

*School Plan Prioritized  
Goals and Strategies*

*2018-19*

*Covington High School*

## Goal 1: Increased Academic Achievement: Reading/Language

**Description:** (1) For 2018-19, CHS will maintain a level 5 TVAAS score in literacy. (2) For 2018-19, CHS will maintain or improve the percentile rank in terms of the number of students scoring on-track (proficient) and mastered (advanced) relative to other high schools in the state in ELA. (3) For 2018-19, CHS will maintain or improve the percentile rank in terms of the number of students scoring on-track (proficient) and mastered (advanced) in the four gap subgroups. (4) For 2018-19, CHS will improve the participation in the regular education program of SWD by 2%.

- **Strategy 1: Standards-aligned core instruction (Align evidence-based curriculum, instruction, and assessment with the State's challenging academic content standards.)**
  - *Action Step 1: Professional development on updated curriculum maps*
    - CHS administration will provide professional development on the revised Mastery Connect curriculum maps so that teachers are aligning instruction to the curriculum and revised rigorous state standards.
  - *Action Step 2: Progress Monitoring*
    - Develop and administer 4.5 week benchmark assessments and 9 weeks common assessments across all tested subject areas to ensure progress toward mastery of the updated standards. Analyze the assessment results and consistently use PLCs to discuss data and overcome weaknesses.
  
- **Strategy 2: Targeted interventions (Provide academic interventions and other focused supplemental supports to improve achievement and close identified gaps.)**
  - *Action Step 1: Interventions through tutoring/ICU*
    - Teachers will utilize a variety of data (common assessments, formative assessments, in-class assessments, course grades, absenteeism,) to prepare a tutoring list for each subject area. Those students will be assigned mandatory tutoring so they do not get further behind. Teachers will continue to utilize the ICU list (list of students missing assignments) to ensure missing work is completed.
  - *Action Step 2: Provide opportunities for at-risk groups*
    - CHS will provide intervention opportunities for at risk groups. Data from benchmark assessments, Easy CBM, and the Early Warning System will determine students that are targeted for extended learning opportunities through RTI intervention classes during the day and after school tutoring sessions.
  
- **Strategy 3: Extended learning opportunities (Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.)**
  - *Action Step 1: Provide extended learning/enrichment opportunities before and after school.*
    - Extended learning opportunities will be provided for students through Project Succeed, extended contract tutoring before and after school, and Saturday ACT tutoring sessions.
  
- **Strategy 4: Child Find (Follow policies in the LEA that support identifying students with disabilities within the 60 day timeline.)**
  - *Action Step 1: Child Find*
    - CHS special education staff and psychologists will assess and evaluate students with disabilities within the 60 days from the parental consent for assessment.

- **Strategy 5: Personalized learning for students with disabilities (Develop instructional programs for the students with disabilities that are designed to meet their needs and provide a learning pace and instructional approaches that are optimized to meet the needs of each learner by securing placement in the regular education environment 80% of their instructional day.)**
  - *Action Step 1: Differentiated Instruction*
    - Utilize the IEP to develop plans and to set goals within the regular classroom for students with disabilities. Teachers will utilize a student interest survey to help differentiate instruction based on student interests.
  - *Action Step 2: Increase time of SWD in general education*
    - Develop or revise IEPs to stipulate the amount of time in the regular education setting and conduct walk-thrus to ensure students are being served in that setting.

## Goal 2: Increased Academic Achievement: Mathematics

**Description:** 1) For 2018-19, CHS will maintain a level 3 TVAAS score or higher in numeracy. (2) For 2018-19, CHS will maintain or improve the percentile rank in terms of the number of students scoring on-track (proficient) and mastered (advanced) relative to other districts in the state in Math. (3) For 2018-19, CHS will maintain or improve the percentile rank in terms of the number of students scoring on-track (proficient) and mastered (advanced) in the four gap subgroups.

- **Strategy 1: Standards-aligned core instruction (Align evidence-based curriculum, instruction and assessment with the State's challenging academic content standards.)**
  - *Action Step 1: Professional development on updated curriculum maps*
    - CHS administration will provide professional development on the revised Mastery Connect curriculum maps so that teachers are aligning instruction to the curriculum and revised rigorous state standards. PD will be ongoing through bi-monthly PLC meetings.
  - *Action Step 2: Progress Monitoring*
    - Develop and administer 4.5 week benchmark assessments and 9 weeks common assessments across all tested subject areas to ensure progress toward mastery of the updated standards. Analyze the assessment results and consistently use PLCs to discuss data and overcome weaknesses.
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- **Strategy 2: Targeted interventions (Provide academic interventions and other focused supplemental supports to improve achievement and close identified gaps.)**
  - *Action Step 1: Interventions through tutoring/ICU*
    - Teachers will utilize a variety of data (common assessments, formative assessments, in-class assessments, course grades, absenteeism,) to prepare a tutoring list for each subject area. Those students will be assigned "mandatory" tutoring so they do not get further behind. Teachers will continue to utilize the ICU list (list of students missing assignments) to ensure missing work is completed.
  - *Action Step 2: Opportunities for at-risk groups*
    - CHS will provide extended time opportunities for at risk groups. Benchmark assessments will be conducted as designed for the content area and grade level. Data from benchmark assessments will determine students that are targeted for extended learning opportunities through math lab classes during the day and after school tutoring sessions.
  
- **Strategy 3: Extended learning opportunities (Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.)**
  - *Action Step 1: Extended learning opportunities*
    - CHS will conduct extended time opportunities for at risk groups. Benchmark assessments will be conducted as designed for the content area and grade level. Data from benchmark assessments will determine students that are targeted for extended learning opportunities through Project Succeed, extended contract tutoring before and after school, and Saturday ACT tutoring sessions.

### Goal 3: College and Career Ready Students

**Description:** (1) For 2018-19, CHS will improve the graduation rate. (2) For 2018-19, CHS will increase the percentage of students scoring at or above 21 on the ACT. (3) For 2018-19, CHS will increase the average composite ACT score to 21.2.

- **Strategy 1: ACT Preparation (Provide opportunities for students to develop the skills and knowledge necessary to score a composite score of 21 or higher on the ACT.)**
  - *Action Step 1: ACT Prep Class*
    - CHS will offer an ACT prep class to all junior students. Students will attend class every other day for the entire school year. Seniors in directed study classes will also participate in ACT prep.
  - *Action Step 2: Saturday Workshops*
    - CHS faculty will provide two opportunities in the fall for seniors and two opportunities in the spring for juniors. Students who attend will go thru an ACT boot camp session to better prepare them for the ACT.
  - *Action Step 3: Administer Mock ACT to Juniors*
    - CHS will administer a mock ACT twice a year to juniors. The first test will be scored by A List Education and will provide teachers with reports that drill down each students deficits according to skills/standards. Teachers will use this data to individualize instruction for students in ACT Prep classes
  
- **Strategy 2: Career exploration and work-based learning opportunities (Provide students with college and career planning opportunities early in their school careers that assist students in identifying interests and career-expectations as well as opportunities for internships, apprenticeships, etc.)**
  - *Action Step 1: Career Planning*
    - Utilize TCAT, ACT career planning documents, guidance counselors to provide access to career planning and work-based-learning opportunities. Promote college and career night in the building so that students see what is available. Also use CTE classes also to promote various careers (Health Science, Business, FFA,).
  
- **Strategy 3: Postsecondary opportunities (Develop and expand opportunities for all students to access early post-secondary coursework while still enrolled in high school and make informed decisions regarding post-secondary and career options.)**
  - *Action Step 1: Increase early postsecondary coursework opportunities*
    - Increase opportunities for all students to access early post-secondary course work through additional dual enrollment courses with Dyersburg State and UT Martin as well as local dual credit with Dyersburg State
  
- **Strategy 4: Effective transitions for kindergarten, middle school, high school, & postsecondary (Provide programs and initiatives designed to prepare students and teachers for the smooth and positive transition between specific grade levels and educational placements.)**
  - *Action Step 1: Provide transitional experiences for students as they move from middle school to high school*
    - Guidance and teachers will work with the feeder schools (middle schools) to provide effective transition from middle to high school for all students by offering freshmen orientation, 8th grade tour of the high school with introduction to CTE courses of study,

meeting individually with students/parents for registration, and through the annual IEP meetings for SWD where post-secondary options will be written into the students' goals.

- *Action Step 2: Post-Secondary Transition Plan*
  - Senior guidance counselor will meet individually with seniors to audit the transcript, to discuss college/career plans, and to document those plans for future reference. Senior teachers will assist the counselor in meeting with students to prepare them for the transition from high school to college or the work force. The consulting teacher will meet with those seniors who have disabilities to discuss post-secondary options and career plans as appropriate to the IEP's goals.
- *Action Step 3: College Club*
  - CHS students may join College Club, which tours various colleges and universities throughout the school year in order to expose students to a variety of schools, programs of study, campus life, etc. Students also meet monthly to discuss all things college including earning scholarships, ACT scores, paying for college, programs of study, and more.

### **Goal 4: Safe and Healthy Students**

**Description:** For 2018-19, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time and ensures that all students have the opportunity to learn.

- **Strategy 1: Behavioral interventions and supports (Develop and support programs and initiatives that address identified behavior needs and provide appropriate student supports.)**
  - *Action Step 1: CPI training for teachers and paraprofessionals*
    - Send staff members to district-provided CPI training.
  - *Action Step 2: Implement a mentoring program*

CHS has developed a mentor/mentee program in which students with the highest percentage of office referrals in 2017-18 are paired with a mentor. The mentor may be a current or former teacher or coach of that student. Mentors will check in with their students regularly. Also, if a student is referred for discipline, the mentor will participate in coaching that student. Additional plans have been put in place to motivate students to reach their goal of maintaining good behavior.
- **Strategy 2: Mental health supports (Develop external partnerships and provide necessary student supports for identified mental health needs.)**
  - *Action Step 1: Provide mental health supports through contracted services*
    - CHS will utilize the contracted services for mental health provided by the district to meet the mental health needs of students.
  - *Action Step 2: Provide a safe room*
    - CHS will provide a quiet, safe place for students to go during the day to escape stressors.

- **Strategy 3: School Nurses** (Tipton County will contract with Methodist LeBonheur to employ school nurses to help keep students at school and decrease chronic absenteeism.)
  - *Action Step 1: School Nurse*
    - CHS will be provided by the district with a full-time nurse. When a child is sent to the nurse's office, the nurse will either clear them to go back to class if possible or to go home if necessary. In addition, CHS will involve its nurse in truancy meetings when necessary and consult the nurse regarding homebound procedures to decrease chronic absenteeism.

## Goal 5: Technology Integration

**Description:** Use technology to impact the quality, content and structure of teaching and learning focused on results.

- **Strategy 1: Utilize the county's network for student learning. (Create a school-wide technology implementation plan ensuring all classes have regular access to devices.)**
  - *Action Step 1: Provide technology access to all students*
    - CHS will update our weekly school-wide technology schedule in which all tested subject classes will utilize the computer labs to prepare for EOC tests. English IV classes will use the lab to prepare students for both college and career purposes. Sails math classes will use labs to move through required tutorials.
  - *Action Step 2: Purchase additional student devices*
    - CHS will seek funding to purchase additional computers and replace outdated technology with new devices.
  
- **Strategy 2: Purchase and implement digital platforms to increase student achievement. (Provide students access to high quality digital content.)**
  - *Action Step 1: Professional Development*
    - Provide teachers with high-quality, on-going professional development using the Thrivist Platform to enhance the digital environment of the classroom.
  - *Action Step 2: Digital learning opportunities*
    - CHS will offer students access to rich digital content linked to grade level standards through the Thrivist Platform, USA Test Prep, Pearson Success, Language Live, Achieve 3000, Schoology, and News ELA.