



School Improvement Plan

SY23-24

Mission:

Common Ground is a center for learning and leadership, inviting people across ages and identities to connect to their urban environment, build community, grow into their full potential, and contribute to a just and sustainable world.

Vision:

Common Ground High School challenges students to reach high standards and grow into their full potential within a community where students are respected as individuals, whole human beings, and leaders with choice and power.

Focus Areas:

- Academic Achievement and Growth
- A Culture of Support and Productivity
- Post-Secondary Pathways

Key Features of the CGHS Model:

- Daily Guidance Classes & 4-Year Portfolios
- Interdisciplinary Courses in grades 9 and 10
- Courses in Environmental Leadership
- Early College & Career Learning, including Internships & Green Jobs-Corp



Academic Achievement Goal 1: Students will demonstrate academic growth and achievement that place them on the path to postsecondary success.

Academic Priority 1: 11th Grade Students meet or exceed college-ready benchmarks: 28% in School Day SAT-ELA; 20% or more in School-Day SAT-Math; 25% or more on NGSS Assessment.

Next Generation Science Standards(NGSS) Assessment

School Year								
2018-19			2021-22			2022-23		
Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average Scale Score (SS)	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average Scale Score (SS)	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average Scale Score (SS)
40	17.5	1081	38	*	1075	39	20.5	1076

* The data are suppressed to ensure confidentiality. For more information, please view the [Suppression Guidelines](#).

School Day SAT Results

Subject	Year														
	2015-16			2016-17			2017-18			2018-19			2021-22		
	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average Score	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average Score	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average Score	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average Score	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average Score
ELA	39	*	462	43	53.5	513	45	57.8	499	41	26.8	441	50	20.0	431
Math	39	*	427	43	23.3	462	45	26.7	467	41	*	412	50	*	400

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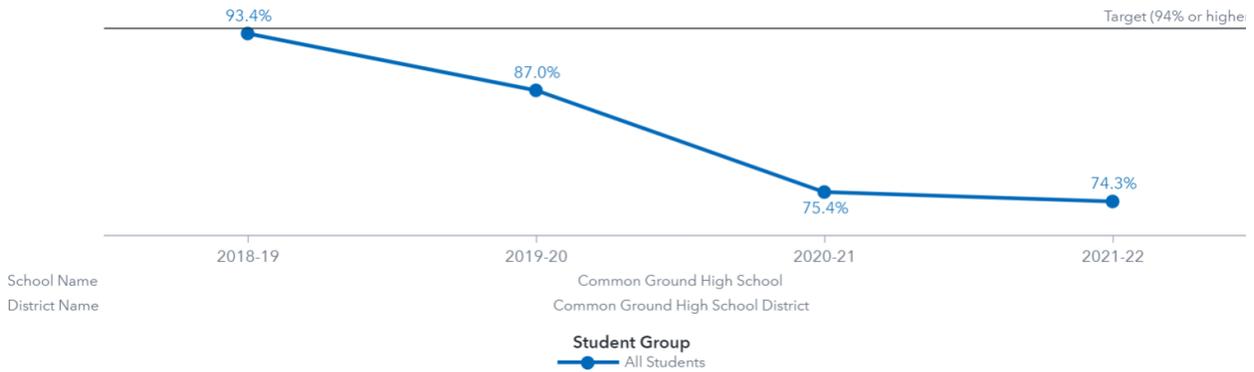
2022-2023	2023-2024 Target	Difference
<p>ELA</p> <ul style="list-style-type: none"> • Average Score: 416 • % Level 3 or 4: n/a <p>Math</p> <ul style="list-style-type: none"> • Average Score: 404 • % Level 3 or 4: n/a 	<p>ELA</p> <ul style="list-style-type: none"> • Average Score: 440 • % Level 3 or 4: 28% <p>Math</p> <ul style="list-style-type: none"> • Average Score: 415 • % Level 3 or 4: 20% 	<p>ELA</p> <ul style="list-style-type: none"> • Average Score: +20 • % Level 3 or 4: <p>Math</p> <ul style="list-style-type: none"> • Average Score: +11 • % Level 3 or 4:
Strategies	Responsible Staff	Key Indicators
<p>Launch Statistics/SAT Course for juniors and revise junior seminar ELA SAT curriculum to increase test preparedness</p>	<p>Pacquette-Emmanuel Stone</p>	<p>75% of juniors demonstrate satisfactory performance in Statistics/SAT Prep course.</p>
<p>Increase full-length practice SAT sections in junior year.</p>	<p>Stone</p>	<p>85% of juniors take 3 full-length practice SATs before sitting the exam.</p>
<p>Initiate NWEA Science MAP testing schoolwide, and continue Math and Reading testing with curriculum adjustment in response to fall and winter data.</p>	<p>Pacquette-Emmanuel Nash Department Teams</p>	<p>50% of students in Science will meet fall-Winter/Winter-Spring growth targets on identified science standards.</p> <p>(Add subgroup data)</p>
<p>Integrate SAT aligned questions or content into curriculum and initiate monthly review of NGSS/SAT Performance data at ELA, Math, and Science team meetings, with instructional training and support.</p>	<p>Stone Nash Pacquette-Emmanuel</p>	<p>Increasing number of students demonstrating mastery of aligned questions on a monthly basis.</p> <p>Differentiated or specialized approaches for each subject area at each grade level to keep it manageable</p>
<p>Create awareness within the student body around the importance of benchmark assessments.</p>	<p>Nash</p>	<p>30% or more of juniors attend after-school or Saturday sessions.</p> <p>40% or more of junior participate in incentive programs to boost their scores.</p>
<p>Identify new Lead Teacher of Curriculum and Instruction to analyze SAT and NGSS data and integrate aligned content into the curriculum.</p>	<p>Pacquette-Emmanuel Stone</p>	<p>Inclusion of SAT/NGSS questions into specific course curricula.</p> <p>Conduct monthly SAT/NGSS data review and analysis.</p>



Academic Priority 2: At least 90% of students at each grade level are on track to high school graduation.

Percent of Students On-Track to High School Graduation in 9th Grade

Percentage of 9th graders earning adequate full-year credits during the year.



District Name	School Name	Student Group	All Students
		FallOfYear	Indicator 7 Rate*
Common Ground High School District	Common Ground High School	2018	93.4%
		2019	87.0%
		2020	75.4%
		2021	74.3%

EXPORT TO EXCEL

Note: The graph above does not show Common Ground's 2022-23 on track to graduation rate, which rebounded to 86% – presenting the percentage of 9th graders earning at least 6 credits..

2022-2023	2023-2024 Target	Difference
86% (Grade 9)	90%	+4%
Strategies	Responsible Staff	Key Indicators
Documented curriculum with clearer learning targets across core subject areas, aligned with grade level standards and portfolio benchmarks.	Stone	90% of Staff actively using new Curriculum Maps database (Chalk) 90% of courses reviewed and published by end of Semester 1, Semester 2 Core subject curricula reviewed and updated Summer 2024, re-published by Aug.31



Weekly Interdisciplinary and Department team meetings to review student performance and refer students for support	Nash Stone Burke Pacquette-Emmanuel	75% of students referred to extra support afterschool or Saturday attend at least 3 sessions.
Shared instructional resources and normed practices across grade level that are aligned with priority instructional look-fors.	Stone Fulcher	In observations, classrooms are demonstrating prioritized instructional look-fors <ul style="list-style-type: none"> - 95% using Roadmaps and Routines by November - 75% displaying Responsive Relationships with Differentiated Lessons & grade level standards by March - 100% of spring courses will include connections to real work and issues beyond the classroom.
Documented learning plans for students with specific learning challenges	SPED Team	75% of students with IEPs meet progress report goals. 80% of students with IEPs earn 6+ credits per year.
Credit Recovery System created and in pilot version	Grade Level Leads	90% of students who are behind on meeting graduation requirements will be offered individualized credit recovery options during spring semester and summer. Launch Personal Learning Plans as an avenue to obtain credit recovery; 50% of students with a PLP obtain the credit required.



Culture and Climate Goal: Adults and students will thrive in a culture of mutual respect, joy, and productivity.

Culture Priority #1: Reduce student chronic absentee rate to 18% or lower.



Chronic Absenteeism, Trend
Common Ground High School District, All Students
[Export .csv file](#)

For the 2019-20 school year, chronic absenteeism calculations are based only on in-person school days until mid-March 2020. See the [Report Notes](#) for additional information.

District	Chronically Absent									
	2017-18		2018-19		2019-20		2020-21		2021-22	
	Student Count	%	Student Count	%	Student Count	%	Student Count	%	Student Count	%
Common Ground High School District	29	15.5	25	12.6	44	20.5	123	53.0	113	53.6

2022-2023	2023-2024 Target	Difference
24%	18%	● -6%
Strategies	Responsible Staff	Key Indicators
Review data, formalize attendance-related action plans, and student/family initiatives through weekly attendance meetings with cross-section of staff.	Pacquette-Emmanuel Nash Social Work/SPED/Nurse	1% decline per month between November 2023 - June 2024 As measured by Edsight attendance report. 90% of students identified as CA have documented plan from attendance or SSST teams. 80% of students without documented behavior plans will receive home visit with specialized staff as needed. 90% of families will receive monthly opportunities to engage in school activities to support student engagement.
Increase access to social-emotional supports to reduce discipline-related absences.	Pacquette-Emmanuel Social Work	90% of students with a history of discipline -related absences will be offered social work services (with parent/guardian consent). 90% of students in crisis will be offered access to social work staff.

Culture Priority #2: Retain at least 85% of staff rated effective or above.

2022-2023	2023-2024 Target	Difference
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70%	85%	<ul style="list-style-type: none"> +15%
Strategies	Responsible Staff	Key Indicators
Provide new staff support through curriculum and instructional coaching	Pacquette-Emmanuel Stone Fulcher	80% of all staff report feeling supported by supervisors and colleagues as measured by quarterly staff surveys. 90% of new staff report receiving adequate support navigating areas of curriculum and instruction.
Implement Diversity, Equity, and Inclusion initiatives to support staff belonging and address issues of equity through team building, culture/ community development, and quarterly staff wellness assessments (aligned with a small number of priority climate survey indicators each quarter).	Fulcher Pacquette-Emmanuel Social Work	80% of staff attend 2 DEI specific events per year 80% of all staff and new staff who say “I feel like I am a part of a school community (shared mission, values, efforts and goals)” Implement at least two events/initiatives to address staff burnout. Implement quarterly team-builders generated/directed by different staff/ teams.
Launch staff focus groups developed to address issues of communication and systems	Pacquette-Emmanuel	TBD

Post-Secondary Goal: Students are prepared for success in college or other selected pathways.

Post-Secondary Priority #1: Increase the number of students enrolling in college or trade-school.

Post-Secondary year	% of Students Enrolled	Number of Students Enrolled
2016-17	76.7%	23
2017-18	62.2%	24



2018-19	66.7%	24
2021-22	66.0%	31
2022-23	72%	31
2023-24 Target	75%	33
Strategies	Responsible Staff	Key Indicators
All seniors have a documented post-secondary plan that includes application to at least one college, university, or trade school.	Jacobs	<p>90% of students apply to 1 or more college</p> <p>90% of students earn at least one college admission.</p> <p>25% of 10th graders, 45% of 11th graders, and 55% of seniors take on college-level work while still in highschool.</p> <p>100% of juniors having a drafted post secondary plan by the end of junior year with a timeline of achievements to meet their goal</p>
At least 90% of students have applied for scholarships or other financing programs to pay for post-secondary education.	Jacobs	<p>90% FAFSA completion rates.</p> <p>75% apply for at least one scholarship or financing program.</p>