



# 2012 - 2013 Local School Plan For Improvement

## LSPI Objectives

### COLLINS HILL HIGH

Glenn A McFall, *Principal*

Kelli McCain, *Area Superintendent*

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI), with targeted goals based on student achievement results. These goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Data is used to determine areas needing improvement and to identify specific, measurable, annual objectives. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement. Please contact the local school principal for more information about the school's plan and progress.

#### 2012-2013 Long Term Goals and Objectives

**Goal:** Student performance on AP, SAT, ACT, EOCT and Gateway tests will increase as a reflection of Collins Hill High School's focus on student achievement.

**Objective:** Increase the performance of students and readiness for post-secondary opportunities through offering interventions and extensions for critical reading, writing, and language arts skills as measured by CCRPI criteria.

**Objective:** Increase the performance of students and readiness for post-secondary opportunities through offering interventions and extensions for math skills as measured by CCRPI criteria.

**Objective:** Increase the performance of students and readiness for post-secondary opportunities through offering interventions and extensions for social studies skills as measured by CCRPI criteria.

# COLLINS HILL HIGH

## LSPi Continued

Glenn A McFall, *Principal*

Kelli McCain, *Area Superintendent*

### 2012-2013 Long Term Goals and Objectives

**Objective:** Increase the performance of students and readiness for post-secondary opportunities through offering interventions and extensions for science skills as measured by CCRPI criteria.

# COLLINS HILL HIGH

## LSPI Continued

Glenn A McFall, *Principal*

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### Schools Goals - COLLINS HILL HIGH

Goal Title	Goal	Start School Year	End School Year
Closing the Achievement Gap	The Collins Hill High School staff will specifically target the success of students across our diverse demographic groups. Analyses of students' enhanced test scores on End of Course Tests reveal that while our students perform well overall, there are differences among the demographic component groups with the most critical content area being Math for our black component group, and English Language Arts for our Black, Hispanic, and Economically Disadvantaged component groups.	2010-11	2015-16
Collins Hill Cluster Collaborative Writing and Literacy Initiative	The Collins Hill Cluster will focus on improving student writing across the curriculum through a collaborative effort that includes vertical teaming and professional development such as the Literacy Institute and Instructional Leaders Academy.	2010-11	2015-16
Graduation Rate	The Collins Hill High School staff will improve 4 year graduation rate.	2010-11	2016-17
Highly Engaged Learners	Teachers will increase engagement and encourage higher order thinking of the learner in the classroom by incorporating Antoinetti's "8 Engaging Qualities", and GCPS' "Quality Plus Strategies". Teachers will participate in gathering data via walk-through's to see if there is an increase each year in these highly effective practices.	2010-11	2015-16
Post Secondary Options	The Collins Hill High School staff will work to increase academic knowledge and skills for post secondary options.	2010-11	2016-17
Student Achievement-- National, State, and Local Standardized Tests	Student performance on AP, SAT, ACT, EOCT and Gateway tests will increase as a reflection of Collins Hill High School's focus on student achievement.	2010-11	2015-16

# COLLINS HILL HIGH

## LSPI Continued

Glenn A McFall, *Principal*

Kelli McCain, *Area Superintendent*

### Annual Objective

Increase the performance of students and readiness for post-secondary opportunities through offering interventions and extensions for critical reading, writing, and language arts skills as measured by CCRPI criteria.

### Associated Goals

**Goal:** Student Achievement--National, State, and Local Standardized Tests

### Implementation Design

#### **To increase student achievement by increasing performance on the EOCT, GCPS Assessments, AP, SAT, Gateway, GHSWT, and AC**

Depending on the grade level of the student, teachers will focus on the appropriate EOCT (9th and 11th grades), persuasive writing (10th grade), and college-level writing with students (12th grade). Strategies for EOCT achievement will include using department-generated and/or individually-generated materials to practice EOCT strategies in each of the domains and using engaging culminating activities to increase student comprehension as appropriate. To enhance persuasive writing skills, college-level vocabulary will be introduced to increase the student's working vocabulary, consistent and thorough feedback on all writing assignments will be provided to address both development of persuasive content and organizational strategies. Models of effective persuasion and examination of their use of grammar, syntax, diction, and rhetorical strategies to improve overall writing skills will be part of strategies incorporated. Additionally, ongoing instruction in grammar, syntax and diction to improve overall writing skills will be incorporated in all Language Arts classes. To better prepare our seniors for college writing classes, vocabulary will be a focus along with consistent and thorough feedback (as with persuasive writing), assignment of expository essays throughout the year, as well as the study of modeled expository essays.

Collaborative Special Education teachers will work with their regular education counterparts. In addition they will use USA Test Prep for EOCT review and work with sample EOCT tests from previous years to discuss test taking strategy with our SPED students.

ESOL teachers will use engaging strategies (graphic organizers, four corners, pyramids, ranking and defending, etc), writing and reading strategies, practice with identifying main ideas, building vocabulary, utilizing background knowledge, practice with EOCT types of questions on tests throughout the year, and practice with USA test prep in their Language Arts classes.

# COLLINS HILL HIGH

## LSPi Continued

Glenn A McFall, *Principal*

Kelli McCain, *Area Superintendent*

### SD: CHHS Instructional Leaders Academy 2012-2013

The mission is to identify a cohort of master teachers and administrators, recognized for their passion, commitment to excellence, and potential for continued growth, who will lead CHHS in increasing student engagement, learning, and achievement. Program activities will include:

1. Identification of personal strengths and how to use those strengths to maximize effectiveness
2. Development, implementation, observation, and discussion of lessons that include Q+ Strategies, higher order thinking, and high levels of engagement
3. Training on and use of a walk-through instrument that will allow us to analyze engagement, higher order thinking, and the use of best practices
4. Examination and discussion of data including formative and summative student work and walk-through findings
5. Sharing of strategies within and across departments

### SD: Student Engagement High Impact Learning Teams in Language Arts

A core group of language arts teachers has been through extensive training (CHHS Instructional Leaders Academy) or will receive intense training during the 2012-13 on student engagement, higher order thinking, and high yield instructional strategies. They will then guide others within and across departments in learning, applying, and evaluating implementation of these research-based strategies. Department members will have the opportunity to attend language arts specific lunch and learn sessions, science content specific sessions (biology, chemistry, and physics), school-wide reading and writing in the content area sessions, and school-wide engagement sessions. Participants will also conduct walk-throughs and will share and analyze walk-through findings.

## Annual Objective

Increase the performance of students and readiness for post-secondary opportunities through offering interventions and extensions for math skills as measured by CCRPI criteria.

## Associated Goals

Goal: Student Achievement--National, State, and Local Standardized Tests

## Implementation Design

# COLLINS HILL HIGH

## LSPi Continued

Glenn A McFall, *Principal*

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### **To increase student achievement by increasing performance on the EOCT, GCPS Assessments, AP, SAT, and ACT.**

Students will regularly practice the types of questions presented on standardized tests (EOCT, GCPS Assessments, AP, SAT, and ACT) which will serve as a review of basic concepts. This will also address closing the achievement gap with those students who struggle. Strategies used will include: USA Test Prep, short-timed practice quizzes on the target test, warm-up/sponge skills practice and/or closing/wrap-up skills practice, online practice assessments (Class-Zone), GDOE Website for EOCT practice questions, after-school review sessions (AP Tests), appropriate test questions on classroom assessments, and discussions of test-taking strategies. Our SPED teachers will focus on USA Test Prep and sample EOCT from previous years.

#### **SD: CHHS Instructional Leaders Academy 2012-13**

The mission is to identify a cohort of master teachers and administrators, recognized for their passion, commitment to excellence, and potential for continued growth, who will lead CHHS in increasing student engagement, learning, and achievement. Program activities will include:

1. Identification of personal strengths and how to use those strengths to maximize effectiveness
2. Development, implementation, observation, and discussion of lessons that include Q+ Strategies, higher order thinking, and high levels of engagement
3. Training on and use of a walk-through instrument that will allow us to analyze engagement, higher order thinking, and the use of best practices
4. Examination and discussion of data including formative and summative student work and walk-through findings
5. Sharing of strategies within and across departments

#### **SD: Student Engagement High Impact Learning Teams for Mathematics**

A core group in the mathematics department has been through extensive training or will receive intense training during the 2012-13 on student engagement, higher order thinking, and high yield instructional strategies. They will then guide others within and across departments in learning, applying, and evaluating implementation of these research-based strategies. Department members will have the opportunity to attend math specific lunch and learn sessions, USA TestPrep Sessions, and school-wide engagement sessions. Participants will also conduct walk-throughs and will share and analyze walk-through findings.

### **Annual Objective**

Increase the performance of students and readiness for post-secondary opportunities through offering interventions and extensions for social studies skills as measured by CCRPI criteria.

# COLLINS HILL HIGH

## LSPI Continued

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Kelli McCain, *Area Superintendent*

### Associated Goals

**Goal:** Student Achievement--National, State, and Local Standardized Tests

### Implementation Design

#### **To increase student achievement by increasing performance on the EOCT, GCPS Assessments, AP, SAT, Gateway, GHSWT, and AC**

Teachers of Geography will incorporate the following strategies to increase student performance on the Gateway test: writing and literacy strategies, vocabulary strengthening, summarizing, peer editing, documentation and citation strategies, background knowledge, comparing and contrasting, and written assessment using Gateway rubrics.

Teachers of World History will incorporate the same strategies as teachers of geography to increase performance on the GCPS Post Test for World History. In addition teachers will focus on interpretation of political cartoons, charts, graphs, and maps AND extracting main ideas from passages.

Teachers of US History and Economics will use the USATestPrep website, NCEE, and GCEE resources and websites to prepare students for the EOCT associated with these two subjects.

To improve AP scores, teachers will utilize AP Test Prep books, College Board Test Prep and Online tutorials, teacher-led AP review sessions, and after school/Blackboard collaboration.

In Political Systems, Psychology, Sociology, Contemporary Issues, and Law, teachers will focus on improving SAT/ACT scores via test taking strategy discussions, and focus on both persuasive and personal response writing.

All social studies teachers will use the following “high yield strategies “ to improve student learning and , ultimately, test scores: four corners activity, pyramid and inverted pyramid, “Which one of these doesn’t belong”—similarities and differences, anticipatory set, Venn diagrams—establishing relationships, graphic organizers, and ranking and defending.

ESOL teachers will be using many of these same strategies, but will additionally focus on consistent use of writing strategies, practice with Gateway style essays, practice with interpreting political cartoons, charts and graphs, historical maps, main ideas, and vocabulary building. USA Test Prep along with test taking strategy practice with various types of questions such as combination answers, time lines, primary sources, quotations, etc. will be utilized.

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## LSPI Continued

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### SD: CHHS Instructional Leaders Academy 2012-13

The mission is to identify a cohort of master teachers and administrators, recognized for their passion, commitment to excellence, and potential for continued growth, who will lead CHHS in increasing student engagement, learning, and achievement. Program activities will include:

1. Identification of personal strengths and how to use those strengths to maximize effectiveness
2. Development, implementation, observation, and discussion of lessons that include Q+ Strategies, higher order thinking, and high levels of engagement
3. Training on and use of a walk-through instrument that will allow us to analyze engagement, higher order thinking, and the use of best practices
4. Examination and discussion of data including formative and summative student work and walk-through findings
5. Sharing of strategies within and across departments

### SD: Student Engagement High Impact Learning Teams in Social Studies

A core group of Social Studies teachers has been through extensive training (CHHS Instructional Leaders Academy) or will receive intense training during the 2012-13 on student engagement, higher order thinking, and high yield instructional strategies. They will then guide others within and across departments in learning, applying, and evaluating implementation of these research-based strategies. Department members will have the opportunity to attend social studies specific lunch and learn sessions, USA TestPrep Sessions, school-wide reading and writing in the content area sessions, and school-wide engagement sessions. Participants will also conduct walk-throughs and will share and analyze walk-through findings.

## Annual Objective

Increase the performance of students and readiness for post-secondary opportunities through offering interventions and extensions for science skills as measured by CCRPI criteria.

## Associated Goals

Goal: Student Achievement--National, State, and Local Standardized Tests

## Implementation Design



# COLLINS HILL HIGH

## LSPI Continued

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### **To increase student achievement by increasing performance on the EOCT, GCPS Assessments, AP, SAT, Gateway, GHSWT, and AC**

Teachers of Biology will target student proficiency on the EOCT through an intervention program and collaborative planning among teachers. Emphasis will be placed on collaborating with Special Education teachers of Biology. The SPED Biology teacher will incorporate USA Test Prep for practice with test-taking and review of concepts throughout the year. The sheltered ESOL biology class has been broken down into 2 smaller groups where emphasis will be on engagement strategies (graphic organizers, four corners, pyramids, ranking and defending), writing and reading strategies, vocabulary building, and practice with USA Test Prep. Teachers of AP Science courses will be increasing rigor and expectations, redesigning around big concepts, and utilizing mentor texts for answering AP questions. In preparation for Gateway, teachers will increase the use of mentor texts and focus on literacy in the classroom. For the GHSWT, Physics teachers will be working on persuasive essays and increasing the use of mentor texts. Departmental meetings will focus on advanced engagement strategies to increase rigor and relevance.

#### **SD: CHHS Instructional Leaders Academy 2012-13**

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2. Development, implementation, observation, and discussion of lessons that include Q+ Strategies, higher order thinking, and high levels of engagement
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4. Examination and discussion of data including formative and summative student work and walk-through findings
5. Sharing of strategies within and across departments

#### **SD: Student Engagement High Impact Learning Teams in Science**

A core group of science teachers has been through extensive training (CHHS Instructional Leaders Academy) or will receive intense training during the 2012-13 on student engagement, higher order thinking, and high yield instructional strategies. They will then guide others within and across departments in learning, applying, and evaluating implementation of these research-based strategies. Department members will have the opportunity to attend science specific lunch and learn sessions, science content specific sessions (biology, chemistry, and physics), USA TestPrep Sessions, school-wide reading and writing in the content area sessions, and school-wide engagement sessions. Participants will also conduct walk-throughs and will share and analyze walk-through findings.