

DISTRICT: WATSON CHAPEL SCHOOL DISTRICT

SUPERINTENDENT: Dr. Connie Hathorn

ASSISTANT SUPERINTENDENT: Mr. Bill Tietz

SCHOOL IMPROVEMENT SPECIALIST: Ms. Kerri Williams

SCHOOL(s):

Watson Chapel High School, Principal: Mrs. Kristy Sanders, Assistant Principal: Marcia Merritt and Robert Tate

Grade Levels: 10-12

Watson Chapel Jr. High School, Principal: Mr. Henry Webb, Assistant Principal: Uyolanda Wilson and Christopher Johnson, *Grade Levels: 7-9*

Coleman Intermediate School, Principal: Dr. Ronnie Johnson, Assistant Principal: Ms. Phyllis Cage, *Grade Levels: 4-6*

L. L. Owen Elementary School, Principal: Ms. Annie Shaw, *Grade Level: 2-3*

Edgewood Elementary School, Principal: Mrs. Rose Martin, *Grade Level: K-1*

District Plan of Support, 1003 Grant Application, and Transition Plan

WATSON CHAPEL HIGH SCHOOL

GRADES 10-12

PRINCIPAL: Mrs. Kristy Sanders

Assistant Principal: Mrs. Marcia Merritt and Mr. Robert Tate

Goal Statement: At the end of the school year students will demonstrate growth on the ACT Aspire Summative ELA and Math Exams.

I. What will you do to influence the lagging indicator?

List the evidence-based initiative, intervention or strategy specific to the improvement efforts and support needed for implementation.

1. Professional Development for Teachers

- Classroom Management - We will train our teachers to understand the importance of having good classroom management. PD training will be scheduled using the ARESC for classroom management. The district support will also research other trainings to support the teachers. To check for fidelity of the implementation of professional development, the department chairs will conduct "Learning Walks". One of the observations will be conducted in a different subject area/classroom. Two or more observations will be conducted in the same subject area/classroom.
Research: There Is Only One Way To Improve Student Achievement: <http://www.newteacher.com/pdf/only1way.pdf> Classroom Management – Intervention and Redirection Strategies: <http://www.schoolimprovement.com/strategy-of-the-week/classroom-management-intervention-redirection-strategies> A Meta-Analysis of the Effects of Classroom Management Strategies and Classroom Management Programs on Students' Academic, Behavioral, Emotional, and Motivational Outcomes: <http://journals.sagepub.com/doi/abs/10.3102/0034654315626799> Classroom Management: <http://www.apa.org/education/k12/classroom-mgmt.aspx>
- DOK (Depth of Knowledge) – Teachers will receive DOK training through the AR Rivers Co-Op. The training will be ongoing and job embedded. The teachers will demonstrate their knowledge of DOK through lesson plans and also minutes from instructional team meetings. To check for fidelity of the implementation of professional development, the department chairs will conduct "Learning Walks". One of the observations will be conducted in a different subject area/classroom. Two or more observations will be conducted in the same subject area/classroom.
Research: Teaching Strategies that Employ Depth of Knowledge: <http://www.teachhub.com/teaching-strategies-employ-depth-knowledge> •Depth of Knowledge in the English Language Arts Classroom: <http://standardsco.com/PDF/Depth%20of%20Knowledge%20ELA%20Classroom.pdf>
- Differentiation – Teachers will receive differentiation training through the AR Rivers Co-Op and any available training that the district support can arrange. This training will be on-going and job embedded. The teachers will demonstrate knowledge of differentiation through lesson plans and observations. To check for fidelity of the implementation of professional development, the department chairs will conduct "Learning Walks". One of the observations will be conducted in a different subject area/classroom. Two or more observations will be conducted in the same subject

area/classroom.

Research: *What is Differentiated Instruction? Examples of How to Differentiate Instruction in the Classroom:* <https://education.cu-portland.edu/blog/teaching-strategies/examples-of-differentiated-instruction/> *Differentiated Classroom: Responding to the Needs of All Learners* <http://www.ascd.org/publications/books/108029/chapters/What-Is-a-Differentiated-Classroom%C2%A2.aspx>
Differentiation: http://stuff4educators.com/index.php?p=1_63_Differentiated-Instruction

2. Tutoring

- The high school will use a math and literacy tutor to pull 10th grade students from study hall classes. Students will be tutored for 50 minute sessions five days a week. The weeks will rotate with math for three days and literacy for two. Data will be disaggregated on these students and they will receive instruction based on the weakness areas from ACT Aspire, STAR reading and math. Tutors will work with 10th grade study hall students on ACT Aspire using USA Test prep software. Teachers will evaluate and assess efficacy of the initiatives by reviewing pre- and post- test scores in PLCs and BLT meetings.

Research: *The Impact of a math tutoring program on Urban high school tutors* (Zwyer, K. 2011):
https://etd.ohiolink.edu/rws_etd/document/get/bgsu1308075531/inline

3. ROAR Matrix

- PBIS Initiative: Positive Behavior Interventions and Supports is an approach for increasing prosocial behavior, improving long-time life outcomes, and decreasing challenging behavior. Teachers will utilize the ROAR behavior matrix (student expectations) and lesson plans that have been created to teach and provide interventions within the classroom, cafeteria, hallway, bus, restroom, and school sponsored events. The school has a Behavior Interventionist to assist and support teachers with behavior issues. A ROAR board will be posted by the office to recognize students for being Respectful, Organized, Attentive, and/or Responsible.

Research: *Horner R.H., Sungai G., Anderson C.M. (2010). Examining the evidence base for school-wide positive behavior support. Classroom Management Support:* <http://www.pbisworld.com/tier-2/classroom-management-support/>

4. Parental Involvement

- Meeting with Failing Students - Principals Sanders and Merritt will meet with each student individually that receives an "F" on their interim progress report or report card each nine weeks. Together the student, parent and administrator will develop a plan of action to improve the grade by the end of the nine weeks. This will be monitored by interim progress reports, teacher reports, and report card grades.

Research: *Boosting Test Scores: "Principal" Strategies That Work:*
http://www.educationworld.com/a_admin/admin/admin366.shtml

- Family Nights - Data Night, Math Night, and Literacy Night meetings will be held to review scores and explain the academic aspect of high school to parents. Data that will be presented includes: STAR reading, STAR math, ACT Aspire scores, and transcripts. The administrators, counselors, and instructional coaches, and teachers will teach parents how to analyze the data and explain what parents can do to assist their students. Data will be collected for review during BOY, MOY, and EOY assessments. Family nights are a great way to create a sense of community. They help parents get connected to the school and show kids that school can be fun. These events will build on the

