2022-23 Loachapoka High School
Alabama Continuous Improvement Plan (ACIP) At A Glance

Vision
We envision a school that promotes a passion for student learning, supports teachers, parents, and the community, and produces engaged and lifelong learners.

Mission
The mission of Loachapoka High School is to challenge every student to pursue dreams, succeed with integrity, and contribute meaningfully to a diverse society.

Beliefs
- All children are valued individuals who can learn.
- The education of each student is a responsibility shared by students, families, schools, and communities.
- Each individual achieves best in an environment where physical and emotional safety is guaranteed.
- Personal integrity is essential to individual success.
- Learning is a lifelong endeavor.

Student Success Objective: **Graduate college- and career-ready students**

Critical Initiative	Key Measures
Utilize evidence-based strategies and analyze student learning results to increase student achievement for all students (SS 1.1, SS 1.2)	Assessment Results (All Students) Department/Grade Level Meeting Notes School Improvement Visit Data/Debriefing Notes

Intended Outcomes
- Teachers will strategically design and implement instruction that actively and cognitively engages students, develop relevant and rigorous learning, and ensure that all students learn
- Teachers will make and adjust instructional decisions based on evidence of student learning
- Students will demonstrate better performance on all readiness measures
- At least 53.7% of students will be proficient in ELA on the ACAP Summative assessment
- At least 30.7% of students will be proficient in ELA on the ACT assessment
- At least 27.4% of students will be proficient in math on the ACAP Summative assessment
- At least 27.3% of students will be proficient in math on the ACT assessment

Activities
1. Engage in collaborative planning
2. Conduct structured data meetings to uncover strengths in learning, areas of improvement, and next steps
3. Implement strategic teaching in all classes every lesson with a focus on learning targets, success criteria, and formative assessment
4. Implement active and rigorous instructional strategies (Problem of Practice)

Critical Initiative	Key Measures
Reduce the achievement and opportunity gaps for students (SS 2.1, SS 2.2, SS 2.3) (ATSI Students with Disabilities and Hispanic/Latinx subgroup strategies)	Academic Data (Subgroups) Nonacademic Data (Subgroups) Data Meeting Notes

Intended Outcomes
- Teachers will ensure each student learns every chance and every day
- All students will demonstrate better performance on all readiness measures

Activities
1. Participate in district structured data meetings to uncover where achievement gaps exist and determine whether the gaps are closing by disaggregating academic and nonacademic data
2. Implement after school learning programs to provide systematic intervention opportunities
3. Implement summer learning programs to provide systematic interventions and enrichment opportunities
4. Analyze and act upon results from online platforms (Star, Classworks, USA Test Prep ACT, Mastery Prep)
5. Implement strategic scheduling (e.g., junior high school schedule, special education schedule)

Critical Initiative	Key Measures
Increase College and Career Readiness and high school graduation rates (SS 3.1, SS 3.4, SS 3.5) (ATSI Students with Disabilities and Hispanic/Latinx subgroup strategies)	CCR Calendar of Events CCR Tracking Log CCR Indicator Attainment Rate Data Graduation Rate

Intended Outcomes
- All students will learn more about local work-based opportunities as well as the skills, knowledge, and prerequisites needed to attain and be successful in the workforce
- All students will learn more about post-secondary educational opportunities as well as the skills, knowledge, and prerequisites needed to be accepted to and successful in a higher education institution
- Students' CCR attainment will be tracked to identify ways to support CCR attainment
- Students will have more opportunities to earn CCR indicator credits
- All students in a 4-Year Cohort will meet the requirement to be a Federal Graduate

Activities
1. Coordinate and implement College and Career Readiness events (e.g., field trips to/guest speakers from local industries, career day)
2. Promote dual enrollment opportunities
3. Develop and maintain accurate records of CCR attainment tracking system
4. Promote work-based opportunities in special education transition classes through goal setting, guest speakers, job shadowing, etc.
5. Coordinate resources for students at risk of dropping out of school

Student Success Citations:
Using Student Achievement Data to Support Instructional Decision Making (click to access link)
Hamilton, L.; Halverson, R.; Jackson, S.S.; Mandinach, E.; Supovitz, J. A.; & Wayman, J. C. (2009)

John Hattie's Visible Learning Ranking of Influence on Student Achievement (click to access link)

Alabama Office of School Improvement Equity Resources (click to access link)

School Practices to Address Student Learning Loss (click to access link)
Allensworth, E., & Schwartz, N. (2020, June)

Getting to Work on Summer Learning (click to access link)
Schwartz, H.L., McCombs, J.S., Augustine, C.H., & Leschitz, J.T. (2018)

What Works Clearinghouse Dropout Prevention Guide (click to access link)

Human Resources Objective: **Develop and retain professionals who are effective in achieving our mission**

Critical Initiative	**Key Measures**
Provide school-based and districtwide mentoring programs for new certified employees and current employees in need of support (HR 3.2)	Mentoring Program Materials/Meeting Agendas/Notes

Intended Outcomes
● All new teachers and teachers in need of support will be provided with the help and mentoring needed to be successful

Activities
1. Implement mentoring program for new teachers 2. Implement coaching cycles

Critical Initiative	**Key Measures**
Provide targeted professional learning and job-embedded supports (HR 3.4, SS 1.2)	Professional Learning Materials/Agendas/Sign-In Sheets Certified Employee Attrition Rate Certified Employee Exit Survey Results

Intended Outcomes
● All staff will be equipped with the content knowledge and teaching skills to address student needs

Activities
1. Turnaround district professional learning on strategic teaching with a focus on learning targets, success criteria, and formative assessment 2. Provide teachers with professional learning on active and rigorous instructional strategies 3. Provide teachers with professional learning on the ELA/Math ALCOS and StudySync ELA curriculum

Human Resources Citations:
Alabama Office of School Improvement Coaching Community Resource Page (click to access link)

Learning Environment Objective: Provide safe, supportive, and equitable environments

Critical Initiative	Key Measures
Monitor chronic absenteeism, analyze data, and act upon results (LE 2.1) (ATSI Students with Disabilities and Hispanic/Latinx subgroup strategies)	Chronic Absenteeism Data

Intended Outcomes
- Students at risk of chronic absenteeism, failure, and/or drop out will be identified early and receive interventions

Activities
1. Develop awareness of the impact of absences on achievement in teachers, families, and students with a focus on students with disabilities and students who identify as Hispanic/Latinx
2. Frequently monitor and act upon absence data (unexcused and excused) with a focus on students with disabilities and students who identify as Hispanic/Latinx
3. Implement new district attendance policy

Critical Initiative	Key Measures
Promote the use of evidence-based classroom management and social and emotional learning methods and monitor Student Incident data (LE 2.2, LE 2.3)	Student Incident Data

Intended Outcomes
- All students will feel safe at school

Activities
1. Implement Positive Behavioral Interventions and Supports (PBIS) programs
2. Frequently monitor and act upon student incident data
3. Implement Rhithm social-emotional learning intervention program for student self-regulation and well-being

Learning Environment Citations:

Attendance Works: Advancing Student Success by Reducing Chronic Absence (click to access link)

Attendance Playbook: Smart Strategies for Reducing Chronic Absenteeism in the COVID Era (click to access link)

Alabama Positive Behavior Support Overview and Awareness (click to access link)

Alabama Office of School Improvement Social Emotional Resources (click to access link)

Communication and Culture Objective: Communicate with employees and the community to inform, engage, and foster a culture of commitment

Critical Initiative	Key Measures
Expand internal and external communication strategies and processes to inform and engage employees and the community (CC 1.1, CC 2.1, CC 2.2)	Newsletters Faculty Meeting Materials/Agendas/Sign-In Sheets

Intended Outcomes
- Employees, families, community members, and other stakeholders will be promptly informed about pertinent school information, events, and successes

Activities
1. Regularly communicate information with the faculty and staff through meetings
2. Utilize social media platforms, school website, and parent portal platforms to communicate updates, events, and successes
3. Create and disseminate information through the *Loachapoka Ledger*
4. Disseminate *The County Line* district newsletter
5. Disseminate *The Parent Institute* newsletter

Critical Initiative	Key Measures
Demonstrate a commitment to fostering a positive, welcoming, and collaborative culture among parents, employees, and students (CC 3.1, CC 3.2)	Events Calendar Student Survey Results Teacher Survey Results Parent Survey Results

Intended Outcomes
- All families will have an opportunity to be actively engaged and support their child's school
- All employees will demonstrate a commitment to fostering a positive, welcoming, and collaborative school culture

Activities
1. Provide opportunities for family engagement events
2. Implement strategies targeting school culture/employee morale (e.g., recognition, celebrations)

Communication and Culture Citations:
The National Center on Safe Supportive Learning (click to access link)

Additional Targeted Support and Improvement (ATSI) Strategies for Students with Disabilities and Students who identify as Hispanic/Latinx

Achievement and Growth	
Activities: 1. Participate in district structured data meetings to uncover where achievement gaps exist and determine whether the gaps are closing by disaggregating academic and nonacademic data 2. Implement after school learning programs to provide systematic intervention opportunities 3. Implement summer learning programs to provide systematic interventions and enrichment opportunities 4. Analyze and act upon results from online platforms (Star, Classworks, USA Test Prep ACT, Mastery Prep) 5. Implement strategic scheduling (e.g., junior high school schedule, special education schedule)	**Key Measures:** Academic Data (Subgroups) Nonacademic Data (Subgroups) Data Meeting Notes

Graduation Rate	
Activities: 1. Coordinate resources for students at risk of dropping out of school	**Key Measures:** Graduation Rate

College and Career Readiness	
Activities: 1. Coordinate and implement College and Career Readiness events (e.g., field trips to/guest speakers from local industries, career day) 2. Promote dual enrollment opportunities 3. Develop and maintain accurate records of CCR attainment tracking system 4. Promote work-based opportunities in special education transition classes through goal setting, guest speakers, job shadowing, etc.	**Key Measures:** CCR Calendar of Events CCR Tracking Log CCR Indicator Attainment Rate Data

Chronic Absenteeism	
Activities: 1. Develop awareness of the impact of absences on achievement in teachers, families, and students with a focus on students with disabilities and students who identify as Hispanic/Latinx 2. Frequently monitor and act upon absence data (unexcused and excused) with a focus on students with disabilities and students who identify as Hispanic/Latinx 3. Implement new district attendance policy	**Key Measures:** Chronic Absenteeism Data