**Reading SMART Goal**

The percentage of **10th graders** scoring proficient or higher in **reading** will increase by 10% from (8th grade MCA) to (10th grade MCA) by **Spring 2019** as measured by the MCAIII Reading Assessment administered April 2018.

Strategy:

Write and speak using explicit Academic Language based on common command terms and content specific vocabulary in every subject.

**Math SMART Goal**

The percentage of **11th grade students** scoring proficient or higher in **math** will increase 7% by **Spring 2019** as measured by the MCAIII Math Assessment administered April 2018.

Strategy:

Strengthen the implementation of FES Step 1: Math Review and Mental Math which is a teaching strategy to support students computational skills where they have gaps or misunderstandings. Using this strategy as intended sends the message to students that math intelligence is modifiable.

**School culture and climate SMART Goal**

Decrease the total number of office discipline referrals for defiance and disruptive behavior, with a focus on reducing the number of referrals for Black students.

Strategy:

Increase in full implementation of specific PBIS core components (e.g., teaching systems, recognition systems), as measured by Team Implementation Checklist (TIC), Self Assessment Survey (SAS) or School-Wide Evaluation Tool (SET)

**Focus on graduation (9-12) SMART Goal**

Decrease the percentage of students of color losing 2 or more credits by the end of quarter 3:

* American Indian students from 46% to no more than 36%.
* Black students from 41% to no more than 31%.
* Hispanic students from 40% to no more than 40%.
* All 9th graders from 30% to no more than 25%.

Strategies:

Student Assistance Team (SAT team)

* Will review student academic and behavior data
* Will talk to teachers with low student failure and referral rates to discuss their strategies and replicate success
* Will refer students for support to meet their needs

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| **Reading SMART Goal**  The percentage of **10th graders** scoring proficient or higher in **reading** will increase from (8th grade MCA) 52% to (10th grade MCA) 57% by **Spring 2017** as measured by the MCAIII Reading Assessment administered April 2019. | **Math SMART Goal**  The percentage of **11th grade students** scoring proficient or higher in **math** will increase from 47.6% to 50.6% by **Spring 2017** as measured by the MCAIII Math Assessment administered April 2019. |
| **Reading Strategy** | **Math Strategy** |
| **Write and speak using explicit Academic Language based on common command terms and content specific vocabulary in every subject.**  ***Teacher Actions***  Departments come up with examples of how command terms look within the content ELL & Special Education teachers join departments with which they co-teach.  Teachers & PLCs incorporate common MYP-based command terms into unit planners & instructional plans.  One time per quarter teachers use department meeting time to share examples of strategies/lessons used to implement use of command terms.  Participate in and reflect on classroom gallery walks during February PD.  Staff share examples of particularly successful approaches/strategies so that teachers can see how common command terms are used in different content areas.  ***Leadership Actions***  During walkthroughs and observations look for definitions and examples/exemplars posted in classrooms.  Monitor and provide feedback and support on Unit Planners and Instructional Plans (especially regarding the inclusion of the common command terms).  Review examples from each department for implementation and to identify exemplars to share with all staff.  Support and/or assist in the facilitation of PD & learning walks.  ***Monitoring***  Examples posted in all classrooms - Gallery walks & classroom visits  Unit planner / course outlines  Department meetings (quarterly or monthly) a list/collection of examples is generated  PDExpress; documentation of classroom gallery walks.  ***Evidence of success***  Examples of command terms developed for each content area. Academic command and content definitions & content examples posted.  Unit planners & course outlines include the use of common command vocabulary.  Teachers report back to departments on strategies used to teach, access, and apply vocab.  PD delivered peer to peer, learning walks in Feb. with reflection. | **Strengthen the implementation of FES Step 1**: Math Review and Mental Math is a teaching strategy to support students’ computational skills where they have gaps or misunderstandings. Using this strategy as intended sends the message to students that math intelligence is modifiable.  ***Teacher Actions***  College and Career teachers will PLC together, set & meet SMART goals, and complete PLC expectations documentations in Google Docs  Utilize district reading strategies curriculum.  Consistent monitoring of students  ***Leadership Actions***  Walkthroughs with feedback to teachers.  Monitor PLCs  ***Monitoring***  Class enrollment (with test scores at beginning of year for 11/12-Scheduling team)  ACT results (once in summer)  PLC monitoring (SBLT-monthly)  Administrative walkthroughs (Admin-monthly)  ***Evidence of success***  Examples of command terms developed for each content area. Academic command and content definitions & content examples posted.  Unit planners & course outlines include the use of common command vocabulary.  Teachers report back to departments on strategies used to teach, access, and apply vocab.  PD delivered peer to peer, learning walks in Feb. with reflection. |

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| **School culture and climate SMART Goal**  Decrease the total number of office discipline referrals for defiance and disruptive behavior, with a focus on reducing the number of referrals for Black students from 50% to 40% of total referrals. | **Focus on graduation (9-12) SMART Goal**  Decrease the percentage of students of color losing 2 or more credits by the end of quarter 3:   * American Indian students from 46% to no more than 36%. * Black students from 41% to no more than 31%. * Hispanic students from 40% to no more than 40%. * All 9th graders from 30% to no more than 25%. |
| **School Culture and Climate Strategy** | **Graduation Strategy** |
| **Increase in full implementation of specific PBIS core components** (e.g., teaching systems, recognition systems), as measured by Team Implementation Checklist (TIC), Self Assessment Survey (SAS) or School-Wide Evaluation Tool (SET)  ***Teacher Actions***  Teachers in the halls during passing time  Post and enforce tardy policy  Teach & post school-wide technology expectations & enforce them consistently  ***Leadership Actions***  Provide teachers supportive feedback for improvement around use of PBIS strategies  Provide PD for PBIS and CRT strategies  Create a structure and schedule for monthly peer classroom visits during PLC time  Develop a document of CRT strategies for teachers  Admin response to behavior issues following expectations and guidelines  Admin monitoring student attendance, especially for tardies  Enforce tardy & technology policy  ***Monitoring***  Walkthrough data (Admin monthly)  PBIS report (SAT and SBLT quarterly)  PD participation documentation  Referral data (SAT and SBLT monthly)  Teacher & admin expectations identified and implemented around hallway behavior and technology  Attendance  ***Evidence of success***  All in it together: Teachers in the halls; Students with chronic behavior issues identified and addressed with consistent teacher actions intended to redirect and address the behavior.  Consistent teacher and admin procedures and responses to student tardies designed to minimized and de-escalate issues.  Decrease is lost instructional time due to tardies.  School-wide technology expectations in place, posted, taught, and reinforced throughout the building.  Decrease in behaviors related to use of technology | **Student Assistance Team (SAT team)**   * Will review student academic and behavior data * Will talk to teachers with low student failure and referral rates to discuss their strategies and replicate success * Will refer students for support to meet their needs   ***Teacher Actions***  SAT team members will review student data monthly and review support for students referred  SAT team will develop support plans for identified students  Teachers will refer students to the SAT team  SAT team develops plans with parent, student and teacher input/feedback  ***Leadership Actions***  Support and attend SAT team meetings  Prepare monthly student behavior referral data  ***Monitoring***  Monthly attendance data  Mid-quarter and end of quarter grades data  Monthly referral data  Student plans and outcomes  ***Evidence of success***  SAT team is meeting and monitoring student data on a monthly basis to identify students in need of additional support  SAT team is developing and implementing intervention plans for students in need of support  SAT team is communicating plans to staff, students and parents  SAT team referred students will receive more intensive, individualized support  SAT team referred students will show improved outcomes as their plans are monitored and adjusted |