

2022-2023 JAHHS School Improvement Plan

John A. Holmes provides an engaging learning environment dedicated to preparing graduates for the global community. Through the support of all stakeholders, students are empowered to become responsible, active citizens.

Eliminate Opportunity Gaps	Increase School/District Performance	Educator Preparedness
Key Strategic Initiative(s)	Key Strategic Initiative(s)	Key Strategic Initiative(s)
<ul style="list-style-type: none"> ● MTSS team development to progress monitor students with academic and emotional needs that impact their education (A 4.01) ● All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary. (A 4.06) ● Preparing students for the successful post-secondary transition to College, Career, or Military opportunities. (A 4.14) 	<ul style="list-style-type: none"> ● Increase consistency in academic and content vocabulary preparedness (A 2.07) ● Instructional teams use student learning data to identify students in need of instructional support or enhancement (A 3.01) 	<ul style="list-style-type: none"> ● Preparing teachers for Standards-Based Mastery within their content (A 2.13, A 2.04) ● Vertical and Horizontal alignment of pacing and assessments (A 2.04) ● All teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology. (D 2.01)
Deliverables/Goals	Deliverables/Goals	Deliverables/Goals
<ul style="list-style-type: none"> ● MTSS Referral system aligned to Educators Handbook ● Teacher systematic documentation of minor incidents in Educator's Handbook. ● Weekly MTSS team conferences with identified students to provide personalized support for behavior, attendance and academics. ● Teachers are consistently trained in PLCs on Tier I Universal Support practices and Tier II and III interventions based on the MTSS framework. ● Administration will collaborate with CMS to vertically align behavioral consequences. ● Integration of SEL into well developed SAPs and daily lesson plans to build classroom community and teacher relationships with students. ● 100% of staff trained in Mindfulness 101 and an increased percent of staff trained in Mindfulness 201. ● Club presence at Open-House and the Back to School Bash. ● Create a running list of clubs that will be highlighted throughout the year in classes, on the announcements, and visible throughout the school. ● Increased opportunities with additional course offerings including CTE pathways relevant to students. ● CDC & Guidance counselors will meet with each student a minimum of 4 times per year to develop pathways of success and intentional scheduling ● Utilization of EVAAS data and teacher recommendations to encourage student enrollment in AP courses. 	<ul style="list-style-type: none"> ● Purposeful integration of word walls and anchor charts to explicitly teach vocabulary. ● Math, Science, and English teachers use Mastery Connect data to align pacing to promote student growth to develop 6-12 vertical alignment with emphasis on Math I. ● Teachers will analyze data from benchmarks and formative assessments to adjust pacing and lesson plans to promote student mastery through targeted small group instruction. ● Develop and implement more authentic PBLs with standards-based rubrics that assess higher levels of knowledge throughout each semester. ● Implement common grading practices in all content areas ● Dissect content standards to develop intentional SAPs to personalize instruction. ● Explore movement to the Latin Honor Grading System to encourage student empowered career and college interest pathways. ● Increase in authentic student career and college pathways sought by the Class of 2026 through intentional counseling and development of master schedule 	<ul style="list-style-type: none"> ● Train English, Science, and Math teachers to use Mastery Connect ● Daily lesson plan development that models the Me-We-Two-You Instructional Framework ● One PLC per month focused on data analysis to differentiate lessons to meet the needs of students. ● IC led BT Monthly meetings focused on a comprehensive array of pedagogical strategies to increase classroom practices and retention. ● Embed Global competencies into core instruction with Participate Learning partnership. ● Increased student growth in deficits identified through data analysis ● Continuous updates to lesson plans and SAPs based on data analysis ● Differentiated PLCs for vertical and horizontal content alignment based on walkthrough data and identified areas of needed improvement. ● Cross-curricular Instructional Rounds for increased awareness of strategies. ● Administration and IC will collaborate with CMS to vertically align academic standards. ● Utilize the ITF to increase knowledge and implementation of digital competencies through the Learning Commons tools and resources.

<ul style="list-style-type: none"> ● Hold an informational meeting led by former students and teachers to highlight the benefits of AP classes for our students. 		
Performance Indicators	Performance Indicators	Performance Indicators
<ul style="list-style-type: none"> ● Reduction in major incidents in Educator’s Handbook through MTSS intervention and minors ● Increase student involvement in extracurricular activities from last year based on club sign-ups and minutes while doubling the number of club opportunities. ● 100% of students have a post-secondary plan of action beginning their freshman year to be updated annually through CDC and Counseling meetings. ● Increase enrollment in AP courses. ● Increase the number of students with College and Career pathway credentials 	<ul style="list-style-type: none"> ● Increase overall EOC school proficiency by 5 points. ● Increase school performance growth to Meet Growth. ● Increase school performance to meet growth in all EOC areas. ● Increase ACT composite score to meet the state average. ● Increase the number of Gold and Platinum Workkeys certificates ● Increase college credits received from AP courses. ● Increase student growth in deficits identified through data analysis ● Increase Math I proficiency to 40%. ● Increase Biology proficiency to state average. ● 100% of staff use consistent grading practices ● One SAP per course developed with intentionality towards standards mastery 	<ul style="list-style-type: none"> ● 100% MAPs completion by September 30, 2022 ● 100% of teachers will have SAPs completed for at least one of their courses by June 2023 ● 100% of teachers will have intentional agendas posted with LEQ, Standard(s), and Me-We-Two-You Instructional Framework ● 100% Math, Science, English teachers use Mastery Connect to dissect and revamp lesson plans based on formative and summative assessments. ● Increase opportunities for teacher led professional development to grow teacher leaders. ● 100% of teachers will have the rigor section of their SAPs completed to produce grade-level appropriate lessons. ● 50% of teachers will collaborate with the ITF to utilize the Learning Commons. ● Increase global competency awareness by 100% through professional development aligned with Participate Learning and embedded in lesson plan development ● Increase in proficiency artifacts in global competencies within teacher evaluation standards during observations. ● Increase teacher retention rates of our beginning teachers.