

Action Plan Area #1 :	<u>School-wide Refinement of the Professional Learning Community (PLC) Process</u>
Growth Targets:	Every PLC will utilize all components of the PLC model (essential learning outcomes, collaboration, development and use of common formative/summative assessments, data analysis, re-teaching, and intervention); increase in student achievement of essential learning outcomes.
Rationale:	Data indicates that students do not currently benefit from PLC process due to the absence of certain PLC components.
CLASSLRs:	Character, Leadership, Attitude, Scholarship, Service

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<ul style="list-style-type: none"> Enhance assessment component of each PLC. This will include identifying the essential learning outcomes, creating pacing guides that are aligned to the academic standards, developing common formative/summative assessments, and collecting/disaggregating data derived from these assessments. 	2014-15 and On-going (revise Pacing Guides to meet Common Core)	<ul style="list-style-type: none"> Administration PLC Liaisons Teaching Staff 	<ul style="list-style-type: none"> Educational Services Continued PLC Training 	<ul style="list-style-type: none"> Grades State and local assessments Formative and Summative department data 	Progress will be monitored routinely based on the PLC schedule established by the District Office
<ul style="list-style-type: none"> Analyze data derived from common formative/summative assessments in order to identify re-teaching items. This will require enlisting 	On-going and routinely as the schedule permits	<ul style="list-style-type: none"> PLC Liaisons Administration Teaching Staff 	<ul style="list-style-type: none"> District Training Data Analysis Software 	<ul style="list-style-type: none"> Formative and Summative assessment data per PLC sub-group 	Routinely based upon given PLC Schedule

<p>district support for data analysis training, identifying the essential learning outcomes not being learned, sharing of best practices among teachers within each PLC, and devoting time for re-teaching within course scope and sequences.</p>					
<ul style="list-style-type: none"> Establish an on-going intervention program within the PLC process. This will include modifying the instructional day to include an intervention component to the bell schedule, establishing intervention assignments on a regular basis, and creating an accountability system of participation for all stakeholders. 	<p>2016 (3-year process of investigation, planning, and implementation)</p>	<ul style="list-style-type: none"> Administration PLC Liaisons Teaching Staff Staff 	<ul style="list-style-type: none"> Allowance of uninterrupted time by DSC Development of Teacher-Leaders 	<p>Fully developed Plan in place</p>	<p>We will monitor by requiring Monthly PLC Summaries and then gauge progress by having the investigation completed by 2013, the Plan development and Pilot completed by 2014, and the full implementation of the program completed by 2015.</p>

Action Plan Area #2:	<u>School-wide Development of Instructional Practices</u>
Growth Targets:	Increase student proficiency rates on school-wide assessments.
Rationale:	Data indicates a lower level of differentiation occurring within classrooms.
CLASS'LRs:	Character, Leadership, Attitude, Scholarship, Service

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<ul style="list-style-type: none"> Expand differentiated instruction campus-wide. This will include enlisting district support for training and engaging in staff collaboration to share expertise. 	Annually	<ul style="list-style-type: none"> Educational Services Human Resources Administration Teaching Staff 	<ul style="list-style-type: none"> Training opportunities DSC funded teacher release time 	<ul style="list-style-type: none"> Administrative Classroom Walk-throughs Formal/Informal Evaluations Annual Student Surveys Annual Teacher Surveys 	Training attendance rosters and teacher evaluations will help us to monitor the progress. Sharing results will occur during live or electronic Staff meetings.
<ul style="list-style-type: none"> Further implement 21st Century Technology in each classroom. This will 	On-going	<ul style="list-style-type: none"> District Technology Department Educational Services Administration Teachers 	<ul style="list-style-type: none"> Software/Hardware Training Opportunities Grant Opportunities Staff Expertise 	<ul style="list-style-type: none"> Implementation of Software and Hardware Applications training Annual Staff Survey 	The Library/Media Center will monitor the use of technology by tracking and inventory. Staff will share out at meetings. Training

<p>include enlisting district support for training, creating opportunities for staff collaboration, exploring grant opportunities, and utilizing available district resources for technology.</p>					<p>schedules will be established and the results will be reported to the School Site Council.</p>
<ul style="list-style-type: none"> Promote and enhance cross-curricular instruction. This will include using staff development days to meet with other departments. 	<p>On-going</p>	<ul style="list-style-type: none"> Administration Department Leads Teachers 	<ul style="list-style-type: none"> Release/meeting time Staff development 	<ul style="list-style-type: none"> Walk-throughs Evaluations/Observations Department notes and agendas 	<p>Monitoring will be done through Department Lead meetings and discussion and reporting out at monthly Staff meetings</p>

Action Plan Area #3: School-wide Curricular Development

Growth Targets: Building a system to incorporate Common Core, Collaboration, student awareness of the standards, Articulation with the Middle schools, Refining the Senior Exit Interview process, and furthering technology use in instruction.

Rationale: As we face the new Common Core Standards, our approach needs to be more systematic to enhance learning.

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Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<ul style="list-style-type: none"> Implement Common Core standards. This will include enlisting district support, structuring time for collaboration, and strengthening student awareness of standards. 	2016	<ul style="list-style-type: none"> Educational Services Administration Teachers 	<ul style="list-style-type: none"> Training Opportunities Staff development Bronco News Network Teachers incorporating Standards into daily instruction 	<ul style="list-style-type: none"> Annual Student Survey Annual Staff Survey 	Monitoring will be done through the review of PLC Summaries, Department meeting notes and agendas, Training attendance rosters, Essential Learning Outcomes and Pacing guides
<ul style="list-style-type: none"> Strengthen articulation between feeder middle schools and high school. This will include designating collaboration time and establishing relationships for vertical teaming. 	On-going	<ul style="list-style-type: none"> Administration Counselors Teachers Department leads 	<ul style="list-style-type: none"> Release time or structured Staff development days 	<ul style="list-style-type: none"> Meeting Notes and Agendas 	Department Lead Meeting, Counselor/Administration meeting, and Staff meeting notes will be examined

<ul style="list-style-type: none"> • Refine Senior Exit Interview process. This will include incorporating a staff/student evaluation of process, communicating process to all stakeholders, promoting teacher buy-in of process, and incorporating the process into the 4-year high school experience. 	2013-14	<ul style="list-style-type: none"> • Teaching Staff • Support Staff • Administration 	<ul style="list-style-type: none"> • Staff Meetings • Interview Schedule • Technology (use of Kuder Navigator) 	<ul style="list-style-type: none"> • Graduation Rates • Senior Interview Pass Rates 	The staff will provide feedback and collectively engage in the process in each year as it progresses
<ul style="list-style-type: none"> • Further implement 21st Century Technology in each classroom. This will include enlisting district support for training, creating opportunities for staff collaboration, exploring grant opportunities, and utilizing available district resources for technology. 	On-going	<ul style="list-style-type: none"> • District Technology Department • Site Technology Technician • Teaching Staff • Students who bring their own technology devices 	<ul style="list-style-type: none"> • On-line Curriculum • Blended Learning • Software/Hardware • Trainings • Webinars 	<ul style="list-style-type: none"> • Annual Surveys • Learning Management System implemented • Walk-throughs and Evaluations 	Monitoring will be done by analyzing the LMS implementation by teachers, data collection, and site and district evaluations

Action Plan Area #4: Development of Systematic Middle School Transition Process

Growth Targets: Incoming 9th grade students will transition successfully based on a decrease in behavior referrals, increases in attendance and increases in academic performance.

Rationale: A systematic approach to transitioning students to high school is needed so that a foundation for success readily available

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Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<ul style="list-style-type: none"> Further develop opportunities for student connectedness. This will include promoting student support programs to transitioning students and increasing parent awareness of these programs. 	On-going	<ul style="list-style-type: none"> Link Crew ASB Senate Counselors Dean of Students Activities Director Athletic Director Staff Administration PLUS Advisor 	<ul style="list-style-type: none"> Bi-annual Expectation Assemblies Parent Information Nights Newsletter Orientation Academic Seminar 	<ul style="list-style-type: none"> Behavior Referrals Freshmen Grades Co-curricular Participation Rates 	Data collection and reporting will be done by the Activities and Athletic Directors, Link Crew Coordinator, and the Dean of Students and the PLUS Advisor.
<ul style="list-style-type: none"> Continue to develop outreach and transition programs with feeder middle schools. 	2013	<ul style="list-style-type: none"> Counselors Dean of Students 	<ul style="list-style-type: none"> Aeries System Counselor Meetings Middle school Visits Explorer Program High School Outreach 	<ul style="list-style-type: none"> Student Participation Rates Behavior Referrals 	Monitoring will be done by examining participation rates by key personnel