

School Name

Cass High School

Mission

Cass High School collaboratively engages all students in relevant learning experiences by encouraging and empowering them to succeed.

Vision

Cass High School is an evolving professional learning community that graduates all students career and college ready, equipped to positively impact their communities.

School Narrative

Cass High School (CHS) is one of three high schools in the Bartow County School System. Established in 1935, it is the oldest high school in Bartow County, GA. The school has an enrollment of 1,486 students: 61.80% White; 16.8% African-American; 16.70% Hispanic; 2.2% Asian, and 2.1% Multi-Racial. Economically disadvantaged students comprise 44.05% of total enrollment. Cass High School's staff includes 95 teachers and 9 paraprofessionals which are led by Principal Stephen Revard, Associate Principal Mr. Jamie Hauskins, and Assistant Principals Ms. Kristen Martin, and Dr. Nicky Moore. The school is also served by The Colonel Coalition: A group of educational leaders comprised of administrators, teachers, and support staff that develops and coordinates the policies and procedures that allow CHS to accomplish its mission and vision.

Current School Literacy Initiatives

In order to achieve our vision of graduating all students college and career ready, Cass High School's current instructional focus is to increase the levels of literacy for all students. Data from the December 2020 administration of our reading inventory screener shows that only 46% of our students are in the proficient to advanced bands of their grade level, leaving 54% of students below grade level. This reading deficit presents challenges to teachers across the content areas as they strive to provide on-level instruction to all students. In an effort to address this literacy deficit, Cass High School currently has added reading instruction to our class offerings. Basic Reading and Writing I and II are designed to teach fundamental reading skills to high school students. Students are placed in this program as early as ninth grade based on Georgia Milestones/EOC scores, and universal screener data. Students continue in the class until their Lexile score reaches 1000 or above.

Teachers also use Lexia Power Up to provide interventions to struggling readers. Lexia Power Up is a personalized learning program which focuses word study, grammar, and comprehension to improve literacy skills. The program is monitored by classroom teachers who provide focused reading interventions based on students specific needs. Lexia Power Up is a tool that is currently being used in our Basic Reading and Writing Classes, On Level ELA classes, and English Language Learners.

Three Year Data Trends**% of Students with Lexile Below Proficient
(Based on Ninth Grade and American Lit EOC)**

| Grade Level | 2018 | 2019 | 2020* |
|--------------------|-------------|-------------|--------------|
| 9 | 41 | 40 | 38 |
| 10 | 54 | 57 | 75 |
| 11 | 48 | 45 | 66 |
| 12 | 68 | 74 | 60 |

**% of Students Below Proficient v. District and State on EOC
(Based on Ninth Grade and American Lit EOC)**

| EOC | 2018 | 2019 | 2020* |
|-----------------------------|-------------|-------------|--------------|
| CHS – Ninth Lit | 59 | 49 | 53 |
| District – Ninth Lit | 61 | 52 | 51 |
| State – Ninth Lit | 54 | 45 | 44 |
| | | | |
| CHS – Am Lit | 66 | 64 | 81 |
| District – Am Lit | 58 | 60 | 68 |
| State – Am Lit | 59 | 56 | 68 |

*2020 scores do not include the spring 2020 administration of the EOC due to pandemic closure

Literacy Needs

An examination of three year data is imperfect due to the fact that the spring 2020 administration of the EOC did not take place due pandemic related school closures. However, all schools in the state faced similar challenges, so 2020 data is included in this analysis to compare Cass High School with district and state levels of proficiency.

An analysis of the data shows that the percentage of students reading on grade level (≥ 1055 for 9th and 10th grade and ≥ 1285 for 11th and 12th grade) has plateaued at CHS over the past three years and in some cases has fallen slightly below district and state level. The problem is compounded in 11th and 12th grade due to the increase in the Lexile level required for proficiency.

CHS is in the third year of implementing the RTI process as a Professional Learning Community (PLC). Based on our data, CHS needs to integrate literacy interventions into the RTI process in order to identify struggling readers and provide interventions designed to target their areas of deficit.

Action Steps

The following action steps are required to fully develop our Literacy Plan.

- **Tier 1 ELA Instruction** - Delivered through ELA courses daily and includes the following instructional strategies.
 - Guided Reading: Small group instruction in which teachers support reader's development as they process texts of increasing levels of difficulty.
 - Using Prior Knowledge: Students preview the text to make connections with the text
 - Predicting: Students make predictions about the text in order to create expectations that are later confirmed or rejected by the text.
 - Determine Main Idea and Theme: Requires students to determine the important elements of a text.
 - Making Inferences: Students recognize clues in the text to understand what is not directly stated in the text.
- **Tier 2 ELA Instruction** – Specific interventions based on specific areas of deficit. Delivered twice weekly by ELA teachers in addition to Tier 1 reading instruction. Can include strategies outlined in Tier 1 instruction.
 - Fluency Practice: Students read a text as teacher records words per minute and errors. Student reviews the text silently and repeats the process. Both reads are compared for accuracy.
 - Graphic Organizers: Provide visual representations of concepts in a text.
 - Adaptive Text Platforms: Web-based platforms such as NewsELA which provide high interest text that are based on the high end of the student's Lexile range.
 - Lexia Power Up: An online reading program design to measure reading progress in three areas: word study, grammar, and comprehension. Progress is monitored online and teachers can provide interventions from an "intervention bank" based on student performance.
 - Read Naturally: An intervention program designed for small group instruction that provides support for reading fluency and comprehension.
- **Tier 3 ELA Instruction** – Intensive reading instruction that includes all of the strategies listed above and is reserved for students who are multiple years behind reading level. Tier 3 instruction is offered five days per week in addition to Tier 1 instruction through our Basic Reading and Writing Classes.

Implementation of the CHS literacy plan will be the primary responsibility of the High School Reading Coach whose responsibilities will include:

- Providing literacy intervention training and support.
- Providing updates in best strategies and practices to teachers to promote literacy
- Progress monitor students for reading growth.
- Working with the literacy team to evaluate school strengths and needs for improvement in student reading, writing, and communication skills.

Literacy Team

Cass High School will form a Literacy Team to coordinate the school's literacy plan. The Literacy Team will review the effectiveness of literacy initiatives, plan professional development, and analyze assessment data to determine the effectiveness of the school's literacy program. Members of the Literacy will include the following administrators and teacher leaders: Principal, Assistant Principal in charge of curriculum and instruction, Learning Support Specialist, Reading Coach, ELA Department Chair, Social Studies Department Chair, Special Education Teacher, ESOL Teacher, and Media Specialist.

Identification of Students for Reading Interventions

Students in need of reading interventions will be identified through a combination of universal screener/EOC data and the RTI process. ELA collaborative teams will identify students in need of Tier 2 reading interventions. Students who need Tier 3 interventions will be identified through Scholastic Reading Inventory and EOC/EOG scores. Teachers outside of the ELA content area will refer students with suspected reading deficits to the Reading Coach for possible placement in Tier 2 or Tier 3 interventions.

Monitoring Implementation and Effectiveness

The implementation of the literacy plan will be monitored by the members of the literacy team. Working with teachers, the team will identify students in need of reading interventions, identify research based Tier 2 and Tier 3 interventions, and monitor the impact of the interventions on student reading performance.

The effectiveness of the literacy plan will be measured based on two criteria: individual student growth as measured by Lexia level and the percentage of students scoring at or above proficient as measured by EOC data. Individual student interventions will be considered successful when students show growth of 100 Lexile points as measured by the Scholastic Reading Inventory (SRI). CHS will meet its schoolwide goal by showing gains on students scoring proficient or above on English Language Arts EOCs.