

Cochrane - Fountain City School District Academic Improvement Plan

District Mission: In partnership with families and the community, C-FC provides a safe and supportive environment for all students. By providing a high-quality education that promotes academic and emotional growth, we empower students to be life-long learners and productive, responsible community citizens.

Status:

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|-------------------------|--|
| Current State | <ul style="list-style-type: none"> • Essential learning outcomes will be completed by winter break. • Working towards common summative assessments. • Established our Portrait of a Pirate readiness indicators. |
| Desired State | <ul style="list-style-type: none"> • 70% of Forward exam scores a basic or above. • 70% of students will achieve college & career readiness on the Pre-ACT or ACT exam. • An average composite ACT score of 21. • 80% of student achieving both college & career readiness based on indicators. • ELO's and assessments established for reading, writing, math, and all JH/HS departments. • Report cards articulating the portrait of a pirated readiness indicators. |
| Process | <ul style="list-style-type: none"> • Staff will attend training and use collaborative time to improve curriculum assessment. • Staff will analyze data to improve outcomes for all students. |
| Measurement of Progress | <ul style="list-style-type: none"> • Data reports on Forward, MAP, Pre_ACT, and ACT exams • Common summative assessments as they are developed • Classroom grades • Data report on Portrait of a Pirate readiness indicators. |

**Cochrane - Fountain City School District
Academic Improvement Plan**

Key Baseline Data: Attendance, Graduation Rates, Forward Scores, MAPs Scores, Pre-ACT Scores, ACT Scores, & Academic Grades.

| Goals | Strategies and Action Steps | Who Is Responsible | Timeline | Evidence of Effectiveness |
|---|--|--|---------------------|--|
| Cultivate a school culture and environment based on high student achievement and collaboration within the school. | Create a teacher/student advisory program. | Administration, PLC Leadership Team & Student Team | 2023-24 School Year | Advisory team and collaboration time created. |
| | Increase academic standards for grading to represent learning. | | | Establish universal / standards based grading scale. |
| | Develop a structured academic support system. | | | Develop parameters for essential learning outcomes. |
| | Establish Readiness indicators for the Portrait of a Pirate. | | | Establish Portrait of a Pirate readiness indicators. |
| | | | | Increase awareness of Portrait of a Pirate readiness indicators. |
| Collection and analysis of data for use in identification of school needs to increase student achievement. | Provide outside generated data in a timely manner for analysis. | Administration, PLC Leadership Team & Staff | 2023-24 School Year | Increase % of students reaching achievement targets on MAPS, Forward, Pre-ACT, and ACT exams. |
| | Establish SMART goals based on data. | | | ELO's aligned to standards and assessments for every course. |
| | Establish ELO's for every course to focus our instruction on the concepts assessed. | | | Increased number of common summative assessments. |
| | Establish common summative Assessments for commonly taught courses. | | | |
| School Leadership will model and encourage shared learning and accountability among all staff members. | Evaluate staff based on results within the classroom. Include evidence and feedback to promote growth and development of each individual faculty member. | Administration | 2023-24 School Year | Leadership visible 25% of each day in the academic learning environment to improve classroom instruction and learning. |
| | Peer-to-peer observations and sharing. | | | Construct and adopt a process for peer-to-peer observations and sharing. |
| | Utilize the PLC Leadership Team. | | | Create a schedule for consistent PLC meeting time |

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Key Baseline Data: Attendance, Graduation Rates, AP Scores, Plan Scores, Explore Scores, ACT Scores, WSAS Scores, & Grade distribution.

| Goals | Strategies and Action Steps | Who Is Responsible | Timeline | Evidence of Effectiveness |
|--|--|---|---------------------|--|
| Implement an advisory/RtI time to provide educators the structure to establish a climate of relationships to drive relevance of learning that results in rigor of content. | Develop a Multi-Tiered System of Supports (MTSS) for structured academic support. | Administration, PLC Leadership Team & Staff | 2023-24 School Year | Performance on common summative classroom assessments and scores on the Forward, MAP, Pre-ACT, and ACT tests. |
| | Establish ELO's for every course to focus our instruction on the concepts assessed. | | | |
| | Establish Common Assessments for commonly taught courses. | | | |
| Positively affect the learning culture through increasing student, staff, parents and stakeholder awareness of what is happening at School. | Create an academic stage for student and staff achievements. | Administration | 2023-24 School Year | Increase the number and percentage of families that have a positive perception of the high school. |
| | Create a social media presence to tell the schools story and share the accomplishments of our students and staff. | | | Increase the ease of receiving timely information. |
| Establish an ongoing Community Engagement Team (students, parents, staff, & community) to encourage participation in identifying the challenges and problem solve solutions for student readiness. | Recruit family, school and community members to join the team through e-mail, social networking, mail, and attending community groups. | School personnel, Community Members, and Family Members | 2024 Calendar Year | Successful recruitment and establishment of a community engagement team that meets regularly and includes members from families, school and community. |
| | | | | Increase in partnerships with community organizations. |
| | | | | Increase in parent attendance at parent teacher conferences. |