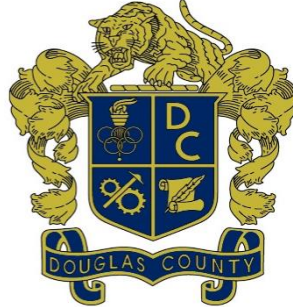


Douglas County High School

8705 Campbellton Street
Douglasville, GA 30134

2016-17 School Improvement Plan



DCHS 2016-17 Administration

Principal – Andre Weaver
Assistant Principal – Dr. Tiffany Boyle, Dr. Donita Cullen,
Mrs. Sarah Fredenburg, Mr. Albert Lindsey, Jr.

DCHS 2016-17 Instructional Leads

School Counseling – Dr. Joy Moses
CTAE – Dr. Tawyna Bailey
English – Mrs. Victoria Burnett
Foreign Language & Fine Arts – Mrs. Elizabeth Berry
IB Coordinator – Mr. Casey Hall
Math – Mr. Grant Fossum
Media – Mrs. Kristy Herlihy
Physical Education – Mr. Travis Smith
Science – Mr. Robert Bennett
Social Studies – Dr. Shona Brantley
Special Education – Mr. Shawn Meade & Mrs. Gwen St. Brice

Mission Statement: *Our mission here at DCHS is to provide a rigorous academic and character building education for all students in a safe and supportive environment.*

Vision Statement: *Our vision is to build a community of lifelong learners who become responsible, productive citizens and independent thinkers who excel in the global marketplace.*

Motto: *4G Ready! Goals, Grades, Grind, & Graduation!!!*

Basic School Profile

Student Population: 1880 students

Student Ethnicity: Asian 2.3%, Black 64.4%, Hispanic 11.7%, White 17.3%, Multi 3.7%, Other .6%

Teacher Population: 107 Teachers

Teacher Ethnicity: Hispanic 4.5%, American Indian .5%, Black 37%, White 58%

Support Staff: 2 Media Specialists, 4 Counselors, 1 College and Career Center Specialist, 1 Educational Evaluator, 9 Paraprofessionals, 1 Social Worker, 1 SST Coordinator, 2 Attendance Clerks, 1 Records Clerk, 1 Media Center Clerk, 1 Curriculum Secretary, 1 Athletic/CTAE Secretary, 2 SROs, 1 Speech Pathologist, 1 School Psychologist, 1 Bookkeeper, 1 Office Manager, 1 Receptionist, 4 Assistant Principals, 1 Principal

Free & Reduced Lunch: 61.9%

AP Courses: Biology, Calculus, Computer Science Principles, Government/Politics: US, Human Geography, Language, Literature, Microeconomics, Psychology, Spanish, Statistics, Studio Art, US History, World History
Other AP Courses with AP Certified Teachers that can be Offered: Chemistry, Environmental Science, European History, Macroeconomics, Physics

Honors/Accelerated Courses: Algebra, Geometry, Pre-Calculus, Biology, Chemistry, Physical Science, 9th Lit, 10th Lit, American Lit, American Government, World History, US History, Economics

IB Courses: English Year 1 & 2, Biology Year 1 & 2, Chemistry Year 1 & 2, Math Year 1 & 2, Math Studies Year 2, History of Americas Year 1, 20th Century History Year 1, French Year 1 & 2, Spanish Year 1 & 2, Visual Arts Year 1 & 2, Theory of Knowledge Year 1 & 2, IB Philosophy Year 1 & 2, IB Design & Technology Year 1 & 2

Pathways:

CTAE: Allied Health & Medicine, Business & Technology, Early Childhood, Emergency Medical Responder, JROTC, Law & Justice, Marketing, Nutrition and Food Science, Personal Care Services, Web & Digital Design

Fine Arts: Band, Chorus, Theatre, Visual Arts

Foreign Language: French, Spanish

DCHS 2013-14 Academic Honors: Star Student of the County (*8th Year in a Row*), 19 Governors Honors Students, Named an AP School by the College Board, Received AP Stem Grant, Ranked #9 in the State by the *Washington Post* as “Most Challenging School”, Ranked in Top 10% in the Nation by the *Washington Post* as “Most Challenging School”, Ranked #2 in Georgia by the *Washington Post* for students receiving Postsecondary Credits, National History Day Winners, 2 Georgia Science Fair Winners, 1 Young Georgia Author State Winner, 1 National BioGenius Winner

DCHS 2014-15 Academic Honors: Governors Honors Students, Scholar Bowl State Champions (Ranked Nationally), Mock Trial (Ranked in Top 16 in State), 2 Regional Science Fair Winners, 2 Robotics Teams to State, Star Student of the County (*9th Year in a Row*), Ranked #58 of all High Schools in GA by *US News & World Report*

DCHS 2015-16 Academic Honors: Governors Honors Students, Scholar Bowl State Runner Up (Ranked Nationally), Mock Trial (Ranked in Top 16 in State), 1 Regional Science Fair Winners, 2 Robotics Teams to State, Co-Star Students of the County (*10th Year in a Row*), Ranked #55 of all High Schools in GA by *US News & World Report*, Ranked #104 in Georgia High Schools by the *Washington Post*

Class of 2014 Scholarship Total: \$7.1 Million

Class of 2015 Scholarship Total: \$7.3 Million

Class of 2016 Scholarship Total: \$13.3 Million

School Improvement Measurable Goals / EOC Scores

9th Grade Literature scores will increase from 81% to 85%.

American Literature will increase will increase from 79% to 85%.

Biology will increase will increase from 67% to 70%.

Physical Science will increase will increase from 56% to 60%.

Algebra I will increase will increase from 58% to 65%.

Analytic Geometry will increase will increase from 57% to 60%.

US History will increase will increase from 76.5% to 80%.

Economics will increase will increase from 85% to 88%.

School Improvement Goals

DCHS will increase from 85.5% to 90% with the 4 year cohort.

ALL student ethnic and economically disadvantaged subgroups will increase to 90%. SWD students will increase to 46% to 60%.

School Improvement Goals (Other Related to CCRPI)

Pathway Completers

What: Increase the number of pathway completers for each pathway.

- How:**
1. Focus on Lower and Mid-Level Students in Pathway,
 2. Recruit students to start and continue pathways
 3. Increase CTAE enrollment in 2nd and 3rd level courses.
 4. Analyze Pathway Data from 15-16.

Persons Responsible: CTAE Teachers, Fine Arts Teachers, Foreign Language Teachers, IB Coordinator, CTAE Department Chair, Fine Arts Department Chair, Foreign Language Department Chair, Advisors, Curriculum Assistant Principal, Principal

Artifacts: Beginning and Middle Level CTAE Pathway Rosters, Recruitment fliers, presentations, Advisement Nights, etc.

Evidence: Number of Students who complete a Pathway.

CTAE EOPA Pass Rate

What: Increase the number of students who pass the EOPA in all areas from 68.2% to 71%.

- How:**
1. Focus on Lower and Mid-Level Students in Pathway.
 2. Prepare Upper Level students for the EOPA.
 3. Analyze EOPA Pass Rate Data from 15-16.
 4. Create pass percentage goals.

Persons Responsible: CTAE Teachers, CTAE Department Chair, CTAE Assistant Principal, Principal

Artifacts: Mid-Level Pathway Rosters, Upper Level CTAE Pathway Rosters, CTAE EOPA Study Session Sign In Sheets

Evidence: Number of Students who pass the EOPA per Pathway.

CTAE	Increase CTAE enrollment in 2nd and 3rd level courses. Increase EOPA pass rate in all areas to improve overall pass rate from 68.21 to 71%.
Business & Technology	Increase enrollment in 3rd level class by 10%. Increase pathway completers/EOPA pass rate from 91.3% to 93%.
Early Childhood	Increase ECE 2nd and 3rd level class enrollments by 15%. 80% pass rate on ECE EOPA (Apr. 2017 -first time testing this pathway).
Healthcare Science	Increase HCS 2nd and 3rd level class enrollment by 10%. Increase EOPA (Allied Health) pass rate from 53.13 to 60% and 50% minimum EOPA (EMR) pass rate for 2016/2017 school year.
Marketing	Increase 2nd level course by 1 class.
Interactive Media	Increase EOPA pass rate by 10%.
Cosmetology	Increase 2nd and 3rd level course enrollment. Increase EOPA pass rate from 64.71% to 68%.
ROTC	Increase enrollment in 2nd and 3rd level courses.
Food and Nutrition	Increase enrollment in 3rd level class by 20%. Maintain 100% EOPA pass rate. 70% of all Food Nutrition and Wellness students will move up to Food for Life.
Law & Justice	Increase EOPA pass rate from 60.71% to 64%.

MOWR Credits/Students

What: Increase the number of students who participate in MOWR.

- How:** 1. Focus on Upperclassmen (10th- 12th Graders) who may be successful with MOWR.
 2. Communicate the process to students.
 3. Bring in Ga Highlands, UWG, and WGT to recruit
 4. Explain MOWR during Parent Nights

Persons Responsible: College and Career Center, Counselors, Curriculum Assistant Principal, Principal

Artifacts: Parent Meeting Sign in Sheets, Counselor Lunch and Learn Sessions

Evidence: Number of Students who participate in MOWR.

School Specific Improvement Goals

PLC Meetings (Feedback and Meeting Form)

What: Teachers who teach a common course meet once a week to discuss curriculum, instruction, and assessment (what to teach, how to teach, and what to do if they do or don't get it).

How: 1. Teachers set a time when they meet in their PLCs before, during, or after school.

2. PLC leader will turn in the feedback/meeting form to the admin team.
3. Each member of the PLC will be an active participant in the collaboration of ideas.

Persons Responsible: Core Area Teachers in a PLC, Core Area Department Heads, Admin Team

Artifacts: Meeting Forms

Evidence: More instructional techniques being shared and assessments increasing, improved overall student achievement

LFS Focus in TKES

What: Use the LFS model in PLC's to develop effective lessons, activities, and assessments that will lead to increased academic achievement and enhanced relationships among all stakeholders.

How: Lesson Plans being using with the LFS format submitted every 10 days.

Persons Responsible: All Teachers, Admin Team

Artifacts: Lesson Plans, PLC Meetings

Evidence: Increased academic achievement in all areas

Utilize ABC List to Improve Failures

What: All teachers will submit a list of students who are an issue in A, B, or C monthly.

How: 1. Admin will break down the list and meet with students to develop individualized plans to get better in a single or multiple areas.

Persons Responsible: All Teachers, Admin Team

Artifacts: ABC List

Evidence: Decrease in # of Failures.

School Improvement Goals (Schoolwide)

Improving on the Personal Rapport with Students

What: All teachers will work on building a rapport with their students.

How: 1. College Days, 2. Advisement, 3. ABC List, 4. Extracurricular Events, 5. Student Recognition/SOTM

Persons Responsible: All Teachers and Staff, Admin Team

Artifacts: Call Logs

Evidence: Positive Culture and Climate in the School, School Spirit, Success Stories of Students

School Improvement Goals (Credit Deficiencies)

What: Focus on students who are behind in credits in 10th, 11th, and 12th grade.

How: Meet with them in advisement, monitor their grades, 9 week check ins, Edgenuity Monthly Checks

Persons Responsible: Edgenuity Teachers, CHAMPS, Advisors, Counselors, Students, Parents, Administrators

Artifacts: Progress Reports, Report Cards

Evidence: Students end the school year with 50% more credits than the previous year.

School Improvement Goals (Special Education)

What: 1) Focus on students who receive SPED services. 2) Focus on teachers who teach Co-Taught, Resource, and Study Skills courses.

How: 1) ABC List, SPED Monthly ABC Data, Advisement Data, Progress Monitoring

2) Teacher Observations, PLC Observations

Persons Responsible: SWD Teachers, SWD Co Chairs, Paraprofessionals, Administrators

Artifacts: Progress Monitoring, ABC Data, IEP Meetings, SPED Meetings, Progress Reports, Report Cards

Evidence: Increased Academic Achievement in all areas and Increased Co-Teacher Instruction

School Improvement Goals (Foreign Language & Fine Arts)

What: A) 88% Passing Rate for all Foreign Language Courses

B) Percent of Graduates Completing a World Language Pathway will increase by 2%.

C) Percentage of graduates receiving college credit for Foreign Language will increase from the 2016-2017 school year to the 2017-2018 school year.

How: B) Increase # of students taking 3rd and 4th year courses, C) Increase assessment scores for AP & IB Exams

Assessment Goals:

SLOs: 80% of students taking French and Spanish courses with a SLO will have achieved

“Expected Growth”. **IB Spanish & French SL/HL:** SL students will earn an average of 4 on their IB exam, HL students will earn an average of 3 on their IB exam. **AP Spanish:** Students will receive an overall average score of “3” on the AP Spanish Language and Culture Test.

School Improvement Goals (International Baccalaureate)

What: Increase average score per subject area by 15%, Increase overall Diplomas Earned by 15%, Increase number of students earning 30+ points by 15%, Each student earns at least 1

Bonus Point from their TOK and EE combined work, Decrease number of Ds awarded on EEs by 75%, Improve retention from 9th to 10th by 80%.

How:

- I. **Teacher expertise:** each teacher must have a strong understanding of the curriculum and assessment requirements in the subject they teach.
 - a. Each element of the course should be aligned to facilitating learning outcomes that coordinate with official IB guidelines and criteria.
- II. **Work that is done at DCHS must be strong:**
 - a. Demanding great work: teachers must work diligently to elicit from students products of high quality. All IAs, EEs, and work that externally graded but that is done here over the course of weeks and months must be polished and impressive. It is our best chance to score well.
 - i. If multiple drafts are required, so be it. We will ask for them early enough so that more work can be done as needed.
 - b. Student attention to detail: too many points, for too many students, on too many assignments are being left on the table.
- III. **Add remediation opportunities**
 - a. We hope to add a number of pieces to support students in each grade each month. Some of these will be through volunteering by staff, and some, depending on budget enhancements, will through paid time from staff.
 - i. These pieces will help address weakness in skill or experience for sub-components of our students, and the different groups and help each needs varies quite a bit.
- IV. **Add physical and digital resources**
 - a. A number of pieces for Design Tech, Biology, and Math have already been added this year. We will make further strategic additions in the coming months.
 - i. Programs like ManageBac (added last year) are already helping manage the numbers and quality in a much more effective way.
- V. **Improve PIB Element**
 - a. Retention rates have in the last five to six years been around 60%. I believe that improving our **selection, support, and engagement** will enable us to reduce the number of students leaving for reasons of poor performance or disengagement. The 9th and 10th grade years are critical in forming the skills and habits necessary to buy into the program and to finish strong
 - b. It is also true that the top schools around the world agree that the preparatory program is the most critical to diploma coursework success. Strengthening the first two years will enable our students to adjust more quickly and perform at a higher level.