year in all content areas indicated by End-of-Course assessments (Alg I 68% to 73% , Am Lit 81% to 86%, Bio 78% to 83%, and US His 78% to 83%) and Advanced Placement (increasing a grade of 3 or better from 59% to 64% or better).	<ol style="list-style-type: none"> Professional learning focused on instructional framework and depth of knowledge <ol style="list-style-type: none"> Professional learning provided by District Support Staff Focus of professional learning will be Tier I instruction, depth of knowledge, instructional framework, and reinforcement of instruction of standards/elements. Sharing and review of data focused on collaborating, developing, and creating learning units <ol style="list-style-type: none"> Students will apply proficient writing, critical thinking, problem solving, and overall college and career readiness skills. Provide students with opportunities for college and career readiness content/standards Utilize a Multi-Tiered System of Support Team (MTSS) Incorporate technology embedded learning to enhance and supplement instruction Implement content standards embedded with literacy strategies to impact student learning <ol style="list-style-type: none"> Focus of student learning in speaking, writing, analyzing, and reading Deliver and teach literacy lessons <ol style="list-style-type: none"> Teacher-created lessons will promote students' ability to read, write, and speak across the curriculum 	<ul style="list-style-type: none"> Effective leadership will consist of Teacher Leaders, Administrative Team, SALT Leaders, PLC Leaders, and School Council Increase in students' enrollment in Advanced Placement (AP) courses Increase in number of students who score Proficient or Distinguished on the End-of-Course (EOC) Milestones Instructional practices, expectations, and best practices used in instruction are driven by data reviews Messages including instructional tips are communicated to stakeholders regularly Teachers participate in MTSS, Literacy, and RTI Meetings regularly 	<ul style="list-style-type: none"> Agendas for Department Professional Learning Communities (PLC) <ul style="list-style-type: none"> 50 minutes/ month Review of student growth data Agendas for PLCs <ul style="list-style-type: none"> 50 minutes/week Behavior Reports Digital Platform Use <ul style="list-style-type: none"> Schoolology End-of-Course (EOC), End-of-Pathway (EOPA), and Advanced Placement (AP) Data Graduation Rate Reports Literacy Team Lessons Parent Teacher Conference Minutes GaMTSS/ Positive Behavioral Interventions and Supports (PBIS) Data Response to Intervention (RTI) Updates Scholastic Reading Inventory (SRI) Data Student Growth Data Teacher Keys Effectiveness System (TKES)/Leader Keys Effectiveness System (LKES) Data Teacher Reflections and Observations Tiger Hall Walls, Power Words, and Walkthrough Data
TWO: Continue to improve positive school culture and relationships to support positive interactions between stakeholders while decreasing overall discipline by 10% allowing for student growth and achievement to improve by 5% or more.	<ol style="list-style-type: none"> Promote positive interactions and support towards students academic and behavioral engagement and application Deliver MTSS lessons based on Infinite Campus data <ol style="list-style-type: none"> Lessons created by the MTSS Team with a focus on positive behavior and wellness for students Provide guidance and planning (for students and parents) <ol style="list-style-type: none"> Focal points of college and career readiness and overall wellness Collaborate and communicate shared decision making for stakeholders Hire and retain highly-qualified faculty and staff who will support student achievement through positive engagement with students Increase student attendance and punctuality to class and school 	<ul style="list-style-type: none"> Check-Ins by School Counselor, Social Worker, and SAS support Messages including concerns, needs, information, upcoming events, and instructional tips are communicated to stakeholders regularly Parent Teacher Student Organization (PTSO) School Council meetings Students who frequent ISS receive School Counselor support Teacher Leader addresses low-level infractions and conduct frequent check-ins Teachers participate in MTSS, Literacy, and RTI Meetings regularly Tiger Talks provide opportunities for student led conversations with peers and teachers Tiger Chats with staff to discuss relevance and retention 	<ul style="list-style-type: none"> Academic Pathway/Planner Classroom Behavior Data Sheets Discipline Data End-of-Course (EOC), End-of-Pathway (EOPA), and Advanced Placement (AP) Data Georgia Health and Wellness Surveys Information Nights <ul style="list-style-type: none"> "Class of" Parent Nights, MTSS Parent Night, "Night of Excellence ~ Advanced Placement/ Electives" Retention Percentage School Counselor Keys School-wide Information System (SWIS) Data/ MARS *IC Tiger Talks and Tiger Chat Feedback

