

CTA Outcomes Sheet SC Department of Education

Implementation of your CTA Plan and other plans should help you reach the outcomes detailed below. If one or more of the outcomes are not reached, please understand that EAA statute allows the SCDE to declare the school and/or district in a State of Emergency. Support and additional funding will be provided to assist the school in reaching its outcomes.

School/District:	Allendale-Fairfax High School/Allendale County Schools
Academic Year:	2015
Data Sources:	School Report Cards, MAP, Powerschool, and Educator’s Handbook
Current Plans:	CTA, Title I, School Renewal Plan

SMART Outcome for Current School Year		Data Source	Frequency of Measured Data	Person Responsible	Current Baseline
1	By June 2016, 60% of all 9th grade students enrolled in English I will demonstrate proficiency in basic, standardized blended research processes using a web-based platform, as measured by mastery of specific research skills using “AFHS Research Grading Rubric” across three progressive research assignments. This rubric is a modified version supported by turnitin.com rubrics for informative writing.	“Growth Rubric” for research skills	Quarterly	Instructional Coach & English I teachers	Pre-test results utilizing the AFHS Research Grading Rubric that was given in September noted that only 29% of students scored least a 3 in two or more areas of the rubric. Also worth noting the ACT Work keys assessment results also indicated a weakness in locating information with 51.9% of students who tested scoring a 3 or less.
2	By June 2016, English I students will demonstrate a 20% increase in mastery of the CASE benchmark assessment from Quarter 1 to Quarter 3. The benchmarks are generated by CASE Assessments utilizing the department generated pacing guides (which are aligned to state standards). Each assessment	Case 21 Benchmarks	Quarterly	Principal Teacher Student Learning Objectives (SLO) evaluator Department Chairs &	2014-2015 First Quarter Benchmark 25% mastery Final Quarter Benchmark 35% mastery 2015-16 First Quarter Benchmark

	<p>will have content covered during the current unit of instruction as well as objectives covered in earlier units of instruction. It is our goal that the result of the last assessment have a increase when compared to the result of the first assessment. The student growth and performance will be useful in instructional decision-making and educator evaluation.</p>			<p>Instructional Coaches</p>	<p>18% Benchmark</p> <p>Goal: 38% Final Benchmark Mastery</p>
<p>3</p>	<p>By the end of May 2016, the number of students regularly attending Academic After-School Activities (ASA) will increase by at least 15 students from last school year. Regular attendance will be defined as two or more days a week for at least nine weeks. A student must attend at least 18 days of After-School in order to be counted for regular attendance.</p> <p>After-School is conducted 3 days a week (Monday, Wednesday, and Thursday) for approximately 18 weeks. Students have the opportunity to receive remediation for all core content areas.</p>	<p>Attendance log</p>	<p>Weekly attendance report</p>	<p>Project Coordinator & Administration</p>	<p>2014-15 After-School Regular attendance: 38 students. This includes students who attended after-school for at least 18 days during the 2014-15 school year.</p>