


BACKGROUND INFORMATION				
Cedar Shoals High School				
Principal Name: Derrick Maxwell			School Address: 1300 Cedar Shoals Drive•Athens, GA 30605	
Title I Budget Amount:				
Vision Statement: Our vision is for all students to graduate as life-long learners with the knowledge, skill and character to succeed in a global society.				
Mission Statement: Our mission is to collaborate with families and the community to inspire students to achieve at high academic levels through challenging and innovative learning opportunities that support the development of students' individual goals and aspirations.				
Core Beliefs: Enter School Core Beliefs				
Enter number and percentage of students for each of the identified student groups			Enter number of teachers for each of the identified student groups	
Student Groups	Enrollment #	Enrollment %	Student Funding Categories	Teachers #
ALL	1,541		All	Enter #
Regular Education	1,297	84.2%	Regular Education	Enter #
Students with Disabilities	244	15.8%	Students with Disabilities	Enter #
English Learners	81	5.3%	English Learners	Enter #
Gifted Students	169	11.0%	Gifted Students	Enter #
REP	493	32.0%	REP	Enter #
Student Race/Ethnicity	Enrollment #	Enrollment %		
African American	868	56.3%		
Asian	14	0.9%		
Hispanic	401	26.0%		
White	203	13.2%		
Two or More Races	53	3.4%		
Other Student Information	Enrollment #	Enrollment %		
Direct Certified Poverty Students	589	38.2%		
Mobile Students	291	18.9%		
Overall Student Performance Data Trends	2014	2015	2016	2017
Overall CCRPI Score	53.0	64.2	60.3	71.3

STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED							
Cedar Shoals High School							
LITERACY GAP ANALYSIS							
	Student Group	Reading Inventory % Prof/Above	Lit 9 EOC % Prof/Above	Amer. Lit EOC % Prof/Above	PSAT 10 - EBRW % Meet/Exceed Benchmark	SAT - EBRW % Met/Exceed Benchmark	
2017-18	All Students	45.0%	41.0%	25.0%	35.0%	50.0%	
2016-17	All Students	42.0%	38.0%	27.0%	31.0%	60.0%	
2015-16	All Students	41.0%	23.0%	19.0%	42.0%	45.0%	
Accountability Target	All Students	46.7%	42.8%	27.3%	37.0%	51.5%	
Accountability GAP	All Students	-1.7%	-1.8%	-2.3%	-2.0%	-1.5%	
Proficiency (100%) GAP	All Students	-55.0%	-59.0%	-75.0%	-65.0%	-50.0%	
Change Over Time GAP	All Students	4.0%	18.0%	6.0%	-7.0%	5.0%	
LITERACY STUDENT GROUPS DATA MATRICES							
	Student Group	Reading Inventory % Prof/Above	Lit 9 EOC % Prof/Above	Amer. Lit EOC % Prof/Above	PSAT 10 - EBRW % Meet/Exceed Benchmark (Grade 10 only)	SAT - EBRW % Met/Exceed Benchmark (Grade 12 only)	School Zone Analysis (# of Reds)
2017-18	Female Students	43.0%	45.0%	32.0%	35.0%	63.0%	
2016-17	Female Students	40.0%	44.1%	29.1%	34.0%	46.0%	7/15 47%
2015-16	Female Students	33.0%	31.0%	15.0%	51.0%	33.0%	
2017-18	Male Students	47.0%	39.0%	20.0%	36.0%	47.0%	
2016-17	Male Students	42.0%	34.5%	24.1%	30.0%	63.0%	9/15 60%
2015-16	Male Students	38.0%	15.0%	22.0%	32.0%	60.0%	
2017-18	Students with Disabilities	13.0%	10.0%	0.0%	8.0%	22.0%	
2016-17	Students with Disabilities	16.0%	5.5%	8.8%	0.0%	13.0%	13/13 100%
2015-16	Students with Disabilities	7.0%	3.4%	3.3%	NA	NA	
2017-18	English Learners	7.0%	0.0%	8.0%	0.0%	NA	
2016-17	English Learners	0.0%	11.8%	6.3%	0.0%	NA	11/11 100%
2015-16	English Learners	3.0%	0.0%	0.0%	NA	NA	
2017-18	Gifted Students	94.0%	100.0%	71.0%	71.0%	86.0%	
2016-17	Gifted Students	91.0%	97.3%	79.1%	83.0%	92.0%	2/15 13%
2015-16	Gifted Students	91.0%	98.1%	66.6%	78.0%	90.0%	
2017-18	Asian	88.0%	100.0%	50.0%	67.0%	NA	
2016-17	Asian	86.0%	100.0%	50.0%	100.0%	NA	2/9 22%
2015-16	Asian	86.0%	NA	NA	NA	NA	
2017-18	Black Students	35.0%	38.0%	16.0%	25.0%	39.0%	
2016-17	Black Students	33.0%	28.6%	15.3%	23.0%	39.0%	14/15 93%
2015-16	Black Students	27.0%	13.3%	11.3%	30.0%	33.0%	
2017-18	Hispanic Students	46.0%	39.0%	24.0%	35.0%	57.0%	
2016-17	Hispanic Students	40.0%	43.2%	19.5%	25.0%	68.0%	8/15 53%
2015-16	Hispanic Students	36.0%	22.6%	19.4%	36.0%	38.0%	
2017-18	MultiRacial Students	53.0%	NA	NA	NA	NA	
2016-17	MultiRacial Students	47.0%	40.0%	42.9%	NA	NA	4/7 29%
2015-16	MultiRacial Students	37.0%	20.0%	15.4%	NA	NA	
2017-18	White Students	79.0%	68.0%	70.0%	63.0%	87.0%	
2016-17	White Students	82.0%	71.7%	76.7%	72.0%	80.0%	1/15 7%
2015-16	White Students	75.0%	58.6%	47.8%	78.0%	86.0%	
LITERACY STANDARDS & SKILLS DATA MATRICES							
NINTH GRADE							
	Reading Inventory % Prof/Above	LIT 9 EOC % Prof/Above	LIT 9 EOC Reading/Vocab % Accel Learning	LIT 9 EOC Writing/Lang % Accel Learning			School Zone Analysis (# of Reds)
2017-18	41.0%	42.0%	31.0%	24.0%			
2016-17	34.0%	38.0%	22.0%	19.0%			6/12 50%
2015-16	29.0%	23.0%	23.0%	8.0%			
TENTH GRADE							
	Reading Inventory % Prof/Above	PSAT 10 - EBRW % Meet/Exceed Benchmark	PSAT 10 - Command of Evidence % Meet/Exceed Benchmark	PSAT 10 - Words in Context % Meet/Exceed Benchmark	PSAT 10 - Expression of Ideas % Meet/Exceed Benchmark	PSAT 10 - Std English Conventions % Meet/Exceed Benchmark	School Zone Analysis (# of Reds)
2017-18	50.0%	35.0%	10.0%	12.0%	14.0%	14.0%	
2016-17	50.0%	32.0%	11.0%	11.0%	9.0%	8.0%	11/15 73%
2015-16	43.0%	40.0%	15.0%	10.0%	11.0%	8.0%	
ELEVENTH GRADE							
	Reading Inventory % Prof/Above	Amer Lit EOC % Prof/Above	Amer Lit EOC Reading/Vocab % Accel Learning	Amer Lit EOC Writing/Lang % Accel Learning			School Zone Analysis (# of Reds)
2017-18	NA	28.0%	28.0%	10.0%			
2016-17	NA	31.0%	27.0%	10.0%			6/9 67%
2015-16	NA	21.0%	19.0%	5.0%			
ELEVENTH GRADE (cont'd) SAT							
	SAT - EBRW % Meet/Exceed Benchmark	SAT - Command of Evidence % Meet/Exceed Benchmark	SAT - Words in Context % Meet/Exceed Benchmark	SAT - Expression of Ideas % Meet/Exceed Benchmark	SAT - Std English Conventions % Meet/Exceed Benchmark		School Zone Analysis (# of Reds)
2017-18	47.0%	20.0%	15.0%	22.0%	12.0%		
2016-17	64.0%	24.0%	10.0%	22.0%	16.0%		3/15 20%
2015-16	46.0%	21.0%	7.0%	16.0%	7.0%		
TWELFTH GRADE							
	Reading Inventory % Prof/Above	SAT - EBRW % Meet/Exceed Benchmark	SAT - Command of Evidence % Meet/Exceed Benchmark	SAT - Words in Context % Meet/Exceed Benchmark	SAT - Expression of Ideas % Meet/Exceed Benchmark	SAT - Std English Conventions % Meet/Exceed Benchmark	School Zone Analysis (# of Reds)
2017-18	NA	53.0%	17.0%	9.0%	16.0%	12.0%	
2016-17	NA	54.0%	10.0%	14.0%	28.0%	10.0%	7/15 47%
2015-16	NA	45.0%	9.0%	9.0%	9.0%	9.0%	

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ACTION PLAN for SMART Literacy GOAL							
Cedar Shoals High School							
School Results Goal #1: Literacy	<i>By 2020 we will increase the percent of all students who are proficient in writing from 25% to 37%, as measured by EOCs in Lit 9 and Lit 11.</i>					Cycle 1	8/20/18
						Cycle 2	11/2/18
						Cycle 3	2/1/19
						Cycle 4	4/12/19
School-wide Strategy for Achieving this Goal	Provide a narrative that describes the school-wide strategy selected for this goal and why it was chosen. In your narrative, include the research behind the selection of this strategy, your professional learning design and how each links to your School Results Goal. What are the possible reasons, causes or beliefs that will inspire organizational members to commit to implementing this strategy? Enter narrative here: Based on our GAN, writing to learn under the broader umbrella of literacy is our focus area. According to Hattie (2017), the skills involved in focused note taking have a minimum effect size of .79. Self efficacy and metacognition associated with focused note taking have an effect size of .92. The school-wide strategy selected for this goal is focused note-taking as part of the WICOR framework. The professional learning design is tailored to support our faculty in the development and administration of UPA's, specifically the constructed response items. In addition, our action steps address the supports and resources required to support faculty in achieving our School Results Goal to increase student proficiency in writing.						
Action Steps (IF...)	Actions should include specific tasks or activities that will prepare and propel your school to achieve your Results Goal, including professional learning designs and strategy implementation. Enter a brief description of your action steps below: Action Step 1: SILT Literacy Team will collaborate with non-EOC courses to develop a constructed response assessment that mirrors the rigor, rubric, and organizational structure of an EOC constructed response assessment. Action Step 2: Professional Learning to calibrate scoring of constructed responses and to ensure validity. Action Step 3: Professional Learning for focused-note taking across subject areas Action Step 4: Illuminate training for whole faculty					Person(s) Responsible Enter the name or role of the person(s) who will provide leadership for each step: 1: SILT lit team 2: J. Hogan & ICs 3: District Avid Coordinator and School-based Avid Site Team 4. James Barlament, District Assessment Coordinator	
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle	
	Begin	End	Resource	Source	Amount	Unit Pre and Post Assessments - Constructed Response Items Walkthrough Form Data for Teacher-Teacher Observations Reading Inventory (quarterly)	
	1: prior to 8/20 2: Immediately following administration of first constructed response assessment (by content) 3: TBD based on district Avid Coordinator availability 4: TBD based on James Barlament's availability; prior to first unit post assessment for EOC courses	1: Ongoing (after initial meeting) 2: Within first 6 weeks 3: TBD 4: TBD	- District and school-based support for professional learning action steps - Vocabulary.com	- District & Cedar - LSGT (vocabulary.com)	- N/A - \$8,000		
Evidence of Success (Then...)	<i>4% increase in writing proficiency based on UPA constructed response data</i>					<i>Unit Common Formative Assessment</i>	
	<i>Expected measurable outcome(s) for Cycle 3:</i>					<i>Cycle 3 Enter Assessment/Source</i>	
	<i>Expected measurable outcome(s) for Cycle 4:</i>					<i>Cycle 4 Enter Assessment/Source</i>	
Cycle Outcomes	<i>Not Successful</i>					<i>Cycle 2 Reflection</i>	
	<i>Did you reach your measurable outcomes for Cycle 3:</i>					<i>Cycle 3 Reflection</i>	
	<i>Did you reach your measurable outcomes for Cycle 4:</i>					<i>Cycle 4 Reflection</i>	

SCHOOL IMPROVEMENT FOCUS - Literacy			
Cedar Shoals High School			
https://docs.google.com/spreadsheets/d/1gTcIDDhCaC9ybLVVKHBpY7OjtVKe-cv70BYO0HQg/edit#gid=1755016813			
Greatest Area(s) of Need (GAN)		Based on your zone analysis, provide a narrative that describes the Greatest Area(s) of Need (GAN) for subgroups and standards/skills associated with this goal. In the narrative include the data logic that led you to identify your GAN.	
Revised Goal	School Indicators	School Measures	School Targets
By 2020 we will increase the percent of all students who are proficient in writing from 25% to 37%, as measured by EOCs in Lit 9 and Lit 11.	RL1 Students will cite strong contextual evidence in their writing.	EOC	Year 1: We will increase the percent of students to 27.5% +6% in writing as measured by the EOC. Year 2: We will increase the percent of students to 29.43% + 6%in writing as measured by the EOC.
		Unit Post Assessments	TBD (Insert Baseline Data Here)
	W4 Students will produce clear, coherent writing that is well organized.	Reading Inventory	We will increase the number of students moving within and among the performance levels for our SWD and ELL students according to the HMM Targets .
		EOC	Year 1: We will increase the percent of students to 27.5% +6% in writing as measured by the EOC. Year 2: We will increase the percent of students to 29.43% + 6%in writing as measured by the EOC.
		Unit Post Assessments	TBD (Insert Baseline Data Here)

SCHOOL IMPROVEMENT FOCUS - NUMERACY			
Cedar Shoals High School			
https://docs.google.com/spreadsheets/d/1zR9hEgKJ3G1rej-WGzKWiwZ17STdWixQLPeLT5AA/edit#gid=1755016813			
Greatest Area(s) of Need (GAN)		Provide a narrative that describes the Greatest Area(s) of Need (GAN) associated with this goal. In the narrative include the data logic that led you to identify your GAN.	
Type of Goal	School Indicators	School Measures	School Targets
By 2020 we will increase the percent of all students who are proficient in math by 12% as measured by Math EOCs in Coordinate Algebra and Analytic Geometry.	Students construct viable arguments for solutions. SMP 3	UPA	TBD (insert baseline data here)
		CFA	
		EOC	By 2019, EOC proficiency will increase 6%
	Algebra Readiness	Math Inventory	algebra readiness %
		EOC	By 2019, EOC proficiency will increase 6%
	Indicator 3	3A - What measure will be used to assess progress for Indicator #3?	3A - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time?
		3B - What measure will be used to assess progress for Indicator #3?	3B - How much progress will you work to achieve on this indicator? (i.e., From current to targeted performance over what period of time?

STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED								
Cedar Shoals High School								
NUMERACY GAP ANALYSIS								
	Student Group	Math Inventory % Prof/Above	Coord Algebra EOC % Prof/Above	Analyt Geometry EOC % Prof/Above	PSAT 10 - Math % Met/Exceed Benchmark	SAT - Math % Met/Exceed Benchmark		
2017-18	All Students	12.0%	21.0%	22.0%	21.0%	33.0%		
2016-17	All Students	17.0%	18.1%	26.1%	20.0%	30.0%		
2015-16	All Students	NA	21.8%	22.0%	24.0%	27.0%		
Accountability Target	All Students	14.6%	23.4%	24.3%	23.4%	35.0%		
Accountability GAP	All Students	-2.6%	-2.4%	-2.3%	-2.4%	-2.0%		
Proficiency (100%) GAP	All Students	-88.0%	-79.0%	-78.0%	-79.0%	-67.0%	35 more prof.	-78.67%
Change Over Time GAP	All Students	5.0%	-0.8%	0.0%	-3.0%	6.0%		-2.36%
NUMERACY STUDENT GROUPS DATA MATRICES								
	Student Group	Math Inventory % Prof/Above	Coord Algebra EOC % Prof/Above	Analyt Geometry EOC % Prof/Above	PSAT 10 - Math % Met/Exceed Benchmark	SAT - Math % Met/Exceed Benchmark	School Zone Analysis (# of Reds)	
2017-18	Female Students	10.0%	21.0%	17.0%	12.0%	23.0%		
2016-17	Female Students	16.0%	16.3%	27.5%	25.0%	20.0%	8/14%	57%
2015-16	Female Students	NA	23.0%	18.0%	24.0%	17.0%		
2017-18	Male Students	13.0%	20.0%	27.0%	26.0%	35.0%		
2016-17	Male Students	16.0%	19.7%	24.8%	19.0%	39.0%	5/14%	36.00%
2015-16	Male Students	NA	19.0%	24.0%	25.0%	40.0%		
2017-18	Students with Disabilities	3.0%	4.0%	2.0%	8.0%	22.0%		
2016-17	Students with Disabilities	2.0%	5.2%	3.1%	0.0%	13.0%	12/12	100.00%
2015-16	Students with Disabilities	NA	4.3%	5.6%	NA	NA		
2017-18	English Learners	2.0%	6.0%	0.0%	20.0%	NA		
2016-17	English Learners	0.0%	5.7%	4.2%	13.0%	NA	10/10	100.00%
2015-16	English Learners	NA	5.0%	0.0%	NA	NA		
2017-18	Gifted Students	56.0%	82.0%	74.0%	67.0%	69.0%		
2016-17	Gifted Students	60.0%	75.0%	68.1%	68.0%	60.0%		
2015-16	Gifted Students	NA	84.8%	98.4%	65.0%	71.0%		
2017-18	Asian	85.0%	100.0%	100.0%	67.0%	NA		
2016-17	Asian	88.0%	50.0%	100.0%	100.0%	NA		
2015-16	Asian	NA	NA	NA	NA	NA		
2017-18	Black Students	7.0%	16.0%	10.0%	8.0%	12.0%		
2016-17	Black Students	10.0%	8.0%	15.5%	11.0%	15.0%	14/14	100.00%
2015-16	Black Students	NA	10.4%	10.7%	15.0%	11.0%		
2017-18	Hispanic Students	12.0%	20.0%	26.0%	20.0%	23.0%		
2016-17	Hispanic Students	18.0%	25.7%	29.3%	23.0%	32.0%	7/14	50.00%
2015-16	Hispanic Students	NA	30.1%	19.8%	27.0%	25.0%		
2017-18	MultiRacial Students	15.0%	Incomplete	Incomplete	NA	NA		
2016-17	MultiRacial Students	15.0%	30.0%	27.3%	NA	NA		
2015-16	MultiRacial Students	NA	25.0%	38.5%	NA	NA		
2017-18	White Students	26.0%	43.0%	57.0%	38.0%	69.0%		
2016-17	White Students	37.0%	52.8%	57.5%	52.0%	52.0%		
2015-16	White Students	NA	43.4%	56.7%	43.0%	71.0%		
NUMERACY STANDARDS & SKILLS DATA MATRICES								
NINTH GRADE								
	Math Inventory % Prof/Above	Coord Algebra EOC % Prof/Above	Coord Alg EOC (Number/Quant) % Accel Learning	Coord Alg EOC Functions % Accel Learning	Coord Alg EOC Algebra (Geometry Connx) % Accel Learning	Coord Alg EOC Algebra (Stat & Prob) % Accel Learning	School Zone Analysis (# of Reds)	
2017-18	13.0%	22.0%	9.0%	8.0%	11.0%	10.0%		
2016-17	18.0%	20.0%	10.0%	6.0%	7.0%	8.0%	6/14%	43.00%
2015-16	NA	21.0%	11.0%	8.0%	9.0%	9.0%		
TENTH GRADE								
	Math Inventory % Prof/Above	Analyt Geometry EOC % Prof/Above	Analyt Geometry EOC Congr & Similarity % Accel Learning	Analyt Geometry EOC Circles % Accel Learning	Analyt Geometry EOC Equations & Meas % Accel Learning	Analyt Geometry EOC Expr, Equations, Functions % Accel Learning	School Zone Analysis (# of Reds)	
2017-18	11.0%	24.0%	13.0%	10.0%	8.0%	12.0%		
2016-17	17.0%	26.0%	15.0%	6.0%	9.0%	9.0%	4/15	27.00%
2015-16	NA	22.0%	5.0%	5.0%	14.0%	10.0%		
TENTH GRADE (cont'd) PSAT								
	PSAT 10 - Math % Meet/Exceed Benchmark	PSAT 10 - Heart of Algebra % Meet/Exceed Benchmark	PSAT 10 - Problem Solving & Data % Meet/Exceed Benchmark	PSAT 10 - Passport to Adv Math % Meet/Exceed Benchmark			School Zone Analysis (# of Reds)	
2017-18	18.0%	5.0%	5.0%	5.0%				
2016-17	22.0%	5.0%	3.0%	4.0%			11/12	92.00%
2015-16	24.0%	6.0%	5.0%	3.0%				
ELEVENTH GRADE								
	SAT - Math % Meet/Exceed Benchmark	SAT - Heart of Algebra % Meet/Exceed Benchmark	SAT - Problem Solving & Data % Meet/Exceed Benchmark	SAT - Passport to Adv Math % Meet/Exceed Benchmark			School Zone Analysis (# of Reds)	
2017-18	37.0%	5.0%	7.0%	17.0%				
2016-17	31.0%	6.0%	7.0%	8.0%			3/12	25.00%
2015-16	27.0%	6.0%	8.0%	6.0%				
TWELFTH GRADE								
	SAT - Math % Meet/Exceed Benchmark	SAT - Heart of Algebra % Meet/Exceed Benchmark	SAT - Problem Solving & Data % Meet/Exceed Benchmark	SAT - Passport to Adv Math % Meet/Exceed Benchmark			School Zone Analysis (# of Reds)	
2017-18	26.0%	2.0%	5.0%	3.0%				
2016-17	29.0%	7.0%	8.0%	5.0%			5/12	42.00%
2015-16	27.0%	6.0%	6.0%	6.0%				

ACTION PLAN for SMART Numeracy GOAL						
Cedar Shoals High School						
School Results Goal #1: Numeracy	<i>By 2020 we will increase the percent of all students who are proficient in math by 12% as measured by Math EOCs in Coordinate Algebra and Analytic Geometry.</i>				Cycle 1	8/20/18
					Cycle 2	11/2/18
					Cycle 3	2/1/19
					Cycle 4	4/12/19
School-wide Strategy for Achieving this Goal	Provide a narrative that describes the school-wide strategy selected for this goal and why it was chosen. In your narrative, include the research behind the selection of this strategy, your professional learning design and how each links to your School Results Goal. What are the possible reasons, causes or beliefs that will inspire organizational members to commit to implementing this strategy? Enter narrative here: The school-wide strategy selected for this goal is to teach students to construct viable arguments. The professional learning design is tailored to support our faculty in the development and administration of UPA's, specifically the constructed response items. In addition, our action steps address the supports and resources required to support faculty in achieving our School Results Goal to increase student proficiency in numeracy.					
Action Steps (IF...)	Actions should include specific tasks or activities that will prepare and propel your school to achieve your Results Goal, including professional learning designs and strategy implementation. Enter a brief description of your action steps below: Action Step 1: Create common rubric to assess student's ability to construct arguments. Math department & Collaborative Teams receive PL on rubric, common grading, creation of CFAs. Action Step 2: Administer baseline prompt Action Step 3: Analyze Data Action Step 4: Share rubric with students & teach strategy Action Step 5: Student complete prompt on every UPA common formative assessments Action Step 6: Maxwell delivers MI video to students through advisement <i>List Additional Action Steps</i>				Person(s) Responsible Enter the name or role of the person (s) who will provide leadership for each step: 1: Logan Garrett & Elizabeth Haas 2: Math Teachers 3: Collaborative teams, Logan Garrett 4: Math Teachers	
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle
	Begin	End	Resource	Source	Amount	
	1: 8/3 2-4: 8/21 6: 8/29	1: 8/20 2-4: 11/2 8/29	Review rubric and PL plan 3: DIE protocol	1: District 2: Critical Friends Book	NA	Common rubrics and MI
Evidence of Success (Then...)	<i>Expected measurable outcome(s) for Cycle 2:</i>				<i>Cycle 2 Enter Assessment/Source</i>	
	<i>Expected measurable outcome(s) for Cycle 3:</i>				<i>Cycle 3 Enter Assessment/Source</i>	
	<i>Expected measurable outcome(s) for Cycle 4:</i>				<i>Cycle 4 Enter Assessment/Source</i>	
Cycle Outcomes	<i>Did you reach your measurable outcomes for Cycle 2:</i>				<i>Cycle 2 Reflection</i>	
	<i>Did you reach your measurable outcomes for Cycle 3:</i>				<i>Cycle 3 Reflection</i>	
	<i>Did you reach your measurable outcomes for Cycle 4:</i>				<i>Cycle 4 Reflection</i>	

STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED								
Cedar Shoals High School								
SOCIAL EMOTIONAL LEARNING GAP ANALYSIS								
	Student Group	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others	Relationship Skills: Know std I can talk to when I am sad or down	Relationship Skills: Teachers treat me w/ respect	
2017-18	All Students	0.70	0.45	9.17	NA	NA	NA	
2016-17	All Students	0.97	0.54	9.79	32.5%	42.8%	35.8%	
2015-16	All Students	0.68	0.89	11.13	35.3%	47.6%	31.0%	
Accountability Target	All Students	0.76	0.63	9.80	50.0%	50.0%	50.0%	
Accountability GAP	All Students	-0.06	-0.18	-0.63	-17.5%	-7.2%	-14.2%	
Proficiency (100%) GAP	All Students	0.00	-0.55	8.17	-67.5%	-57.2%	-64.2%	
Change Over Time GAP	All Students	0.02	-0.44	-1.96	-2.8%	-4.8%	4.8%	
SOCIAL EMOTIONAL LEARNING STUDENT GROUPS DATA MATRICES								
Cedar Behavior Data 17-18	Student Group	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others	Relationship Skills: Know std I can talk to when I am sad or down	Relationship Skills: Teachers treat me w/ respect	School Zone Analysis (# of Reds)
2017-18	Female Students	0.54	0.42	9.700	NA	NA	NA	
2016-17	Female Students	0.70	0.55	10.100	26.6%	47.7%	31.0%	9/15 60%
2015-16	Female Students	0.53	0.72	11.600	29.9%	55.2%	25.3%	
2017-18	Male Students	0.87	0.48	8.900	NA	NA	NA	
2016-17	Male Students	1.24	0.55	9.700	38.6%	37.8%	40.8%	8/15 53%
2015-16	Male Students	0.83	1.07	10.900	40.8%	39.8%	36.9%	
2017-18	Students with Disabilities	1.39	0.82	12.100				
2016-17	Students with Disabilities	1.40	0.60	9.600				8/9 89%
2015-16	Students with Disabilities	1.22	1.26	13.100				
2017-18	English Learners	0.42	0.15	9.500				
2016-17	English Learners	0.33	0.05	9.700				2/9 22%
2015-16	English Learners	0.53	0.78	14.300				
2017-18	Gifted Students	0.24	0.36	5.700				
2016-17	Gifted Students	0.24	0.10	7.400				0/9 0%
2015-16	Gifted Students	0.11	0.09	6.200				
2017-18	Asian	0.00	0.00	8.100	NA	NA	NA	
2016-17	Asian	0.05	0.00	8.500	47.1%	64.7%	41.2%	3/15 20%
2015-16	Asian	0.00	0.00	8.700	28.0%	36.0%	28.0%	
2017-18	Black Students	1.01	0.68	9.400	NA	NA	NA	
2016-17	Black Students	1.42	0.87	9.200	34.7%	41.4%	33.7%	9/15 60%
2015-16	Black Students	1.01	1.39	11.600	34.1%	50.4%	28.9%	
2017-18	Hispanic Students	0.35	0.09	8.800	NA	NA	NA	
2016-17	Hispanic Students	0.41	0.12	11.000	28.6%	39.3%	36.1%	5/15 33%
2015-16	Hispanic Students	0.24	0.23	12.100	37.1%	42.9%	33.3%	
2017-18	MultiRacial Students	0.57	0.62	11.000	NA	NA	NA	
2016-17	MultiRacial Students	1.17	0.40	11.300	26.9%	40.4%	32.7%	10/15 67%
2015-16	MultiRacial Students	0.54	0.71	10.600	40.0%	45.0%	30.0%	
2017-18	White Students	0.21	0.17	9.000	NA	NA	NA	
2016-17	White Students	0.30	0.08	10.300	33.1%	50.9%	41.7%	2/15 13%
2015-16	White Students	0.23	0.19	8.800	36.4%	48.1%	35.1%	
SOCIAL EMOTIONAL LEARNING STANDARDS & SKILLS DATA MATRICES								
NINTH GRADE								
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others	Relationship Skills: Know std I can talk to when I am sad or down	Relationship Skills: Teachers treat me w/ respect	School Zone Analysis (# of Reds)	
2017-18	1.13	0.74	10.67	NA	NA	NA		
2016-17	1.83	1.02	10.90	37.7%	48.1%	37.7%	10/15 67%	
2015-16	1.19	1.62	13.13	40.2%	48.7%	33.0%		
TENTH GRADE								
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others	Relationship Skills: Know std I can talk to when I am sad or down	Relationship Skills: Teachers treat me w/ respect	School Zone Analysis (# of Reds)	
2017-18	0.74	0.43	9.74	NA	NA	NA		
2016-17	1.00	0.51	10.30	34.0%	42.9%	34.7%	10/15 67%	
2015-16	0.64	0.77	10.00	31.9%	44.4%	26.2%		
ELEVENTH GRADE								
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others	Relationship Skills: Know std I can talk to when I am sad or down	Relationship Skills: Teachers treat me w/ respect	School Zone Analysis (# of Reds)	
2017-18	0.37	0.22	7.96	NA	NA	NA		
2016-17	0.35	0.27	9.00	26.0%	36.3%	31.8%	4/15 27%	
2015-16	0.27	0.26	8.97	33.0%	52.4%	33.5%		
TWELFTH GRADE								
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others	Relationship Skills: Know std I can talk to when I am sad or down	Relationship Skills: Teachers treat me w/ respect	School Zone Analysis (# of Reds)	
2017-18	0.32	0.24	7.58	NA	NA	NA		
2016-17	0.34	0.16	10.20	28.8%	40.7%	39.0%	3/15 20%	
2015-16	0.24	0.42	11.85	34.9%	44.4%	32.0%		

data from Jim F16

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ACTION PLAN for SMART Social Emotional Learning GOAL							
Cedar Shoals High School							
School Results Goal #3: Social Emotional Learning	<i>By 2020, Cedar Shoals will develop a positive school culture that supports the social-emotional growth of all students as measured by an increase of 12% on CCRPI climate data.</i>					Cycle 1	8/20/18
						Cycle 2	11/2/18
						Cycle 3	2/1/19
						Cycle 4	4/12/19
School-wide Strategy for Achieving this Goal	Provide a narrative that describes the school-wide strategy selected for this goal and why it was chosen. In your narrative, include the research behind the selection of this strategy, your professional learning design and how each links to your School Results Goal. What are the possible reasons, causes or beliefs that will inspire organizational members to commit to implementing this strategy? Enter narrative here: Based on our GAN, the school-wide strategy selected for this goal is to teach students self management, self awareness, social awareness, relationship skills, and responsible decision-making . The professional learning design is tailored to support our faculty in the development of modeling and teaching students self management, self awareness, social awareness, relationship skills, and responsible decision-making skills in order to improve school climate and culture.						
Action Steps (IF...)	<p>Actions should include specific tasks or activities that will prepare and propel your school to achieve your Results Goal, including professional learning designs and strategy implementation.</p> <p>Enter a brief description of your action steps below:</p> <p>Action Step 1: Develop internal student survey to monitor student perceptions of Casel SEL competencies. Survey will be administered to students twice annually.</p> <p>Action Step 2: Attendance committee will meet monthly to identify students with attendance concerns and monitor attendance interventions.</p> <p>Action Step 3: Advisors will conduct academic check-ins with students weekly during advisement where students monitor grades, attendance, and reflect.</p> <p>Action Step 4: Professional Learning for staff on understanding building a restorative culture.</p> <p>Action Step 5: Professional Learning for staff for Action Step 3.</p> <p>Action Step 6: Build a restorative culture where students are empowered and encouraged to develop healthy conflict resolution skills.</p> <p>Action Step 7: Professional learning for staff in schoolwide system for Action Step 8</p> <p>Action Step 8: Recognize student growth and achievement for students who show academic improvement at the conclusion of each progress report grading window.</p> <p>Action Step 9: All students receive lessons on healthy relationships through Advisement.</p> <p>Action Step 10: All students will receive an individualized counseling session with their assigned school counselor.</p>					<p>Person(s) Responsible Enter the name or role of the person(s) who will provide leadership for each step: 1: Ariel Gordon and Melissa Perez Rhym 2: Jamie Hogan and Melissa Perez Rhym 3: SILT SEL Committee 4: CSHS Administration, Counseling, Behavioral Specialist, Georgia Conflict Center. 5. PBIS Committee and Jimmy Blöse 6. SILT SEL Committe and Counseling Department</p>	
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed			Monitoring Tools	
	Begin	End	Resource	Source	Amount		
	7/30/2018 (Cycle 2) 8/20/2018 (Cycle 3) 11/5/2018 (Cycle 4)	8/17/18 (Cycle 2) 11/2/2018 (Cycle 3) 2/1/2019 (Cycle 4)	(Cycle 2) -Georgia Conflict Center - Funding for materials to support incentives	(Cycle 2) - Attendance data reports from Campus - Discipline data reports from Campus - Data from student survey	(Cycle 2) \$1000/month	(Cycle 2) - Attendance data reports from Campus - Discipline data reports from Campus - Student survey	
Evidence of Success (Then...)	<i>Expected measurable outcome(s) for Cycle 2: 3% positive increase in student response on internal student culture survey.</i>					Attendance Data	
	<i>Expected measurable outcome(s) for Cycle 3:</i>					Cycle 3 Enter Assessment/Source	
	<i>Expected measurable outcome(s) for Cycle 4:</i>					Cycle 4 Enter Assessment/Source	
Cycle Outcomes	<i>Did you reach your measurable outcomes for Cycle 2:</i>					Cycle 2 Reflection	
	<i>Did you reach your measurable outcomes for Cycle 3:</i>					Cycle 3 Reflection	
	<i>Did you reach your measurable outcomes for Cycle 4:</i>					Cycle 4 Reflection	

SCHOOL IMPROVEMENT FOCUS - SEL			
Cedar Shoals High School			
https://docs.google.com/spreadsheets/d/1BTrHqac4YPXoIu2W8FKyQyvoLqY43H-vIHjL_s#wedit#gid=1755016813			
Greatest Area(s) of Need (GAN)		The SEL committee analyzed SEL data from the Georgia Health Survey to determine the greatest area of need in the area of social and emotional learning. The committee concluded self management, self awareness, social awareness, relationship skills, responsible decision-making are the greatest area of need for our students, so the goal tree, and action plan was created from the GAN.	
New Goal	School Indicators	School Measures	School Targets
<p><i>By 2020, Cedar Shoals will develop a positive school culture that supports the social-emotional growth of all students as measured by an increase of 12% on CCRPI climate data.</i></p>	<p>SELF MANAGEMENT: The entire school community has and demonstrates skills to regulate emotions, thoughts, and behaviors to achieve personal and academic goals</p>	<p>Discipline Data: Number of students involved in student incivility per the Student Code of Conduct.</p>	<p>By May 2019, the number of students involved in student incivility decrease by 6%</p>
		<p>Attendance Data: % of students missing 10% or more (18 days) of the school year for any reason</p>	<p>By May 2019, the % of students missing 10% or more days (18 days) of school for any reason will reduce by 6%</p>
		<p>GSHS #37: I have been involved in a fight at school and # 27: I complete a task despite the challenges.</p>	<p>By May 2019, students will show a 6% decrease in responses to GSHS Q#37 and Q#27</p>
	<p>SELF AWARENESS: The entire school community develops the ability to recognize one's own feelings, emotions, interests, and strengths in addition to an awareness of external supports.</p>	<p>GSHS #4: I feel successful at school. (Will revisit this measure to align better to the indicator)</p>	<p>By May 2019, students will show a 6% increase in responses to GSHS Q#4</p>
		<p>GSHS #22: Patience is an important trait to me. (will revisit this measure to align better to the indicator)</p>	<p>By May 2019, students will show a 6% increase in responses to GSHS Q#22.</p>
	<p>SOCIAL AWARENESS: The entire school community develops an awareness of the thoughts, feelings, and perspectives of others needed to establish and maintain positive relationships and demonstrate an awareness of cultural diversity. An awareness that school attendance impacts everyone.</p>	<p>GSHS #15 Students at my school treat each other respect.</p>	<p>By May 2019, students will show a 6% increase in response to GSHS Q#15. [enter number once we have updated data]</p>
		<p>GSHS #18 Students at this school are treated fairly by other students regardless of race, ethnicity, or culture.</p>	<p>By May 2019, students will show a 6% increase in response to GSHS Q#18. [enter data once it is updated]</p>
	<p>RELATIONSHIP SKILLS: The entire school community develops and demonstrates relationship (interpersonal) skills needed to establish and maintain positive relationships.</p>	<p>GSHS #6: I get along with other students at school.</p>	<p>By May 2019, students will show a 6% increase in response to GSHS Q#6.</p>
		<p>GSHS #8: I know a student at my school that I can talk to if I am feeling sad or down.</p>	<p>By May 2019, students will show a 6% increase in response to GSHS Q#8.</p>
		<p>Georgia School Personnel Survey:#1: I feel supported by other teachers at my school. #6: I feel connected to the teachers at my school.</p>	<p>By May 2019, the questions #1 and #6 on the Georgia School Personnel Survey will show a 6% increase.</p>
	<p>RESPONSIBLE DECISION-MAKING: The entire school community develops and demonstrates decision-making skills in school, personal, and community situations.</p>	<p>GSHS: # 21: Doing the right thing is important to me.</p>	<p>By May 2019, students will show a 6% increase in response to GSHS Q#21.</p>
		<p>GSHS: #93: I would help someone who was being bullied.</p>	<p>By May 2019, students will show a 6% increase in response to GSHS Q#93.</p>
<p>Discipline Data: # of discipline incidents and # of OSS</p>		<p>By May 2019, the number of total discipline incidents will reduce by 6% and the number of days of OSS will reduce by 6%</p>	
<p>Attendance Data: Number of tardies.</p>		<p>By May 2019, the number of tardies will decrease by 6%.</p>	