

### Clarksburg High School

<b>System Goal:</b>	<b>All students will meet 2 or more Evidence of Learning Measures</b>	
<b>School Goal:</b>	<b>ALL students will increase proficiency in the identified measure</b> <i>(MCAP/Eligibility for 9 and 10, and College &amp; Career Readiness for 11 and 12).</i>	
<b>Instructional Goals:</b>	<b>Literacy:</b>	<b>Math:</b>
	<b>Informational Text:</b> All students will demonstrate mastery of comprehension and draw evidence from readings of grade-level, complex informational text.	<b>Functions:</b> All students will be able to create, analyze, and interpret multiple representations of functions in all subject areas as demonstrated on classroom, district, and external EOL assessments.
<b>Grade 9-10 Goals:</b>	All students, with a focus on our English Learners, Students with Disabilities, and Economically Disadvantaged/FARMS, will increase MP4 Eligibility by 15%.	
	<b>Focus Student Group</b>	<b>MP4 Eligibility 2018-19</b>
	LEP	48/82, 60%
	SWD	58/101, 58%
	FARMS	225/313, 72%
<b>Grade 11-12 Goals:</b>	All students, with a focus on our English Learners, Students with Disabilities and receive FARMS, will increase from proficiency in Reading Informational Text from an average of 2 to 4 or better.	
	All 11th and 12th grade students at CHS will increase their College and Career Readiness by improving Grade of B or Higher in Modern World History (any level), AP Language and Composition, or Honors English 12 from 70.75% to 80.75% by the end of the school year <i>(255 students to 367 students)</i> .	
	All students, with a focus on our English Learners, Students with Disabilities, and Economically Disadvantaged/FARMS will increase MP4 Eligibility by 15%.	
	<b>Focus Student Group</b>	<b>MP4 Eligibility 2018-19</b>
	LEP	39/94, 41%
	SWD	58/105, 55%
	FARMS	189/290, 65%

What will the focus of your work be?											
<b>Professional Learning on the Standards</b>	<p>Teachers will engage in professional learning to unpack, teach and assess the following standards:</p> <ul style="list-style-type: none"> <li>Teachers need to be able to identify the CCSS of concern from last years data (PARCC, Progress checks, and County formatives).</li> <li>Teachers will be able to create lower level entry points and methods for increasing academic vocabulary for lessons/concepts that address these CCSS identified as areas of concern.</li> <li>CCSS.ELA-LITERACY.W.9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul> <p>in order to understand the breakdown of drawing evidence to support claims and provide appropriate scaffolding, differentiation and modeling strategies.</p> <p>As a result of professional learning related to standard, teachers will:</p> <ul style="list-style-type: none"> <li>use data of informal and formal assessments to make decisions on the instructional approaches that will be taken in the classroom.</li> <li>analyze student performance and monitoring progress on skills related to the task.</li> </ul> <p>TSI Approaches include:</p> <ul style="list-style-type: none"> <li>Embedded /aligned with above CCSS</li> </ul>										
<b>Analyzing Data to Inform Instruction</b>	<p>In order to make data-driven decisions in planning, teachers will engage in school-wide professional learning to retrieve, analyze and plan for instruction using EOL data.</p> <p>Teachers will retrieve and analyze district EOL assessment data in order to develop and implement classroom instruction that addresses student needs.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">MP</th> <th>Teachers will be able to...</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td> <ul style="list-style-type: none"> <li>access EOL data (<i>end of year and transition</i>) from Performance Matters for focus group students in their classes.</li> </ul> </td> </tr> <tr> <td style="text-align: center;">2</td> <td> <ul style="list-style-type: none"> <li>analyze EOL data to determine student skill needs/deficits from Performance Matters for focus group students in their classes.</li> </ul> </td> </tr> <tr> <td style="text-align: center;">3</td> <td> <ul style="list-style-type: none"> <li>plan and implement instruction based on the identified skill needs/deficits of our focus students using EOL Transition data.</li> </ul> </td> </tr> <tr> <td style="text-align: center;">4</td> <td> <ul style="list-style-type: none"> <li>evaluate assessments and academic progress to determine student growth in their classes and determine the effectiveness of instructional decisions and interventions used.</li> </ul> </td> </tr> </tbody> </table> <p>TSI Approaches include:</p> <ul style="list-style-type: none"> <li>Ongoing analysis of student data with TSI Focus Groups as a lens for examining EOL and attendance data</li> </ul>	MP	Teachers will be able to...	1	<ul style="list-style-type: none"> <li>access EOL data (<i>end of year and transition</i>) from Performance Matters for focus group students in their classes.</li> </ul>	2	<ul style="list-style-type: none"> <li>analyze EOL data to determine student skill needs/deficits from Performance Matters for focus group students in their classes.</li> </ul>	3	<ul style="list-style-type: none"> <li>plan and implement instruction based on the identified skill needs/deficits of our focus students using EOL Transition data.</li> </ul>	4	<ul style="list-style-type: none"> <li>evaluate assessments and academic progress to determine student growth in their classes and determine the effectiveness of instructional decisions and interventions used.</li> </ul>
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<p><b>Equitable and Culturally Responsive Instructional Strategies</b></p>	<p>In order to meet the needs of the focus students and plan for and provide more culturally responsive learning environment, teachers will engage in professional learning around Deficit Thinking and Implicit Bias.</p>											
	<p>Teachers will have created a more equitable learning environment as a result of being able to identify and interrupt deficit thinking and implicit bias using a variety of reflection and accountability tools.</p>											
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<p>TSI Approaches include:</p> <ul style="list-style-type: none"> <li>Deepen learning around Implicit Bias and deficit thinking, gathering TSI focus group data specifically about the impact on students in their learning</li> </ul>												
<p><b>Staff Climate Survey Summary:</b></p>												
<p><b>Strengths</b></p>		<p><b>Areas of Focus</b></p>										
<ul style="list-style-type: none"> <li>I have opportunities for professional growth.</li> <li>We have the necessary resources to do our work</li> <li>My school promotes a culture of respect for all students.</li> <li>Staff in this school are committed to using a variety of methods to help every student succeed.</li> </ul>		<ul style="list-style-type: none"> <li>Positive staff morale</li> <li>My school leadership team fosters a collaborative work environment.</li> <li>The school leadership involves me in decisions affecting my work.</li> <li>There is open communication within my school.</li> <li>My school recognizes staff for their quality work and accomplishments.</li> </ul>										
<p>In order to build a positive school climate and culture, all Clarksburg High School stakeholders will implement mindfulness, tolerance, acceptance, empathy, and meaningful community relationships.</p>												

In order to meet the well-being of students, staff and families, the following SCHOOL-WIDE programs will be implemented:

- Fall Take Your Child to Work Day.
- All Stakeholders are invited to participate in our Clarksburg Sports Association Community Night.
- Students & Staff will participate in Clarksburg Day.
- All stakeholders are invited to attend/participate in the Harlem Wizards community game.
- Personal Body Safety Lessons
- Signs of Suicide
- Study Circles
- Community Circles
- Mental Health Minute (*Advisory*)
- Sneakers Group
- Mental Health Week
- The Staff Clarksburg Community Team
- Staff appreciation for athletic teams
- Lunch time fun and game between students and staff

In order to meet the well-being of focus students and families, while promoting BeWell365 teachers will engage in professional learning in order to:

- Promote positive character development and empathy
- Effectively implement restorative practices
- Improve physical health and wellness
- Improve mental and emotional health and wellness
- Create culturally responsive relationships

TSI Approaches include:

- Analyze engagement and achievement student data of TSI Focus Groups