

**Goal 1: Improve outcomes for ELL students using Standardized Test Scores and ELL program exit as measurement tools.**

- The district average for ELL students in grades 7 and 8 is below the state average and there is a significant achievement gap between ELL students and the general population.

Intervention 1: Implement an evidence-based curriculum for ELL instruction that is taught with fidelity in scheduled ELL interventions.

Step 1: Research appropriate programs (Language Live!) and instructional strategies.

Timeline: Spring/Early Summer 2021

Step 2: Allocate funding for curriculum and materials.

Timeline: Spring 2021

Step 3: Provide professional development for ELL instructors.

Timeline: Summer 2021

Step 4: Ensure implementation through classroom observations and lesson plan submission.

Timeline: Fall 2021-Spring 2022

Step 5: Assess efficacy of program and instruction based on Renaissance growth data and standardized test scores of ELL students.

Timeline: late Spring 2022-Summer 2022

Person(s) Responsible: Heather Wright, Rachel Carpenter, Rhonda Asencio

Budget: \$5000 for curriculum and materials

Intervention 2: Provide professional development for all instructors on effective practices and specific ELL strategies for reading and math.

Step 1: Research professional development opportunities for all instructors in explicit vocabulary instruction and high yield strategies for reading and writing.

Timeline: Spring/Early Summer 2021

Step 2: Allocate funding for professional development and register instructors or schedule shared professional development on campus.

Timeline: Spring 2021

Step 3: Conduct classroom walkthroughs and observations to gather evidence on the implementation of high yield instructional strategies and level of student engagement.

Timeline: Fall 2021 - Spring 2022

Step 4: Use classroom data to help ELL instructors develop professional growth plans that address identified areas of growth.

Timeline: Spring 2022

Person(s) Responsible: Heather Wright, Rachel Carpenter, School Leadership Team

Budget: \$2000 for professional development

Achievement Indicators:

- Greater than 3% growth in standardized Reading, Math and Science test scores for ELL students from 2021 to 2022.
- ELL students actively engaged in high yield instruction in more than 80% of classroom visits as evidenced by lesson plans and observations.
- ELPA scores for ELL students in Grades 10 - 12 who have been in the program for four or more years indicate proficiency in reading, writing, speaking, and listening and can be exited from the ELL program.

**Goal 2: Improve educational outcomes for Special Education students as evidenced by growth on classroom and standardized assessments and progress on IEP goals.**

Intervention 1: Improve the quality of co-teaching experiences through participation in AR Co-teaching Project's Boundless Learning program.

Step 1: Register special education and general education partners in Boundless Learning  
Timeline: Spring 2021

Step 2: Allocate professional development funds for Boundless Learning program.  
Timeline: Spring 2021

Step 3: Attend Kickoff professional development event.  
Timeline: Summer 2021

Step 4: Check for implementation of tools and strategies through Classroom Walkthroughs and Teacher Check-Ins.  
Timeline: Fall 2021-Spring 2022

Step 5: Participants share learning with their peers.  
Timeline: Spring 2022

Person(s) Responsible: Heather Wright, Beth Scott, Special Education Teachers, General Education co-teachers

Budget: \$200/person for Boundless Learning Training

Intervention 2: Implement evidence based instruction and curricula in Resource English and Resource Math courses.

Step 1: Research available programs.  
Timeline: Spring 2021

Step 2: Allocate funding for chosen curricula and needed professional development.  
Timeline: Spring 2021

Step 3: Monitor student growth through Renaissance data, classroom assessments, and IEP progress.  
Timeline: Fall 2021-Spring 2022

Step 4: Conduct classroom observations to ensure implementation of curriculum and instructional practices.

Timeline: Fall 2021-Spring 2022

Step 5: Meet with Resource teachers to disaggregate year end data and assess efficacy.

Timeline: Summer 2022

Person(s) Responsible: Heather Wright, Lori Gladden, Resource Special Education teachers

Budget: \$10000 for curriculum and materials

Achievement Indicators:

- Greater than 3% growth in standardized Reading, Math, and Science scores for special education students
- Implementation of Boundless Learning tools and strategies in co-taught classes taught by Boundless Learning partnerships 80% of the time as evidenced by classroom observations, teacher check-ins, and lesson plan documentation.
- Completion of Boundless Learning program by all registered partnerships as evidenced by reports from John Hopkins University.
- Implementation of purchased curricula and high yield instructional strategies in Resource classrooms at least 80% of the time as evidenced by classroom observations and lesson plan documentation.

**Goal 3: Improved Career and College guidance programming for 7-12 students as evidenced by 100% completion of Student Success Plan, increased graduation rate, and increased college enrollment rate.**

Intervention 1: Design a student success plan and have all students complete and/or update in the Spring of each academic year.

Step 1: Research other Student Success Plans

Step 2: Design our own Student Success Plan

Step 3: Have counselors complete/update the Student Success Plan with each student in the spring of each year and share with parents.

Step 4: Analyze student data from Student Success Plans for trends in career or college goals.

Person(s) Responsible: Kendra McGaugh, Tarryn Thomas

Budget: \$0

Intervention 2: Design and implement a school wide college fair to be held in the fall of each academic year.

Step 1: Analyze fall calendar and choose an appropriate date that students and parents will be able to attend.

Step 2: Reach out to colleges and universities to have a representative present at the college fair.

Step 3: Advertise college fair to all families

Step 4: Hold college fair and track attendance

Step 5: Reflect on success, plan for improvement

Person(s) Responsible: Kendra McGaugh, Rachel Carpenter

Budget: \$500 for materials and refreshments

Intervention 3: Design and implement a school wide career fair to be held in the spring of each academic year.

Step 1: Research career fairs held at other schools, reach out to schools for successful strategies.

Step 2: Select and reserve a date on the calendar for the career fair to be held.

Step 3: Reach out to community businesses and organizations about hosting a booth or table at the career fair or being a guest speaker in a classroom.

Step 4: Advertise career fair to all families

Step 5: Hold career fair and track attendance

Step 6: Reflect on success, plan for improvement.

Person(s) Responsible: Tarryn Thomas, Rachel Carpenter, classroom teachers

Budget: \$500 for materials and refreshments

Achievement Indicators:

- 100% of students have a current Student Success Plan that is updated each school year.
- 25% of the student population attends College Fair and completes a feedback survey on the helpfulness of the fair.
- 25% of the student population attends Career Fair and completes a feedback survey on the effectiveness of the fair.

**Goal 4: Improved school to home communication as evidenced by monthly newsletters and SchoolStatus engagement data.**

Intervention 1: The principal and/or assistant principal will create a monthly newsletter to be distributed on the first Monday of each month which will be shared with parents and students via email, social media, and text message.

Step 1: Mark dates on the calendar with reminders to send newsletters.

Step 2: Compile all relevant information for the month no less than one week prior to delivering the newsletter.

Step 3: Create, proof, and edit the newsletter collaboratively. Final edits should be made no later than the Friday before scheduled delivery.

Step 4: Schedule delivery of monthly newsletter for 6 pm on the first Sunday. Post to unlinked social media accounts and to eschool news on Monday morning.

Person(s) Responsible: Heather Wright, Rachel Carpenter

Budget: \$0

Intervention 2: Train teachers in regards to all communication tools and revisit teacher-to-parent communication expectations.

Step 1: Set aside time during professional development or faculty meetings to refresh teachers on use of district's technology tools in regards to communicating with families.

Step 2: Use SchoolStatus to monitor communication engagement at the school, teacher, and student level. Each student's family should receive at least one communication per month from each teacher.

Step 3: Develop a targeted professional growth plan for teachers who are not engaging in school to home communication.

Step 4: Release a mid-year and end-of-year parent survey regarding communication efforts.

Step 5: Analyze and publish results of parent survey in regards to communication.

Step 6: Adjust communication efforts as necessary.

Person(s) Responsible: Victor Craig, Heather Wright, Rachel Carpenter

Budget: \$0

#### Achievement Indicators:

- Successful delivery of monthly newsletter on the first Monday of each month.
- SchoolStatus Engagement tool indicates that all teachers are communicating with all of their assigned students a minimum of once per month.
- 80% of received parent surveys indicate that they are satisfied or very satisfied with communication from the school.