

Allen Independent School District

Allen High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25% Student Progress

Postsecondary Readiness



Board Approval Date: August 22, 2016
Public Presentation Date: August 22, 2016

Mission Statement

Allen ISD cultivates innovation in education that empowers every learner to realize his or her full potential

Vision

Where Eagles Soar

Value Statement

The Allen ISD non-negotiables are: student learning will improve; we will improve through quality professional learning experiences; we will learn in high-performing collaborative teams; and we will provide quality internal and external customer service.

The Allen ISD graduate profile declares that all Allen High School graduates will be: academically prepared for future pursuits; effective problem-solvers; effective communicators; and responsible and engaged citizens.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Summary:

Allen High School serves 10th-12th grade students in the Allen ISD in Collin County. Although this improvement plan focuses on the 2016-2017 school year, the demographic information comes from 2015-16 available information unless otherwise noted. Allen High School student enrollment growth has begun to level in recent years. AHS enrollment increased 2% for 2016-2017 and is currently 4,853 students.

Allen High School enrollment continues to minimal enrollment shifts in our student demographic groups. Currently the campus demographics are: African American-11.8 %, Hispanic-14.3%, White-57.2%, Asian Pacific Islanders-12.8%, and American Indian-0.6%, and 3.3% students classified as Two-or-More Races.

Attendance rates have held steady over the last several years. The 2014-2015 attendance rate was 96.6%,

Allen High School student categories also include 2.6% English Language Learners (ELLs), 15.6% Gifted and Talented, and 8.7% Special Education and 59.7% of students in Career and Technical Education. Additionally, 13.7% are Economically Disadvantaged, 23.6% are identified as at-risk and there were 1.8% (2013-14) students with discipline placements.

In 2014, AHS's total four-year graduation rate was 97.2%. In 2014, there were 89.1% students graduated on the Recommended or Distinguished graduation plan.

65.7% of AHS 11th-12th grade students took and completed an advanced or dual enrollment course.

Teacher to student ratio was 19.2 in 2015

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Ethnicity	Teacher	Student	Difference
African American	3.6%	11.8%	-8.2
Hispanic	6.1%	14.3%	-8.2
White	85.6%	57.2%	28.4
American Indian	0.8%	0.6%	0.2
Asian	1.7%	12.5%	-10.8
Pacific Islander	0.4%	0.3%	0.1
Two or More	1.7%	3.3%	-1.6

Ethnicity	% Graduated	% Graduated Recommended or Distinguished Plan	% Graduated on Minimum Plan
African American	96.1%	83.7%	12.4%
American Indian	100%	100%	0%
Asian	97.9%	96.3%	1.6%
Hispanic	94.1%	75.4%	18.7%
Pacific Islander	100%	100%	0%
White	97.6%	91.4%	6.2%
Two or More	100%	82.9%	17.1%

Student Groups	% Graduated	% Graduated Recommended or Distinguished Plan	% Graduated on Minimum Plan
At Risk	94.6%	69.3%	25.3%
CTE	99%	88.7%	10.3%

Eco. Disc	94.1%	77%	17.1%
ELL	93.1%	66.7%	26.4%
SpEd	85.1%	36.1%	49%

Demographics Strengths

Demographic Strengths:

- AHS meets the needs of all students as evidenced by a 97.3% graduation rate in 2015
- Eco. Disc students perform 9% higher on English I EOC
- Eco. Disc. students performed comparable to all groups on the US History EOC
- Equitable representation of ethnicity in advanced academics

Demographics Needs

Demographic Needs:

- More rigorous graduation plans for sub-pops
- Seek to find HQ staff that reflect student demographics

Student Achievement

Student Achievement Summary

Allen High School has experienced significant student achievement success during the 2015-2016 school year. The campus produced performance and participation growth in many of the measured areas. The campus met standard in the areas of Student Achievement, Student Progress, Closing Performance Gaps, and Post Secondary Readiness. Furthermore, in accordance with the state accountability system, all schools are assigned to a unique comparison group of forty schools that possess similar characteristics. Schools that rank in the top 25% of their comparison group based on an identified subset of criterion earn Distinction Designation for the specific measured area. For the 2015-2016 school year, Allen High School earned 6 out of 7 possible Distinction Designations.

Allen High School staff continue to refine our practices around the learning process to increase performance for all students, as well as, the participation and performance of all demographic sub-groups in advanced and post-secondary offerings.

STAAR EOC Data:

- English I- 88% met standard at Level II and 24% scored at Advanced Level III
- English II- 89% met standard at Level II and 24% scored at Advanced Level III
- Algebra I- 94% met standard at Level II and 24% scored at Advanced Level III
- Biology- 97% met standard at Level II and 48% scored at Advanced Level III
- US History- 98% met standard at Level II and 56% scored at Advanced Level III

Four out of four Academic Achievement Distinction Designations received by AHS:

- Academic Achievement in ELA/Reading
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in Social Studies

AP/IB Exam Data:

- Participation

- Increased the number of exams taken by 143
- Performance at or above standard
 - Decreased 4% with the number of students who scored a $\geq 3+$

ACT Data:

- Participation
 - 47% of the 2016 Senior class participated in the ACT
- Performance
 - ACT Average
 - Composite- 24%
 - ELA- 24%
 - Reading- 25%
 - Math-25%
 - Science-24%

System Safeguards:

39 out of 44 Indicators met- 89%

- Performance Status- State
 - Reading- 7 out of 9 (SpEd and ELA not met)
 - Mathematics- 0 out of 3 (Hispanic and SpEd not met)
 - Science- 1 out of 1
 - Social Studies- 9 out of 9
 - Performance Status- Federal
 - Reading- African Am., Hispanic, Econ. Dis. and SpEd not met
 - Mathematics- Hispanic and SpEd not met
 - Participation and Graduation State- 100% met

Student Achievement Strengths

Allen High School students continue to perform above the national and state levels on standardized exams. Continuous improvement is evident based on historical data. Additionally, Allen High School increased the number of National Merit Finalists from 12 students in 2015 to 23 students in 2016.

STAAR EOC Exams:

Subject	2014	2015	2016
English I	62%	77%	88%
English II	89%	91%	89%
Algebra I	60%	73%	94%
Biology	83%	72%	97%
US History	97%	97%	98%

Student Achievement Needs

Allen High School continues to work to address the following areas:

- Increase the number of SpEd Student Met Standard on Reading and Math EOC's
- Close performance gaps within our sub-populations
- Increase the number of students participating and passing with ≥ 3 on AP exams
- Increase the number of students passing the English I and English II EOC

School Culture and Climate

School Culture and Climate Summary

Prior to building the current Allen High School facility, which opened in 1999, the community and the Allen Independent School District determined the families of Allen would be best served by a district with one high school. While our student enrollment has grown to represent the largest high school in the State of Texas, our focus remains to nurture and sustain the sense of community and pride that began when Allen was considered a small farming community north of Dallas. The staff of Allen High School work diligently to ensure every student receives individualized attention, high-quality instruction, and a vast array of extra-curricular opportunities.

Our campus strives to ensure all staff are engaged in high-performing collaborative teams, that are focused on extending the learning and developing the capacity of both students and staff. Furthermore, we recognize the success of our campus is contingent upon the strengths of the relationships we foster, and thus strive to provide the highest quality internal and external customer service. It is our goal that when a student graduates from Allen High School they are effective communicators and problem-solvers whom are prepared for their future and actively engage in the process of adding value to the greater community.

School Culture and Climate Strengths

Allen High School portrays strong campus culture and climate characteristics through the following attributes:

- 1) A master schedule that embeds professional learning time to allow for high-levels of collaboration.
- 2) A master schedule that maximizes learning time and offers a wide range of learning opportunities to ensure students have access to courses that align with student interest and goals.
- 3) A broad range of clubs and organizations for students to participate, and the opportunity to establish new clubs and organizations to meet the needs and interest of all student groups.
- 4) A variety of opportunities for parents to remain engaged through focused events that celebrate the success of our students or provide information to support college and career choices.

School Culture and Climate Needs

Allen High School continues to identify areas of school culture and climate that if adequately developed could yield increased success for our students and campus. The following areas have been identified as areas of focus for the campus:

- 1) Identify, develop and implement systems and processes among the administration that ensure consistent academic and behavioral expectations for all students, staff, and families.
- 2) Develop a process for monitoring student participation in extra-curricular activities to ensure equitable and active participation across all student populations.
- 3) Develop clear expectations for professional learning communities to ensure all staff are engaged in high-performing collaborative teams.
- 4) Increase student engagement and voice by developing a student advisory council that establishes a direct line of communication between student leadership and campus administration.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The focus for Allen High School during the 2016-2017 school year revolves around equipping, empowering, and encouraging students and staff. AHS attempts to align conversations and professional learning around three areas, learning, social capital, also known as character development, and reflective growth.

Within the area of learning, an emphasis has been placed on the use of purposeful questioning strategies for Focused Small Group Purposeful Talk (from Fundamental Five) and refocusing our professional learning communities with regard to their purpose. PLCs have been tasked with concentrating on five activities to answer the four critical questions which drive the work of a PLC:

1. What is it we expect our students to learn?
2. How will we know when they have learned it?
3. How will we respond when some students do not learn?
4. How will we respond when some students already know it?

Those five activities include:

1. Identifying Lesson Objectives
2. Create/Refine Lessons
3. Create/Refine Assessments (multiple)
4. Data Conversations
5. Reflective Growth Activities

Reflective Growth Activity options provided to teams include:

1. Professional Article Discussion – Learning teams identify and read an article, or collection of articles, around a predetermined area of focus and then set aside PLC time to reflect and discuss upon the learning and current practice.
2. Video Observation – Individuals video themselves for at least 30 minutes of consecutive instructional time. Upon completion, the teacher reviews the video and reflects upon the observations made during the lesson segment. Share your learning with your administrator, department chair, or team lead.
3. Book Studies – Learning teams determine an administrator approved book, or collection of books, and conduct a regularly scheduled book study that includes reflection and discussion upon the learning and current practice.
4. Interdisciplinary PLC's – Learning teams observe a learning team from another department or content area for the purpose of gaining new knowledge or perspective both instructionally or operationally.
5. Teacher Observation – Individual teachers coordinate with another teacher to observe a classroom lesson for at least 15 minutes. The two teachers set

aside time to discuss and reflect on the learning from the observation. The observing teacher schedules time to share the learning with an administrator, department chair, or team lead.

6. Twitter Chat – Individual teachers or learning teams can participate in an education related or content specific Twitter Chat. A list of many of the most common Twitter Chats can be found at <http://tweetreports.com/twitter-chat-schedule/>.
7. Canvas Discussion – Learning teams can participate in a Canvas discussion about a predetermined area of focus, article review, or book.

PLCs meet weekly to discuss instructional practices and analyze student data. Assessments are designed by the team based on the curriculum developed by the district curriculum cadres. The data from the assessments are analyzed by the individual teacher and/or the team to determine gaps in learning and intervention needs.

Curriculum, Instruction, and Assessment Strengths

- 1) AHS Teachers are encouraged to be risk-takers. They are willing to try new strategies to engage students and improve student learning. Some of the innovative methods include flipped classrooms, blended learning in Canvas, and mastery learning.
- 2) The master schedule is built with specific time for teams to plan together within PLCs.
- 3) Professional learning opportunities are scheduled through monthly instructional focus meetings by department and EC Training opportunities. The learning opportunities are developed around the campus focus, Fundamental Five, growth of PLCs, and/or teacher feedback on their needs.
- 4) Tutorials are scheduled and shared within a team to ensure availability of support for students throughout the week.

Curriculum, Instruction, and Assessment Needs

- 1) Strengthen PLCs in the use of student data for interventions and how to differentiate for those students who understand.
- 2) Help teams use pre-tests to drive instruction and provide focused tutorials or interventions for gaps identified within the data.
- 3) Implement a culture of reflective growth so teachers are constantly reflecting on their practice and how they can better support student learning.
- 4) Continue to develop teacher leaders in areas of instructional support so they are leading the conversations and offering sessions for teachers to hone their practice.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Study of best practices
- Other additional data


Goals

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 1: Students enrolled in PreAP/IB English II meeting Advanced Level III on the English II EOC will increase from 33% 2016 to 66% in 2017.

Evaluation Data Source(s) 1: Comparison analysis report of Spring 2017 EOC results and spring semester grades by student by teacher.

Summative Evaluation 1:









Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Provide historical data showing student success at the Advanced Level III standard for English II PreAP/IB course.	House Principal over ELA, Department head, and team lead	1. Conversations within team concerning student achievement				
2) PreAP/IB English II team compare data of student achievement to Benchmark and Simulation. Pull students for direct intervention.	House Principal over ELA, Department head, and team lead	1. Increased percentage of students meeting the Advanced Level III on the English II EOC.				
						

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 2: Students enrolled in the International Baccalaureate (IB) Diploma Program will increase by 25% from 52 juniors in 2016 to 65 juniors in 2017.

Evaluation Data Source(s) 2: Number of juniors enrolling in the IB diploma program for 2017-2018 school year.

Summative Evaluation 2:







Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Form partnerships with other districts and organizations to learn strategies to increase participation, student preparation, and performance in AP/IB courses.	Lead Teachers, Advanced Academics Coordinator, APC&I	1. Implementation of strategies in classes is observed, 2. Student success on classroom assessments and IB assessments increases from 2016 to 2017				
2) Adjust the middle school advanced academics meetings to include information to students about their options and scheduling decisions needed for their continuation into the IB program.	APC&I, Advanced Academics coordinator, AHS, LFC, and district	1. Conversations with students and parents.				
3) Provide parent/student meetings for students entering LFC and AHS who are interested in the IB program to help them navigate the course selection process.	APC&I, Advanced Academics coordinator, AHS, LFC, and district	1. Attendance of the meetings 2. Number of students enrolled in IB diploma program.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 3: Students qualifying as National Merit Semi-finalist will increase by 10% from reporting year 2016 to 2017.

Evaluation Data Source(s) 3: National Merit Semi-finalist report for 2017.

Summative Evaluation 3:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) PSAT bootcamp for identified students to increase their performance on the 2016 and 2017 PSAT exam.	PSAT Liaison (Angela Garwood), Adv. Aca Coordinator, APC&I, Testing Coordinator	1. Increased PSAT scores for 2016 exam 2. Increased number of national merit semi-finalists and commended for 2018 graduates				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 1: Allen High School will maintain Exemplary rating as achieved in 2015-2016 in the local accountability system.

Evaluation Data Source(s) 1: Local accountability rating for 2016-2017

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Continue to explore opportunities for students to participate in UIL activities, as well as wellness and physical education programs to promote engagement in their high school careers.	House Principals, Club/Organization/UIL sponsors, Counselors	1. Number of members within the clubs and organizations 2. UIL success 3. Number of opportunities at the campus for student involvement				
2) Increase the number of opportunities for parents and community members to partner with AHS to increase student achievement and communication within the school.	Administration, House Office Staff, CIT, CAT committees	1. Feedback from parents and students 2. Number of opportunities for partnerships and participation on the AHS campus				
						

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 1: Algebra I EOC retesters meeting Satisfactory Level II will increase from 42% in 2016 to 65% in 2017.

Evaluation Data Source(s) 1: Fall 2016 and Spring 2017, Algebra I EOC testing results.

Summative Evaluation 1:







Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
State System Safeguard Strategy Federal System Safeguard Strategy 1) Focus PLC conversations around the analysis of data and student work. Utilize the collaboration between teachers to build teacher capacity with regard to student achievement.	House Principal over Math, Math Department Head, PLC Team Leads	1. PLC team minutes 2. Increase in student achievement on classroom assessments and assignments 3. Increase in Algebra 1 EOC scores				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Provide targeted intervention for students not scoring satisfactory performance on the Algebra 1 EOC exam.	House Principal over Math, Math Department Head	1. Attendance records 2. Increase in the number of Re-testers scoring Satisfactory Performance				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 2: English I and II retested students meeting Level II Satisfactory will increase by 10 percentage points from 2016 to 2017. English I will increase from 62% to 72% and English II from 56% to 66%.

Evaluation Data Source(s) 2: Fall 2016 and Spring 2017, English I and II EOC testing results.

Summative Evaluation 2:








Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative		Summative	
			Sept	Dec	Mar	May
<p>State System Safeguard Strategy</p> <p>1) Focus PLC conversations around data analysis and next steps with lesson design</p>	House Principal over ELA, English Department Head, English I and English II Team Lead	<p>1. PLC agendas</p> <p>2. Data analysis reports shared with teams</p> <p>3. Increase in the number of students scoring Satisfactory Performance on the English I and English II EOC Exam</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 3: Close the performance gap in math and reading by 10 percentage points from 2016 to 2017 as indicated in 2016 Index 3 Distinctions. Math from 54% to 64% and Reading from 74% to 84%.

Evaluation Data Source(s) 3: Spring 2017 EOC results.

Summative Evaluation 3:









Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
<p>State System Safeguard Strategy</p> <p>1) Focus PLC conversations around the analysis of data and student work. Utilize the collaboration between teachers to build teacher capacity with regard to student achievement.</p>	House Principal, Team Leader, Department Head	<p>1. Team Leader/Dept Head feedback on PLCs reflecting the analysis and use of student work, both formative and summative,</p> <p>2. Increase in student achievement on classroom assessments and assignments</p>				
<p>State System Safeguard Strategy</p> <p>2) Utilize Instructional Focus sessions for teachers to share their professional learning and strategies used within their classrooms to increase student understanding and achievement.</p>	House principal, Department Heads, Team Leaders	<p>1. Strategies observed in classrooms,</p> <p>2. Feedback from teachers on strategies they have tried and adjustments made,</p> <p>3. Increased student achievement on classroom assignments and assessments.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Provide opportunities for all students to use technology through project based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.

Performance Objective 1: Increase the use of technology by students to reinforce the core curriculum.

Evaluation Data Source(s) 1: Allen Learning Walk quarterly data reports.

Summative Evaluation 1:








Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Utilize Canvas to differentiate assignments to meet the needs of individual learners	Classroom Teachers, House Principal, Katie Lanier	1. Evidence in classroom observations, 2. ALW data, 3. Conversations with Team Leaders				
2) Utilize ECTraining sessions, Instructional Focus, and PLCs to share strategies for implementing technology to increase student engagement and prove student learning.	House Principal, Department Heads, Team Leaders, Associate Principal C&I	1. Evidence in classroom observations, 2. ALW data, 3. PLC minutes, 4. Increase in student achievement				
3) Continue to build a culture of innovation at AHS to utilize teaching and learning strategies such as flipped classroom, mastery learning, i-Learn, and problem based learning to promote the development of problem solving, critical thinking, and 21st century skills within students.	AHS Administration, Department Heads, Team Leaders, and Teacher Leaders	1. Student achievement, 2. Student feedback, 3. Evidence in classroom observations				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.

Performance Objective 1: Increase the participation of teachers and students with the Be the One curriculum and character development from 25% in August 2016 to 50% in December 2016 and 100% in May 2017.

Evaluation Data Source(s) 1: Teacher "Be the One" survey in December and May.

Summative Evaluation 1:







Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Show a short video during announcements once a month highlighting the BTO character trait and providing time after to have conversations within classrooms	Counselors, APC&I	1. Conversations and feedback from teachers and students				
2) Provide question stems and a PowerPoint for each character trait to teachers for help with starting conversations.	Counselors	1. Survey results and feedback.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug free, and conducive to learning that leads to graduation for all students.

Performance Objective 1: 100% staff compliance in Standard Response Protocol training.

Evaluation Data Source(s) 1: Standard Response Protocol training e-Course report in Eduphoria.

Summative Evaluation 1:







Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Staff will utilize technology to learn safety protocols	APO, House Principals	1. Eduphoria completion data 2. Items noted after drills				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug free, and conducive to learning that leads to graduation for all students.

Performance Objective 2: Decrease the number of discipline referrals related to drug offenses per semester.

Evaluation Data Source(s) 2: Monthly discipline reports.

Summative Evaluation 2:








Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Explore avenues to spiral Red Ribbon Week objectives throughout the year	APO, PALS	1. PALS agendas 2. Student survey feedback				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

Performance Objective 1: Utilize ongoing assessments to measure the effectiveness of current processes at AHS.

Evaluation Data Source(s) 1: Staff feedback and assessment outcomes.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Have the Campus Advisory Team (CAT) review processes and determine adjustments needed (if any)	APO	1. Feedback from CAT team and/or from departments				
2) Survey staff regarding current process and ask for feedback on adjustments they feel are needed.	APO, CAT team members	1. Survey results, 2. Adjustments made based on the survey feedback				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
3	1	1	Focus PLC conversations around the analysis of data and student work. Utilize the collaboration between teachers to build teacher capacity with regard to student achievement.
3	1	2	Provide targeted intervention for students not scoring satisfactory performance on the Algebra 1 EOC exam.
3	2	1	Focus PLC conversations around data analysis and next steps with lesson design
3	3	1	Focus PLC conversations around the analysis of data and student work. Utilize the collaboration between teachers to build teacher capacity with regard to student achievement.
3	3	2	Utilize Instructional Focus sessions for teachers to share their professional learning and strategies used within their classrooms to increase student understanding and achievement.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
3	1	1	Focus PLC conversations around the analysis of data and student work. Utilize the collaboration between teachers to build teacher capacity with regard to student achievement.
3	1	2	Provide targeted intervention for students not scoring satisfactory performance on the Algebra 1 EOC exam.