

# TEURLINGS CATHOLIC HIGH SCHOOL



## SCHOOL IMPROVEMENT PLAN 2022 - 2027

TEURLINGS CATHOLIC HIGH SCHOOL DEVELOPS EACH INDIVIDUAL'S ABILITY TO CHANNEL HIS SPIRIT FOR THE GLORY OF GOD

# Teurlings Catholic High School

## *School Improvement Plan*

It is the Mission of Teurlings Catholic High School to “Develop each individual’s ability To Channel His Spirit for the glory of God.” It is the focus on this mission that drives the Administration, Faculty, and Staff of TCHS to continually strive to improve a challenging academic program, a path to spiritual formation, and an environment for personal growth that will prepare students for what they will encounter after high school. We believe that the effectiveness of our institution is directly linked to the collaboration of all stakeholders and that by working together we can continue to provide and improve on an environment that fosters each student’s intellectual, spiritual, physical, and emotional growth.

In preparing our school improvement plan, the following items were analyzed and considered.

- Faculty and Staff Perception Surveys (2017-2018, 2018-2019, 2020-2021)
- Student Perception Surveys (2017-2018, 2018-2019, 2020-2021)
- Student Engagement Survey (2021-2022)
- Family and Community Perception Survey administered to Parents (2020-2021)
- Title II and IV Needs Assessment Survey (2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022)
- Performance Standards Worksheet for Schools
- Eleot Observations (2019-2020, 2020-2021, 2021-2022)
- ACT Reports (2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022)
- Faculty Professional Growth Surveys (2019-2020, 2020-2021, 2021-2022)

# Teurlings Catholic High School

## *School Improvement Plan*

### FOCUS AREAS

1. Raise the total number of students that reach the ACT benchmark in Mathematics to 60% each year.
2. Focus on a Professional Development Plan for teachers which provides for a variety of training opportunities in areas of interest as well as on targeted instructional interventions which they can incorporate into on-campus professional learning communities and model through faculty peer observations.
3. Sustain a school climate that supports communication, diversity, inclusion, and advocacy.

# GOAL #1

*Raise the number of students that reach the ACT benchmark in Mathematics to 60% on a yearly basis.*

<b>ACTION STEPS</b>	<b>RESOURCES</b>	<b>EVIDENCE</b>	<b>TARGET AUDIENCE</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINE</b>
Ensure teachers are trained in teaching ACT Math content	All Math teachers would become ACT certified in the ACT basics and ACT Math content courses	Certificate of completion	Math Department Faculty	Assistant Principals of Academics and Teaching and Learning	By the completion of the 2022-2023 school year
Incorporate/evaluate programs into the curriculum that will address the individual weaknesses of each student	"On to College" program Study Skills Course	Usage reports and lesson plan scheduling Comparison of 8th to 9th grade standardized test scores	Sophomore and Junior students Selected Freshmen students based on low standardized scores	Assistant Principal of Academics and Core 10th and 11th grade teachers Assistant Principal of Academics and Study Skills Course Teacher(s)	End of the 2021-2022 school year Yearly evaluation
Complete the horizontal and vertical alignment of the Algebra I, Geometry and Algebra II curriculums	Louisiana State Board of Education Content Standards	Course Guides with State Standards	Math Department teachers	Assistant Principals of Academics and Teaching and Learning, Math teachers	By the completion of the 2022-2023 school year
Work with feeder school programs to ensure that incoming students are adequately prepared for their freshman Math course	Feeder School Meetings, Diocesan Curriculum Meetings, Middle School Math Curriculum, 9th grade Math Curriculum	Pre and post test scores, comparison of 8th to 9th grade standardized test scores, math survey responses by 9th grade students	Middle school teachers from feeder schools, 9th grade TCHS teachers	Diocesan Assistant Superintendent, Assistant Principal of Academics	Yearly evaluation
Analyze 5 year trends on standardized test achievement	Act scores Benchmark scores	Continued improvement on Act composite and Math subscores as well as improvement on the percentage of students meeting the benchmark score	11th grade students	Assistant Principal of Academics and Guidance Counselors	Yearly analysis
Meet with Math faculty to analyze and interpret current data	Pre ACT and ACT Score Reports	Department meetings, completed score analysis	Math Department teachers	Assistant Principal of Academics and Guidance Counselors	Yearly analysis
Initiate a Summer Math requirement to assess skills and address deficiencies	Online program that provides assignments and remediation as needed	Completion of assigned modules	All enrolled students	Assistant Principal of Academics and Math Department Teachers	To begin in the summer of 2022

# GOAL #2

*Focus on a Professional Development Plan for teachers which provides for a variety of training opportunities in areas of interest as well as on targeted instructional interventions which they can incorporate into on-campus professional learning communities and model through faculty peer observations.*

<b>ACTION STEPS</b>	<b>RESOURCES</b>	<b>EVIDENCE</b>	<b>TARGET AUDIENCE</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINE</b>
All instructional personnel will earn a minimum of 90 hours of Professional Development credit by May 2027	Conferences Graduate courses Seminars Webinars In-Services	Documentation of completion of conference requirements and/or college transcripts with completed hours	Faculty	Assistant Principal of Teaching and Learning	2022-2027
Identify groups and themes for Professional Learning Communities	Administrative observations of faculty, faculty professional growth plans, faculty surveys	Data analysis of observations, professional growth plans, and surveys	Faculty	Assistant Principals of Academics and Teaching and Learning	August 2022
Establish a protocol for Professional Learning Communities (PLC)	Provide instruction on the structure of PLCs Require that each teacher join a minimum of 1 PLC	Minutes and sign in sheets from meetings Master list of Professional Community participants	Faculty	Assistant Principal of Teaching and Learning	August 2022
Establish a protocol for peer observation requirements	Research and deliver information on peer observation components and benefits Require that each faculty member complete a minimum of 1 peer observation per year	Faculty submission of Peer Teacher Observation Summary Sheet	Faculty	Assistant Principals of Academics and Teaching and Learning	August 2022
Expand the current teacher induction/mentoring program to include follow up sessions on individual needs to include scheduling of professional development	Administrative observations	Observation data	New and experienced Faculty	Assistant Principals of Academics and Teaching and Learning	Beginning with the 2022-2023 school year
Incorporate post observation counseling to discuss weaknesses and PD interventions with new and experienced faculty	Faculty feedback forms	Faculty feedback on observation follow up forms concerning individual needs and challenges	New and experienced Faculty	Assistant Principals of Academics and Teaching and Learning	Beginning with the 2022-2023 school year

# GOAL #3

*Sustain a school climate that supports communication, diversity, inclusion, and advocacy.*

<b>ACTION STEPS</b>	<b>RESOURCES</b>	<b>EVIDENCE</b>	<b>TARGET AUDIENCE</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINE</b>
Expand on the newly formed, student led organization, "Common Ground", that promotes diversity and inclusion	Parent/Community experts in communication and social work fields	Club rosters Meeting minutes Sign-in sheets Future survey responses	Student body Parents/Guardians	Club moderator Club leadership Administration Guidance Dept	Ongoing
Schedule workshops for campus clubs and organizations with a Communication Strategists	Communication Strategists	Recognition of students for positive actions and attitudes	Student body Club members	Guidance Department Club Moderators	By the end of the 2022-2023 school year
Provide PD opportunities for faculty and staff on how to incorporate Social-Emotional Learning into classrooms on a regular basis	Title II/IV funding	Record of PD meetings/sign-ins Meeting notes/agendas Feedback from faculty	Faculty Staff Administration	Assistant Principals of Teaching and Learning and Academics	Beginning with the 2022-2023 school year
Incorporate a Teacher/Student Mentor (Advocacy) Program	Divide students into groups of 10-12 and assign faculty staff mentors  Select calendar dates for meetings	Student attendance records for meetings	Students Faculty Staff Administration	Guidance Department	Beginning with the 2022-2023 school year
Institute life skills workshops for students	Faculty and Staff would teach "mini lessons"	Student attendance at workshops	Entire student body	Student Council Common Ground	Beginning with the 2022-2023 school year
Provide PD opportunities to faculty and staff on how to support learners who have ADHD and dyslexia	Title II/IV funding  Conference listings and schedules	Record of meetings and sign-in sheets  Feedback from faculty on survey forms	Faculty Staff Administration	Assistant Principals of Academics and Teaching and Learning ISN Director	Beginning with the 2022-2023 school year