

Cartersville High School Strategic Goals FY2017

Goal 1: All students will meet high academic standards by 2016-2017.

Target Objectives				Strategies	Materials & Resources	Professional Development	Means of Evaluating Impact on Student Learning
Objective	Baseline 2014-2015	Target 2015-16	Target 2016-2017				
1.1 The percentage of students, including all subgroups, performing at a level 3 (proficient learner) or level 4 (distinguished learner) on each required high school Georgia Milestones will exceed the state percentage and increase by at least 1% annually, up to 95%.	9th Lit 48% State Avg. - 39	9th Lit 49% Final-50.3 State Avg. - 41	9th Lit 52%	<ol style="list-style-type: none"> Continuation and refinement of learning teams/common planning when applicable/data-driven instructional decisions in subject-alike areas with inclusion of special education co-teachers. Common course syllabi. Common assessment items on summative unit tests. Standards-aligned common mid-term exams in non-EOC courses. Differentiated instructional strategies focusing on student engagement. Use of Lexile screening and Lexile data to differentiate literacy instruction for all students. Schoolwide emphasis on literacy strategies - use of academic language, sentence frames, reading informational text. Extended learning opportunities (specific academic areas/athletic study hall and FAB Wednesday) throughout the school year. Credit recovery/remediation strategies for struggling students using Odysseyware and/or USA TestPrep. Targeted intervention by graduation coach and through RTI program for at-risk students. Targeted/intensive review sessions prior to Georgia Milestones focusing on content and test-taking strategies. Expansion of Advanced Placement curriculum and use of AP strategies in all classrooms. Expansion of gifted instruction and related differentiation strategies. Emphasis on use of writing rubrics. Use of Write-to-Learn to promote writing across the curriculum. 	<ul style="list-style-type: none"> *Striving Readers Literacy Grant funds for training and technology. *Title II-A funds for professional learning. *Scholastic Reading Inventory (SRI) Screener *Twenty-Day funds for extended learning. *Advanced Placement 	<ul style="list-style-type: none"> *AP Annual Conference focusing on instructional rigor. *AP Summer Institute Training. *Gifted training opportunities provided by RESA. *Additional ESOL training opportunities for key staff members. *Co-teaching training opportunities provided by NW Georgia RESA. *Training on best-practices related to differentiated instruction - provided by NW Georgia RESA, GADOE, and subject-specific professional organizations. *Training on use of SMART technology in the classroom. *Professional learning conducted at faculty meetings and various times throughout the year. *Leadership/Literacy team meetings (2x per month) *Rigor of Math program provided by RESA 	<ul style="list-style-type: none"> *Percentage of students meeting standards on Georgia Milestones tests <hr/> <p style="text-align: center;"><u>MONITORING</u></p> <ul style="list-style-type: none"> *Weekly lesson plans *Common assessment data *Mid-term and final exam data *Pass/failure rates *Learning team minutes *Walkthrough observations *Classroom observations/feedback *USA TestPrep data *Student writing samples
	Amer Lit 37% State Avg. - 36	Amer Lit 38% Final-44.7 State Avg. - 43	Amer Lit 47%				
	Algebra I N/A	Algebra I (baseline) 44% State Avg. - 34	Algebra I 46%				
	Analy Geo 46% State Avg. - 29	Geometry 47% Final-56.1 State Avg. - 33	Geometry 58%				
	Phy Sci 30% State Avg. - 31	Phy Sci 31% Final-21.7 State Avg. - 34	Phy Sci 27%				
	Biology 53% State Avg. - 38	Biology 54% Final-47.8 State Avg. - 43	Biology 51%				
	U.S. History 39% State Avg. - 40	U.S. History 40% Final-35.8 State Avg. - 44	U.S. History 39%				
	Economics 36% State Avg. - 37	Economics 37% Final - 38.3 State Avg. - 45	Economics 41%				

Cartersville High School Strategic Goals FY2017

Goal 2: The percentage of students who exceed high academic standards will increase in the 2016-17 school year as compared to the 2015-16 school year.

Target Objectives			Strategies	Materials & Resources	Professional Development	Means of Evaluating Impact on Student Learning	
Objective	Baseline 2014-2015	Target 2015-2016					Target 2016-2017
<p>2.1 The percentage of students performing at a Level 4 (distinguished learner) on each required high school Georgia Milestones will exceed the state percentages and increase by at least 1% annually, up to 50%.</p>	<p>9th Lit 6.5% State Avg. - 6.4</p>	<p>9th Lit 8% Final-4.3 State Avg. - 6.7</p>	<p>9th Lit 7%</p>	<p>1. Continuation and refinement of learning teams/common planning/data-driven instructional decisions in subject-alike areas with inclusion of special education co-teachers. 2. Common course syllabi. 3. Common assessment items on summative unit tests. 4. Standards-aligned common mid-term exams in non-EOC courses. 5. Differentiated instructional strategies focusing on student engagement. 6. Literacy (Lexile) screening for all students. 7. Schoolwide emphasis on literacy strategies - use of academic language, sentence frames, reading informational text. 8. Extended learning opportunities (general/athletic study hall) before and after school. 9. Expansion of Advanced Placement curriculum and use of AP strategies in all classrooms. 10. Expansion of gifted instruction and related differentiation strategies. 11. Incentive-based program for students who exceed standards.</p>	<p>*Striving Readers Literacy Grant funds for training and technology. *Title II-A funds for professional learning. *Scholastic Reading Inventory (SRI) Screener *Twenty-Day funds for extended learning. *Advanced Placement instructional materials from AP Central/College Board. *USA TestPrep software for remediation and review. *TKES Facts Sheets and Familiarization videos focusing on instructional standards.</p>	<p>*Striving Readers Summer Leadership Institute for content-area teachers. *AP Annual Conference focusing on instructional rigor. *AP Summer Institute Training. *Gifted training opportunities provided by RESA. *Co-teaching training opportunities provided by NW Georgia RESA *Training on best-practices related to differentiated instruction - provided by NW Georgia RESA, GADOE, and subject-specific professional organizations. *Training on use of SMART technology in the classroom *Professional learning conducted at faculty meetings and various times throughout the year. *Leadership team meetings (2x per month)</p>	<p>*Percentage of students exceeding standards on Georgia Milestones tests</p> <hr/> <p>MONITORING</p> <p>*Weekly lesson plans *Common assessment data *Mid-term and final exam data *Pass/failure rates *Learning team minutes *Walkthrough observations *Classroom observations/feedback *USA TestPrep data</p>
	<p>Amer Lit 6.9 State Avg. - 6.6</p>	<p>Amer Lit 8% Final-9.1 State - 11.4</p>	<p>Amer Lit 11%</p>				
	<p>Algebra I N/A</p>	<p>Algebra I 8% Final-10.1 State Avg. - 9.7</p>	<p>Algebra I 12%</p>				
	<p>Analy Geo 7.4% State Avg. - 5.9</p>	<p>Geometry 8% Final-14.9 State Avg. - 12.4</p>	<p>Geometry 17%</p>				
	<p>Phy Sci 1.8% State Avg. - 5.1</p>	<p>Phy Sci 5% Final-0 State Avg. - 7.8</p>	<p>Phy Sci 2%</p>				
	<p>Biology 17.2% State Avg. - 9.3</p>	<p>Biology 9% Final-10 State Avg. - 10.9</p>	<p>Biology 12%</p>				
	<p>U.S. History 7.9% State Avg. - 9.7</p>	<p>U.S. History 10%</p>	<p>U.S. History 10%</p>				
	<p>Economics 1.9% State Avg. - 6.2</p>	<p>U.S. History 10% Final-7.5 State Avg. - 12.4</p>	<p>Economics 9%</p>				

Cartersville High School Strategic Goals FY2017

Goal 2: The percentage of students who exceed high academic standards will increase in the 2016-17 school year as compared to the 2015-16 school year.

Target Objectives				Strategies	Materials & Resources	Professional Development	Means of Evaluating Impact on Student Learning
Objective	Target 2014-2015	Target 2015-2016	Target 2016-2017				
2.2 The percentage of high school students achieving a 3 or higher on AP exams will increase by at least 3% annually.	<u>AP Exams</u> 33% Final - 35.2%	<u>AP Exams</u> 36% Final - 39%	<u>AP Exams</u> 42%	1. Improve middle school articulation for 9th grade placement. 2. Increased emphasis on appropriate course placement for all students. 3. Train additional teachers in AP strategies. 4. Implement Advanced Academics Showcase/emphasis on AP excellence. 5. Increased collaboration among AP teachers. 6. Vertical teaming on advanced academics with CMS (invite to join team at AP Annual Conference) to promote pre-AP strategies. 7. Increase AP exam review sessions/AP study hall. 8. Emphasis on AP writing strategies at pre-AP levels (ex. DBQ, FRE, etc.). 9. Differentiated instructional strategies focused on students at the upper end of the spectrum.	*AP Potential Report from College Board. *Title II-A funds for professional learning *Scholastic Reading Inventory (SRI) Screener. *Twenty-Day funds for extended learning. *Existing writing labs and acquisition of a mobile writing lab. *AP strategies and materials from AP Central/College Board. *TKES Facts Sheets and Familiarization videos focusing on instructional standards.	*Striving Readers Summer Leadership Institute for content-area teachers. *AP Annual Conference focusing on instructional rigor. *AP Summer Institute Training. *Gifted training opportunities provided by RESA. *Training on best-practices related to differentiated instruction - provided by NW Georgia RESA, GADOE, and subject-specific professional organizations. *Training on use of SMART technology in the classroom *Professional learning conducted at faculty meetings and various times throughout the year.	*Percentage of students scoring 3 or high on AP exams. <hr/> <u>MONITORING</u> *Weekly lesson plans *Common assessment data *Writing samples *Mid-term and final exam data *Learning team minutes *Walkthrough observations *Classroom observations/feedback

Cartersville High School Strategic Goals FY2017

Goal 2: The percentage of students who exceed high academic standards will increase in the 2016-17 school year as compared to the 2016-17 school year.

Target Objectives				Strategies	Materials & Resources	Professional Development	Means of Evaluating Impact on Student Learning
Objective	Baseline 2014-2015	Target 2015-2016	Target 2016-2017				
<p>2.3 The number of students completing a pathway (CTAE, fine arts, or world language) will increase from FY16 to FY17.</p> <p>2.4 The number of CTAE Pathway Completers earning a national industry recognized credential or a passing score on a GADOE recognized end of pathway assessment will increase from FY16 to FY17.</p>	78%	Pending	37	<ol style="list-style-type: none"> 1. Improve middle school articulation for 9th grade placement. 2. Increased emphasis on appropriate course placement for all students. 3. Implement Advanced Academics WBL Pathway. 4. Increased collaboration among all teachers. 5. Vertical teaming with CMS to promote CTAE, Fine Arts, and Foreign Language pathways. 6. Emphasis on writing strategies. 7. Differentiated instructional strategies focused on students at the upper end of the spectrum. 	<p>*Promotional items/displays/materials for CTAE, Fine Arts, and Foreign Language Programs</p> <p>*Specific support for at-risk students in all courses based upon their accommodations and modifications.</p> <p>*Twenty-Day funds for extended learning.</p> <p>*AP strategies and materials from AP Central/College Board.</p> <p>*TKES Facts Sheets and Familiarization videos focusing on instructional standards.</p>	<p>*GACTE conference</p> <p>*CTAE training opportunities provided by RESA.</p> <p>*Training on best-practices related to differentiated instruction - provided by NW Georgia RESA, GADOE, and subject-specific professional organizations.</p> <p>*Learning team meetings (minimum of 2x per month)</p> <p>*Leadership/Literacy team meetings (1x per month)</p>	<p>* End of Pathway results and number of students completing a pathway.</p> <hr/> <p style="text-align: center;"><u>MONITORING</u></p> <p>*Weekly lesson plans</p> <p>*Common assessment data</p> <p>*Number of End of Pathway participants</p> <p>*Walkthrough observations</p> <p>*Classroom observations/feedback</p>

Cartersville High School Strategic Goals FY2017

Goal 3: The percentage of students who graduate will increase in the 2016-17 school year as compared to the 2015-16 school year.

Target Objectives			Strategies	Materials & Resources	Professional Development	Means of Evaluating Impact on Student Learning	
Objective	Target 2014-2015	Target 2015-2016					Target 2016-2017
<p>3.1 The 4-year cohort graduation rate will increase by at least 1.5% as compared to FY 2015-16.</p> <p>3.2 The 5-year cohort graduation rate will increase by at least .6% as compared to FY 2015-16.</p>	<p>Cohort 90% Final - 85.8 State - 78.8</p> <p>79% Final - 75%</p>	<p>Cohort 90% Pending</p>	<p>Cohort ?%</p>	<ol style="list-style-type: none"> 1. Learning teams/common planning/data-driven instructional decisions. 2. Differentiated instructional strategies focused on student engagement and emphasis on writing in all content areas. 3. Use of Lexile screening and Lexile data to differentiate literacy instruction for all students. 4. Schoolwide emphasis on literacy strategies - use of academic language, sentence frames, reading informational text. 5. Extended learning opportunities (academic specific/athletic study halls; Flexible Academic Block Wednesday) throughout the year. 6. Credit recovery/remediation strategies for struggling students during school day using Odysseyware and/or USA TestPrep. 7. College and career ready (Georgia Futures) strategies implemented by counselors. 8. Classroom guidance, class meetings, and college/career ready programs provided by counselors. 9. Individual student/counselor meetings and intervention meetings scheduled as needed. 10. Targeted intervention by graduation coach and through RTI program for at-risk students. 11. Alternative setting opportunity at Ombudsman for struggling students 12. Required "exit interview" for students who ask to withdraw. 13. Monitor school withdrawal reports 14. Design and use of CTAE survey to guide class offerings. 15. Explore new on campus student club opportunities. 16. Continue to build relationship with all local post-secondary schools 	<ul style="list-style-type: none"> *Striving Readers Literacy Grant funds for training and technology. *Georgia Futures website and materials. *Scholastic Reading Inventory (SRI) Screener. *Twenty-Day funds for extended learning. *Odysseyware for credit recovery and remediation. *Summer school credit recovery options *Ombudsman Educational Services. *USA TestPrep Software for remediation and review. *TKES Facts Sheets and Familiarization videos focusing on instructional standards. 	<ul style="list-style-type: none"> *Targeted learning for counselors (or teachers) based on identified areas of specific need - provided by NW Georgia RESA, GADOE, or other professional organizations. *Counselor training provided by RESA and Georgia Futures. *Odysseyware training 	<p>*Four-year cohort graduation rate as calculated for CCRPI *Five-year cohort graduation rate as calculated for CCRPI</p> <hr/> <p style="text-align: center;"><u>MONITORING</u></p> <ul style="list-style-type: none"> *Enrollment/withdrawal reports *Counselor graduation lists *Grade reports *EOC data *Mandatory FAB list *Georgia Milestone data

Cartersville High School Strategic Goals FY2017

Goal 4: The achievement gap will be reduced between minority student groups and SWD and all students during the 2016-17 school year.

Target Objectives				Strategies	Materials & Resources	Professional Development	Means of Evaluating Impact on Student Learning
Objective	Baseline 2014-2015	Target 2015-2016	Target 2016-2017				
<p>4.1 The achievement gap between minority student groups, SWD students, and all students performing at a level 3 (proficient learner) or level 4 (distinguished learner) on each required high school Georgia Milestones will decrease on each state assessment.</p> <p>4.2 The percentage of minority student groups and SWD performing at a Level 4 (distinguished learner) on each required high school Georgia Milestones will increase.</p> <p>4.3 The percentage of courses failed by minority student groups as compared to all students will decrease by 3%.</p>	See attached	See attached	See attached	<p>1. Differentiated instructional strategies based on cultural relevance and focused on student engagement with emphasis on writing in all content areas.</p> <p>2. Use of Lexile screening and Lexile data to differentiate literacy instruction for all students.</p> <p>3. Schoolwide emphasis on literacy strategies - use of academic language, sentence frames, reading informational text.</p> <p>4. Targeted intervention strategies provided by graduation coach.</p> <p>5. Intensive writing focus for 10th graders in ELA with focus on essay content.</p> <p>6. Continuation and refinement of learning teams/common planning when applicable/data-driven instructional decisions in subject-alike areas with inclusion of special education co-teachers.</p> <p>7. Differentiated instructional strategies focusing on student engagement.</p> <p>8. Extended learning opportunities (specific academic areas/athletic study hall and FAB Wednesdays) throughout the school year.</p> <p>9. Credit recovery/remediation and acceleration strategies for struggling students using Odysseyware and/or USA TestPrep.</p> <p>10. Targeted intervention by graduation coach and through RTI program for at-risk students.</p> <p>11. Targeted/intensive review sessions prior to Georgia Milestones focusing on content and test-taking strategies.</p> <p>12. Exploration of student groups that build accountability and academic support.</p>	<p>*Striving Readers Literacy Grant funds for training and technology-aided instruction.</p> <p>*Title II-A funds for professional learning.</p> <p>*Scholastic Reading Inventory (SRI).</p> <p>*Twenty-Day funds for extended learning.</p> <p>*Odysseyware for credit recovery and remediation.</p> <p>*USA TestPrep Software for remediation and review.</p> <p>*TKES Facts Sheets and Familiarization videos focusing on instructional standards.</p> <p>*Write-to-Learn program.</p> <p>*Mentoring program</p> <p>*Organizations such as Brother 2 Brother and Generacion Latina.</p>	<p>*Training on best practices related to differentiated instruction and literacy skills provided by NW Georgia RESA, GADOE, or other professional organizations.</p> <p>*Professional learning on teaching for cultural relevance.</p> <p>*Additional ESOL training opportunities for key staff members.</p> <p>*Co-teaching training opportunities provided by NW Georgia RESA.</p> <p>*Training on use of SMART technology in the classroom.</p> <p>*Professional learning conducted at faculty meetings and various times throughout the year.</p> <p>*Leadership team meetings (2x per month)</p>	<p>* Percentage of students meeting standards on Georgia Milestones tests</p> <hr/> <p style="text-align: center;"><u>MONITORING</u></p> <p>*Weekly lesson plans</p> <p>*Common assessment data</p> <p>*Mid-term and final exam data</p> <p>*Learning team minutes</p> <p>*Walkthrough observations</p> <p>*Classroom observations/feedback</p> <p>*USA TestPrep data</p> <p>*Student writing samples</p>



Objective		Baseline 2014-2015	Results 2015-2016	Target 2016-2017	Target 2017-2018	Target 2018-2019	Target 2019-2020
<p>4.1 The achievement gap between minority student groups,SWD students and all students performing at a level 3 (proficient learner) or level 4 (distinguished learner) on each required high school Georgia Milestones will decrease annually on each state assessment.</p>	B I O L	<i>SWD - N/A Hispanic-14 % Black- 28%</i>	<i>SWD - 39% Hispanic-23% Black- 17%</i>	<i>SWD- 25% Hispanic - 15% Black - 10%</i>	<i>SWD- Hispanic - Black</i>	<i>SWD- Hispanic - Black</i>	<i>SWD- Hispanic - Black</i>
<p><i>Note: "Minority student groups" for CCS is considered black + hispanic students.</i></p>	P H S C I	<i>SWD- 6% Hispanic - 13% Black-20%</i>	<i>SWD- N/A Hispanic - N/A% Black-17%</i>	<i>SWD- 5% Hispanic -8% Black- 10%</i>	<i>SWD- Hispanic - Black</i>	<i>SWD- Hispanic - Black</i>	<i>SWD- Hispanic - Black</i>

Objective		Baseline 2014-2015		Results 2015-2016		Target 2016-2017		Target 2017-2018		Target 2018-2019		Target 2019-2020
(continued)	U S H I S T	<i>SWD- 12%</i> <i>Hispanic - 5%</i> <i>Black - 24%</i>		<i>SWD- 35%</i> <i>Hispanic - 24%</i> <i>Black - 22%</i>		<i>SWD- Hispanic - Black</i>		<i>SWD- Hispanic - Black</i>		<i>SWD- Hispanic - Black</i>		
	E C C O N	<i>SWD- 28%</i> <i>Hispanic -14%</i> <i>Black - 19%</i>		<i>SWD- 30%</i> <i>Hispanic - 4%</i> <i>Black - 20%</i>		<i>SWD- Hispanic - Black</i>		<i>SWD- Hispanic - Black</i>		<i>SWD- Hispanic - Black</i>		



Objective		Baseline 2014-2015	Results 2015-2016	Target 2016-2017	Target 2017-2018	Target 2018-2019	Target 2019-2020
4.2 The percentage of minority student groups and SWD students performing at a Level 4 (distinguished learner) on each required high school Georgia Milestones will increase by 1%.	g t h L I T	<i>SWD - 0%</i> <i>Hispanic- 2%</i> <i>Black- 1%</i>	<i>SWD - 0%</i> <i>Hispanic - 0%</i> <i>Black -1%</i>	<i>SWD- 3%</i> <i>Hispanic -3%</i> <i>Black -4%</i>	<i>SWD- Hispanic - Black</i>	<i>SWD- Hispanic - Black</i>	<i>SWD- Hispanic - Black</i>
<i>Note: "Minority student groups" for CCS is considered black + hispanic students.</i>	A M L I T	<i>SWD- 0%</i> <i>Hispanic - 0%</i> <i>Black-0%%</i>	<i>SWD- 0%</i> <i>Hispanic - 3%</i> <i>Black - 4%</i>	<i>SWD- 3%</i> <i>Hispanic -6%</i> <i>Black-7%</i>	<i>SWD- Hispanic - Black</i>	<i>SWD- Hispanic - Black</i>	<i>SWD- Hispanic - Black</i>

Objective		Baseline 2014-2015	Results 2015-2016	Target 2016-2017	Target 2017-2018	Target 2018-2019	Target 2019-2020
(continued)	A L G 1	SWD- N/A Hispanic - N/A Black - N/A	SWD- 0% Hispanic - 2% Black - 4%	SWD- 3% Hispanic -5% Black -7%	SWD- Hispanic - Black	SWD- Hispanic - Black	SWD- Hispanic - Black
	G E O M	SWD- 0% Hispanic - 0% Black - 0%	SWD- 0% Hispanic -10% Black-2%	SWD- 3% Hispanic - 13% Black -5%	SWD- Hispanic - Black	SWD- Hispanic - Black	SWD- Hispanic - Black



Objective		Baseline 2014-2015	Results 2015-2016	Target 2016-2017	Target 2017-2018	Target 2018-2019	Target 2019-2020
4.1 The achievement gap between minority student groups,SWD students and all students performing at a level 3 (proficient learner) or level 4 (distinguished learner) on each required high school Georgia Milestones will decrease annually on each state assessment.	g t h L I T	<i>SWD - 45%</i> <i>Hispanic-20%</i> <i>Black- 20%</i>	<i>SWD - 37%</i> <i>Hispanic-15%</i> <i>Black- 18%</i>	SWD-27% Hispanic -10% Black - 13%	<i>SWD- Hispanic - Black</i>	<i>SWD- Hispanic - Black</i>	<i>SWD- Hispanic - Black</i>
<i>Note: "Minority student groups" for CCS is considered black + hispanic students.</i>	A M L I T	<i>SWD- N/A</i> <i>Hispanic - 6%</i> <i>Black-28%</i>	<i>SWD- 45%</i> <i>Hispanic -29%</i> <i>Black-27%</i>	SWD-35% Hispanic -20% Black-22%	<i>SWD- Hispanic - Black</i>	<i>SWD- Hispanic - Black</i>	<i>SWD- Hispanic - Black</i>

Objective		Baseline 2014-2015	Results 2015-2016	Target 2016-2017	Target 2017-2018	Target 2089-2019	Target 2019-2020
(continued)	A L G 1	No test	Baseline SWD- 38% Hispanic- 16% Black- 10%	SWD- 28% Hispanic - 10% Black - 5%	SWD- Hispanic - Black	SWD- Hispanic - Black	SWD- Hispanic - Black
	G E O M	SWD- 24% Hispanic - 0% Black - 20%	SWD- 49% Hispanic - 9% Black - 23%	SWD-39% Hispanic - 5% Black -15%	SWD- Hispanic - Black	SWD- Hispanic - Black	SWD- Hispanic - Black

Cartersville High School Strategic Goals FY2017

Goal 5. All students will be literate in the utilization of technology in their personal, educational, and occupational lives.

Target Objectives				Strategies	Materials & Resources	Professional Development	Means of Evaluating Impact on Student Learning
Objective	Target 2014-2015	Baseline 2015-2016	Target 2016-2017				
5.1 All students will use current and emerging technologies that enhance academic achievement.	N/A	70 ITS specific visits	85 ITS specific visits	<ol style="list-style-type: none"> 1. Establishment of technology task force to establish best practices with regard to educational technology strategies 2. Collaboration with learning teams via digital platforms 3. Differentiated digital instructional strategies focusing on student engagement 4. Schoolwide emphasis on digital literacy strategies – audiobooks, podcasts, Newsela, and graphic organizers to support comprehension 5. Extended digital access opportunities (computer labs, media center computers) before and after school and on FAB Wednesdays 6. Teachers using technology through websites, weeblys, edmodo, etc. to enhance both learning and communication with students and parents. 	<ul style="list-style-type: none"> *Striving Readers Literacy Grant funds for training and technology-aided instruction. *Title II-A funds for professional learning *ITS position 	<ul style="list-style-type: none"> *Additional ESOL differentiated training opportunities for key staff members. *Training on use of SMART technology in the classroom. *Technology team meetings evaluate and establish best practices for classroom instruction. *GaETC, WestGaRESA Tech Talk professional development for technology team and administrators with regard to curriculum. *Various monthly tech talks for staff. 	<ul style="list-style-type: none"> * Percentage of students participating in online learning platforms <hr/> <p style="text-align: center;"><u>MONITORING</u></p> <ul style="list-style-type: none"> *Weekly lesson plans *Participation in school-level professional development for educational technology *Technology team minutes *Walkthrough observations * Instructional technology sessions

Cartersville High School Strategic Goals FY2017

Goal 6. Ensure customer support and satisfaction

Target Objectives				Strategies	Materials & Resources	Professional Development	Means of Evaluating Impact on Student Learning
Objective	Target 2014-2015	Baseline 2015-2016	Target 2016-2017				
6.1 Increase parent and community involvement through public engagement practices that treat parents, businesses, community based organizations, local institutions of higher education and other public entities as partners in the educational process.	N/A	3.84/5.00 (Survey data)	4.0/5.0	<p>1. The entire school community will participate in a comprehensive needs assessment which addresses all academic areas and other factors affecting achievement.</p> <p>2. Communicate learning goals and important school information to all stakeholders through the use of grade level parent nights, the school website, and social media.</p> <p>3. Stakeholders will be invited to be involved in the improvement plan process through the School Governance Council.</p> <p>4. School Improvement Plan and other important information is available on the Cartersville HS website (translation available upon request).</p> <p>5. Encourage community members to mentor individually or serve as an advisement mentor.</p>	<p>*Website and social media training.</p> <p>*Parent volunteers at various events and GHC tutors assisting throughout the school year.</p> <p>*Mentoring program</p> <p>*Schoolmessenger</p> <p>*Habitudes</p>	<p>*Additional website and social media training.</p> <p>*Training on Habitudes</p>	<p>* Percentage of students graduating and percentage of community members involved in various aspects of the school operations.</p> <hr/> <p style="text-align: center;"><u>MONITORING</u></p> <p>*Graduation rate *Volunteer status</p>