

# Ridgewood High School



# 2016-17 Schoolwide Improvement Plan

## Ridgewood High School

7650 ORCHID LAKE RD, New Port Richey, FL 34653

www.pasco.k12.fl.us

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Pasco County School Board on 10/18/2016.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Ridgewood High School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	Incomplete Grade - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Our mission at Ridgewood High School is to prepare students for college, career, and life readiness by building foundational skills and providing opportunities and supports for acceleration.

##### b. Provide the school's vision statement.

All our students achieving success in college, career, and life

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

All students are enrolled in a 2nd period Advisory Session, Homeroom. During that time, students engage in lessons 2 times monthly focused on our core values G.R.I.T. (Growth, Resilience, Integrity, Tenacity). The time affords us the opportunity to design and implement lessons to meet the needs of our unique population. Also, the 2nd period teacher is assigned as the mentor for the students in their class. We have deliberately kept class size numbers low by having all teachers on campus teach a second period. No one has planning during that time on our campus. Also, 2 times each month students are able to participate in clubs and organizations. We have a variety of club offerings so that everyone has something they can participate in.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

During the 2nd period Advisory Session, we will develop and implement classroom lessons to help promote a safe school and build pro-social behaviors in our students.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

One of our goals is to decrease the loss of instructional time. Students participated in the development of our core values during one of the first Advisory Sessions. These positive expectations are taught and reinforced throughout the school year. We also use alternatives to suspension in order to reduce In School and Out of School Suspension times. We have a system of positive behavior support that has been in place for many years. Students earn RAMS Rewards by positively following school rules and procedures. We use a digital system called HERO in order to help students keep track of their points. They can download a free application on their device to track points and also tardies and resulting consequences. This has helped to increase communication and reinforcement of positives and policies/procedures.

##### d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our Student Services Department meets in Student Success Teams to problem solve the needs of their assigned cohort. The team is made of a School Counselor, Graduation Coach, and Assistant Principal. Student data is reviewed in 3 week cycles to assess On Track, At Risk, and Off Track

indicators for student success. Teams look at data for behavior, attendance, current course performance, credits, and GPA to determine which students are in need of tiered supports. Students in need of Tier 2 supports, are served by the School Counselor to provide Social Emotional Support for attendance and behavior. Monthly, the entire Student Services Department meetings to discuss students in need of Tier 3 supports who can be supported by our Tier 3 Graduation Coach. We also review this population of students to prioritize needs for School Based Intervention Team meetings to problem solve and development intensive intervention plans for struggling students. During these meeting, the Social Worker is frequently designated to provided one to one solution focused counseling. Our entire Student Services structure is designed to provide social emotional counseling in a proactive manner, as well as academic coaching to proactively support students.

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension  
One or more suspensions, whether in school or out of school  
Course failure in English Language Arts or mathematics  
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

#### b. Provide the following data related to the school's early warning system

##### 1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	82	42	51	43	218	
One or more suspensions	0	0	0	0	0	0	0	0	0	52	55	57	32	196	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	77	148	143	111	479	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	109	124	125	54	412	

##### The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	68	113	140	57	378	

#### c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

All students receive the following supports: Student Success Team to monitor academic performance 3 times each quarter. Extended School Day Services to focus on ELA and Algebra I FSA skills and course performance. Students in need of Tier 2 supports have a designated Graduation Coach that will monitor their progress in two week cycles and work with them to action plan and make up work for success in their courses. These students will also be assigned academic lunch by their teachers to help them make up coursework. Students in need of Tier 3 supports will be provided a Tier 3



Graduation Coach to work specifically with addressing their unique needs. School Based Intervention Teams will also meet to problem solve their unique needs.

## B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

### 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

No

##### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

##### 2. Description

Quarterly, we host Parent University Sessions.

1. Open House-families can meet and greet teachers to establish relationships
2. Community Tailgate Party-families are invited for hamburgers and hotdogs to establish a positive relationship with the school
3. Sessions focused on needs that our population faces
4. Course Selection Kickoff- families can preview course offerings for the next school year and learn about programs and academies
5. AP Expectations Night-families can learn about what Advanced Placement Courses look like, the expectations, and the supports for success

### 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

We work very closely with United Way of Pasco. Our liaison provides us with donations to support our system of positive behavior supports. United Way offers free tax preparation services to our students and families in January.

We have staff members and students who are very active in the local NPR Rotary. They attend meetings and engage in discussions with community partners about ways in which RHS can be supported. This has been a great way to find financial support for many initiatives we have launches.

## C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:



Name	Title
Murphy, Angie	Principal
Leary, Alicia	Assistant Principal
Hermansen, Erik	Assistant Principal
Painter, Deborah	Assistant Principal
Byrd, Sharlene	Teacher, K-12
Hibbs, Leslie	Teacher, K-12
Hlista, Gina	Teacher, K-12
Stagner, Amy	Teacher, K-12
Sharkey, Nicole	Teacher, K-12
Jennings, Holly	Teacher, K-12
Smith, Angela	Teacher, K-12
Resto, Jennifer	Other
Hannigan, Stacey	Teacher, K-12
Sheppard, Cary	Other
Iannone, Kerry	School Counselor
Kelly, Joseph	Teacher, K-12
Smith, Heather	Teacher, ESE
Hanley, Patty	Teacher, ESE
Zajd, Sharon	Teacher, Career/Technical
Williams, Denise	Teacher, K-12

## **b. Duties**

### ***1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.***

Team members engage in constant problem solving for school issues. Team members also prepare for meetings by reading provided resources to engage in the decision making process. The team also helps us monitor our school improvement goals and action steps. The team was critical in the development of our school improvement plan. The team met during the summer to development goals and action steps. The team reviewed the plan and provided feedback to strengthen the plan.

### ***2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.***

The Leadership Team engages in activities to measure the return on investment each year for expenditures. The team provides feedback regarding the quality of expenditures and the impact those have had on the student body and achievement.

Angie Murphy, Principal and Alicia Leary, Assistant Principal oversee this process.

## **2. School Advisory Council (SAC)**

#### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Angie Murphy	Principal
	Parent
	Student

#### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*a. Evaluation of last year's school improvement plan*

The SAC met at the end of the 2015-16 school year to discuss the school's progress towards meeting goals. Major school initiatives were reviewed for successful implementation and fidelity.

*b. Development of this school improvement plan*

The School Improvement Plan was reviewed by the SAC at the September 15 meeting. Feedback was obtained. Goals were discussed for how the SAC can assist the school in meeting school improvement goals.

*c. Preparation of the school's annual budget and plan*

The Principal will present the annual budget plan at the October 27 SAC meeting.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

SAC money was allocated to support student participation in state-wide efforts to increase learning.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

### 3. Literacy Leadership Team (LLT)

#### a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Resto, Jennifer	Teacher, K-12
Hibbs, Leslie	Teacher, K-12
Byrd, Sharlene	Teacher, K-12
Hlista, Gina	Teacher, K-12
Jennings, Holly	Teacher, K-12
Hannigan, Stacey	Teacher, K-12
Stagner, Amy	Teacher, K-12
Sharkey, Nicole	Teacher, K-12
Smith, Angela	Teacher, K-12
Williams, Denise	Teacher, K-12
Williams, Eric	Assistant Principal
Surrency, Rachel	Teacher, K-12
Grubbs, Daniell	Teacher, K-12
Martanovic, Kristen	Teacher, K-12
Dura, Colleen	Teacher, ESE

#### b. Duties

##### **1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

This team meets monthly to focus on school improvement learning goals. The team plans professional development to help teachers increase their use of literacy strategies in the classroom to support student growth. The team also focused on helping teachers build strategies to promote student self progress monitoring of their learning.

#### **D. Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

##### **1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

Core academic teachers will have common planning time and engage in the PLC problem solving cycle to use data to make instructional decisions. Monthly, teachers will meet with administration for data chats and calibration sessions. Each PLC will select one of the 8 essentials of rigor from Marzano to concentrate on during scheduled Instructional Technique Cycles during the school year

##### **2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

RHS attends career fairs hosted by Pasco County Schools to find highly qualified teachers. All new staff members are provided a mentor teacher. New staff engage in a workgroup called New RAM Integration. The focus of the workgroup is tailored to meet the ongoing needs of new teachers.

##### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

RHS attends career fairs hosted by Pasco County Schools to find highly qualified teachers. All new staff members are provided a mentor teacher. Mentors are determined based on same department and professional learning community when possible.

New staff engage in a workgroup called New RAM Integration. The focus of the workgroup is tailored to meet the ongoing needs of new teachers.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

**1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

Teachers use CPALMS and Pasco County curriculum maps and pacing guides during weekly professional learning community meetings. Teachers engage in unpacking the standards, planning common formative assessments, data chats, and discussion of high quality teaching strategies. Monthly accountability data chats are held with the Principal to ensure fidelity.

#### b. Instructional Strategies

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

Teachers use CPALMS and Pasco County curriculum maps and pacing guides during weekly professional learning community meetings. Teachers engage in unpacking the standards, planning common formative assessments, data chats, and discussion of high quality teaching strategies. Monthly accountability data chats are held with the Principal to ensure fidelity.

Teachers also predict barriers that all student might face, ESE students might face, ELL students might face, etc. They plan instructional strategies to help address these barriers. Teachers review common formative assessment data to determine how to spiral remediation supports. Students can also receive additional support in Academic Lunch. Peer Mentors and Certified Teachers are assigned to help struggling students.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 80

Struggling students are provided with support for their current learning in Extended School Day. Teachers and student tutors provided opportunities for re-teaching. Teachers also provide students with online learning tools to support their learning.

**Strategy Rationale**

If we increase learning time, student understanding of concepts will increase.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Williams, Eric, ecwillia@pasco.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student progress report and report card data, Quarterly Benchmark Assessments

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

9th Grade Ram University Academy PLC meets monthly to analyze student data to make instructional decisions. 9th grade students have monthly assemblies to focus on key strategies to be successful in high school. All 9th graders were required to attend Freshmen Orientation to help transition to high school. Beginning in January of 2016, incoming 9th graders were exposed many times to the different program and course offerings at RHS. We offer Math for College Readiness and English for College Readiness to students in need of improving their College Readiness to prepare for post-secondary opportunities. This helps to close the gap for students to help prepare them to enter college Algebra and college English during their freshman year in college. Students re-take the PERT at the end of the year to demonstrate their growth over the course of the year.

**b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Students in the AVID program receive ongoing exposure to college and other post secondary opportunities. The college field trips that AVID students attend are also open to all Seniors. We offer Scholarship and College Applications nights to help students apply for college and scholarships. We also schedule college information sessions during lunches to help expose students to opportunities.

Ridgewood High School has a thriving AVID program as well as 13 Advanced Placement courses. Students in the AVID program attend college visits and work on college and financial aid applications. Students in the AP program attend AP Boot Camp and Lunch Seminars throughout the year, as well as evening Coffee Shop sessions to improve their skills.

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

Students participating in our Certified Nursing Assistant Heath Academy can graduate high school with a CNA license and be workforce ready.

Certification in Adobe Photo Shop, Illustrator, and Internet Business Associate are offered for students who are enrolled in Business Courses.

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

We are working to develop a wall to wall career academy model.

Our Robotics program will focus on robotics in the medical field.

Our Heath Academy will continue to offer our Project Lead the Way Principal of Biomedical Science, Certified Nursing Assistant, and we will add a series of Sport Medicine course offerings.

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

We offer Math for College Readiness and English for College Readiness to students in need of improving their College Readiness to prepare for post-secondary opportunities. This helps to close the gap for students to help prepare them to enter college Algebra and college English during their freshman year in college. Students re-take the PERT at the end of the year to demonstrate their growth over the course of the year.

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     **S123456** = Quick Key

## Strategic Goals Summary

- G1.** By the end of the 2016-17 school year, we will focus on safety to decrease the loss of instructional time and incidents of disrespect and defiance.
- G2.** By the conclusion of the 2016-17 school year, 45% of teachers will demonstrate that they are planning, delivering, assessing, and monitoring standards based on instruction matched to the rigor of the standards.
- G3.** By focusing on Pride during the 2016-17 school year, 33% (2015-16: 28%) of staff will be engaged and Student Hope will be at 50% (2015-16:38%) and Student Engagement will be 40% (2015-16: 35%).

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*



**G1.** By the end of the 2016-17 school year, we will focus on safety to decrease the loss of instructional time and incidents of disrespect and defiance. 1a

G083379

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	90.0
Discipline incidents	10.0

**Targeted Barriers to Achieving the Goal** 3

- Monitoring and intervention needs to be more timely.
- Students need to be taught pro-social behaviors.
- Staff attendance is not consistent.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- myStudent Data system
- PascoSTAR system

**Plan to Monitor Progress Toward G1.** 8

Behavior data will be analyzed twice per quarter and shared with the faculty. The Safety workgroup will analyze data to determine if additional actions should be implemented to decrease the loss of instructional time.

**Person Responsible**

Erik Hermansen

**Schedule**

Biweekly, from 9/6/2016 to 5/31/2017

**Evidence of Completion**

Office Discipline Referrals will decrease for the indicated areas. Reports that show interventions for referrals will reflect less ISS and OSS occurrences and more Detention, ATS, and other varied interventions that do not impact class time.

**G2.** By the conclusion of the 2016-17 school year, 45% of teachers will demonstrate that they are planning, delivering, assessing, and monitoring standards based on instruction matched to the rigor of the standards.

1a

G083380

### Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	45.0
Math Achievement District Assessment	45.0
Algebra I EOC Pass Rate	28.0
FSA ELA Achievement	33.0
U.S. History EOC Pass	60.0
Bio I EOC Pass	45.0
AP Course Passing Rate	30.0
College Readiness Reading	30.0
College Readiness Mathematics	30.0

### Targeted Barriers to Achieving the Goal 3

- PLC implementation needs to be strengthened.
- Instruction needs to be student centered.
- Problem solving for each cohort of students is needed.
- Students need to track their progress.
- College going culture needs to be developed.
- Student workshops are needed to respond to assessment data.

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Master schedule

### Plan to Monitor Progress Toward G2. 8

Formative Assessment Data, Walkthrough Data, Survey Data, Data Chat artifacts will be reviewed and analyzed.

#### Person Responsible

Alicia Leary

#### Schedule

Weekly, from 8/29/2016 to 5/31/2017

#### Evidence of Completion

Teachers will implement the school wide strategies for instruction

**G3.** By focusing on Pride during the 2016-17 school year, 33% (2015-16: 28%) of staff will be engaged and Student Hope will be at 50% (2015-16:38%) and Student Engagement will be 40% (2015-16: 35%). 1a

G083381

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	70.0
School Climate Survey - Staff	3.8
School Climate Survey - Student	45.0

**Targeted Barriers to Achieving the Goal** 3

- Not enough opportunities for parents to become involved in the school.
- Some staff lack sense of belonging.
- Not enough opportunities for celebrating positive work happening at RHS
- Tiers of support for students need to be developed.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- PRIDE committee

**Plan to Monitor Progress Toward G3.** 8

Attendance sign in sheets, ticket sales, and number of staff and students recognized will be reviewed.

**Person Responsible**

Deborah Painter

**Schedule**

Monthly, from 8/31/2016 to 5/31/2017

**Evidence of Completion**

A system of positive behavior support will be implemented to promote pro-social behavior and increase attendance.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

**G1.** By the end of the 2016-17 school year, we will focus on safety to decrease the loss of instructional time and incidents of disrespect and defiance. 1

G083379

**G1.B1** Monitoring and intervention needs to be more timely. 2

B220957

**G1.B1.S1** Through the implementation of an Advisory Session, we will closely monitor our students and intervene to increase instructional time, attendance, and academic performance. 4

S233295

### Strategy Rationale

Close monitoring will allow for timely intervention.

### Action Step 1 5

Interventions for problem behavior will be determined on an individual basis with the goal of having a minimal impact instructional time

#### Person Responsible

Erik Hermansen

#### Schedule

Weekly, from 8/22/2016 to 5/31/2017

#### Evidence of Completion

Discipline assistants will work with administration to carefully determine interventions to meet individual student need to increase pro-social behavior.

### Action Step 2 5

The discipline assistant will work with administration to identify trends in attendance/skipping. They will then work together to develop and implement interventions to address this problem behavior.

#### Person Responsible

Deborah Painter

#### Schedule

Weekly, from 8/22/2016 to 5/31/2017

#### Evidence of Completion

Advisory Teachers (2nd Period) will identify students in need of attendance supports. This will be reported to discipline assistants and administration.

### Action Step 3 5

The Social Worker will hold impact meetings with the student, parent, graduation coach, and school counselor to create an attendance success plan. Ongoing meetings will be implemented to monitor progress with Tier 3 Graduation Coach.

#### **Person Responsible**

Alicia Leary

#### **Schedule**

Weekly, from 8/22/2016 to 5/31/2017

#### ***Evidence of Completion***

Social Worker will work with Tier 3 Graduation Coach and intervene with students Off Track for attendance (in need of Tier 3 supports)

### Action Step 4 5

Every teacher will have a 2nd period group of students to mentor and coach for graduation.

#### **Person Responsible**

Deborah Painter

#### **Schedule**

Weekly, from 8/22/2016 to 5/31/2017

#### ***Evidence of Completion***

Mentor -student list

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Discipline data and interventions will be reviewed twice each quarter to ensure fidelity if implementation.

#### **Person Responsible**

Erik Hermansen

#### **Schedule**

Monthly, from 9/12/2016 to 5/31/2017

#### ***Evidence of Completion***

The discipline data will be pulled twice each quarter by the supervising administrator and shared with the faculty. Minutes from Safety workgroup meetings will show problem solving around this area.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Analysis of PascoSTAR data, myStudent data, phone and email logs

**Person Responsible**

Deborah Painter

**Schedule**

Monthly, from 9/12/2016 to 5/31/2017

***Evidence of Completion***

We will decrease the loss of instructional time as evidenced by less use of ISS and OSS and increased use of ATS, Detention, and other interventions such as proactive parent contacts through phone calls and emails



**G1.B2** Students need to be taught pro-social behaviors. **2**

 B220958

**G1.B2.S1** Through the development and implementation of a character education program and a system of positive behavior supports, we will increase pro-social behaviors. **4**

 S233296

**Strategy Rationale**

On a school-wide level, PBS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. The PBS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented.

**Action Step 1** **5**

Teachers will implement monthly character ed lessons and build their own weekly class building activities

**Person Responsible**

Deborah Painter

**Schedule**

Monthly, from 9/6/2016 to 5/31/2017

***Evidence of Completion***

Through the Advisory Session, teachers will implement monthly character education lessons focused on promoting pro-social behavior and respect. Teachers will work to build their classroom community by building weekly activities to build culture in their classroom.

**Action Step 2** **5**

The admin who oversees this will work with each 1st period teacher to make sure that all students receive an ID badge. All faculty members will monitor to ensure that students are wearing their badges at the appropriate time.

**Person Responsible**

Deborah Painter

**Schedule**

Daily, from 8/15/2016 to 5/31/2017

***Evidence of Completion***

All students will receive an ID Badge. Students will wear their ID badges in the hallway during passing, lunch, and any out of class time.

### Action Step 3 5

Teachers will implement lessons to teach students the behavior expectations

**Person Responsible**

Erik Hermansen

**Schedule**

Daily, from 8/16/2016 to 5/31/2017

***Evidence of Completion***

Clearly define behavior expectations and teach students behavior expectations through classroom lessons (including conflict resolution, tardy, etc.)

### Action Step 4 5

Discipline Assistant and Administrators will use Alternatives to Suspension in lieu of ISS and OSS when appropriate

**Person Responsible**

Erik Hermansen

**Schedule**

Daily, from 8/15/2016 to 5/31/2017

***Evidence of Completion***

Use of Alternative to Suspensions as an alternative to ISS and OSS

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Walk throughs will be conducted. Data will be displayed at set periods.

**Person Responsible**

Erik Hermansen

**Schedule**

Weekly, from 9/6/2016 to 5/31/2017

***Evidence of Completion***

Walkthroughs will show that teachers and students are engaging in lessons and Decreased ISS/OSS days due to skipping.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Feedback from students and teachers will be collected. Safety Committee will meet monthly to determine effectiveness.

**Person Responsible**

**Schedule**

Monthly, from 9/6/2016 to 5/31/2017

***Evidence of Completion***

Students will wear their ID badges in the hallways. Discipline data will improve.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Feedback from students and teachers will be collected. Safety Committee will meet monthly to determine effectiveness.

**Person Responsible**

**Schedule**

Monthly, from 9/6/2016 to 5/31/2017


***Evidence of Completion***

Students will wear their ID badges in the hallways. Discipline data will improve.

**G1.B3** Staff attendance is not consistent. **2**

 B220959

**G1.B3.S1** We will help staff members track their attendance to increase instructional time. **4**

 S233297

**Strategy Rationale**

Making staff aware of their attendance patterns may decrease staff absenteeism.

**Action Step 1** **5**

Teachers will receive a standard form letter with information regarding how many days they missed of instructional time due to absences and how many days they were present for instructional time.

**Person Responsible**

Deborah Painter

**Schedule**

Monthly, from 8/31/2016 to 5/31/2017

***Evidence of Completion***

Staff members will receive a monthly status update on their attendance status each month

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** **6**

Staff letters will be reviewed.

**Person Responsible**

Angie Murphy

**Schedule**

Monthly, from 8/31/2016 to 5/31/2017

***Evidence of Completion***

Staff letters

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Attendance rate will be monitored.

**Person Responsible**

Angie Murphy

**Schedule**

Monthly, from 8/31/2016 to 5/31/2017

***Evidence of Completion***

Staff absenteeism will decrease.

**G2.** By the conclusion of the 2016-17 school year, 45% of teachers will demonstrate that they are planning, delivering, assessing, and monitoring standards based on instruction matched to the rigor of the standards. **1**

 G083380

**G2.B1** PLC implementation needs to be strengthened. **2**

 B220960

**G2.B1.S1** PLCs will have common planning time to engage in the PLC cycle. PLCs will collect common formative assessment data to make instructional decisions. **4**

 S233298

### Strategy Rationale

A trio of researchers conducted a study of the teaching staffs in 24 schools to determine elements that contributed to the formation of strong professional learning communities (PLCs) and identified collaboration time as the most powerful factor, explaining 70 percent of the variation between schools in their relative strength of PLCs (Louis, et al, 1996). Separate research has found that in schools with well-developed PLCs students performed better in reading, math, science and history (Newman & Wehlage, 1995).

The PLC focus on results leads each team to develop and pursue measurable improvement goals that are aligned to school and district goals for learning. It also drives teams to create a series of common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning. Team members review the results from these assessments in an effort to identify and address program concerns (areas of learning where many students are experiencing difficulty). They also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another.

Most importantly, the assessments are used to identify students who need additional time and support for learning. Frequent common formative assessments represent one of the most powerful tools in the PLC arsenal (Dufour, Dufour, Eaker & Many, 2006).

### Action Step 1 **5**

Teachers will meet weekly in PLC meetings to engage in the PLC cycle. Teachers will meet with their PLC for half day planning and professional development sessions each quarter. The sessions will focus on prioritized needs of the PLC and the students they serve.

#### Person Responsible

Alicia Leary

#### Schedule

Weekly, from 8/29/2016 to 5/31/2017

#### Evidence of Completion

Common Planning Time (including planning periods and quarterly planning sessions)

## Action Step 2 5

PLCs will engage in data chats with administration to discuss results of common formative assessments and next steps for intervention to help all students grow.

### **Person Responsible**

### **Schedule**

Monthly, from 9/6/2016 to 5/31/2017

### ***Evidence of Completion***

Monthly Data Chats

## Action Step 3 5

Teachers will develop and implement common formative assessments and analyze the results to make instructional decisions.

### **Person Responsible**

Alicia Leary

### **Schedule**

Weekly, from 8/22/2016 to 5/31/2017

### ***Evidence of Completion***

Development of common formative assessments

## Action Step 4 5

Teachers will use results from District Quarterly Assessments to make instructional decisions.

### **Person Responsible**

Alicia Leary

### **Schedule**

Quarterly, from 10/14/2016 to 5/31/2017

### ***Evidence of Completion***

District Quarterly Assessments



**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Walkthroughs will be conducted and PLC minutes, GoogleDocs Evidence of Standards, and action planning artifacts will be reviewed.

**Person Responsible**

Alicia Leary

**Schedule**

Weekly, from 8/29/2016 to 5/31/2017

***Evidence of Completion***

Teachers will actively engage in professional development sessions and planning time to improve their instructional practice.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Assessment results and data chats will be analyzed to determine effectiveness.

**Person Responsible**

Alicia Leary

**Schedule**

Quarterly, from 10/14/2016 to 5/31/2017

***Evidence of Completion***

Teachers will use results from District Quarterly Assessments to make instructional decisions.

**G2.B2** Instruction needs to be student centered. **2**

 B220961

**G2.B2.S1** Professional development will be focused on student centered instructional strategies. **4**

 S233299

**Strategy Rationale**

Student-centered teaching methods shift the focus of activity from the teacher to the learners. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. Inductive methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching. Student-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery, long-term retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills. (Felder at NCSU, 2016)

**Action Step 1** **5**

The first LATIC cohort will engage in ongoing professional development to transition their classrooms to student centered learning environments. We will also model professional development in the LATIC format to help expose all teachers to this. Cohort 1 teachers will also help model this during faculty PD.

**Person Responsible**

Angie Murphy

**Schedule**

Monthly, from 8/8/2016 to 5/31/2017

**Evidence of Completion**

Training agendas and sign ins; Implementation of LATIC Cohort 1

## Action Step 2 5

PLCs will choose a common deliberate practice from the 8 Essentials of Rigor. Professional development sessions will be modeled to demonstrate the 8 essentials of rigor. Departments will engage in ongoing discussion and reflection on their element.

### **Person Responsible**

Alicia Leary

### **Schedule**

Monthly, from 8/22/2016 to 5/31/2017

### **Evidence of Completion**

PLC Common Deliberate Practice: Marzano 8 Essentials of Rigor

## Action Step 3 5

Teachers will visit classrooms to focus on observing for student centered learning.

### **Person Responsible**

Alicia Leary

### **Schedule**

Quarterly, from 9/6/2016 to 5/31/2017

### **Evidence of Completion**

observation notes and logs

## Action Step 4 5

The NW Regional Team will conduct Quarterly Rigor Walks to provide feedback regarding rigorous and student centered instructional practices.

### **Person Responsible**

Alicia Leary

### **Schedule**

Quarterly, from 9/6/2016 to 5/31/2017

### **Evidence of Completion**

District Rigor Walks

## Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Walkthroughs and data chats will be conducted.

### **Person Responsible**

### **Schedule**

Weekly, from 9/6/2016 to 5/31/2017

### **Evidence of Completion**

Teachers will begin implementing student centered learning strategies. Teachers will implement their deliberate practice element in their classroom. Teachers will also implement other elements from the 8 essentials to increase rigor.

## Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Rigor Walk data will be analyzed and school wide instructional decisions will result. Observation reflection notes will be reviewed.

### **Person Responsible**

Alicia Leary

### **Schedule**

Quarterly, from 9/6/2016 to 5/31/2017

### **Evidence of Completion**

Teachers will observe student centered classrooms, engage in reflection with their PLC, and make a commitment to practice a strategy they observed.

**G2.B3** Problem solving for each cohort of students is needed. 2

B220962

**G2.B3.S1** Student Success Teams will engage in problem solving for each cohort. 4

S233300

**Strategy Rationale**

This data-based problem-solving approach to integrate academic and behavior instruction and intervention will include ensuring instruction/interventions are standards-based and data are used to differentiate instruction. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that school resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

**Action Step 1** 5

Student Success Teams will meet weekly to review student data and plan interventions that meet the individual needs of students.

**Person Responsible**

Alicia Leary

**Schedule**

Weekly, from 9/6/2016 to 5/31/2017

**Evidence of Completion**

Two week data cycles

**Action Step 2** 5

Students in need of Tier 3 Student Services Supports will be served by a Tier 3 Graduation Coach. This teacher will push in to classrooms to provide feedback and support to Off Track students and their teachers.

**Person Responsible**

Alicia Leary

**Schedule**

Weekly, from 9/6/2016 to 5/31/2017

**Evidence of Completion**

Tier 3 Graduation Coach

### Action Step 3 **5**

The Students Services Team will develop tiers of support for At Risk and Off Track students. SBITs will be conducted with follow ups for students in need of Tier 3 supports.

**Person Responsible**

Alicia Leary

**Schedule**

Monthly, from 9/6/2016 to 5/31/2017

***Evidence of Completion***

Tiers of Support

### Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

GoogleDocs, PascoSTAR, and SBIT logs will be reviewed.

**Person Responsible**

Alicia Leary

**Schedule**

Weekly, from 9/6/2016 to 5/31/2017

***Evidence of Completion***

Teams will engage in problem solving based on EWS indicators for students in need of support.

### Plan to Monitor Effectiveness of Implementation of G2.B3.S1 **7**

Course performance and attendance data will be analyzed for improvement.

**Person Responsible**

Alicia Leary

**Schedule**

Weekly, from 9/6/2016 to 5/31/2017

***Evidence of Completion***

Students will be supported through tiered interventions to meet their needs.

**G2.B4** Students need to track their progress. 2

B220963

**G2.B4.S1** Teachers will engage students in strategies to track their academic progress. 4

S233301

**Strategy Rationale**

The strategy of tracking student progress on specific learning goals is well supported. For example, Fuchs and Fuchs found that providing teachers with graphic displays of students' scores on formative assessments was associated with a 26 percentile point gain in achievement (Marzano, 2016)

**Action Step 1** 5

Teachers will implement strategies to help students self-monitor their progress towards mastery of the standards. Student Services will implement strategies to help students self-monitor their progress towards academic success.

**Person Responsible**

Alicia Leary

**Schedule**

Weekly, from 8/29/2016 to 5/31/2017

**Evidence of Completion**

Development and implementation of strategies to promote self-monitoring of student progress

**Action Step 2** 5

Teachers will develop a format for conducting data chats/data conferences with students to help them focus on mastery of the standards and academic success.

**Person Responsible**

Alicia Leary

**Schedule**

Monthly, from 9/6/2016 to 5/31/2017

**Evidence of Completion**

Teachers will conduct data chats/data conferences with students.



**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

Walkthroughs will be conducted.

**Person Responsible**

**Schedule**

Weekly, from 9/6/2016 to 5/31/2017

***Evidence of Completion***

Students will self-monitor their progress towards mastery of the standards and academic success.

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Students will be surveyed.

**Person Responsible**

Alicia Leary

**Schedule**

Monthly, from 9/30/2016 to 5/31/2017


***Evidence of Completion***

Students will have a clear understanding of their progress.

**G2.B5** College going culture needs to be developed. 2

 B220964

**G2.B5.S1** Develop and promote a college going culture. 4

 S233302

**Strategy Rationale**

A college-going culture builds the expectation of postsecondary education for all students—not just the best students. It inspires the best in every student, and it supports students in achieving their goals (College Board, 2006)

**Action Step 1** 5

The AVID site team will work with all staff members to promote the implementation of WICOR strategies. Students will go on college visits to plan for their future.

**Person Responsible**

Deborah Painter

**Schedule**

Monthly, from 9/30/2016 to 5/31/2017

***Evidence of Completion***

AVID recruitment and retention

**Action Step 2** 5

We will host AP Coffee Shops each month to help students focus on mastery of the College Board standards for their AP subject area.

**Person Responsible**

Alicia Leary

**Schedule**

Monthly, from 9/30/2016 to 5/31/2017

***Evidence of Completion***

AP Supports for Academic Success

### Action Step 3 5

We will be an ACT and SAT testing site to provide students an accessible location to take the ACT and SAT. School Counselors will work with students to gain access for registration and fee waivers.

#### **Person Responsible**

Alicia Leary

#### **Schedule**

Monthly, from 9/30/2016 to 5/31/2017

#### ***Evidence of Completion***

ACT/SAT opportunities for demonstrating College Readiness

### Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Walkthroughs will be conducted and attendance will be taken at coffee shops and study sessions.

#### **Person Responsible**

Alicia Leary

#### **Schedule**

Monthly, from 9/6/2016 to 5/31/2017

#### ***Evidence of Completion***

Students will attend AP Coffee Shops and engage in study sessions. WICOR strategies in the classroom will be evident.

### Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Walkthroughs and student surveys will be conducted to determine the effectiveness.

#### **Person Responsible**

Alicia Leary

#### **Schedule**

Quarterly, from 9/6/2016 to 5/31/2017

#### ***Evidence of Completion***

WICOR strategies in the classroom will be evident. Students will visit colleges to make future plans for post secondary success. Students will attend AP Coffee Shops and engage in study sessions. Students will sign up for the ACT and SAT.

**G2.B6** Student workshops are needed to respond to assessment data. **2**

 B220965

**G2.B6.S1** Develop and implement student workshops to reinforce key concepts (based on formative assessment data) **4**

 S233303

**Strategy Rationale**

Targeted workshops based on student data will provide students with reinforcement to key concepts.

**Action Step 1** **5**

The English department will use the standards based formative assessment data to develop and implement a writing workshop based on student needs.

**Person Responsible**

Diana Krupyak

**Schedule**

On 1/13/2017

***Evidence of Completion***

Writing Workshop will be held.

**Action Step 2** **5**

The English department will plan and implement common quarterly writing assessments and use this data to plan the writing workshop.

**Person Responsible**

Gina Hlista

**Schedule**

Quarterly, from 8/31/2016 to 12/23/2016

***Evidence of Completion***

Common Quarterly Writing Assessments

### Action Step 3 5

The Math department will plan for this workshop based on the key Algebra I skills needed for success on the FSA Algebra I exam. Formative data will be used in the planning process.

**Person Responsible**

Nicole Sharkey

**Schedule**

On 1/20/2017

***Evidence of Completion***

Math Olympics

### Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Planning notes will be collected via GoogleDocs.

**Person Responsible**

Alicia Leary

**Schedule**

Quarterly, from 9/6/2016 to 5/31/2017

***Evidence of Completion***

Planning notes

### Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Results of quarterly checks will be reviewed for improvement.

**Person Responsible**

Alicia Leary

**Schedule**

Quarterly, from 10/17/2016 to 5/31/2017

***Evidence of Completion***

Quarterly check results

**G3.** By focusing on Pride during the 2016-17 school year, 33% (2015-16: 28%) of staff will be engaged and Student Hope will be at 50% (2015-16:38%) and Student Engagement will be 40% (2015-16: 35%). **1**

 G083381

**G3.B1** Not enough opportunities for parents to become involved in the school. **2**

 B220966

**G3.B1.S1** We will host meaningful feeder pattern events and Quarterly Parent Universities to increase parent involvement. **4**

 S233304

### Strategy Rationale

It may be one of the least controversial statements in American education: Parent involvement can make a difference in a child's education. Two-thirds of teachers surveyed (Public Agenda, 2003) believed that their students would perform better in school if their parents were more involved in their child's education, while 72% of parents say children of uninvolved parents sometimes "fall through the cracks" in schools (Johnson & Duffett, 2003).

### Action Step 1 **5**

The Pride Committee will develop and implement new ways to attract attendance to events

#### **Person Responsible**

Deborah Painter

#### **Schedule**

Monthly, from 8/31/2016 to 5/31/2017

#### **Evidence of Completion**

Increased parent and student attendance at Parent Universities and Feeder Pattern Events.

### Action Step 2 **5**

The Pride Committee will solicit community partner participation in events to help attract more attendance from parents and students by making the event more meaningful to meet their needs.

#### **Person Responsible**

Deborah Painter

#### **Schedule**

Monthly, from 8/31/2016 to 5/31/2017

#### **Evidence of Completion**

Increased community involvement in events to promote participation.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

The Pride Committee will review attendance to each event and then problem solve the agenda to increase attendance.

**Person Responsible**

Deborah Painter

**Schedule**

Monthly, from 8/31/2016 to 5/31/2017

***Evidence of Completion***

Sign in sheets

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

The Pride Committee will review attendance to each event and then problem solve the agenda to increase attendance.

**Person Responsible**

Deborah Painter

**Schedule**

Monthly, from 8/31/2016 to 5/31/2017

***Evidence of Completion***

Sign in sheets

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

PRIDE committee will review feedback collected from participants to determine effectiveness.

**Person Responsible**

Deborah Painter

**Schedule**

Monthly, from 8/31/2016 to 5/31/2017


***Evidence of Completion***

Participant feedback

**G3.B2** Some staff lack sense of belonging. 2

 B220967

**G3.B2.S1** We will host staff engagement activities to increase a sense of belonging. 4

 S233305

**Strategy Rationale**

When employees feel a sense of belonging and identification with the organization, they are naturally motivated to help it succeed.

**Action Step 1** 5

Pride Committee will plan Staff Involvement events based on the input received from the staff.

**Person Responsible**

Deborah Painter

**Schedule**

Monthly, from 8/31/2016 to 5/31/2017

***Evidence of Completion***

Planned events for staff

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Event calendar will be reviewed.

**Person Responsible**

Deborah Painter

**Schedule**

Monthly, from 8/31/2016 to 5/31/2017

***Evidence of Completion***

Event calendar



**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

The Pride Committee will meet monthly to debrief about the previous month's event and plan for the next month based on staff input.

**Person Responsible**

Deborah Painter

**Schedule**

Monthly, from 8/31/2016 to 5/31/2017


***Evidence of Completion***

Increased staff participation at Staff Involvement events.

**G3.B3** Not enough opportunities for celebrating positive work happening at RHS **2**

 B220968

**G3.B3.S1** Students and staff will be celebrated through a system of positive behavior support. **4**

 S233306

**Strategy Rationale**

Positive Behavior Support gives people a new way to think about behavior.

**Action Step 1** **5**

Teachers will vote on students monthly that are living our core values

**Person Responsible**

Deborah Painter

**Schedule**

Every 3 Weeks, from 8/31/2016 to 5/31/2017

***Evidence of Completion***

Student of the Month

**Action Step 2** **5**

Teachers and students will vote on staff members monthly that are living our core values

**Person Responsible**

Deborah Painter

**Schedule**

Monthly, from 8/31/2016 to 5/31/2017

***Evidence of Completion***

Staff Members of the Month

### Action Step 3 5

Students will earn points based on our system of positive behavior support. Students can spend points on various fun activities and items.

**Person Responsible**

Deborah Painter

**Schedule**

Weekly, from 8/29/2016 to 5/31/2017

***Evidence of Completion***

System of Positive Behavior Support

### Action Step 4 5

PLCs will collaborate to develop a system of celebrating student success related to the standards.

**Person Responsible**

Deborah Painter

**Schedule**

Weekly, from 8/29/2016 to 5/31/2017

***Evidence of Completion***

Classroom Celebrations linked to the standards

### Action Step 5 5

At Quarterly Faculty Celebrations, staff members will receive badges they have earned for various accomplishments related to Safety, Learning, and Pride.

**Person Responsible**

Deborah Painter

**Schedule**

Quarterly, from 10/14/2016 to 5/31/2017

***Evidence of Completion***

Staff members will be recognized for accomplishments through a badge system of recognition.

### Action Step 6 5

Training modules using LATIC format to help teachers increase their capacity with using social media. Teachers will then use Twitter to celebrate success.

#### **Person Responsible**

Tina Finn

#### **Schedule**

Quarterly, from 10/14/2016 to 5/31/2017

#### **Evidence of Completion**

Staff members will be trained on using social media to celebrate accomplishments of their students and promote positivity in the RHS community.

### Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Students will be announced and pictures updated on the celebration board in the Cafeteria and social media. Staff members will be announced and pictures updated on the celebration board in the Cafeteria and social media.

#### **Person Responsible**

Deborah Painter

#### **Schedule**

Monthly, from 8/31/2016 to 5/31/2017

#### **Evidence of Completion**

Number of students and staff recognized; number of points spent each week, spreadsheet to track progress and tweets

### Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Feedback will be collected and analyzed to determine effectiveness.

#### **Person Responsible**

Deborah Painter

#### **Schedule**

Monthly, from 9/12/2016 to 5/31/2017

#### **Evidence of Completion**

Feedback

**G3.B4** Tiers of support for students need to be developed. **2**

 B220969

**G3.B4.S1** Through the development tiers of support, our Class of 2017 graduation rate will increase. **4**

 S233307

**Strategy Rationale**

The school leadership team will monitor and evaluate the effectiveness of an integrated multi-tiered system of supports. This will include ensuring instruction/interventions are standards-based and data are used to differentiate instruction. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

**Action Step 1** **5**

Students will attend assemblies focused on the various needs of their cohort, Senior assemblies will help students track their progress and responsibilities to meet graduation requirements, deadlines, etc.

**Person Responsible**

Angie Murphy

**Schedule**

Every 2 Months, from 9/12/2016 to 5/31/2017

**Evidence of Completion**

Cohort Sessions for every grade level

**Action Step 2** **5**

This team will conduct ongoing conferences with At Risk and Off Track Seniors to develop and implement interventions to meet the needs of students.

**Person Responsible**

Angie Murphy

**Schedule**

Monthly, from 9/12/2016 to 5/31/2017

**Evidence of Completion**

Class of 2017 Student Success Team will monitor and conference with At Risk and Off Track Seniors

**Plan to Monitor Fidelity of Implementation of G3.B4.S1** 6

Course Performance data, Attendance data, Discipline data will be analyzed.

**Person Responsible**

Angie Murphy

**Schedule**

Monthly, from 9/12/2016 to 5/31/2017

***Evidence of Completion***

Sessions will be held monthly focused on the needs of the cohort.

**Plan to Monitor Effectiveness of Implementation of G3.B4.S1** 7

Student surveys to determine effectiveness of sessions will be conducted.

**Person Responsible**

Angie Murphy

**Schedule**

Monthly, from 9/12/2016 to 5/31/2017


















***Evidence of Completion***

Student data

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B6.S1.A2 A298968	The English department will plan and implement common quarterly writing assessments and use this...	Hlista, Gina	8/31/2016	Common Quarterly Writing Assessments	12/23/2016 quarterly
G2.B6.S1.A1 A298967	The English department will use the standards based formative assessment data to develop and...	Krupyak, Diana	1/13/2017	Writing Workshop will be held.	1/13/2017 one-time
G2.B6.S1.A3 A298969	The Math department will plan for this workshop based on the key Algebra I skills needed for...	Sharkey, Nicole	1/20/2017	Math Olympics	1/20/2017 one-time
G1.MA1 M303234	Behavior data will be analyzed twice per quarter and shared with the faculty. The Safety workgroup...	Hermansen, Erik	9/6/2016	Office Discipline Referrals will decrease for the indicated areas. Reports that show interventions for referrals will reflect less ISS and OSS occurrences and more Detention, ATS, and other varied interventions that do not impact class time.	5/31/2017 biweekly
G2.MA1 M303247	Formative Assessment Data, Walkthrough Data, Survey Data, Data Chat artifacts will be reviewed and...	Leary, Alicia	8/29/2016	Teachers will implement the school wide strategies for instruction	5/31/2017 weekly
G3.MA1 M303257	Attendance sign in sheets, ticket sales, and number of staff and students recognized will be...	Painter, Deborah	8/31/2016	A system of positive behavior support will be implemented to promote pro-social behavior and increase attendance.	5/31/2017 monthly
G1.B1.S1.MA1 M303227	Analysis of PascoSTAR data, myStudent data, phone and email logs	Painter, Deborah	9/12/2016	We will decrease the loss of instructional time as evidenced by less use of ISS and OSS and increased use of ATS, Detention, and other interventions such as proactive parent contacts through phone calls and emails	5/31/2017 monthly
G1.B1.S1.MA1 M303228	Discipline data and interventions will be reviewed twice each quarter to ensure fidelity if...	Hermansen, Erik	9/12/2016	The discipline data will be pulled twice each quarter by the supervising administrator and shared with the faculty. Minutes from Safety workgroup meetings will show problem solving around this area.	5/31/2017 monthly
G1.B1.S1.A1 A298942	Interventions for problem behavior will be determined on an individual basis with the goal of...	Hermansen, Erik	8/22/2016	Discipline assistants will work with administration to carefully determine interventions to meet individual student need to increase pro-social behavior.	5/31/2017 weekly
G1.B1.S1.A2 A298943	The discipline assistant will work with administration to identify trends in attendance/skipping....	Painter, Deborah	8/22/2016	Advisory Teachers (2nd Period) will identify students in need of attendance supports. This will be reported to discipline assistants and administration.	5/31/2017 weekly
G1.B1.S1.A3 A298944	The Social Worker will hold impact meetings with the student, parent, graduation coach, and school...	Leary, Alicia	8/22/2016	Social Worker will work with Tier 3 Graduation Coach and intervene with students Off Track for attendance (in need of Tier 3 supports)	5/31/2017 weekly
G1.B1.S1.A4 A298945	Every teacher will have a 2nd period group of students to mentor and coach for graduation.	Painter, Deborah	8/22/2016	Mentor -student list	5/31/2017 weekly
G1.B2.S1.MA1 M303229	Feedback from students and teachers will be collected. Safety Committee will meet monthly to...		9/6/2016	Students will wear their ID badges in the hallways. Discipline data will improve.	5/31/2017 monthly

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


Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1  M303230	Feedback from students and teachers will be collected. Safety Committee will meet monthly to...		9/6/2016	Students will wear their ID badges in the hallways. Discipline data will improve.	5/31/2017 monthly
G1.B2.S1.MA1  M303231	Walk throughs will be conducted. Data will be displayed at set periods.	Hermansen, Erik	9/6/2016	Walkthroughs will show that teachers and students are engaging in lessons and Decreased ISS/OSS days due to skipping.	5/31/2017 weekly
G1.B2.S1.A1  A298946	Teachers will implement monthly character ed lessons and build their own weekly class building...	Painter, Deborah	9/6/2016	Through the Advisory Session, teachers will implement monthly character education lessons focused on promoting pro-social behavior and respect. Teachers will work to build their classroom community by building weekly activities to build culture in their classroom.	5/31/2017 monthly
G1.B2.S1.A2  A298947	The admin who oversees this will work with each 1st period teacher to make sure that all students...	Painter, Deborah	8/15/2016	All students will receive an ID Badge. Students will wear their ID badges in the hallway during passing, lunch, and any out of class time.	5/31/2017 daily
G1.B2.S1.A3  A298948	Teachers will implement lessons to teach students the behavior expectations	Hermansen, Erik	8/16/2016	Clearly define behavior expectations and teach students behavior expectations through classroom lessons (including conflict resolution, tardy, etc.)	5/31/2017 daily
G1.B2.S1.A4  A298949	Discipline Assistant and Administrators will use Alternatives to Suspension in lieu of ISS and OSS...	Hermansen, Erik	8/15/2016	Use of Alternative to Suspensions as an alternative to ISS and OSS	5/31/2017 daily
G1.B3.S1.MA1  M303232	Attendance rate will be monitored.	Murphy, Angie	8/31/2016	Staff absenteeism will decrease.	5/31/2017 monthly
G1.B3.S1.MA1  M303233	Staff letters will be reviewed.	Murphy, Angie	8/31/2016	Staff letters	5/31/2017 monthly
G1.B3.S1.A1  A298950	Teachers will receive a standard form letter with information regarding how many days they missed...	Painter, Deborah	8/31/2016	Staff members will receive a monthly status update on their attendance status each month	5/31/2017 monthly
G2.B1.S1.MA1  M303235	Assessment results and data chats will be analyzed to determine effectiveness.	Leary, Alicia	10/14/2016	Teachers will use results from District Quarterly Assessments to make instructional decisions.	5/31/2017 quarterly
G2.B1.S1.MA1  M303236	Walkthroughs will be conducted and PLC minutes, GoogleDocs Evidence of Standards, and action...	Leary, Alicia	8/29/2016	Teachers will actively engage in professional development sessions and planning time to improve their instructional practice.	5/31/2017 weekly
G2.B1.S1.A1  A298951	Teachers will meet weekly in PLC meetings to engage in the PLC cycle. Teachers will meet with...	Leary, Alicia	8/29/2016	Common Planning Time (including planning periods and quarterly planning sessions)	5/31/2017 weekly
G2.B1.S1.A2  A298952	PLCs will engage in data chats with administration to discuss results of common formative...		9/6/2016	Monthly Data Chats	5/31/2017 monthly
G2.B1.S1.A3  A298953	Teachers will develop and implement common formative assessments and analyze the results to make...	Leary, Alicia	8/22/2016	Development of common formative assessments	5/31/2017 weekly
G2.B1.S1.A4  A298954	Teachers will use results from District Quarterly Assessments to make instructional decisions.	Leary, Alicia	10/14/2016	District Quarterly Assessments	5/31/2017 quarterly
G2.B2.S1.MA1  M303237	Rigor Walk data will be analyzed and school wide instructional decisions will result. Observation...	Leary, Alicia	9/6/2016	Teachers will observe student centered classrooms, engage in reflection with their PLC, and make a commitment to practice a strategy they observed.	5/31/2017 quarterly
G2.B2.S1.MA1  M303238	Walkthroughs and data chats will be conducted.		9/6/2016	Teachers will begin implementing student centered learning strategies.	5/31/2017 weekly






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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Teachers will implement their deliberate practice element in their classroom. Teachers will also implement other elements from the 8 essentials to increase rigor.	
G2.B2.S1.A1 A298955	The first LATIC cohort will engage in ongoing professional development to transition their...	Murphy, Angie	8/8/2016	Training agendas and sign ins; Implementation of LATIC Cohort 1	5/31/2017 monthly
G2.B2.S1.A2 A298956	PLCs will choose a common deliberate practice from the 8 Essentials of Rigor. Professional...	Leary, Alicia	8/22/2016	PLC Common Deliberate Practice: Marzano 8 Essentials of Rigor	5/31/2017 monthly
G2.B2.S1.A3 A298957	Teachers will visit classrooms to focus on observing for student centered learning.	Leary, Alicia	9/6/2016	observation notes and logs	5/31/2017 quarterly
G2.B2.S1.A4 A298958	The NW Regional Team will conduct Quarterly Rigor Walks to provide feedback regarding rigorous and...	Leary, Alicia	9/6/2016	District Rigor Walks	5/31/2017 quarterly
G2.B3.S1.MA1 M303239	Course performance and attendance data will be analyzed for improvement.	Leary, Alicia	9/6/2016	Students will be supported through tiered interventions to meet their needs.	5/31/2017 weekly
G2.B3.S1.MA1 M303240	GoogleDocs, PascoSTAR,and SBIT logs will be reviewed.	Leary, Alicia	9/6/2016	Teams will engage in problem solving based on EWS indicators for students in need of support.	5/31/2017 weekly
G2.B3.S1.A1 A298959	Student Success Teams will meet weekly to review student data and plan interventions that meet the...	Leary, Alicia	9/6/2016	Two week data cycles	5/31/2017 weekly
G2.B3.S1.A2 A298960	Students in need of Tier 3 Student Services Supports will be served by a Tier 3 Graduation Coach....	Leary, Alicia	9/6/2016	Tier 3 Graduation Coach	5/31/2017 weekly
G2.B3.S1.A3 A298961	The Students Services Team will develop tiers of support for At Risk and Off Track students. SBITs...	Leary, Alicia	9/6/2016	Tiers of Support	5/31/2017 monthly
G2.B4.S1.MA1 M303241	Students will be surveyed.	Leary, Alicia	9/30/2016	Students will have a clear understanding of their progress.	5/31/2017 monthly
G2.B4.S1.MA1 M303242	Walkthroughs will be conducted.		9/6/2016	Students will self-monitor their progress towards mastery of the standards and academic success.	5/31/2017 weekly
G2.B4.S1.A1 A298962	Teachers will implement strategies to help students self-monitor their progress towards mastery of...	Leary, Alicia	8/29/2016	Development and implementation of strategies to promote self-monitoring of student progress	5/31/2017 weekly
G2.B4.S1.A2 A298963	Teachers will develop a format for conducting data chats/data conferences with students to help...	Leary, Alicia	9/6/2016	Teachers will conduct data chats/data conferences with students.	5/31/2017 monthly
G2.B5.S1.MA1 M303243	Walkthroughs and student surveys will be conducted to determine the effectiveness.	Leary, Alicia	9/6/2016	WICOR strategies in the classroom will be evident. Students will visit colleges to make future plans for post secondary success. Students will attend AP Coffee Shops and engage in study sessions. Students will sign up for the ACT and SAT.	5/31/2017 quarterly
G2.B5.S1.MA1 M303244	Walkthroughs will be conducted and attendance will be taken at coffee shops and study sessions.	Leary, Alicia	9/6/2016	Students will attend AP Coffee Shops and engage in study sessions. WICOR strategies in the classroom will be evident.	5/31/2017 monthly
G2.B5.S1.A1 A298964	The AVID site team will work with all staff members to promote the implementation of WICOR...	Painter, Deborah	9/30/2016	AVID recruitment and retention	5/31/2017 monthly
G2.B5.S1.A2 A298965	We will host AP Coffee Shops each month to help students focus on mastery of the College Board...	Leary, Alicia	9/30/2016	AP Supports for Academic Success	5/31/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B5.S1.A3  A298966	We will be an ACT and SAT testing site to provide students an accessible location to take the ACT...	Leary, Alicia	9/30/2016	ACT/SAT opportunities for demonstrating College Readiness	5/31/2017 monthly
G2.B6.S1.MA1  M303245	Results of quarterly checks will be reviewed for improvement.	Leary, Alicia	10/17/2016	Quarterly check results	5/31/2017 quarterly
G2.B6.S1.MA1  M303246	Planning notes will be collected via GoogleDocs.	Leary, Alicia	9/6/2016	Planning notes	5/31/2017 quarterly
G3.B1.S1.MA1  M303248	PRIDE committee will review feedback collected from participants to determine effectiveness.	Painter, Deborah	8/31/2016	Participant feedback	5/31/2017 monthly
G3.B1.S1.MA1  M303249	The Pride Committee will review attendance to each event and then problem solve the agenda to...	Painter, Deborah	8/31/2016	Sign in sheets	5/31/2017 monthly
G3.B1.S1.MA1  M303250	The Pride Committee will review attendance to each event and then problem solve the agenda to...	Painter, Deborah	8/31/2016	Sign in sheets	5/31/2017 monthly
G3.B1.S1.A1  A298970	The Pride Committee will develop and implement new ways to attract attendance to events	Painter, Deborah	8/31/2016	Increased parent and student attendance at Parent Universities and Feeder Pattern Events.	5/31/2017 monthly
G3.B1.S1.A2  A298971	The Pride Committee will solicit community partner participation in events to help attract more...	Painter, Deborah	8/31/2016	Increased community involvement in events to promote participation.	5/31/2017 monthly
G3.B2.S1.MA1  M303251	The Pride Committee will meet monthly to debrief about the previous month's event and plan for the...	Painter, Deborah	8/31/2016	Increased staff participation at Staff Involvement events.	5/31/2017 monthly
G3.B2.S1.MA1  M303252	Event calendar will be reviewed.	Painter, Deborah	8/31/2016	Event calendar	5/31/2017 monthly
G3.B2.S1.A1  A298972	Pride Committee will plan Staff Involvement events based on the input received from the staff.	Painter, Deborah	8/31/2016	Planned events for staff	5/31/2017 monthly
G3.B3.S1.MA1  M303253	Feedback will be collected and analyzed to determine effectiveness.	Painter, Deborah	9/12/2016	Feedback	5/31/2017 monthly
G3.B3.S1.MA1  M303254	Students will be announced and pictures updated on the celebration board in the Cafeteria and...	Painter, Deborah	8/31/2016	Number of students and staff recognized; number of points spent each week, spreadsheet to track progress and tweets	5/31/2017 monthly
G3.B3.S1.A1  A298973	Teachers will vote on students monthly that are living our core values	Painter, Deborah	8/31/2016	Student of the Month	5/31/2017 every-3-weeks
G3.B3.S1.A2  A298974	Teachers and students will vote on staff members monthly that are living our core values	Painter, Deborah	8/31/2016	Staff Members of the Month	5/31/2017 monthly
G3.B3.S1.A3  A298975	Students will earn points based on our system of positive behavior support. Students can spend...	Painter, Deborah	8/29/2016	System of Positive Behavior Support	5/31/2017 weekly
G3.B3.S1.A4  A298976	PLCs will collaborate to develop a system of celebrating student success related to the standards.	Painter, Deborah	8/29/2016	Classroom Celebrations linked to the standards	5/31/2017 weekly
G3.B3.S1.A5  A298977	At Quarterly Faculty Celebrations, staff members will receive badges they have earned for various...	Painter, Deborah	10/14/2016	Staff members will be recognized for accomplishments through a badge system of recognition.	5/31/2017 quarterly
G3.B3.S1.A6  A298978	Training modules using LATIC format to help teachers increase their capacity with using social...	Finn, Tina	10/14/2016	Staff members will be trained on using social media to celebrate accomplishments of their students and promote positivity in the RHS community.	5/31/2017 quarterly
G3.B4.S1.MA1  M303255	Student surveys to determine effectiveness of sessions will be conducted.	Murphy, Angie	9/12/2016	Student data	5/31/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B4.S1.MA1  M303256	Course Performance data, Attendance data, Discipline data will be analyzed.	Murphy, Angie	9/12/2016	Sessions will be held monthly focused on the needs of the cohort.	5/31/2017 monthly
G3.B4.S1.A1  A298979	Students will attend assemblies focused on the various needs of their cohort, Senior assemblies...	Murphy, Angie	9/12/2016	Cohort Sessions for every grade level	5/31/2017 every-2-months
G3.B4.S1.A2  A298980	This team will conduct ongoing conferences with At Risk and Off Track Seniors to develop and...	Murphy, Angie	9/12/2016	Class of 2017 Student Success Team will monitor and conference with At Risk and Off Track Seniors	5/31/2017 monthly

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G2.** By the conclusion of the 2016-17 school year, 45% of teachers will demonstrate that they are planning, delivering, assessing, and monitoring standards based on instruction matched to the rigor of the standards.

**G2.B1** PLC implementation needs to be strengthened.

**G2.B1.S1** PLCs will have common planning time to engage in the PLC cycle. PLCs will collect common formative assessment data to make instructional decisions.

### PD Opportunity 1

Teachers will meet weekly in PLC meetings to engage in the PLC cycle. Teachers will meet with their PLC for half day planning and professional development sessions each quarter. The sessions will focus on prioritized needs of the PLC and the students they serve.

#### Facilitator

Administration and PLC Facilitators

#### Participants

Instructional Staff

#### Schedule

Weekly, from 8/29/2016 to 5/31/2017

### PD Opportunity 2

Teachers will develop and implement common formative assessments and analyze the results to make instructional decisions.

#### Facilitator

Administration and PLC Facilitators

#### Participants

Instructional Staff

#### Schedule

Weekly, from 8/22/2016 to 5/31/2017

**G2.B2** Instruction needs to be student centered.

**G2.B2.S1** Professional development will be focused on student centered instructional strategies.

**PD Opportunity 1**

The first LATIC cohort will engage in ongoing professional development to transition their classrooms to student centered learning environments. We will also model professional development in the LATIC format to help expose all teachers to this. Cohort 1 teachers will also help model this during faculty PD.

**Facilitator**

IDE Consultant and Administration

**Participants**

Instructional Staff

**Schedule**

Monthly, from 8/8/2016 to 5/31/2017

**PD Opportunity 2**

PLCs will choose a common deliberate practice from the 8 Essentials of Rigor. Professional development sessions will be modeled to demonstrate the 8 essentials of rigor. Departments will engage in ongoing discussion and reflection on their element.

**Facilitator**

PLC Facilitators

**Participants**

Instructional Staff

**Schedule**

Monthly, from 8/22/2016 to 5/31/2017

## VI. Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

**G2.** By the conclusion of the 2016-17 school year, 45% of teachers will demonstrate that they are planning, delivering, assessing, and monitoring standards based on instruction matched to the rigor of the standards.

**G2.B1** PLC implementation needs to be strengthened.

**G2.B1.S1** PLCs will have common planning time to engage in the PLC cycle. PLCs will collect common formative assessment data to make instructional decisions.

### TA Opportunity 1

PLCs will engage in data chats with administration to discuss results of common formative assessments and next steps for intervention to help all students grow.

#### Facilitator

Administration and PLC Facilitators

#### Participants

Instructional Staff

#### Schedule

Monthly, from 9/6/2016 to 5/31/2017

### TA Opportunity 2

Teachers will use results from District Quarterly Assessments to make instructional decisions.

#### Facilitator

Administration and PLC Facilitators

#### Participants

Instructional Staff

#### Schedule

Quarterly, from 10/14/2016 to 5/31/2017