



## Success Plan at a Glance 2022-2023

<p><b>Goal</b></p> <p><b>1</b></p>	<p><b>High Impact Instruction: By the conclusion of the 2022-2023 school year, at least 95% of instructional staff will demonstrate evidence that they are planning, delivering, assessing, and monitoring tier two and three interventions during instructional and/or intervention time.</b></p> <ul style="list-style-type: none"> <li>• Continuous PD on inquiry cycle</li> <li>• PLC's will refocus on the inquiry cycle with a focus on what to do when students don't learn.</li> <li>• PD on use of tier 2/3 interventions during instructional and/or intervention time.</li> <li>• Monitor use of Tier 2/3 interventions during instructional and/or intervention time.</li> <li>• Continue the use of common planning for academic core departments.</li> <li>• Restructure and add leadership positions to create core/subject specific leaders to lead the inquiry cycle.</li> <li>• Departments will determine Look-for's for Administrative walkthroughs.</li> <li>• Targeted focus on underperforming subgroup achievement (ESE, ELL)</li> </ul>
<p><b>Goal</b></p> <p><b>2</b></p>	<p><b>Collaborative Culture: By the end of the 2022-2023 school year, CCHS will restructure staff, student, and parent leadership teams to increase engagement in shared decision-making.</b></p> <ul style="list-style-type: none"> <li>• SLT subcommittees to improve schoolwide initiatives &amp; increase staff engagement (Celebration, Discipline, PBIS, PD, New Teacher).</li> <li>• Monthly professional development on a variety of academic and behavioral topics in which staff members have voice and choice.</li> <li>• Increase subgroup representation on School Advisory Committee.</li> <li>• Implement additional schoolwide communications via Instagram.</li> </ul>
<p><b>Goal</b></p> <p><b>3</b></p>	<p><b>Data Driven Decisions: By the end of the 2022-2023 school year, CCHS will implement tiered supports for academics and behavior for underperforming and/or underrepresented subgroups.</b></p> <ul style="list-style-type: none"> <li>• Utilization of Attendance committee to increase efforts to engage underrepresented subgroups.</li> <li>• Implement Restorative Justice to reduce OSS &amp; recidivism.</li> <li>• Monitor EOS/CTE data of underrepresented subgroups and increase efforts to reduce barriers to participation in advanced and CTE coursework.</li> </ul>