

**Johnson High School
2022-2023 School Continuous Improvement Plan (SCIP) Goals**



AREA OF FOCUS

Root Cause:

Poor class attendance and low levels of student effort account for 85% of all course failures at Johnson High School. (Most academic problems are not purely academic.) This correlation was the same for our distance learning programs during COVID in 19-20 and 20-21 and our return to in-person learning in 21-22. Students who do not attend class regularly or who are not motivated to demonstrate consistent academic effort in their classes do not pass their classes or achieve high school levels of performance or standards-based content knowledge in those classes. We used CLEAR SOLUTIONS FRAMEWORK to analyze data, identify core "Events," "Patterns," "Systems" and "Mental Models" within our "Current Reality" and then clearly define a "Desired Reality." We saw increased correlation of attendance to course passing during distance learning.

Theory of Action (Desired Reality):

"Theory of Action (Desired Reality): Positively influence the rates of attendance, effort, and engagement of our students by focusing on implementation of culturally relevant teaching practices across the curriculum. This is designed to: 1) Increase the level of student attendance, effort, and engagement in all courses; 2) Close the course passing rate and attendance rate gaps between African American students and other students; 3) Increase the course passing rate of all students overall; and 4) Continue to deepen and mature our commitment to student voice and leadership across all parts of the school, including peer support for academic success. To do this, Johnson High School will use Hammond's "Ready for Rigor Framework" to focus teacher professional development activities around culturally relevant teaching; will continue to refine its student assistance team, in-school tutorial processes, and student access to digital or other alternative lesson offerings to provide flexible, timely, and effective interventions. We will revise our internal system of attendance tracking and support, and work with district and community partners to focus on increasing student attendance rates overall and in particular that of our African American students. One positive result we observed during distance learning was an increase in academic success of African American students enrolled in advanced courses.

Student Learning Outcomes

Schoolwide Goal:

- **Universal Goal (all students):** As a baseline measure 100% of students in grades 9-12 will take the Student Climate Survey Fall of 2022 and in Spring of 2023 with an increase of 10% in student satisfaction as measured by the overall score by 2023;
- **Complementary goal:** The percentage of Black students with 20+ absent days will decrease from 50% to 25% as measured by the Attendance Report in BOLT by June 2023. .
- **Adult Practices/Actions:** 100% of teachers will implement CRT strategies in their instruction and lessons by November 1, 2022 as measured by administrator walk-throughs and staff curriculum showcases.

Mathematics Goal:

- **Universal Goal (all students):** The percentage of all students scoring proficient or higher in mathematics will increase from 16% to 30% as measured by the MCA III Math Assessment administered in April 2023.
- **Complementary goal:** The passing rate of mathematics courses in 9th and 10th grade will increase from 72% to 85% (9th grade) and 65% to 75% (10th grade) respectively as monitored quarterly and measured by the Final Marks report in BOLT by June 2023.
- **Adult Practices/Actions:** 100% of math teachers will implement differentiated and CRT-focused personalized math lessons as measured by admin walk-through and curriculum showcases.

Reading Goal:

- **Universal Goal (all students):** The percentage of all students scoring proficient or higher in reading will increase from 45 to 55 as measured by the MCA III Reading Assessment administered in April 2023.
- **Complementary goal:** The passing rate of language arts courses in 9th and 10th grade will increase from 67% to 75% (9th grade) and 61% to 68% (10th grade) respectively as monitored quarterly and measured by the Final Marks report in BOLT by June 2023.
- **Adult Practices/Actions:** 100% of ELA teachers will implement aligned writing curriculum sequence in all core classes by June 2022 as measured by admin walkthroughs and schoolwide curriculum showcases.

Evidence-based Practices:

- Social Emotional Practices (Implementation Stage)-Aligned with Positive School and District Culture
- SPPS Math Differentiated Small Group (Standard/Sustaining Stage)-Aligned with Effective and Culturally Responsive Instruction
- Provide opportunities for repeated close reading using increasing complex text (Reading 9-12, Implementation Stage) Effective and Culturally Responsive Instruction