Angleton Independent School District

Angleton High School

2023-2024 Campus Improvement Plan

Mission Statement

Our mission is to educate and prepare each student academically and socially through supportive relationships to maintain our thriving community.

Vision

Angleton ISD

Achieving Excellence Because We're Wildcats

Core Beliefs

We believe:

All students can learn

The learning environment must be positive, genuine, caring and safe for students and staff to reach their potential

In clearly defined goals that set high expectations for student success

In the value of parents and families as involved decision-makers

In viable curriculum and future-oriented programs

In developing and retaining staff who positively affect student achievement.

Actively engaging the community results in development of our children

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2023

Demographics

Demographics Summary

Angleton High School is the only district high school serving students from 9th through 12th grade. Angleton High School has 1,988 students. The ethnicity distribution for the campus is 10.8% African American, 53.2% Hispanic, 33.2% White, 0.5% American Indian, 0.3% Asian, 0.2% Pacific Islander, and 2.1% two or more races. 69.9% of the student population identified as Economically Disadvantaged. The graduation rate is 97%, with an annual dropout rate of 0.1%.

The staff is represented as 12.7% African American, 13.2% Hispanic, and 74.1% White, with 65.6% being female and 52% male. The degree breakdown of the staff is 3.4% with no degree, 66.1% holding a bachelor’s degree, 28.9% having a master’s degree, and 1.7% holding a Doctorate with an average of 9.2 years of teaching experience. The student-to-teacher ratio is 16.8:1.

Demographics Strengths

Angleton High School's Demographic Strengths Include:

1. A balanced ratio of male and female teachers.
2. A proportional representation of African American students to African American staff members.
3. Many employees hold more than a bachelor's degree.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of Hispanic teachers at Angleton High School are not proportional to the number of Hispanic students in attendance. **Root Cause:** Limited numbers of Hispanic teachers are applying to work at Angleton High School.

Student Achievement

Student Achievement Summary

The Texas Academic Performance Report (TAPR) report for 2023 was reviewed and analyzed in the needs assessment process. The needs assessment process for student performance focuses on consistent attendance, STAAR/EOC pass rates, and assessment test data. The focus also includes student demographic information and at-risk data to better define student needs in pursuing academic excellence and sustainability.

Student Achievement Strengths

1. Our EB/EL students are growing significantly in the English I EOC.
2. Graduates from Angleton High School are better prepared to enter college than the state average.
3. Students enrolled in Special Education services are deemed career or military-ready at a higher rate than the state.
4. AHS student attendance is higher than the state and district attendance average.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Algebra I STAAR EOC scores are significantly below the state average, even with showing significant growth from the previous year. **Root Cause:** Learning gaps created by COVID-19, teacher turnover, and lack of quality algebra curriculum have led to low achievement in Algebra I.

Problem Statement 2: English I STAAR EOC scores are static to slightly below the state average. **Root Cause:** Learning gaps created by COVID-19, lack of vertically aligned curriculum and Tier One instructional strategies, and teacher turnover have led to stagnant achievement in English I

School Culture and Climate

School Culture and Climate Summary

Our Mission: To win the hearts and minds of our students and lead them to their personal best.

Our Vision: To become the premier high school in all of Brazoria County.
Collective Commitments: In order to achieve the shared vision of our school, Angleton High School has made the following collective commitments.

- Above all else, we strive for growth.
- We work collaboratively and take collective responsibility for the success of each student.
- We focus on results - evidence of student learning.
- We identify team norms and protocols to guide us in working together.
- We analyze student achievement data and establish SMART goals to improve student achievement.
- We align our curriculum with state standards and the high-stakes assessments required of our students.
- We develop frequent common formative assessments that help us determine each student's mastery of essential learning.
- We use the results of our common assessments to assist each other in building on strengths and addressing the weaknesses of our students as part of an ongoing process of continuous improvement.
- We utilize a variety of instructional strategies to promote success for all students.

Equity-Opportunity and Equal Access

Angleton High School is an equal access, equal opportunity institution fully committed to diversity in education and employment. All students, employees, and campus community at AHS are valued, respected, and have the opportunity to receive an equitable experience in an inclusive, welcoming environment of openness and appreciation.

Angleton High School prohibits discrimination and harassment campus-wide in accordance with and as defined by federal and state on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, veteran or military status, or other protected status.

Angleton High School's commitment to diversity and equity best positions the student body and personnel from diverse backgrounds to be recruited, retained, graduated, and employed. This focus will sustain and further enhance Bay College's position as a top-ranked institution of higher learning, workforce development, and community partner in an ever-changing, increasingly diverse world.

School Culture and Climate Strengths

Angleton High School provides a safe and orderly school environment. The school has clear school rules and procedures in place. AHS has open lines of communication, including anonymous reporting, for issues regarding school safety issues. Teachers are adequately trained in emergency situations; therefore, students feel safe in any type of emergency as our staff is knowledgeable and prepared to handle any safety and emergency scenario.

Through Capturing Kids' Hearts', the school has created a positive school culture and climate. The school has incorporated CKH's process into every aspect of the school to foster an even more positive culture and climate. Teachers present bi-weekly CKH lessons to build the foundation of the school's culture and climate. By having school-wide positive behavioral expectations, the school's culture and climate have been elevated by creating consistency for the students. Recognizing students and teachers for demonstrating the CKH's principles further enhances the school's culture and climate.

By teachers working collaboratively, including meeting weekly to review data, the school provides a successful learning environment for their students. Using social media and other digital avenues of communication, parents are kept up-to-date on upcoming events and grades.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers must be in an approved alternative teaching program or have a certified teaching certificate in their teaching field with a degree of BS, BA, Master's, or Doctoral. A complete background check and fingerprinting are required of all new employees. Teacher evaluations are conducted through the Texas Teacher Evaluation and Support System (T-TESS). Administrators are required to consistently provide information and feedback from routine walk-throughs and observations to each teacher on the campus. The new evaluation system focuses on teachers developing habits of continuous improvement where both administrator and teacher focus on evidence-based feedback and professional development through ongoing dialogue and collaboration. Teachers meet with their administrator at the beginning of the year to outline goals during a preconference, undergo observations during the year, and at the end of the year, a post-conference is held to discuss the year and future goals. Regarding professional development, teachers participate in weekly collaborative team time meetings through the PLC at Work process. Teacher teams work to ensure that a guaranteed and viable curriculum is being taught in every classroom. Teachers also spend this time looking at and analyzing student data and learning trends. Analysis of this data allows teachers and administration to identify specific areas of needed student enrichment and staff development. In addition, Angleton High School has two dedicated instructional coaches. These instructional coaches observe, model, provide feedback, and co-teach with the staff. Through this arrangement, teachers have great support and access to specific professional needs addressed during visits. Another highlight for staff at Angleton High School is a strong mentoring program for the first year and new teachers to the campus. This allows the new staff members to succeed and feel welcomed into the district and the education profession.

Staff Quality, Recruitment, and Retention Strengths

1. Teacher salaries with varying years of experience are higher than the state average for teachers.
2. A model for a collaborative teaching environment that fosters collective teacher efficacy over teaching in a silo.
3. Support from the administrative team on discipline, school management, and classroom instruction.
4. Dedicated instructional and technology coaches help teachers with their specific growth areas to help relieve some of the daily pressures.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The percentage of teachers having six to 20 years of experience is below the district and state average. **Root Cause:** The high state expectations and achievement, mixed with feelings of inadequacy and not feeling valued, have led to low teacher retention.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Angleton High School is a place where all teachers and paraprofessionals are dedicated to one simple plan, which is to win the students' hearts and minds and lead them to their personal best. We strive for excellence from all. Angleton High School administration is responsible for ensuring fidelity in implementing the Texas Essential Knowledge and Skills (TEKS) in all available courses. Curriculum development, implementation, and pacing have been collaboratively designed utilizing solid partnerships with the district office, instructional coaches, and the teaching staff. In addition, the TEKs Resource System has been added as an available resource for our teachers, as well as encouraging teachers to use the IQ analysis in Lead4forward. This system allows teachers to gauge the effectiveness of their curriculum, ensure proper pacing, and provide access to rigorous questioning strategies and assessments.

Regarding core curriculum subjects, Angleton High School is expanding the PLC at Work process to more areas of the campus to create a comprehensive scope and sequence/ instructional framework that supports the SBOE-mandated TEKS. Administrators, instructional coaches, and teachers work together to guide the collaborative process of determining essential TEKS and utilizing backward planning to ensure that our students are adequately prepared for each course. The campus has also identified and trained teachers to follow a campus "non-negotiables" document. This document provides an instructional framework that guides staff to create appropriate learning objectives, utilizes regular formative assessments to analyze student growth areas, sets expectations for a productive and engaging classroom environment, and enables teachers to reach their maximum potential to help them achieve a higher T-TESS evaluation.

The TEKS Resource System provides tools for teachers to view vertical alignment, pacing guides, sample questioning, and an assessment bank. This resource is meant to serve as a method to ensure correct pacing and instructional content are delivered through cohesive units. TEKS Resource System also assists the teachers in spiraling in the TEKS throughout various times of the year. Access to TEKS Resource has created opportunities for lessons to be delivered with a higher degree of rigor and complexity while aligning to the TEKS/ SEs. Campus-wide assessments to check student mastery are based on a Pacing Calendar of the scope and sequence or unit plan. Most assessments are created through Eduphoria or the TEKS Resource System and other district-provided question banks.

STAAR assessment and student performance data reveal a need for continued review and revision of the current scope and sequences in all core subject areas to ensure appropriate sequencing and pacing of instruction, specifically in Algebra I and English I, as well as the implementation of effective instructional strategies to meet the level of rigor and depth of knowledge in which students are assessed. Increasing instructional effectiveness and student achievement will increase the likelihood that our student population has access to higher education, the ability to attend a trade or technical school, or the skills necessary to be successful in the workforce upon graduation.

Curriculum, Instruction, and Assessment Strengths

1. Teachers can access the TEKs resource system to guide pacing with the scope and sequence.
2. Administrators, Instructional Coaches, and Teachers work together during collaborative team time to plan effective and rigorous lessons that are aligned with the TEKS.
3. Teachers are trained in and follow the campus "non-negotiables" document to ensure effective research-based practices are utilized.
4. Teacher teams that teach the same subject work to provide a guaranteed and viable curriculum for all students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Algebra I achievement scores continue to fall even with a strong and supportive resource team. **Root Cause:** The Algebra I team has a high turnover rate, leading to a high need for curricular support each year. Additionally, lacking administrator presence to ensure Algebra teachers followed viable curricula created some deficits.

Parent and Community Engagement

Parent and Community Engagement Summary

Angleton High School is committed to a full partnership with parents and community members by providing optimum teaching and learning experiences for students. Activities and events for parent and community participation include meaningful activities that support students' learning and campus needs, such as Booster Club meetings and UIL academic and athletic events. Other examples of parent and community activities include Freshman Orientation, open house, counselor FAFSA and college application nights, organizational events, and award ceremonies.

Parents are informed of the importance of consistent attendance and important high school-specific information at campus-based activities through parent/teacher conferences, email, phone calls, text messages, Facebook, and Twitter.

Angleton High School also continues to focus its efforts on reaching our students and parents classified as Limited English Proficiency. All communications made through email, phone, and text messages are presented in English and Spanish. Additionally, It is Angleton High School's goal to provide the most inclusive environment possible by including a Spanish option for any event, such as Freshman Orientation and FAFSA and College Application night.

Parent and Community Engagement Strengths

1. Angleton High School has a thriving athletics and fine arts culture that is greatly supported by the community as a whole.
2. Regular communication about deadlines, attendance, events, and other campus expectations regularly goes out through multiple modes of media.
3. A Spanish-speaking option is available for all major parent and student-focused orientations and events.
4. The citizens of Angleton provide overwhelming support for the happenings of Angleton High School.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Though events are offered in Spanish, attendance at these events is not proportional to the student population. **Root Cause:** Clear and effective advertising for these events with a Spanish-speaking option could be improved. Additionally, providing opportunities that align for the Spanish-speaking parents to attend especially since over 50% of the school's population is Hispanic.

School Context and Organization

School Context and Organization Summary

Angleton High School is the sole high school in the district. AHS works to provide the best possible outcome for all students while also cultivating a positive academic and extracurricular image within the community. Expectations are set high by all members of the AHS team to ensure students are successful in preparing for life after graduation, whether that be attending college, joining the workforce, or enlisting in the military. The AHS team works hard to build a positive school culture where students are valued, teachers feel supported, and the growth of every individual is prioritized.

Angleton High School offers a wide variety of courses, from the traditional core classes to several career pathways through CTE. Students can maintain a balanced schedule of academics, fine arts, athletics, and career exploration through AHS's eight-period day. Additionally, Angleton ISD offers free college tuition to all dual credit students who maintain a passing grade in their coursework. A focus on student success, as well as equitable access to courses that align with their goals and values, is a priority.

School Context and Organization Strengths

1. Positive Student and Teacher Cultures
2. High expectations of administration, faculty, staff, and students
3. Positive community image
4. Availability of a vast amount of CTE courses
5. Free college tuition for dual credit students

Technology

Technology Summary

Through district support, Angleton High School is a highly functioning Google Campus with a 1:1 ratio of students to Chromebooks. Teachers are regularly certified as Level One Google Educators and are provided with many instructional tools to deliver and assess student learning.

Technology Strengths

The ratio of Students to Chromebooks is 1:1

High-Speed Wireless Internet and Access Points

Access to instructional tools such as Lowman's, Quizizz, GoGuardian, and Go Formative

Dedicated technology instructional staff

Dedicated technology hardware staff

Priority Problem Statements

Goals

Goal 1: By May 30, 2024, the percentage of students attaining meets (a scale score of 4000 or higher) on the Algebra I STAAR EOC will increase 46 percent, and the students who do not score meets will increase their score (from the 8th Grade STAAR test) by at least ten percent.

Performance Objective 1: Conduct weekly collaborative team time meetings through the PLC at Work process that focuses on data and planning.

Evaluation Data Sources: Collaborative Team Time Agendas, Formative Assessment Data, Lesson Plans

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Develop a set schedule for the PLC meetings to occur. Each meeting will include one administrator, one instructional coach, and the teaching team. **Strategy's Expected Result/Impact:** Clarify and standardize the PLC cooperative team time process. **Staff Responsible for Monitoring:** Administrators, Secondary Math Specialist, and Instructional Coaches			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Develop and maintain a standard format for Algebra I formative assessments. **Strategy's Expected Result/Impact:** This will formalize the student data brought to each meeting. The result will be a more productivediscussion based on individual student needs. **Staff Responsible for Monitoring:** Administrators, Secondary Math Specialist, and Instructional Coaches			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: By May 30, 2024, the percentage of students attaining meets (a scale score of 4000 or higher) on the Algebra I STAAR EOC will increase 46 percent, and the students who do not score meets will increase their score (from the 8th Grade STAAR test) by at least ten percent.

Performance Objective 2: Utilize the "Big Rocks" coaching method to provide weekly observations and feedback with the Algebra I teachers.

Evaluation Data Sources: Observation data charts, feedback scripts

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Develop a coaching list that divides up teachers to administrators and instructional coaches. **Strategy's Expected Result/Impact:** This will clarify and add ownership to each administrator and instructional coach on who they are responsible for. This will ensure that teachers are being regularly coached by the same person. **Staff Responsible for Monitoring:** Assistant Principal and Math Specialist	90%	90%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Plan and hold weekly instructional leadership team meetings to calibrate and train the campus administrators and instructional coaches. **Strategy's Expected Result/Impact:** A fully calibrated team will ensure that teachers receive similar feedback and coaching steps. **Staff Responsible for Monitoring:** Assistant Principal and Math Specialist	80%	90%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: By May 30, 2024, the percentage of students attaining meets (a scale score of 4000 or higher) on the Algebra I STAAR EOC will increase 46 percent, and the students who do not score meets will increase their score (from the 8th Grade STAAR test) by at least ten percent.

Performance Objective 3: Ensuring that weekly to bi-weekly formative assessments are occurring that target the essential skills being taught.

Evaluation Data Sources: Lesson plans, Formative Assessments

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Provide ongoing training for instructional use of Go Formative, Quizizz, Eduphoria, and Progress Learning. **Strategy's Expected Result/Impact:** Providing teachers with ongoing training will allow them to fully utilize the digital tools as a means for accurate data tracking. **Staff Responsible for Monitoring:** Assistant Principal and Math Specialist	75%	90%	90%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Ensure that cooperative team time is utilized to plan common formative assessments. **Strategy's Expected Result/Impact:** Providing teachers with time and guidance to create their common formative assessments will ensure that same-subject teachers are simultaneously assessing over the same standards in the curriculum. **Staff Responsible for Monitoring:** Assistant Principal and Math Specialist	70%	90%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: By May 30, 2024, the percentage of students attaining meets (a scale score of 4000 or higher) on the Algebra I STAAR EOC will increase 46 percent, and the students who do not score meets will increase their score (from the 8th Grade STAAR test) by at least ten percent.

Performance Objective 4: Providing teachers with time and guidance to create their common formative assessments will ensure that same-subject teachers are assessing over the same standards at the same time in the curriculum.

Evaluation Data Sources: Formative assessment data, student scores, teacher created remediation lists

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Provide teachers with training on how to assess data and plan for remediation. **Strategy's Expected Result/Impact:** Having teachers look at assessment data with a focus on re-teaching trouble areas will help close learning gaps for their students. **Staff Responsible for Monitoring:** Assistant Principal and Math Specialist			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Ensure that weekly cooperative team time discussions include the creation of a remediation list. **Strategy's Expected Result/Impact:** This will ensure that struggling students are not left behind and are receiving the assistance that they require to be successful. **Staff Responsible for Monitoring:** Assistant Principal and Math Specialist			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By May 30, 2024, the percentage of students attaining meets (a scale score of 4000 or higher) on the English I STAAR EOC will increase to 61 percent, and the students who do not score meets will increase their score (from the 8th Grade STAAR test) by at least ten percent.

Performance Objective 1: Conduct weekly collaborative team time meetings through the PLC at Work process that focuses on data and planning.

Evaluation Data Sources: Collaborative Team Time Agendas, Formative Assessment Data, Lesson Plans

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Develop a set schedule for the PLC meetings to occur. Each meeting will include one administrator, instructional coaches, and the teaching team. **Strategy's Expected Result/Impact:** Clarify and standardize the PLC cooperative team time process. **Staff Responsible for Monitoring:** Administration and instructional coaches			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Develop and maintain a standard format for English I formative assessments. **Strategy's Expected Result/Impact:** This will formalize the student data brought to each meeting. The result will be a more productive discussion based on individual student needs. **Staff Responsible for Monitoring:** Administration and Math Specialist			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By May 30, 2024, the percentage of students attaining meets (a scale score of 4000 or higher) on the English I STAAR EOC will increase to 61 percent, and the students who do not score meets will increase their score (from the 8th Grade STAAR test) by at least ten percent.

Performance Objective 2: Utilize the "Big Rocks" coaching method to provide weekly observations and feedback with the English I teachers.

Evaluation Data Sources: Observation data charts, feedback scripts

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Develop a coaching list that divides teachers into administrators and instructional coaches. **Strategy's Expected Result/Impact:** This will clarify and add ownership to each administrator and instructional coach for whom they are responsible. This will ensure that the same person is regularly coaching teachers. **Staff Responsible for Monitoring:** Assistant Principals and Instructional Coaches			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Plan and hold weekly instructional leadership team meetings to calibrate and train the campus administrators and instructional coaches. **Strategy's Expected Result/Impact:** A fully calibrated team will ensure that teachers receive similar feedback and coaching steps. **Staff Responsible for Monitoring:** Assistant Principal and Instructional Coaches			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By May 30, 2024, the percentage of students attaining meets (a scale score of 4000 or higher) on the English I STAAR EOC will increase to 61 percent, and the students who do not score meets will increase their score (from the 8th Grade STAAR test) by at least ten percent.

Performance Objective 3: Ensuring that weekly to bi-weekly formative assessments are occurring that target the essential skills being taught.

Evaluation Data Sources: Lesson plans, Formative Assessments

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Ensure that cooperative team time is utilized to plan common formative assessments. **Strategy's Expected Result/Impact:** Providing teachers with time and guidance to create their common formative assessments will ensure that same-subject teachers are assessing over the same standards at the same time in the curriculum. **Staff Responsible for Monitoring:** Administrators and Instructional Coaches			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By May 30, 2024, the percentage of students attaining meets (a scale score of 4000 or higher) on the English I STAAR EOC will increase to 61 percent, and the students who do not score meets will increase their score (from the 8th Grade STAAR test) by at least ten percent.

Performance Objective 4: Utilize the formative assessment data to create remediation groups for the acceleration class period.

Evaluation Data Sources: Formative assessment data, student scores, teacher created remediation lists

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Provide teachers with training on how to assess data and plan for remediation. **Strategy's Expected Result/Impact:** Having teachers look at assessment data with a focus on re-teaching trouble areas will help close learning gaps for their students. **Staff Responsible for Monitoring:** Administrators and Instructional Coaches	65%	90%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Ensure that weekly cooperative team time discussions include the creation of a remediation list. **Strategy's Expected Result/Impact:** This will ensure that struggling students are not left behind and are receiving the assistance that they require to be successful. **Staff Responsible for Monitoring:** Administrators and Instructional Coaches	60%	90%	100%

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: By May 31, 2024, the percentage of students scoring three or higher on their Advanced Placement exams will increase to 40 percent, and the students who do not score a three or higher will increase their score (from the April Mock AP exam) by at least ten percent.

Performance Objective 1: Teachers will implement and utilize the appropriate curriculum and textbooks that are aligned to the AP course being taught.

Evaluation Data Sources: AP Syllabus, Textbook Usage, Lesson Plans

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Teachers will use their new textbooks and course materials. **Strategy's Expected Result/Impact:** Teachers will have AP-aligned materials to better prepare the students to succeed on the AP Exam. **Staff Responsible for Monitoring:** Administrators and Instructional Coaches	50%	100%	100%

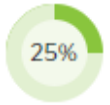
Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: An instructional coach will meet with each AP teacher twice per month to provide support with AP rigor, assessment, and utilization of the new curriculum. **Strategy's Expected Result/Impact:** Providing support and coaching to the AP teachers will ensure that students are learning at the level of rigor of the AP exam. **Staff Responsible for Monitoring:** Administrators and Instructional Coaches	10%	50%	50%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: By May 31, 2024, the percentage of students scoring three or higher on their Advanced Placement exams will increase to 40 percent, and the students who do not score a three or higher will increase their score (from the April Mock AP exam) by at least ten percent.

Performance Objective 2: Teachers will receive professional development and coaching on utilizing AP test-style resources, questions, and prompts to ensure that students practice with material with the same rigor as the AP exams.

Evaluation Data Sources: Professional Development Schedule, Coaching Schedule, Lesson Plans

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Instructional coaches will provide professional development once per quarter to ensure that AP teachers are supported in the creation of assignments, quizzes, and tests. **Strategy's Expected Result/Impact:** Instructional coaches will provide professional development once per quarter to ensure that AP teachers are supported in the creation of assignments, quizzes, and tests. **Staff Responsible for Monitoring:** Administration and Instructional Coaches			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: By May 31, 2024, the percentage of students scoring three or higher on their Advanced Placement exams will increase to 40 percent, and the students who do not score a three or higher will increase their score (from the April Mock AP exam) by at least ten percent.

Performance Objective 3: Teachers will create and utilize weekly to bi-weekly formative assessments and share that data with their instruction coach.

Evaluation Data Sources: Lesson Plans, Formative Assessment Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: An instructional coach will meet with each AP teacher twice per month to provide support with AP rigor, assessment, and formative assessment creation. **Strategy's Expected Result/Impact:** Having formative assessments that mirror the question types of the AP exam will better allow teachers to close student learning gaps. **Staff Responsible for Monitoring:** Administrators and Instructional Coaches	10%	50%	70%

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: By May 31, 2024, the percentage of students scoring three or higher on their Advanced Placement exams will increase to 40 percent, and the students who do not score a three or higher will increase their score (from the April Mock AP exam) by at least ten percent.

Performance Objective 4: Utilize the "Big Rocks" coaching method to provide weekly observations and feedback with the AP teachers.

Evaluation Data Sources: Observation data charts, feedback scripts

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: By May 31, 2024, the student attendance rate will increase to 96 percent.

Performance Objective 1: Create a positive school culture that encourages students to attend school.

Evaluation Data Sources: HRS Survey, Classroom Walkthroughs, Attendance Rate, CKH practices and policies through students, parents, and staff surveys.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Implement and utilize strategies from Capturing Kids Hearts to create a welcoming and engaging school environment. **Strategy's Expected Result/Impact:** Students who build positive relationships with their teachers and classmates are more likely to attend school. **Staff Responsible for Monitoring:** Administrators and Teachers			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Create and enact a schedule for regular attendance rewards and incentives. **Strategy's Expected Result/Impact:** Rewarding students for coming to school can help to increase a student's desire to have a high attendance rate. **Staff Responsible for Monitoring:** Administrators			

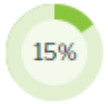
 No Progress Accomplished Continue/Modify Discontinue

Goal 4: By May 31, 2024, the student attendance rate will increase to 96 percent.

Performance Objective 2: Increase the amount of student and parent communication on the importance of attending school.

Evaluation Data Sources: Attendance Rate, Phone Logs, Announcement Scripts, Social Media Posts, CKH practices and policies

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Make daily phone calls to the parents and students that are being marked absent. **Strategy's Expected Result/Impact:** When parents are made aware of their student's attendance, they are more likely to partner with the school and ensure their student attends. **Staff Responsible for Monitoring:** Administrators, Truancy Officer, and Social Workers			

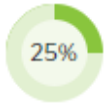
Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Include weekly announcements about the importance of attendance over the school PA, on the student news video, and through social media. **Strategy's Expected Result/Impact:** Strategy's Expected Result/Impact: Providing information to students and parents through multiple means will help to build awareness on the importance of school attendance. **Staff Responsible for Monitoring:** Administrators			

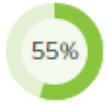
 No Progress Accomplished Continue/Modify Discontinue

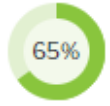
Goal 4: By May 31, 2024, the student attendance rate will increase to 96 percent.

Performance Objective 3: Fully utilize the campus social workers to do well-child checks, home visits, and one-on-one sessions for students with chronic absenteeism (90% attendance rate or below).

Evaluation Data Sources: Parent Contact Log, Student Meeting Log

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Create weekly attendance lists that highlight students who are at-risk of losing credit. **Strategy's Expected Result/Impact:** Identifying at-risk students will help focus the efforts and increase student attendance. **Staff Responsible for Monitoring:** Administrators, Counselors, and Social Workers			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Ensure that student's absenteeism is not due to the lack of basic needs. **Strategy's Expected Result/Impact:** Students who do not have adequate food, clothing, or shelter will attend school regularly. **Staff Responsible for Monitoring:** Social Workers			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Plan and conduct regular home visits to chronically absent student's homes. **Strategy's Expected Result/Impact:** Showing the families the importance of attending school will encourage students to get back to campus more regularly while also providing our social workers with the chance to assess if a student lacks the resources to be successful. **Staff Responsible for Monitoring:** Administrators and Social Workers	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: By May 31, 2024, the percentage of students obtaining a CCMR indicator will increase to 100 percent.

Performance Objective 1: The number of students that meet college readiness standards as tested by the TSIA 2 exam will increase by 10 percent.

Evaluation Data Sources: TSIA 2 Scores

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: The counseling department will guide and prepare students who have not yet passed the TSIA 2 on how to be successful for their next test. **Strategy's Expected Result/Impact:** Students will pass TSIA 2 at a higher rate. **Staff Responsible for Monitoring:** Administrators and Counselors	5%	85%	85%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Students will be provided multiple opportunities to take and pass the TSIA 2 exam. **Strategy's Expected Result/Impact:** Students will not only have one attempt to show they are college ready. **Staff Responsible for Monitoring:** Administrators and Counselors	15%	85%	100%

No Progress

Accomplished

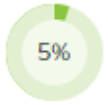
Continue/Modify

Discontinue

Goal 5: By May 31, 2024, the percentage of students obtaining a CCMR indicator will increase to 100 percent.

Performance Objective 2: The number of students earning industry based certifications within a student's designated career pathway will reach 100 percent.

Evaluation Data Sources: Industry Based Certifications Earned

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: The CTE counselor will hold regular meetings with CTE teachers in order to set individual goals for student outcomes. **Strategy's Expected Result/Impact:** Having solid goals will encourage teachers to stay focused on obtaining industry-based certifications. **Staff Responsible for Monitoring:** Administrators and CTE Counselor			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: The counseling department will regularly audit student's progress toward obtaining their industry based certifications. **Strategy's Expected Result/Impact:** This will ensure that all students obtain a certification and catch any students who may have fallen through the cracks. **Staff Responsible for Monitoring:** Counseling Department			

 No Progress Accomplished Continue/Modify Discontinue