2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Strengthen instructional and assesment practices to support student growth and achievement.
Root Cause # 1	Inconsistent practices and implementation of instructional framework
Goal	Over the duration of the 2022-2026 SY FCHS will 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 and local common assessments.

Action Step # 1

Action Step	Teachers will participate in professional learning that will focus on instructional framework, depth of knowledge 3 and 4 emphasizing and reflecting on data. Teachers will share their individual data and the SALT/ Dept will collaborate and review data to create common assignments/assessments (formative and summative).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Agendas for PLCs (SALT) 50 minutes per week and Dept PLCs 50 minutes per week; PLC (FCHS) 50 minutes per month
Success Criteria for Impact on Student Achievement	100%
Position/Role Responsible	FCHS Department Chair; Mrs. YBJ/ Assistant Principals
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Not applicable

Action Step # 2

Action Step	Teachers will share and review data on a consistent basis in subject area learning teams (SALT) to collaborate, develop, and create learning units, common assessments to engage students. Students will apply proficient writing, critical thinking, problem solving, and overall college and career readiness skills.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	TKES/LKES; Tiger Walk throughs (5-7 mins from FCHS Adminstration, FCBOE Coordinators, and Dept Chairs) progress of instructional framework, common assignments/assessments/EOCs/ EOPAs
Success Criteria for Impact on Student Achievement	100%
Position/Role Responsible	FCHS Teachers, FCHS Administration, FCBOE Coordinators
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Not applicable

2.1 Overarching Need # 1   2

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Not applicable

Action Step # 3

Action Step	Provide students opportunities for college and career readiness content/standards through remedial and enrichment programming during and beyond the school day in all content areas (with a pre-set calendar for the school year).
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Student growth, Student data (common assessments/EOCs), behavior reports, PBIS/SWIS reports, Amnesty Day (provided 1x a month during Instructional Focus)
Success Criteria for Impact on Student Achievement	100%
Position/Role Responsible	Teachers;Teacher Leaders assigned; Administration
Timeline for Implementation	Monthly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Not applicable

Action Step # 4

Action Step	MTSS Team will collaborate with teachers to assist students with challenges for support: academically, socially, and or emotionally.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	RTI/PBIS Updates, Teacher updates, Parent Teacher Conferences, Student data (Behavior reports, PBIS/SWIS reports), attendance, EOC scores, Graduation rate
Success Criteria for Impact on Student Achievement	100%
Position/Role Responsible	Teachers, PBIS Specialist, Graduation Coach, Administration
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Not applicable

Action Step # 5

Action Step	Teachers will incorporate technology embedded learning as a tools with the integration of appropriate learning strategies that will enhance/supplement instructional strategies.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Monitoring Student Data/Achievement, Teacher reflections/observations, Schoology, digital learning platforms (Nearpod/ Google)
Success Criteria for Impact on Student Achievement	100%
Position/Role Responsible	Teachers, Students, Administration, FCBOE Technology dept
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Not applicable

Action Step # 6

Action Step	District support staff will provide professional learning with teachers (by department) that will focus on Tier I instruction, depth of knowledge (DOKs) 3 and 4, instructional framework, and reinforcement of instruction of standards/ elements.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 6

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Periodic Walkthroughs with constructive feedback, Dept/ SALT Leaders review of student growth
Success Criteria for Impact on Student Achievement	100%
Position/Role Responsible	FCBOE Coordinators, Dept Chair, Teachers, FCHS Administration
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	NA

Action Step # 7

Action Step	Teachers will implement content standards embedded with literacy strategies to impact student learning in speaking, writing, analyzing, and reading.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership

Action Step # 7

Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Periodic Walkthroughs with constructive feedback, Literacy team lessons 1x a month, Professional Learning planning, Tiger Power Words, Tiger Hall Walls
Success Criteria for Impact on Student Achievement	100%
Position/Role Responsible	Administration, Literacy Team, Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 8

Action Step	Teacher will deliver and teach literacy lessons that promote students ability to read, write, and speak across curriculum. Lesson will be created by the RTI and Literacy team to support all learners, weekly.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	SRI Lexile, EOC, AP, EOPA, Benchmark Assessments, in progress and final grades
Success Criteria for Impact on Student Achievement	100%

Action Step # 8

Position/Role Responsible	Teachers/ Literacy Team/ Administrators
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	