


BACKGROUND INFORMATION				
Clarke Central High School				
Principal Name: Swade Huff			School Address: 350 South Milledge Avenue•Athens, GA 30605	
Title I Budget Amount:				
Vision Statement: Building a culture of high expectations and equity where all students grow academically and socially to improve our community and our world.				
Mission Statement: The Clarke County School District is an ambitious community of learners in a diverse and culturally rich county. We are committed to equity and excellence by the implementation of rigorous standards-based instruction in a safe and supportive environment - on every campus, in every classroom and for every child				
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	1,800		All	Enter #
Regular Education	1,584	88.0%	Regular Education	Enter #
Students with Disabilities	216	12.0%	Students with Disabilities	Enter #
English Learners	108	6.0%	English Learners	Enter #
Gifted Students	349	19.4%	Gifted Students	Enter #
REP	729	40.5%	REP	Enter #
Student Race/Ethnicity	Enrollment #	Enrollment %		
African American	834	46.3%		
Asian	41	2.3%		
Hispanic	442	24.6%		
White	401	22.3%		
Two or More Races	76	4.2%		
Other Student Information	Enrollment #	Enrollment %		
Direct Certified Poverty Students	628	34.9%		
Mobile Students	320	17.8%		
Overall Student Performance Data Trends	2014	2015	2016	2017
Overall CCRPI Score	62.0	65.2	79.1	79.5

STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED								
Clarke Central High School								
LITERACY GAP ANALYSIS								
	Student Group	Reading Inventory % Prof/Above	Lit 9 EOC % Prof/Above	Amer. Lit EOC % Prof/Above	PSAT 10-EBRW % Met/Exceed Benchmark	SAT - EBRW % Met/Exceed Benchmark	School Zone Analysis (% of Reds)	School Zone Analysis for 17-18 (% of Reds)
2017-18	All Students	51.0%	49.0%	36.0%	61.0%	64.0%		
2016-17	All Students	50.0%	42.0%	41.0%	40.0%	59.0%		
2015-16	All Students	51.0%	32.0%	36.0%	51.0%	65.0%		
Accountability Target	All Students	52.5%	50.5%	37.9%	62.2%	65.1%		
Proficiency (100%) GAP	All Students	-1.5%	-1.5%	-1.9%	-1.2%	-1.1%		
Change Over Time GAP	All Students	0.0%	17.0%	0.0%	10.0%	-1.0%		
LITERACY STUDENT GROUPS DATA MATRICES								
	Student Group	Reading Inventory % Prof/Above	Lit 9 EOC % Prof/Above	Amer. Lit EOC % Prof/Above	PSAT 10-EBRW % Met/Exceed Benchmark	SAT - EBRW % Met/Exceed Benchmark	School Zone Analysis (% of Reds)	School Zone Analysis for 17-18 (% of Reds)
2017-18	Female Students	52.0%	54.0%	36.0%	60.0%	58.0%		
2016-17	Female Students	52.0%	49.3%	48.6%	49.0%	55.0%		0-30%
2015-16	Female Students	52.0%	35.0%	39.0%	51.0%	40.0%	27%	31%-60%
2017-18	Male Students	49.0%	43.0%	36.0%	54.0%	58.0%		61%-100%
2016-17	Male Students	49.0%	37.4%	34.7%	45.0%	65.0%		
2015-16	Male Students	51.0%	29.0%	33.0%	49.0%	55%	40%	20%
2017-18	Students with Disabilities	17.0%	16.0%	12.0%	23.0%	43.0%		
2016-17	Students with Disabilities	15.0%	9.6%	12.5%	NA	33.0%		
2015-16	Students with Disabilities	14.0%	5.8%	12.9%	NA	NA	100%	100%
2017-18	English Learners	7.0%	12.0%	0.0%	25.0%	NA		
2016-17	English Learners	0.0%	7.1%	0.0%	6.0%	NA		
2015-16	English Learners	0.0%	0.0%	0.0%	NA	NA	100%	100%
2017-18	Gifted Students	94.0%	94.0%	93.0%	94.0%	97.0%		
2016-17	Gifted Students	94.0%	96.4%	87.9%	87.0%	91.0%		
2015-16	Gifted Students	94.0%	84.9%	84.9%	87.0%	90.0%	0%	0%
2017-18	Asian	56.0%	75.0%	25.0%	100.0%	NA		
2016-17	Asian	64.0%	60.0%	33.3%	70.0%	NA		
2015-16	Asian	72.0%	NA	NA	NA	NA	11%	25%
2017-18	Black Students	34.0%	28.0%	18.0%	34.0%	44.0%		
2016-17	Black Students	33.0%	24.5%	25.6%	30.0%	40.0%		
2015-16	Black Students	33.0%	17.5%	20.1%	33.0%	36.0%	100%	100%
2017-18	Hispanic Students	45.0%	35.0%	30.0%	51.0%	50.0%		
2016-17	Hispanic Students	45.0%	43.0%	32.9%	44.0%	71.0%		
2015-16	Hispanic Students	44.0%	27.4%	31.3%	48.0%	60.0%	73%	
2017-18	Multiracial Students	63.0%	NA	NA	NA	NA		
2016-17	Multiracial Students	68.0%	52.6%	50.0%	NA	NA		
2015-16	Multiracial Students	68.0%	47.1%	50.0%	NA	NA	0%	0%
2017-18	White Students	86.0%	84.0%	86.0%	86.0%	80.0%		
2016-17	White Students	86.0%	52.6%	86.2%	79.0%	85.0%		
2015-16	White Students	90.0%	47.1%	71.6%	86.0%	75.0%	0%	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)	School Zone Analysis for 17-18 (% of Reds)
2017-18	55.0%	49.0%	27.0%	23.0%				
2016-17	50.0%	43.0%	29.0%	22.0%				
2015-16	44.0%	31.0%	23.0%	14.0%			42%	0%
TENTH GRADE								
	Reading Inventory % Prof/Above	PSAT 10 - EBRW % Meet/Exceed Benchmark	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)	School Zone Analysis for 17-18 (% of Reds)
2017-18	53.0%	58.0%	24.0%	27.0%	24.0%	30.0%		
2016-17	55.0%	49.0%	18.0%	24.0%	19.0%	15.0%		
2015-16	51.0%	59.0%	21.0%	20.0%	18.0%	18.0%	44%	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)	School Zone Analysis for 17-18 (% of Reds)
2017-18	43.0%	40.0%	36.0%	18.0%				
2016-17	52.0%	46.0%	34.0%	21.0%				
2015-16	55.0%	40.0%	25.0%	19.0%			50%	75%
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)	School Zone Analysis for 17-18 (% of Reds)
2017-18	75.0%	31.0%	23.0%	33.0%	23.0%			
2016-17	59.0%	28.0%	24.0%	28.0%	28.0%			
2015-16	69.0%	35.0%	22.0%	41.0%	36.0%		0%	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)	School Zone Analysis for 17-18 (% of Reds)
2017-18	50.0%	58.0%	16.0%	15.0%	24.0%	14.0%		
2016-17	44.0%	59.0%	22.0%	16.0%	30.0%	20.0%		
2015-16	57.0%	49.0%	5.0%	0.0%	5.0%	10.0%	67%	67%

SCHOOL IMPROVEMENT FOCUS - Literacy			
Clarke Central High School			
Insert link to SMART Goal Tree for Literacy			
Greatest Area(s) of Need (GAN)		The data spoke loudly in a few key areas. In terms of subgroups, students with disabilities, English language learners, and black students were areas of concern, all of whom are a 100% GAN. Students within these categories are not reaching proficiency across literacy assessments. Two areas of specific concern include 12th grade SAT data (67% GAN) and Lit 11 EOC data (75% GAN); however, Zone Analysis data for 12th grade is lacking. In addition, the SAT data for 12th grade is based on a small percentage of students. Lit 11 EOC data is a concern because proficiency scores dropped 6 percentage points from the previous year.	
Type of Goal	School Indicators	School Measures	School Targets
By 2020, CCHS students in Lit 9 and Lit 11 will increase their literacy proficiency by 12% (baseline Lit 9 49% and Lit 11 36%)	Reading Comprehension	1A - EOC proficiency scores	1A - Lit 9 Year 1 - EOC proficiency scores for Reading/Vocab will increase to 55%. Lit 9 Year 2 - EOC proficiency scores for Reading/Vocab will increase to 61%. Lit 11 Year 1 - EOC proficiency scores for Reading/Vocab will increase to 42%. Lit 11 Year 2 - EOC proficiency scores for Reading/Vocab will increase to 48%.
		1B - RI scores	1B - Years 1 & 2: Students scoring between BR and 845 will increase 25 points by October, 50 points by February, and 75 points by April. Students scoring between 846 and 925 will increase 20 points by October, 40 points by February, and 60 points by April. Students scoring between 926 and 1115 will increase by 15 points by October, 30 points by February, and 45 points by April. Students scoring 1116 and above will increase 25 points by April.
		1C - UPA Reading Comprehension	1C - need baseline data
	Writing Proficiency	2A - Writing Component Score of EOC data	2A - Lit 9 Year 1 - EOC proficiency scores for Writing/Lang will increase to 30%. Lit 9 Year 2 - EOC proficiency scores for Writing/Lang will increase to 36%. Lit 11 Year 1 - EOC proficiency scores for Writing/Lang will increase to 24%. Lit 11 Year 2 - EOC proficiency scores for Writing/Lang will increase to 30%.
		2B - UPA Essay Score	2B - Lit 9 Year 1 UPA essay proficiency scores will increase 2% each administration. Lit 9 Year 2 UPA essay proficiency scores will increase 2% each administration. Lit 11 Year 1 UPA essay proficiency scores will increase 2% each administration. Lit 11 Year 2 UPA essay proficiency scores will increase 2% each administration.

ACTION PLAN for SMART Literacy GOAL						
Clarke Central High School						
School Results Goal #1: Literacy	By 2020, CCHS students in Lit 9 and Lit 11 will increase their literacy proficiency by 12% (baseline Lit 9 49% and Lit 11 36%)			Cycle 1	Enter Date of Approval	
				Cycle 2	Enter Date of Review	
				Cycle 3	Enter Date of Review	
				Cycle 4	Enter Date of Review	
School-wide Strategy for Achieving this Goal	We have chosen focused note taking as a school-wide strategy for both literacy and numeracy. Under the general umbrella of focused note taking, there are several types that may suit specific subject areas, including extended annotation, Cornell notes, higher order graphic organizers, and three-column notes, all of which are recommended by Hattie and Marzano, among others. There are several reasons to recommend this strategy. According to Marzano, Pickering, Pollack 2001, focused note-taking has an effect size of 1. Ultimately its purpose is to build metacognition and higher order thinking into the basic tasks of reading and analyzing problems. Our team has agreed on this strategy because it is flexible enough to be implemented with fidelity across all subject areas. It also accounts for the well recognized need for differentiation according to ability levels both between and within leveled classes.					
September	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: Design and Implement Professional Development for whole staff on characteristics of good note taking Action Step 2: Determine the type of notes that are appropriate for student growth by Content Area/Department/Common Planning Team Action Step 3: Implementation of teaching note taking skills in all content areas Action Step 4: Monitoring of Implementation			Person(s) Responsible Enter the name or role of the person (s) who will provide leadership for each step: 1: Coaches & Administration 2: Common Planning Teams/Departments, Coaches, & Admin 3: Teachers 4: Coaches, Admin, SILT		
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle (E.g., Identify assessments, reports, surveys, etc. to be used/completed in each cycle.)
	Begin	End	Resource	Source	Amount	
	August 2018	May 2020	PL on notetaking			
Evidence of Success (Then...)	Expected measurable outcome(s) for Cycle 2: We expect 55% of students to score proficient on the Lit 9 UPA. We expect 40% of students to score proficient on Lit 11 UPA.			Cycle 2 Enter Assessment/Source		
	Expected measurable outcome(s) for Cycle 3:			Cycle 3 Enter Assessment/Source		
	Expected measurable outcome(s) for Cycle 4:			Cycle 4 Enter Assessment/Source		
Cycle Outcomes	Did you reach your measurable outcomes for Cycle 2:			Cycle 2 Reflection		
	Did you reach your measurable outcomes for Cycle 3:			Cycle 3 Reflection		
	Did you reach your measurable outcomes for Cycle 4:			Cycle 4 Reflection		

STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED								
Clarke Central 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%	33.0%	31.0%	40.0%	38.0%		
2016-17	All Students	19.0%	33.3%	35.4%	42.0%	42.0%		
2015-16	All Students	NA	28.7%	32.1%	40.0%	45.0%		
Accountability Target	All Students	14.6%	35.0%	33.1%	41.8%	39.9%		
Accountability GAP	All Students	-2.6%	-2.0%	-2.1%	-1.8%	-1.9%		
Proficiency (100%) GAP	All Students	-88.0%	-67.0%	-69.0%	-60.0%	-62.0%		
Change Over Time GAP	All Students	7.0%	4.3%	-1.1%	0.0%	-7.0%		
NUMERACY STUDENT GROUPS DATA MATRICES								
	Student Group	Math Inventory % Prof/Above	Coord Algebra EOC % Prof/Above	Analyt Geometry EOC % Prof/Above	PSAT 10 - EBRW % Met/Exceed Benchmark (Grade 10 only)	SAT - EBRW % Met/Exceed Benchmark (Grade 12 only)	School Zone Analysis for 17-18 (% of Reds)	School Zone Analysis for 17-18 (% of Reds)
2017-18	Female Students	12.0%	36.0%	30.0%	33.0%	18.0%	60%	0-30%
2016-17	Female Students	21.0%	25.9%	33.7%	26.0%	33.0%	47%	31%-60%
2015-16	Female Students	NA	30.0%	29.0%	29.0%	39.0%	20	61%-100%
2017-18	Male Students	12.0%	31.0%	32.0%	36.0%	37.0%	29%	0%
2016-17	Male Students	20.0%	20.7%	37.1%	37.0%	47.0%	91%	100%
2015-16	Male Students	NA	24.0%	33.0%	39.0%	18.0%	100%	0%
2017-18	Students with Disabilities	2.0%	2.0%	9.0%	15.0%	29.0%	0%	100%
2016-17	Students with Disabilities	3.0%	3.6%	0.0%	NA	33.0%	0%	100%
2015-16	Students with Disabilities	NA	2.0%	10.0%	NA	NA	0%	100%
2017-18	English Learners	2.0%	9.0%	5.0%	13.0%	NA	0%	100%
2016-17	English Learners	8.0%	2.9%	10.0%	NA	NA	0%	100%
2015-16	English Learners	NA	0.0%	20.0%	NA	NA	0%	100%
2017-18	Gifted Students	47.0%	81.0%	86.0%	79.0%	66.0%	0%	0%
2016-17	Gifted Students	63.0%	80.7%	83.2%	65.0%	75.0%	0%	0%
2015-16	Gifted Students	NA	77.3%	83.5%	70.0%	72.0%	0%	0%
2017-18	Asian	23.0%	62.0%	71.0%	67.0%	NA	0%	0%
2016-17	Asian	44.0%	57.1%	50.0%	40.0%	NA	0%	0%
2015-16	Asian	NA	NA	NA	NA	NA	0%	0%
2017-18	Black Students	6.0%	20.0%	9.0%	14.0%	15.0%	100%	100%
2016-17	Black Students	8.0%	11.8%	14.7%	15.0%	19.0%	100%	85%
2015-16	Black Students	NA	16.3%	17.5%	21.0%	14.0%	71%	50%
2017-18	Hispanic Students	10.0%	28.0%	28.0%	22.0%	21.0%	29%	0%
2016-17	Hispanic Students	19.0%	22.8%	29.1%	28.0%	36.0%	0%	0%
2015-16	Hispanic Students	NA	21.4%	24.5%	22.0%	18.0%	0%	0%
2017-18	Multiracial Students	8.0%	Incomplete	NA	81.0%	NA	0%	0%
2016-17	Multiracial Students	21.0%	15.4%	56.3%	NA	NA	0%	0%
2015-16	Multiracial Students	NA	35.3%	71.4%	NA	NA	0%	0%
2017-18	White Students	31.0%	58.0%	Incomplete	71.0%	69.0%	0%	0%
2016-17	White Students	48.0%	60.9%	75.0%	61.0%	74.0%	0%	0%
2015-16	White Students	NA	65.8%	69.9%	68.0%	70%	0%	0%
NUMERACY STANDARDS & SKILLS DATA MATRICES								
NINTH GRADE								
	Math Inventory % Prof/Above	Coord Alg EOC % Prof/Above	Coord Alg EOC Algebra (Number/Quant) % Accel Learning	Coord Alg EOC Function % Accel Learning	Coord Alg EOC Algebra (Geometry & Cong) % Accel Learning	Coord Alg EOC Algebra (Stat & Prob) % Accel Learning	School Zone Analysis for 17-18 (% of Reds)	School Zone Analysis for 17-18 (% of Reds)
2017-18	18.0%	35.0%	19.0%	22.0%	19.0%	18.0%	47%	0%
2016-17	28.0%	26.0%	14.0%	12.0%	12.0%	13.0%	0%	0%
2015-16	NA	29.0%	16.0%	15.0%	12.0%	17.0%	0%	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 for 17-18 (% of Reds)	School Zone Analysis for 17-18 (% of Reds)
2017-18	2.0%	30.0%	18.0%	14.0%	17.0%	15.0%	47%	50%
2016-17	4.0%	33.0%	21.0%	13.0%	14.0%	12.0%	0%	0%
2015-16	NA	33.0%	13.0%	18.0%	16.0%	10.0%	0%	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 for 17-18 (% of Reds)	School Zone Analysis for 17-18 (% of Reds)
2017-18	35.0%	12.0%	13.0%	13.0%			42%	0%
2016-17	31.0%	7.0%	4.0%	4.0%			0%	0%
2015-16	34.0%	11.0%	8.0%	6.0%			0%	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 for 17-18 (% of Reds)	School Zone Analysis for 17-18 (% of Reds)
2017-18	48.0%	13.0%	16.0%	15.0%			25%	50%
2016-17	47.0%	17.0%	18.0%	15.0%			0%	0%
2015-16	45.0%	14.0%	17.0%	8.0%			0%	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 for 17-18 (% of Reds)	School Zone Analysis for 17-18 (% of Reds)
2017-18	29.0%	2.0%	6.0%	5.0%			83%	100%
2016-17	38.0%	3.0%	10.0%	6.0%			0%	0%
2015-16	10.0%	0.0%	2.0%	0.0%			0%	0%

SCHOOL IMPROVEMENT FOCUS - NUMERACY			
Clarke Central High School			
Insert link to SMART Goal Tree for Numeracy			
Greatest Area(s) of Need (GAN)		A look at the numeracy data exposed the same subgroups as literacy. Students with disabilities, English language learners, and black students are not scoring at the proficient level across data points. Analytic Geometry stood out as a weakness when looking at standards and skills. Digging deeper, we found that it was the algebra part of Analytic Geometry that was the lowest domain. It is also interesting to note that this trend continues in the upper grades in the SAT data where the Heart of Algebra was the weakest domain.	
New Goal	School Indicators	School Measures	School Targets
By 2020 CCHS students in Coordinate Algebra and Analytic Geometry will increase their math proficiency by 12% (baseline Coordinate Algebra 33% and Analytic Geometry 31%)	<i>Interpret Structure of Equations/Functions</i>	1A - Math Inventory growth	1A - Math inventory proficiency levels will increase from 12% to 18% in year one and 24% in year two. (15% proficient in January of 2019 and 21% proficient in January of 2020)
		1B - Math iXL Progress	1B - TBD (need baseline data)
	<i>Creating, Solving, & Graphing Equations/Inequalities</i>	1C - EOC Proficiency	1C - Coord Alg Year 1 - EOC proficiency scores will increase to 39%. Coord Alg Year 2 - EOC proficiency scores will increase to 45%. Analytic Geo Year 1 - EOC proficiency scores will increase to 37%. Analytic Geo Year 2 - EOC proficiency scores will increase to 43%.
	<i>Make sense of problems and persevere in solving them</i>	2A - UPA Proficiency	2A - 50% of our students will score proficient on UPAs during the 18-19 baseline year
		2B - EOC Proficiency	2B - EOC proficiency will increase by 12% over two years.

ACTION PLAN for SMART Numeracy GOAL						
Clarke Central High School						
School Results Goal #1: Literacy	By 2020, CCHS students in Lit 9 and Lit 11 will increase their literacy proficiency by 12% (baseline Lit 9 49% and Lit 11 36%)				Cycle 1	Enter Date of Approval
					Cycle 2	Enter Date of Review
					Cycle 3	Enter Date of Review
					Cycle 4	Enter Date of Review
School-wide Strategy for Achieving this Goal	We have chosen focused note taking as a school-wide strategy for both literacy and numeracy. Under the general umbrella of focused note taking, there are several types that may suit specific subject areas, including extended annotation, Cornell notes, higher order graphic organizers, and three-column notes, all of which are recommended by Hattie and Marzano, among others. There are several reasons to recommend this strategy. According to Marzano, Pickering, Pollack 2001, focused note-taking has an effect size of 1. Ultimately its purpose is to build metacognition and higher order thinking into the basic tasks of reading and analyzing problems. Our team has agreed on this strategy because it is flexible enough to be implemented with fidelity across all subject areas. It also accounts for the well recognized need for differentiation according to ability levels both between and within leveled classes. Math teachers can use focused notes to help students make sense of problems and persevere in solving and to construct viable arguments which are both standards for mathematical practice.					
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: Design and Implement Professional Development for whole staff on characteristics of good note taking Action Step 2: Implementation of the explicit teaching of note taking skills in all content areas Action Step 3: Monitoring of Implementation using walkthroughs, common planning minutes				Person(s) Responsible Enter the name or role of the person (s) who will provide leadership for each step: 1: Administration and Coaches 2: Teachers and Coaches 3: Administration, Coaches, and SILT	
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle
	Begin	End	Resource	Source	Amount	
	August 2018	May 2020	Progress Monitoring Tool	Math IXL	\$15,000	(E.g., Identify assessments, reports, surveys, etc. to be used/completed in each cycle.)
			Interactive Notebook		\$5,000	
			Math IXL Professional Learning			
		Focused Notetaking Professional Learning				
		Quantile Training				
Evidence of Success (Then...)	Expected measurable outcome(s) for Cycle 2: We expect 50% of students to score proficient on the Coordinate Algebra UPA. We expect 15% of students to score proficient on Analytic Geometry UPA.					Unit Common Formative Assessment
	Expected measurable outcome(s) for Cycle 3:					Cycle 3 Enter Assessment/Source
	Expected measurable outcome(s) for Cycle 4:					Cycle 4 Enter Assessment/Source
Cycle Outcomes	Did you reach your measurable outcomes for Cycle 2:					Cycle 2 Reflection
	Did you reach your measurable outcomes for Cycle 3:					Cycle 3 Reflection
	Did you reach your measurable outcomes for Cycle 4:					Cycle 4 Reflection

how do we monitor to know that kids are moving?
 Add data to support the strategy that was selected in the GAN.
 Is our strategy having an impact and how do we know?

STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED										
Clarke Central 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	0.80	0.76	9.18	NA	NA	NA			
2016-17	All Students	0.92	0.77	9.70	35.5%	46.6%	34.8%			
2015-16	All Students	1.10	1.04	8.77	33.2%	46.8%	34.1%			
Accountability Target	All Students	0.76	0.63	9.80	50.0%	50.0%	50.0%			
Accountability GAP	All Students	0.04	0.13	-0.62	-14.5%	-3.4%	-15.2%			
Proficiency (100%) GAP	All Students	0.00	-0.24	8.18	-64.5%	-53.4%	-65.2%			
Change Over Time GAP	All Students	-0.30	-0.28	0.41	2.3%	-0.2%	0.7%			
SOCIAL EMOTIONAL LEARNING STUDENT GROUPS DATA MATRICES										
	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)	School Zone Analysis for 17-18 (% of Reds)	
2017-18	Female Students	0.79	0.71	9.44	NA	NA	NA			0-30%
2016-17	Female Students	0.71	0.67	9.56	32.0%	53.9%	32.2%	40%	0%	31%-60%
2015-16	Female Students	1.01	0.90	8.37	31.8%	56.3%	32.1%			61%-100%
2017-18	Male Students	0.91	0.82	8.98	NA	NA	NA			
2016-17	Male Students	1.15	0.88	9.89	39.8%	37.9%	37.9%			
2015-16	Male Students	1.21	1.18	9.25	34.7%	36.0%	36.2%	40%	0%	
2017-18	Students with Disabilities	1.47	1.04	11.75						
2016-17	Students with Disabilities	1.71	0.92	11.19						
2015-16	Students with Disabilities	1.56	0.99	9.99				89%	100%	
2017-18	English Learners	0.40	0.17	10.00						
2016-17	English Learners	0.54	0.51	10.60						
2015-16	English Learners	1.14	1.16	10.16				33%	0%	
2017-18	Gifted Students	0.23	0.20	5.95						
2016-17	Gifted Students	0.35	0.42	7.89						
2015-16	Gifted Students	0.34	0.40	6.62						
2017-18	Asian	0.12	0.05	5.00	NA	NA	NA			
2016-17	Asian	0.19	0.19	3.60	39.5%	44.7%	47.4%			
2015-16	Asian	0.03	0.00	2.80	32.5%	27.0%	48.6%	13%	0%	
2017-18	Black Students	1.37	1.39	9.70	NA	NA	NA			
2016-17	Black Students	1.46	1.20	9.60	33.7%	45.7%	31.2%			
2015-16	Black Students	1.70	1.63	8.90	31.5%	46.3%	31.0%	60%	67%	
2017-18	Hispanic Students	0.43	0.29	9.90	NA	NA	NA			
2016-17	Hispanic Students	0.49	0.34	11.10	33.6%	44.5%	39.3%			
2015-16	Hispanic Students	0.72	0.57	10.10	32.4%	42.3%	37.2%	33%	0%	
2017-18	Multiracial Students	0.72	0.57	10.10	NA	NA	NA			
2016-17	Multiracial Students	1.50	1.29	11.00	35.8%	37.3%	27.9%			
2015-16	Multiracial Students	1.30	1.45	13.00	28.0%	46.0%	34.0%	73%	33%	
2017-18	White Students	0.20	0.12	7.70	NA	NA	NA			
2016-17	White Students	0.19	0.27	8.80	42.7%	53.2%	35.5%			
2015-16	White Students	0.27	0.26	7.40	37.5%	54.3%	34.5%	0%	0%	
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)	School Zone Analysis for 17-18 (% of Reds)		
2017-18	1.20	1.20	10.32	NA	NA	NA			0-30%	
2016-17	1.62	1.37	11.10	38.7%	47.1%	37.5%			31%-60%	
2015-16	2.20	1.90	9.71	29.5%	50.7%	31.5%	73%	100%	61%-100%	
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)	School Zone Analysis for 17-18 (% of Reds)		
2017-18	0.78	0.75	8.55	NA	NA	NA				
2016-17	0.86	0.68	9.30	34.8%	52.0%	32.4%				
2015-16	0.76	0.95	8.67	33.0%	44.7%	31.3%	60%	67%		
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)	School Zone Analysis for 17-18 (% of Reds)		
2017-18	0.54	0.48	8.80	NA	NA	NA				
2016-17	0.44	0.39	8.50	32.6%	42.3%	35.3%				
2015-16	0.35	0.29	7.46	35.1%	45.2%	44.7%	20%	0%		
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)	School Zone Analysis for 17-18 (% of Reds)		
2017-18	0.38	0.19	8.24	NA	NA	NA				
2016-17	0.35	0.23	9.70	32.5%	42.6%	30.8%				
2015-16	0.34	0.31	8.71	38.6%	43.7%	33.5%	27%	0%		

SCHOOL IMPROVEMENT FOCUS - SEL			
Clarke Central High School			
Insert link to SMART Goal Tree for SEL			
Greatest Area(s) of Need (GAN)		Looking at our social emotional data some interesting patterns occurred. The subgroup with the lowest data is students with disabilities followed by black students. Looking at the grade levels, 9th and 10th grades had the highest behavior referrals.	
Type of Goal	School Indicators	School Measures	School Targets
By 2020 CCHS students will increase their use of responsible decision making and self-management skills as evidenced by a 6% reduction in behavior referrals.	Responsible Decision Making	1A - Incivility Referrals data	1A - Incivility referrals will be decreased from 18.8% of all referrals to 15.8% in year 1 and 12.8% in year 2. (17.3% in January of 2019 and 14.3% in January of 2020)
	Self-Management	2A - Attendance Data	2A - Students with 5 or more absences will be reduced by 3% in year 1 and 6% in year 2.
		2B - Georgia Health Survey Data (#12- Adults in the school treat all students with respect & #15- Students in my school treat each other with respect)	2B - Positive Response (somewhat agree and strongly agree) will increase by 3%

ACTION PLAN for SMART Social Emotional Learning GOAL						
Clarke Central High School						
School Results Goal #1: SEL	By 2020 CCHS students will increase their use of responsible decision making and self-management skills as evidenced by a 6% reduction in behavior referrals.				Cycle 1	Enter Date of Approval
					Cycle 2	Enter Date of Review
					Cycle 3	Enter Date of Review
					Cycle 4	Enter Date of Review
School-wide Strategy for Achieving this Goal	We will establish school-wide norms for students' behavioral expectations, attendance, and general civility. It is our belief that is essential to improve the culture of the school in order to see academic gains. The Collaborative for Academic, Social, and Emotional Learning (CASEL) supports this belief. Their research shows that the academic performance of students exposed to SEL programs was an average 13 percentile points higher than their non-SEL peers.					
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: Establish school-wide expectations Action Step 2: Facilitate PL on rules, routines, and procedures for teachers Action Step 3: Posters with expected norms posted in classrooms Action Step 4: Teachers continually teach and revisit the expectations with students Action Step 5: Monitor implementation of school-wide norms Action Step 6: Plan positive celebrations List Additional Action Steps				Person(s) Responsible Enter the name or role of the person (s) who will provide leadership for each step: 1: Whole Staff 2: Admin 3: Whole Staff 4: Teachers 5: Admin, Coaches, and Department Chairs 6: PBIS Committee	
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle
	Begin	End	Resource	Source	Amount	
	August 2018	May 2019	Classroom Instruction that Works - Marzano	Title I	\$500	(E.g., Identify assessments, reports, surveys, etc. to be used/completed in each cycle.)
Evidence of Success (Then...)	Expected measurable outcome(s) for Cycle 2: Referrals for incivility will decrease by 3%				Behavior Data	
	Expected measurable outcome(s) for Cycle 3:				Cycle 3 Enter Assessment/Source	
	Expected measurable outcome(s) for Cycle 4:				Cycle 4 Enter Assessment/Source	
Cycle Outcomes	Did you reach your measurable outcomes for Cycle 2:				Cycle 2 Reflection	
	Did you reach your measurable outcomes for Cycle 3:				Cycle 3 Reflection	
	Did you reach your measurable outcomes for Cycle 4:				Cycle 4 Reflection	