**2017-18 GRANVILLE HIGH SCHOOL**

**BUILDING CONTINUOUS IMPROVEMENT PLAN (CIP)**

The Granville Exempted Village Schools are committed to our mission of Learning for Life. The district’s focus on continually improving the learning and achievement of its students results in Continuous Improvement Plans or (CIP) at the district and building level. CIPs start with a review of all data available to identify strengths and target opportunities for improving student achievement. Each year from these data, the district, buildings and departments identify targets for improvement and implement strategies to achieve results.

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| **Building Strengths:** (What do our kids do well and how do we know?)  (August)   * The 2016-17 Report Card for Granville High School reflected the following grades:   + Achievement = B   + Gap Closing = A   + Progress = A   + Graduation Rate = A   + Prepared for Success = A * Student Exit Survey results show 88% of students feel emotionally safe and 98.3% feel physically safe at GHS. * Student growth data was above expected in Algebra 1, Geometry, English I, and English II. * The 2016-17 average ACT score for GHS students was 25.6. * Eighty-seven percent of Advanced Placement exams were scored at a three or higher. 213 out of 241 students earned a three or higher on at least one AP exam. | |
| **Building Areas for Improvement:** (What do our kids need and how do we know?)  (August)   * Student growth data for English II, while still above expectation, decreased slightly from the previous year. * In November 2016, thirty-five percent of seniors reported having consumed alcohol at least once in the last 30 days. | |
| **Focus**:(Where do we start? What one area of improvement is the highest priority? Why?)  (August)   * In November 2016, thirty-five percent of seniors reported having consumed alcohol at least once in the last 30 days. | |
| **Actions:** (What will we do?)  (September)   * GHS will implement the newly adopted “Too Good for Drugs” curriculum and the Extracurricular Substance Use Prevention Policy. | **Mid Year Check:** (Are we completing the improvement actions?)  (January) |
| District Initiative:   1. Implement Project-Based Learning as an instructional methodology 2. Continue to build a shared understanding of the K-6 Balanced Literacy program and implement the strategies and best practices at the classroom level 3. Implement 1 to 1 in grades 7 – 12, supported by Schoology and technology professional development. Provide all staff with ongoing opportunities for continued growth in the use of Schoology in both classroom instruction and assessment     Building Initiative:   1. GHS will implement the newly adopted “Too Good for Drugs” curriculum and the Extracurricular Substance Use Prevention Policy.   **Department Goals**  **English Language Arts:**   1. Implement an improved essay revision process, including a new revision rubric, in order to maximize student writing growth. 2. Create a consistent process for student essay creation and submission that synthesizes *Google Docs*, *Turnitin*, and *Schoology* in order to efficiently utilize new technology. 3. Revise the *GHS StyleBook* to include updated and revised MLA examples in order to enhance the teaching of the research process.   **Fine Arts:**   1. Each teacher will implement at least one PBL opportunity. 2. Implement Chromebooks into their specific subject area and initiate at least one activity using Chromebooks in their class. 3. Address student anxiety with Mindfulness activities.   **Global Language:**   1. Each teacher will implement at least 1 PBL project this year. 2. As a department, we will create a bank of accommodations for specials needs students that we can all use and share, to be stored on Sharepoint.   **Mathematics:**   1. Generate a pool of problems for Algebra I, Algebra II, Algebra III and Geometry for the purpose of quick assessment and spiral learning. 2. Implement a project in your subject area incorporating the 8 elements of project based learning. 3. Utilize Kahoot and/or QUIZIZZ as a tool for formative assessment using Chromebooks.   **School Counseling:**   1. Using longitudinal data, school counselors want to track their efforts in advising the class of 2018 with the four-year academic plan on how to earn the honors diploma and how that directly impacts the state report card. 2. Improve our new student transition by creating a student ambassador program to assist with acclimation to GHS. 3. Update and revamp the programing in the health curriculum related to suicide prevention. 4. Continue to identify new and engaging ways to present information to students in the classroom.   **Science:**   1. Identify and define common aspects of science curriculum for grades 6-12:    1. Vocabulary    2. Processes (i.e. factor labeling)    3. Units and Conversions    4. Graphing and Tables    5. Scientific Methodology / Method 2. Identify and organize list of possible speakers/experts to create network for classroom instruction and PBL. (7-12) 3. Meet as a 7-12 science department each quarter to address the following:    1. Scheduling and placement of students.    2. Discuss and track data regarding advanced and remedial students/classes.    3. Compare the level of rigor @ MS and HS.    4. Discuss and track data regarding connection of math/science acceleration.    5. Align curriculum and identify areas for collaboration. 4. Each content area and/or teacher to incorporate PBL assignment this year. 5. Using Chromebooks in such a way to:    1. Reduce copies    2. Video production    3. Data collection and analysis    4. Surveys    5. Simulations    6. Discussion forums    7. Graphical features/analysis    8. Assessments   **Social Studies:**   * + 1. Teachers will continue to work on PBL initiatives in their subject areas and will IMPLEMENT one PBL project this school year.   **Special Services:**   1. Intervention Specialist will collaborate on a PBL project to improve the learning environment of room 101that will engage all students who use room 101 or receive resource services. 2. Teachers of ELA Study Skills and Resource English will collaborate with colleagues to create IEP goals in reading to meet student needs in effort to close gaps in student achievement. 3. Teachers of Math Study Skills and Inclusion Math classes will collaborate with colleagues to develop criteria for student placement in math study skills and better refine the parameters of math study skill class to meet student needs in effort to close gaps in student achievement. | 1. Revision rubric and original and revised essays. 2. New submission procedures and student essay submissions. 3. The GHS Style Book and student research papers. 4. Lesson plans, PBL projects, and participation in a tuning protocol. 5. Documentation of Chromebook activities to be shared in department meetings. 6. Participation in High Five Fridays and use the foam hand to identify 5 Mindful activities from each week. 7. Lesson plans, PBL projects, and participation in a tuning protocol. 8. Online bank of accommodations to be stored on Sharepoint that all members of the department can access and use 9. Electronic bank of problems for each subject.] 10. Participate in a tuning protocol. 11. Evidence documented in lesson plans and walkthroughs. 12. Determine if there is an increase in the percent of students in the class of 2018 who earn an honors diploma as compared to previous years. 13. Utilize surveys that will provide feedback concerning student transition. 14. Review other evidence-based programs and compare them to the current one being used (H.E.L.P. curriculum). 15. Pilot interactive teaching strategies, such as creating games, jeopardy, etc. and utilize surveys that will provide feedback concerning student engagement. 16. Setstandards moving forward by adopting common language, processes, and forms to within the department, 6-12. 17. Share list 6-12. Continue to update as appropriate. 18. 7-12 meetings quarterly. Analyze data regarding student placement:     1. Advance MS Classes     2. Physical Science @ HS     3. Biology (8th Graders)     4. Mapping of content (rigor) across 7 – 12 science 19. Participate in a tuning protocol. 20. Student work. 21. PBL planning materials, student work, and participation in a tuning protocol. 22. PBL planning materials, student work, and participation in a tuning protocol. 23. Written IEP goals. 24. Notes from meetings, rubric for placement in math study skills. |
| **Results we expect:** (How will we know it worked?)  (September) | **Mid-Year Check:** (What evidence do we have that the plan is working? Do we need to edit the plan?)  (January) |
| **District:**   * All staff begin implementation of at least one PBL project in all buildings. * Implementation of Schoology to support instruction, assessment and curriculum materials at all levels. * All students in grades 7 – 12 receive a Chromebook with instructional use in the classroom. * Balanced Literacy Framework is embedded with fidelity in grades K – 6. |  |
| **Link to District Benchmarks:** (What district benchmark results will get better because we improve our results?)   * Focus Area: Implement PBL as an instructional tool that connects to previous professional development on formative instructional practices that:   + Clearly articulate quality learning targets that directly align curriculum to assessment and instruction.   + Provide descriptive feedback to students on their progress towards learning targets.   + Engage students in ownership of their learning.   + Create high quality formative and summative assessments that inform instruction.   + Utilize technology to enhance instructional practices. * Benchmark 2:  World Class Education | |