

Bay District Schools

A. Crawford Mosley High School



2017-18 Schoolwide Improvement Plan

A. Crawford Mosley High School

501 MOSLEY DR, Lynn Haven, FL 32444

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	34%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	B

**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 is pending approval by the Bay County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for A. Crawford Mosley High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To provide a diverse student body with the knowledge and skills necessary to succeed in an increasingly complex and technological society.

b. Provide the school's vision statement.

A national LEADER in education where every student will be successful.

2. School Environment

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

Students meet with their guidance counselors several times throughout their high school career. Students retain the same counselor each year so that counselor is able to get to know their students. Teachers conduct team-building activities throughout the year so students are able to get to know each other and their teachers.

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

Mosley has a school safety plan that contains plans for emergency situations such as severe weather, evacuation, hazardous material, active shooters, fire, etc. The school conducts monthly drills regarding evacuations and lockdowns. A School Resource Deputy is on campus and he along with administration monitor students before, during, and after school to ensure student safety.

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.

Teachers and administration conduct grade-level and classroom orientations in which discipline and conduct expectations are discussed. Teachers may utilize disciplinary measures such as parent contact and detention. Administration may utilize those disciplinary measures along with in-school and out-of-school suspension in accordance with the Bay District Schools Discipline Matrix.

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.

Each student is assigned a guidance counselor that is available when students are in need. Administration also counsels with students and offers opportunities to meet with additional counselors and mentors. The armed forces have representatives that are available to meet with students of members of the armed forces.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Mosley has a report that lists students that fall under the early warning indicators. Administration reviews this report to monitor these students and offer assistance.

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	52	67	54	139	312
One or more suspensions	0	0	0	0	0	0	0	0	0	28	34	18	13	93
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	68	28	39	140
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	22	77	36	59	194

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	22	77	36	59	194

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

Students that have low attendance meet with administration. Students with excessive absences meet with a Child Study Team and are placed on an attendance agreement. Students with excessive suspensions meet with administration to determine whether alternate placement or expulsion may be necessary. Students with course failures meet with guidance to obtain placement in a remedial class or online class for credit recovery. Students with level 1 scores on statewide assessments are placed in courses that are double-blocked to allow for additional instructional time in the area of need.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Administration plans to increase the number of completed climate surveys by parents. Administration uses tools such as Facebook, Twitter, IRIS phone alerts, e-mails, flyers, and letters to communicate with families. Parents have access to their students' progress through the parent portal.

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.

Administration and teachers meet regularly with community partners. Community partners participate by donating money, time, and products for school activities and student recognition.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Bullock, Brian	Principal
Hartzer, Richard	Assistant Principal
Barron, Greg	Teacher, K-12
Brady, Stacey	Teacher, K-12
Hair, Jody	Teacher, K-12
Petty, Sue	Teacher, K-12
Boss, Beverly	Teacher, K-12
Hastings, Missie	Teacher, K-12
Hair, Patrick	Teacher, K-12
Wolfrom, Sandra	Teacher, K-12
McGuire, Cynthia	Teacher, K-12
Lang, Maria	Assistant Principal
Collier, Jenny	Teacher, K-12
Lucas, Tiffany	Teacher, K-12
Geer, Lisa	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.

School Leadership Team: Administrator – Brian Bullock, Richard Hartzer. Team members meet monthly to discuss school improvement, professional development offerings, and other issues relevant to the classes at Mosley.

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 MTSS Leadership Team is comprised of 9th and 10th grade teachers. Bay District Schools implemented MTSS in the secondary setting with 9th grade for the 2011-2012 school year and added the 10th grade in the 2012-2013 school year. Our Leadership Team is a team of teachers that share

a common interest in seeing the successful implementation of MTSS on the Mosley campus. Members meet during the school year to discuss and review any MTSS data. The Leadership Team will share information with the school's leadership team (MULET Mosley Unified Leadership Educational Team), the Literacy Team, and Department Chairs.

Our CTE program provides training for students in the areas of cyber security, computer gaming, programming, marketing. Our culinary and life management programs offer training in the areas of food and nutrition. Our co-op program allows students to receive real-world job experience.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Aviana Bell	Student
Richard Hartzer	Principal
Tina Corbin	Parent
Jimmy Davis	Parent
Linda Beachamp	Parent
Michelle Carleton	Parent
Michelle Heying	Parent
Veronica Kemeny	Parent
Gerry Lowther	Parent
Michael Richards	Parent
Spence Jordan	Student
Veronica Kemeny	Parent
Madi Flammia	Student
Marybeth McGuire	Student
Melody Bass	Teacher
Lisa Geer	Teacher
Tiffany Lucas	Teacher
Lori Cowan	Education Support Employee
Andrea Beltran	Parent
April Redmond	Parent
Tonya Sell	Parent
Gloria Whitworth	Parent
Jerry Whitworth	Parent
Susan Wright	Parent
Jacob Pickle	Student
Brian Bullock	Principal
Maria Lang	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC reviewed the school improvement plan, discussed the goals and strategies, and voted to approve to plan in the October meeting.

b. Development of this school improvement plan

The SAC reviewed the school improvement plan, discussed the goals and strategies, and voted to approve to plan in the October meeting.

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

The SAC does not prepare or participate in the operation of the school budget.

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

The funding is used for academic awards and classroom grants for Mosley teachers. The committee voted to spend \$5,000 on academic awards and \$5,500 on classroom grants for teachers.

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
Bullock, Brian	Principal
Hartzer, Richard	Assistant Principal
Brady, Stacey	Teacher, K-12
Hair, Jody	Teacher, K-12
Boss, Beverly	Teacher, K-12
Hair, Patrick	Teacher, K-12
Hastings, Missie	Teacher, K-12
Wolfrom, Sandra	School Counselor
Collier, Jenny	Teacher, K-12
Lucas, Tiffany	Teacher, K-12
McGuire, Cynthia	Teacher, K-12
Lang, Maria	Assistant Principal
Geer, Lisa	Teacher, K-12

b. Duties

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

The Literacy Leadership Team's initiatives for the 2017-2018 school year include the implementation of literacy strategies in the area of ELA and Math Shifts across all subject areas. The team will also promote the importance of providing students with a print-rich environment, including, but not limited to an increase in text complexity and the use of multiple texts. Team will periodically review data as it relates to school improvement goals.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Mosley conducts team-building activities during pre-school inservice in August and throughout the year. Common planning is offered before school every day and teachers of similar subjects are grouped in PLC's.

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

1. Recruitment: Mosley targets the hiring of highly qualified teachers by providing a safe and orderly work environment where new teachers are provided with veteran staff as mentors, support in disciplinary and intervention situations with students, time for teacher collaboration, and on-site, job-embedded professional development. - Administration
2. Retention: To prevent teacher turnover, our school embraces the rehiring of retirement age faculty who are often the most experienced of the staff. - Administration
3. Retention: Our district provides a teacher induction program that trains new teachers after school on various topics to assist in retaining these teachers. - District Human Resources
4. Recruitment: Mosley targets the hiring of highly qualified teachers by beginning the interviewing process early each spring to ensure that we interview a large bank of teachers that will include the transfers from other schools within the district. We also utilize the SearchSoft personnel tracking system to review credentials and references on all applicants to ensure that only the highest caliber teachers are interviewed during the application process. - Administration
5. Retention: All of our Alternative Certification teachers are mentored by an Alternative Certification Instructional Specialist - District Alternative Certification Instructional Specialist

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

First-year teachers are paired with their department heads. These coaches work with new teachers on things such as pacing, lesson plans, classroom management, planning, and record keeping. Department heads are chosen because they already serve as a leader/mentor for new teachers and they are always experienced teachers that have a significant amount of guidance to offer.

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.

Administration monitors lesson plans to ensure alignment with Florida's standards. Administration conducts classroom walkthroughs and teacher observations to monitor standards implementations in the classroom. PLC's submit meeting minutes that describe their teaching strategies, standards, and assessments.

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.

Administration examines data from standardized assessments such as FSA, End of Course exams, MAP assessments, and Advanced Placement exams. Administration and teachers discuss the data and teachers use this data to formulate their Deliberate Practice Plans. Teachers follow their Deliberate Practice to implement their chosen strategies in the classrooms in order to address the weaknesses discovered in their 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: 5,400

Teachers have common planning before school. Teachers offer student tutoring before and after school.

Strategy Rationale

Teachers are able to use this time to work in the PLC groups to create common assessments, discuss student achievement data, and develop instructional strategies.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Hartzer, Richard, hartzrc@bay.k12.fl.us

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

Student tests and achievement scores

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Mosley conducts orientation sessions for incoming freshmen at the start of the school year. Mosley also conducts grade-level assemblies near the start of the school year. Guidance counselors and administration meet with upper-classmen to discuss post-high school options.

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.

Elective courses that are offered to students for future employment or job skill training include: Culinary Operations, Television Production, Marketing, Marketing Co-op, Computer Programming, Computer Applications, Cyber Security, Web Design, Marine Corps JROTC, and Internships. Students are encouraged to select these classes through their guidance counselors and homeroom teachers. Students are also exposed to these elective courses throughout the year as the classes participate in school wide activities. Each year, our guidance department holds a Registration Rally for students to receive information relative to the electives and possible course options so that course selection was based on personal interest. Students may also split their time between Mosley and Haney Technical Center in order to pursue vocational training.

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

Elective courses that are offered to students for future employment or job skill training include: Culinary Operations, Television Production, Marketing, Marketing Co-op, Computer Programming, Computer Applications, Cyber Security, Web Design, Marine Corps JROTC, and Internships.

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

- Foster student/teacher communication regarding graduation requirements, scholarships, career opportunities and counseling. All will be achieved through guidance department and homeroom teachers.
- Provide P.E.R.T. or CPT (College Placement Test) to determine college readiness for math and language courses
- Host college and career information sessions for students during school
- Assist students in college admission process by providing college applications and visits from college personnel
- Collaborate with local businesses to provide career exploration and establish student internship via the co-op program
- Monitor the progress of the English IV college readiness initiative and collect the exit exam data based on EOC scores to analyze the strengths and weaknesses of the program.

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.

Administration monitors the High School Feedback Report to examine the choices of graduating students. Administration and guidance advise current students, host college/university representatives, and facilitate trips to Gulf Coast State College to inform current students of their post-high school options.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the percentage of the senior class that pass an AP exam, Dual Enrollment course, or earn industry certification from 62% to 67%
- G2.** Improve the percentage of the 9th and 10th grade students in the lowest 25% that make learning gains on the FSA Reading exam from 31% to 42%.
- G3.** Improve math performance of the Geometry students in the lowest 25% from 42% to 48%
- G4.** Improve math performance of the Algebra 1 students in the lowest 25% from 48% to 52%
- G5.** Improve Graduation Rate from 87% - 92%

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. Increase the percentage of the senior class that pass an AP exam, Dual Enrollment course, or earn industry certification from 62% to 67% **1a**

 G095577

Targets Supported **1b**

Indicator	Annual Target
School Grade - Percentage of Points Earned	67.0
School Grade - Percentage of Points Earned	67.0

Targeted Barriers to Achieving the Goal **3**

- Identifying/Motivating these students that aren't typically enrolled in advanced classes

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

- 1. Increasing the number of AP Photography sections from 6 to 11 2. Identify Juniors and Seniors that have not contributed to the Acceleration Category and enroll them in a course that will give them an opportunity to earn this credit. 3. Intensifying focus on earning CTE certifications within CTE academies

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

Ensure that non-MAPPS upper-classmen are enrolled in new sections of AP Photography.

Person Responsible

Richard Hartzler

Schedule

On 5/16/2018

Evidence of Completion

Scheduling reports & Class lists.

G2. Improve the percentage of the 9th and 10th grade students in the lowest 25% that make learning gains on the FSA Reading exam from 31% to 42%. 1a

G095578

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	42.0

Targeted Barriers to Achieving the Goal 3

- Students that are skill-deficient in the area of reading.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G2. 8

Administration will run reports to make sure all FSA Reading level 1 and 2 9th and 10th grade students are enrolled in this course.

Person Responsible

Maria Lang

Schedule

On 8/30/2017

Evidence of Completion

Master schedule

G3. Improve math performance of the Geometry students in the lowest 25% from 42% to 48% 1a

G095579

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	48.0

Targeted Barriers to Achieving the Goal 3

- Students that are skill-deficient in the area of Geometry.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G3. 8

Administration will work with math teachers to monitor effectiveness of manipulatives.

Person Responsible

Richard Hartzer

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Lesson plans & classroom walkthroughs

G4. Improve math performance of the Algebra 1 students in the lowest 25% from 48% to 52% 1a

G095580

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	52.0

Targeted Barriers to Achieving the Goal 3

- Students that are skill-deficient in the area of Algebra.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G4. 8

Administration will monitor assessments scores to look for signs of improvement

Person Responsible

Richard Hartzer


Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Lesson plans, assessment grades, & classroom walkthroughs

G5. Improve Graduation Rate from 87% - 92% 1a

 G095581

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	92.0

Targeted Barriers to Achieving the Goal 3

- Students who have not yet passed the FSA Reading exam and cannot graduate.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G5. 8

The students who have not passed the FSA Reading exam will be monitored to ensure that they take the FSA retake or take the ACT/SAT.

Person Responsible

Maria Lang

Schedule

Monthly, from 9/6/2017 to 5/30/2018

Evidence of Completion

FSA retake roster and ACT/SAT rosters.

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the percentage of the senior class that pass an AP exam, Dual Enrollment course, or earn industry certification from 62% to 67% **1**

 G095577

G1.B1 Identifying/Motivating these students that aren't typically enrolled in advanced classes **2**

 B257344

G1.B1.S1 Increasing the number of AP Photography sections from 6 to 11 **4**

 S272273

Strategy Rationale

Increasing the number of AP Photography sections allows more students the opportunity to count toward Mosley's acceleration bonus.

Action Step 1 **5**

Increasing the number of AP Photography sections from 6 to 11

Person Responsible

Richard Hartzer

Schedule

Annually, from 9/7/2016 to 5/31/2017

Evidence of Completion

Sign in sheets.

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

Schedules will be changed to increase AP Photography enrollment

Person Responsible

Richard Hartzer

Schedule

Annually, from 9/7/2016 to 5/31/2017

Evidence of Completion

Schedule report.

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

Students who have not contributed to Acceleration Category will be emphasized for enrollment in AP Photography.

Person Responsible

Richard Hartzer

Schedule

Annually, from 9/7/2016 to 5/31/2017

Evidence of Completion

Schedule report

G1.B1.S2 Identify Juniors and Seniors that have not contributed to the Acceleration Category and enroll them in a course that will give them an opportunity to earn this credit. 4

 S272274

Strategy Rationale

By identifying students that have not contributed to the Acceleration Category we can enroll them in courses like AP Photography.

Action Step 1 5

Identify Juniors and Seniors that have not contributed to the Acceleration Category and enroll them in a course that will give them an opportunity to earn this credit.

Person Responsible

Maria Lang

Schedule

On 10/4/2017

Evidence of Completion

Master schedule

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Master Schedule

Person Responsible

Maria Lang

Schedule

On 10/4/2017

Evidence of Completion

Master schedule.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Students who have not contributed to acceleration points will be placed in AP Photography if possible

Person Responsible

Maria Lang

Schedule

On 10/4/2017

Evidence of Completion

Master schedule

G1.B1.S3 Intensifying focus on earning CTE certifications within CTE academies 4

 S272275

Strategy Rationale

In order to increase Acceleration points Mosley will promote the earning of CTE certifications.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Sign in sheets will be examined to monitor teacher attendance

Person Responsible

Richard Hartzer

Schedule

Quarterly, from 9/7/2016 to 5/31/2017

Evidence of Completion

Sign in sheets from professional development sessions

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Teacher attendance at a minimum of 80% of professional development sessions

Person Responsible

Richard Hartzler


Schedule

Quarterly, from 9/7/2016 to 5/31/2017

Evidence of Completion

Log of teacher attendance at professional development sessions.


G2. Improve the percentage of the 9th and 10th grade students in the lowest 25% that make learning gains on the FSA Reading exam from 31% to 42%. 1

 G095578

G2.B1 Students that are skill-deficient in the area of reading. 2

 B257345

G2.B1.S1 Identify students and enroll them in to Personal, Career, & Research Development Class for an extra 47 minutes to use Achieve 3000, work on reading strategies, and study habit techniques 4

 S272276

Strategy Rationale

This course will give these students extra instruction and practice with their reading skills.

Action Step 1 5

Identify students and enroll them in to Personal, Career, & Research Development Class for an extra 47 minutes to use Achieve 3000, work on reading strategies, and study habit techniques

Person Responsible

Maria Lang

Schedule

On 8/30/2017

Evidence of Completion

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

Administration will oversee the master schedule

Person Responsible

Brian Bullock

Schedule

On 8/30/2017

Evidence of Completion

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

Administration will run reports to ensure that all Level 1 FSA Reading 9th and 10th grade students are enrolled in this course.

Person Responsible


Maria Lang

Schedule

On 8/30/2017

Evidence of Completion

G2.B1.S2 Conduct faculty-wide professional development on Achieve 3000 so all content-area teachers are able to utilize this reading resource. 4

 S272277

Strategy Rationale

This training will allow teachers to utilize Achieve 3000 in their classes and incorporate reading strategies in their classrooms.

Action Step 1 5

Conduct faculty-wide professional development on Achieve 3000 so all content-area teachers are able to utilize this reading resource.

Person Responsible

Richard Hartzer

Schedule

Quarterly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Faculty sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administration will schedule district personnel to conduct Achieve 3000 Professional Development.

Person Responsible

Richard Hartzer

Schedule

Quarterly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Master schedule

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Administration will work with district reading personnel to plan material to be covered during professional development.

Person Responsible

Richard Hartzer


Schedule

Quarterly, from 8/30/2017 to 5/30/2018

Evidence of Completion

E-mails between Richard Hartzer and Lisa Solots regarding Acheive 3000 training.

G2.B1.S3 Set goals with students and offer incentives for students that reach their goals 4

 S272278

Strategy Rationale

Setting goals and offering incentives will help motivate students that need to improve their reading proficiency.

Action Step 1 5

Set goals with students and offer incentives for students that reach their goals

Person Responsible

Richard Hartzer

Schedule

Quarterly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Lesson plans and classroom walkthroughs.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Administration will work with the Personal, Career, & Research Development class to create plans for students so they may set goals.

Person Responsible

Richard Hartzer

Schedule

Quarterly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Lesson plans and classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Administration will work with teacher of Personal, Career, & Research Development to monitor student goals and their effectiveness.

Person Responsible

Richard Hartzer

Schedule

Quarterly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Lesson plans, gradebook, and classroom walkthroughs

G3. Improve math performance of the Geometry students in the lowest 25% from 42% to 48% **1**

 G095579

G3.B1 Students that are skill-deficient in the area of Geometry. **2**

 B257346

G3.B1.S1 Offer tutoring before school, during lunch, and after school **4**

 S272279

Strategy Rationale

Tutoring will give students more instruction time.

Action Step 1 **5**

Offer tutoring before school, during lunch, and after school

Person Responsible

Richard Hartzer

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Tutoring schedule

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

Administration will monitor the teacher tutoring schedule

Person Responsible

Richard Hartzer

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Tutoring schedule

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

Administration will ensure that sufficient tutoring opportunities are offered.

Person Responsible

Richard Hartzer

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Tutoring schedule

G3.B1.S2 Use manipulatives for "hands on" learning 4

 S272280

Strategy Rationale

Manipulatives will appeal to various types of learners.

Action Step 1 5

Use manipulatives for "hands on" learning

Person Responsible

Richard Hartzer

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Lesson plans & classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administration will support teachers by providing resources when necessary.

Person Responsible

Richard Hartzer

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Lesson plans & classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Administration will work with math department chair to provide assistance when needed.

Person Responsible

Richard Hartzer

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Lesson plans & classroom walkthroughs

G3.B1.S3 Supplement instruction with online programs such as Math Nation **4**

 S272281

Strategy Rationale

These programs will give students more instructional resources and ways to practice.

Action Step 1 **5**

Supplement instruction with online programs such as Math Nation

Person Responsible

Richard Hartzer

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Lesson plans & classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G3.B1.S3 **6**

Administration will work with math department to ensure they have access to online tools.

Person Responsible

Richard Hartzer

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Lesson plans & classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Administration will consult with math teachers to make sure they have access to the online programs that will benefit their students.

Person Responsible

Richard Hartzer


Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Lesson plans & classroom walkthroughs

G4. Improve math performance of the Algebra 1 students in the lowest 25% from 48% to 52% 1

 G095580

G4.B1 Students that are skill-deficient in the area of Algebra. 2

 B257347

G4.B1.S1 Spiraling instruction to review previous concepts. 4

 S272282

Strategy Rationale

Constant review of previous concepts will reinforce them.

Action Step 1 5

Spiraling instruction to review previous concepts.

Person Responsible

Richard Hartzer

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Lesson plans & classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administration will view lesson plans and conduct classroom walkthroughs

Person Responsible

Richard Hartzer

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Lesson plans & classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Administration will monitor lesson plans and conduct walkthroughs.

Person Responsible

Richard Hartzer

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Lesson plans & classroom walkthroughs

G4.B1.S2 Schedule these students in an Algebra 1A & 1B block so they receive 2 class periods worth of math instruction each day. 4

 S272283

Strategy Rationale

The extra time allows students to earn more math credits and receive twice as much math instruction.

Action Step 1 5

Schedule these students in an Algebra 1A & 1B block so they receive 2 class periods worth of math instruction each day.

Person Responsible

Maria Lang

Schedule

On 8/30/2017

Evidence of Completion

Master schedule

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Administration will review the master schedule

Person Responsible

Brian Bullock

Schedule

On 8/30/2017

Evidence of Completion

Master schedule

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Administration will ensure all eligible students are placed in the Algebra 1A/1B block

Person Responsible

Maria Lang

Schedule

On 8/30/2017

Evidence of Completion

Master schedule

G4.B1.S3 Supplement instruction with online programs such as Math Nation. 4

 S272284

Strategy Rationale

The online programs offer students more practice time on math concepts.

Action Step 1 5

Supplement instruction with online programs such as Math Nation.

Person Responsible

Richard Hartzer

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Lesson plans & classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Administration will monitor lesson plans and conduct classroom walkthroughs to monitor implementation

Person Responsible

Richard Hartzer

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Lesson plans & classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Administration will provide online resources when necessary.

Person Responsible

Richard Hartzer

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Lesson plans & classroom walkthroughs

G5. Improve Graduation Rate from 87% - 92% 1

 G095581

G5.B1 Students who have not yet passed the FSA Reading exam and cannot graduate. 2

 B257348

G5.B1.S1 Create a Professional Learning Community designed to address issues with seniors and help them graduate 4

 S272285

Strategy Rationale

These teachers will focus on ways of helping improve graduation rate.

Action Step 1 5

Monitor and support the Graduation PLC.

Person Responsible

Brian Bullock

Schedule

Monthly, from 9/6/2017 to 5/30/2018

Evidence of Completion

Meeting minutes.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Meetings will be attended by administration and meeting minutes will be submitted to administration.

Person Responsible

Brian Bullock

Schedule

Monthly, from 9/6/2017 to 5/30/2018

Evidence of Completion

Meeting minutes.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Administration will find ways of helping students pass the FSA Reading exam or earn a concordant score.

Person Responsible

Maria Lang


Schedule

Monthly, from 9/6/2017 to 5/30/2018

Evidence of Completion

FSA retake, ACT, and SAT rosters.

G5.B1.S2 Use Giant Campus when appropriate to help students graduate 4

 S272286

Strategy Rationale

Giant Campus allows students to graduate from high school while meeting lower requirements than a typical high school diploma.

Action Step 1 5

Enroll students in Giant Campus if they exhausted their FSA Reading/ACT/SAT opportunities.

Person Responsible

Maria Lang

Schedule

Monthly, from 9/6/2017 to 5/30/2018

Evidence of Completion

Giant campus enrollment

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Students that are candidates for Giant Campus will be enrolled.

Person Responsible

Maria Lang

Schedule

Monthly, from 9/6/2017 to 5/30/2018

Evidence of Completion

List of students that have not passed FSA Reading/ACT/SAT will be monitored.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Testing coordinator will give administration lists of students that take the FSA Reading/ACT/SAT.

Person Responsible

Maria Lang

Schedule

Monthly, from 9/6/2017 to 5/30/2018

Evidence of Completion

Testing lists

G5.B1.S3 Enroll these students in an Applied Communications class that helps them prepare for the FSA Reading and the ACT **4**

 S272287

Strategy Rationale

This class gives students more time and instruction to prepare them to pass the FSA Reading or ACT.

Action Step 1 **5**

Enroll these students in an Applied Communications class that helps them prepare for the FSA Reading and ACT.

Person Responsible

Maria Lang

Schedule

On 8/30/2017

Evidence of Completion

Master schedule

Plan to Monitor Fidelity of Implementation of G5.B1.S3 **6**

Administration will oversee creation of master schedule

Person Responsible

Brian Bullock

Schedule

On 8/23/2017

Evidence of Completion

Master schedule

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

Administration will ensure all level 1 FSA Reading juniors and seniors are enrolled in Applied Communications.

Person Responsible

Maria Lang

Schedule

On 8/30/2017

Evidence of Completion

Master schedule

G5.B1.S4 Identify and provide eligible students with ACT/SAT fee waivers and assist them with ACT/SAT exam registration 4

 S272288

Strategy Rationale

Students could use assistance in registering and paying for the ACT/SAT.

Action Step 1 5

Identify and provide eligible students with ACT/SAT fee waivers and assist them with ACT/SAT exam registration

Person Responsible

Maria Lang

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

List of students that have not passed FSA and qualify for fee waivers

Plan to Monitor Fidelity of Implementation of G5.B1.S4 6

Administration will monitor list of students that have not passed the FSA Reading/ACT/SAT and obtain waivers and assist them with registration to make sure they get registered.

Person Responsible

Maria Lang

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

List of students that have not passed FSA and qualify for fee waivers

Plan to Monitor Effectiveness of Implementation of G5.B1.S4 7

Administration will monitor the rosters from FSA Reading/ACT/SAT to determine which students have taken the exams.

Person Responsible

Maria Lang

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

List of students that have not passed FSA and qualify for fee waivers

G5.B1.S5 Offer an ACT Non-College Reportable Accommodations Testing to provide students with the opportunity to earn FSA concordant scores. 4

S272289

Strategy Rationale

This gives students additional opportunities to pass the ACT and earn a concordant score that would count in lieu of passing the FSA Reading exam.

Action Step 1 5

Offer an SAT Non-College Reportable Accommodations Testing to provide students with the opportunity to earn FSA concordant scores.

Person Responsible

Maria Lang

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

List of students that have not passed FSA

Plan to Monitor Fidelity of Implementation of G5.B1.S5 6

Administration will coordinate with SAT to offer Non-College Reportable Accommodations Testing at Mosley to students who need an FSA Reading concordant score

Person Responsible

Maria Lang

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

List of students that have not passed FSA

Plan to Monitor Effectiveness of Implementation of G5.B1.S5 7

Administration will continuously monitor list of students that have not passed the FSA Reading/ACT/SAT

Person Responsible

Maria Lang

Schedule






















Monthly, from 8/30/2017 to 5/30/2018

















Evidence of Completion

List of students that have not passed FSA

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S3.A1 A365235	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1 M391090	Students who have not contributed to Acceleration Category will be emphasized for enrollment in AP...	Hartzer, Richard	9/7/2016	Schedule report	5/31/2017 annually
G1.B1.S1.MA1 M391091	Schedules will be changed to increase AP Photography enrollment	Hartzer, Richard	9/7/2016	Schedule report.	5/31/2017 annually
G1.B1.S1.A1 A365233	Increasing the number of AP Photography sections from 6 to 11	Hartzer, Richard	9/7/2016	Sign in sheets.	5/31/2017 annually
G1.B1.S3.MA1 M391094	Teacher attendance at a minimum of 80% of professional development sessions	Hartzer, Richard	9/7/2016	Log of teacher attendance at professional development sessions.	5/31/2017 quarterly
G1.B1.S3.MA1 M391095	Sign in sheets will be examined to monitor teacher attendance	Hartzer, Richard	9/7/2016	Sign in sheets from professional development sessions	5/31/2017 quarterly
G5.B1.S3.MA1 M391123	Administration will oversee creation of master schedule	Bullock, Brian	8/9/2017	Master schedule	8/23/2017 one-time
G2.MA1 M391103	Administration will run reports to make sure all FSA Reading level 1 and 2 9th and 10th grade...	Lang, Maria	8/9/2017	Master schedule	8/30/2017 one-time
G2.B1.S1.MA1 M391097	Administration will run reports to ensure that all Level 1 FSA Reading 9th and 10th grade students...	Lang, Maria	8/9/2017		8/30/2017 one-time
G2.B1.S1.MA1 M391098	Administration will oversee the master schedule	Bullock, Brian	8/9/2017		8/30/2017 one-time
G2.B1.S1.A1 A365236	Identify students and enroll them in to Personal, Career, & Research Development Class for an extra...	Lang, Maria	8/9/2017		8/30/2017 one-time
G4.B1.S2.MA1 M391113	Administration will ensure all eligible students are placed in the Algebra 1A/ 1B block	Lang, Maria	8/9/2017	Master schedule	8/30/2017 one-time
G4.B1.S2.MA1 M391114	Administration will review the master schedule	Bullock, Brian	8/9/2017	Master schedule	8/30/2017 one-time
G4.B1.S2.A1 A365243	Schedule these students in an Algebra 1A & 1B block so they receive 2 class periods worth of math...	Lang, Maria	8/9/2017	Master schedule	8/30/2017 one-time
G5.B1.S3.MA1 M391122	Administration will ensure all level 1 FSA Reading juniors and seniors are enrolled in Applied...	Lang, Maria	8/9/2017	Master schedule	8/30/2017 one-time
G5.B1.S3.A1 A365247	Enroll these students in an Applied Communications class that helps them prepare for the FSA...	Lang, Maria	8/9/2017	Master schedule	8/30/2017 one-time
G1.B1.S2.MA1 M391092	Students who have not contributed to acceleration points will be placed in AP Photography if...	Lang, Maria	8/9/2017	Master schedule	10/4/2017 one-time
G1.B1.S2.MA1 M391093	Master Schedule	Lang, Maria	8/9/2017	Master schedule.	10/4/2017 one-time
G1.B1.S2.A1 A365234	Identify Juniors and Seniors that have not contributed to the Acceleration Category and enroll them...	Lang, Maria	8/9/2017	Master schedule	10/4/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1  M391096	Ensure that non-MAPPS upper-classmen are enrolled in new sections of AP Photography.	Hartzer, Richard	9/27/2017	Scheduling reports & Class lists.	5/16/2018 one-time
G3.MA1  M391110	Administration will work with math teachers to monitor effectiveness of manipulatives.	Hartzer, Richard	8/30/2017	Lesson plans & classroom walkthroughs	5/30/2018 monthly
G4.MA1  M391117	Administration will monitor assessments scores to look for signs of improvement	Hartzer, Richard	8/30/2017	Lesson plans, assessment grades, & classroom walkthroughs	5/30/2018 monthly
G5.MA1  M391128	The students who have not passed the FSA Reading exam will be monitored to ensure that they take...	Lang, Maria	9/6/2017	FSA retake roster and ACT/SAT rosters.	5/30/2018 monthly
G3.B1.S1.MA1  M391104	Administration will ensure that sufficient tutoring opportunities are offered.	Hartzer, Richard	8/30/2017	Tutoring schedule	5/30/2018 monthly
G3.B1.S1.MA1  M391105	Administration will monitor the teacher tutoring schedule	Hartzer, Richard	8/30/2017	Tutoring schedule	5/30/2018 monthly
G3.B1.S1.A1  A365239	Offer tutoring before school, during lunch, and after school	Hartzer, Richard	8/30/2017	Tutoring schedule	5/30/2018 monthly
G4.B1.S1.MA1  M391111	Administration will monitor lesson plans and conduct walkthroughs.	Hartzer, Richard	8/30/2017	Lesson plans & classroom walkthroughs	5/30/2018 monthly
G4.B1.S1.MA1  M391112	Administration will view lesson plans and conduct classroom walkthroughs	Hartzer, Richard	8/30/2017	Lesson plans & classroom walkthroughs	5/30/2018 monthly
G4.B1.S1.A1  A365242	Spiraling instruction to review previous concepts.	Hartzer, Richard	8/30/2017	Lesson plans & classroom walkthroughs	5/30/2018 monthly
G5.B1.S1.MA1  M391118	Administration will find ways of helping students pass the FSA Reading exam or earn a concordant...	Lang, Maria	9/6/2017	FSA retake, ACT, and SAT rosters.	5/30/2018 monthly
G5.B1.S1.MA1  M391119	Meetings will be attended by administration and meeting minutes will be submitted to administration.	Bullock, Brian	9/6/2017	Meeting minutes.	5/30/2018 monthly
G5.B1.S1.A1  A365245	Monitor and support the Graduation PLC.	Bullock, Brian	9/6/2017	Meeting minutes.	5/30/2018 monthly
G2.B1.S2.MA1  M391099	Administration will work with district reading personnel to plan material to be covered during...	Hartzer, Richard	8/30/2017	E-mails between Richard Hartzer and Lisa Solots regarding Achieve 3000 training.	5/30/2018 quarterly
G2.B1.S2.MA1  M391100	Administration will schedule district personnel to conduct Achieve 3000 Professional Development.	Hartzer, Richard	8/30/2017	Master schedule	5/30/2018 quarterly
G2.B1.S2.A1  A365237	Conduct faculty-wide professional development on Achieve 3000 so all content-area teachers are able...	Hartzer, Richard	8/30/2017	Faculty sign-in sheets	5/30/2018 quarterly
G3.B1.S2.MA1  M391106	Administration will work with math department chair to provide assistance when needed.	Hartzer, Richard	8/30/2017	Lesson plans & classroom walkthroughs	5/30/2018 monthly
G3.B1.S2.MA1  M391107	Administration will support teachers by providing resources when necessary.	Hartzer, Richard	8/30/2017	Lesson plans & classroom walkthroughs	5/30/2018 monthly
G3.B1.S2.A1  A365240	Use manipulatives for "hands on" learning	Hartzer, Richard	8/30/2017	Lesson plans & classroom walkthroughs	5/30/2018 monthly
G5.B1.S2.MA1  M391120	Testing coordinator will give administration lists of students that take the FSA Reading/ACT/SAT.	Lang, Maria	9/6/2017	Testing lists	5/30/2018 monthly
G5.B1.S2.MA1  M391121	Students that are candidates for Giant Campus will be enrolled.	Lang, Maria	9/6/2017	List of students that have not passed FSA Reading/ACT/SAT will be monitored.	5/30/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S2.A1  A365246	Enroll students in Giant Campus if they exhausted their FSA Reading/ACT/SAT opportunities.	Lang, Maria	9/6/2017	Giant campus enrollment	5/30/2018 monthly
G2.B1.S3.MA1  M391101	Administration will work with teacher of Personal, Career, & Research Development to monitor...	Hartzer, Richard	8/30/2017	Lesson plans, gradebook, and classroom walkthroughs	5/30/2018 quarterly
G2.B1.S3.MA1  M391102	Administration will work with the Personal, Career, & Research Development class to create plans...	Hartzer, Richard	8/30/2017	Lesson plans and classroom walkthroughs	5/30/2018 quarterly
G2.B1.S3.A1  A365238	Set goals with students and offer incentives for students that reach their goals	Hartzer, Richard	8/30/2017	Lesson plans and classroom walkthroughs.	5/30/2018 quarterly
G3.B1.S3.MA1  M391108	Administration will consult with math teachers to make sure they have access to the online programs...	Hartzer, Richard	8/30/2017	Lesson plans & classroom walkthroughs	5/30/2018 monthly
G3.B1.S3.MA1  M391109	Administration will work with math department to ensure they have access to online tools.	Hartzer, Richard	8/30/2017	Lesson plans & classroom walkthroughs	5/30/2018 monthly
G3.B1.S3.A1  A365241	Supplement instruction with online programs such as Math Nation	Hartzer, Richard	8/30/2017	Lesson plans & classroom walkthroughs	5/30/2018 monthly
G4.B1.S3.MA1  M391115	Administration will provide online resources when necessary.	Hartzer, Richard	8/30/2017	Lesson plans & classroom walkthroughs	5/30/2018 monthly
G4.B1.S3.MA1  M391116	Administration will monitor lesson plans and conduct classroom walkthroughs to monitor...	Hartzer, Richard	8/30/2017	Lesson plans & classroom walkthroughs	5/30/2018 monthly
G4.B1.S3.A1  A365244	Supplement instruction with online programs such as Math Nation.	Hartzer, Richard	8/30/2017	Lesson plans & classroom walkthroughs	5/30/2018 monthly
G5.B1.S4.MA1  M391124	Administration will monitor the rosters from FSA Reading/ACT/SAT to determine which students have...	Lang, Maria	8/30/2017	List of students that have not passed FSA and qualify for fee waivers	5/30/2018 monthly
G5.B1.S4.MA1  M391125	Administration will monitor list of students that have not passed the FSA Reading/ACT/SAT and...	Lang, Maria	8/30/2017	List of students that have not passed FSA and qualify for fee waivers	5/30/2018 monthly
G5.B1.S4.A1  A365248	Identify and provide eligible students with ACT/SAT fee waivers and assist them with ACT/SAT exam...	Lang, Maria	8/30/2017	List of students that have not passed FSA and qualify for fee waivers	5/30/2018 monthly
G5.B1.S5.MA1  M391126	Administration will continuously monitor list of students that have not passed the FSA...	Lang, Maria	8/30/2017	List of students that have not passed FSA	5/30/2018 monthly
G5.B1.S5.MA1  M391127	Administration will coordinate with SAT to offer Non-College Reportable Accommodations Testing at...	Lang, Maria	8/30/2017	List of students that have not passed FSA	5/30/2018 monthly
G5.B1.S5.A1  A365249	Offer an SAT Non-College Reportable Accommodations Testing to provide students with the opportunity...	Lang, Maria	8/30/2017	List of students that have not passed FSA	5/30/2018 monthly

V. Professional Development Opportunities

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

G1. Increase the percentage of the senior class that pass an AP exam, Dual Enrollment course, or earn industry certification from 62% to 67%

G1.B1 Identifying/Motivating these students that aren't typically enrolled in advanced classes

G1.B1.S1 Increasing the number of AP Photography sections from 6 to 11

PD Opportunity 1

Increasing the number of AP Photography sections from 6 to 11

Facilitator

Hartzer

Participants

School Administration

Schedule

Annually, from 9/7/2016 to 5/31/2017

G2. Improve the percentage of the 9th and 10th grade students in the lowest 25% that make learning gains on the FSA Reading exam from 31% to 42%.

G2.B1 Students that are skill-deficient in the area of reading.

G2.B1.S2 Conduct faculty-wide professional development on Achieve 3000 so all content-area teachers are able to utilize this reading resource.

PD Opportunity 1

Conduct faculty-wide professional development on Achieve 3000 so all content-area teachers are able to utilize this reading resource.

Facilitator

Hartzer

Participants

Teachers

Schedule

Quarterly, from 8/30/2017 to 5/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Increasing the number of AP Photography sections from 6 to 11	\$0.00
2	G1.B1.S2.A1	Identify Juniors and Seniors that have not contributed to the Acceleration Category and enroll them in a course that will give them an opportunity to earn this credit.	\$0.00
3	G1.B1.S3.A1		\$0.00
4	G2.B1.S1.A1	Identify students and enroll them in to Personal, Career, & Research Development Class for an extra 47 minutes to use Achieve 3000, work on reading strategies, and study habit techniques	\$0.00
5	G2.B1.S2.A1	Conduct faculty-wide professional development on Achieve 3000 so all content-area teachers are able to utilize this reading resource.	\$0.00
6	G2.B1.S3.A1	Set goals with students and offer incentives for students that reach their goals	\$0.00
7	G3.B1.S1.A1	Offer tutoring before school, during lunch, and after school	\$0.00
8	G3.B1.S2.A1	Use manipulatives for "hands on" learning	\$0.00
9	G3.B1.S3.A1	Supplement instruction with online programs such as Math Nation	\$0.00
10	G4.B1.S1.A1	Spiraling instruction to review previous concepts.	\$0.00
11	G4.B1.S2.A1	Schedule these students in an Algebra 1A & 1B block so they receive 2 class periods worth of math instruction each day.	\$0.00
12	G4.B1.S3.A1	Supplement instruction with online programs such as Math Nation.	\$0.00
13	G5.B1.S1.A1	Monitor and support the Graduation PLC.	\$0.00
14	G5.B1.S2.A1	Enroll students in Giant Campus if they exhausted their FSA Reading/ACT/SAT opportunities.	\$0.00
15	G5.B1.S3.A1	Enroll these students in an Applied Communications class that helps them prepare for the FSA Reading and ACT.	\$0.00
16	G5.B1.S4.A1	Identify and provide eligible students with ACT/SAT fee waivers and assist them with ACT/SAT exam registration	\$0.00
17	G5.B1.S5.A1	Offer an SAT Non-College Reportable Accommodations Testing to provide students with the opportunity to earn FSA concordant scores.	\$0.00
Total:			\$0.00