

- The SY2019 Fall, Midyear and EOY data will be completed utilizing your school state report card and SPPF target setting guidance tools.
- The “Final” target section will be completed prior to the September Check-In.
- New this year all schools will have a midyear target (Winter Benchmark)

**FACTORS INFLUENCING ACHIEVEMENT**

**FOUNDATIONAL - District & State Data**

- Safe and Respectful Climate
- Academic Challenge
- Adult Support for Students
- Social and Emotional Learning
- Chronic Absenteeism
- Parent-Teacher Conference Rate

**PROGRESS-State Data**

- **Value Added Grade**
- Value Add Reading All
- Value Add Math All

**ACHIEVEMENT - State Data**

- Performance Index points earned out of 120 pts
- Performance Indicator **Grade Earned**
- Graduation Rate **Grade Earned**
  - Grad Rate 4 year earned %
  - Grad Rate 5 year earned %

	<b>SY2019 Fall 2018 EOY Target (adjust after Fall NWEA)</b>	<b>SY2019 Winter Mid-Point Target (NWEA Benchmark)</b>	<b>SY2019 EOY GOAL (ODE &amp; District Data)</b>
	NA	89%	90%
	NA	90%	92%
	NA	89%	90%
	NA	35%	38%
	NA	11%	10%
	NA	88%	90%
	Choose an item.	Choose an item.	Choose an item.
	NA	N/A	4
	NA	N/A	2
	NA	N/A	60
	Choose an item.	Choose an item.	Choose an item.
	Choose an item.	Choose an item.	Choose an item.
	N/A	N/A	N/A
	N/A	N/A	N/A

**2018-19 School Year Priority Goals**

Select a minimum of one (1) and a maximum of two (2)

<b>1. Performance Index</b>	<b>2. Choose an item.</b>
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<b>Priority ONE Academic: Performance Index</b> Achieve Performance index score of 60/120		
<p><b>Strategic Statement(s)</b> Clarity on how a team is going to achieve measurable improvement using evidence-based practices.</p> <ul style="list-style-type: none"> <li>• Begin each statement with "Teachers/Staff will..." (specific group of teachers and staff).</li> <li>• Use an action verb of observable behavior which must be done.</li> <li>• Write clear, concise statement(s) that describe what you intend to accomplish.</li> <li>• Make sure each teacher/staff strategy connects back to the measurable priority</li> </ul>	<p><b>Evidence:</b> What type(s) of evidence will you collect to show progress? Types of evidence can include:</p> <ul style="list-style-type: none"> <li>• Observations of behavior (staff/student)</li> <li>• Products/Protocols created</li> <li>• Perceptions (staff/students)</li> </ul>	<p><b>Monitor: (see guidance doc for help)</b></p> <ul style="list-style-type: none"> <li>• How will your team know that you're making progress?</li> <li>• How and what evidence/data be will be collected to measure growth towards meeting the priority?</li> <li>• How will your team respond if it isn't moving?</li> <li>• How will your team respond if it is moving?</li> </ul>
<p>Over the 2018 summer and during Summer PDI Week, teachers and Admin will develop School-wide Writing Format/Expectations to align writing across the curriculum.</p> <p>Teachers will assign and assess writing tasks in all content areas aligned to Writing Format/Expectations during the school day. This will support writing skills required for success on OST End-of-Course exams.</p>	<p>Student writing samples, School-wide Writing Format/Expectations</p>	<p>Teachers will analyze NWEA reading data during Administrator Designed Professional Time after each administration of NWEA.</p> <p>In cross-content teams, teachers will spend Administrator Designed Professional Time at least once per month analyzing student writing and sharing progress. Teachers will agree on action steps based on this analysis, including for students who enter the school mid-year.</p> <p>Administrators will facilitate these sessions.</p>
<p>Afterschool professional time will be used to provide targeted interventions to students recovering credits beginning first quarter.</p> <p>Teachers will use Administrator Designed Professional Time to implement after school small-group interventions during second semester targeting deficiency in content on OST End of Course Exams.</p>	<p>Student attendance at intervention sessions.</p>	<p>NWEA interim data, classroom anecdotal information, and previous years' OST and NWEA data (when available) will be used to select student groups.</p>

<p>During the 3rd quarter PDI Week, teachers and admin will meet to coordinate intervention schedule. Professional Development sessions will include training for teachers on data analysis.</p> <p>School-based incentives will be awarded to students based on attendance and participation at intervention sessions.</p>	<p>Work completed during intervention sessions.</p>	<p>Incentives will be adjusted based on attendance at intervention sessions.</p>
<p>Teacher/student/advisor will coordinate use of Advisory periods to provide small group and/or 1-on-1 remediation to individual students.</p> <p>Contract will not be violated to implement this program.</p>	<p>Google form documenting intervention schedule.</p> <p>Advisor/Teacher "Student Swap"</p>	<p>Frequency of programming will be dependent on movement of student grades.</p> <p>Student grades documented in online gradebook will be used formatively.</p>
<p>Resources: Don't forget to identify what resources (people, materials, coaching, professional development, etc.) will be utilized to support this priority?</p> <p>Online Credit Recovery Programs</p> <p>Research-based writing initiative implementation strategies - "Taking Initiative on Writing: A Guide for Instructional Leaders" (NCTE) or similar resource</p> <p>Admin designed PD time reserved for facilitators of staff PD.</p> <p>Professional development aligning writing to all content areas provided by English teachers, coordinated through Admin.</p> <p>Supplemental Time for Advisory intervention (\$500)</p> <p>School funds designated for intervention curricula as determined during PDI intervention planning.</p>		

**Priority ONE SUBGROUP(s):** SpEd Student Population

*Meeting the Needs of at-risk/special population students (English Language Learners, Special Education, chronic absentees, AP, College Credit +, CTE, Academic Challenge, etc.) \* remember use SPPF data guide to develop targets for special populations.*

**Strategic Statement for identified subgroup:** Describe how you will modify each strategy to engage identified subgroup? Be specific using guidance above for developing a strategy(s).

**Evidence:** What type(s) of evidence will you collect to show progress? Types of evidence can include:

- Observations of behavior (staff/student)
- Products/Protocols created
- Perceptions (staff/students)

**Monitor: (see guidance doc for help)**

- How will you monitor forward progress?
- How will your team respond if it isn't work?
- What/how will evidence/data be collected towards meeting the priority?

Intervention Specialists will provide support to teachers to ensure that students with IEPs are able to meet School-wide Writing Format/Expectations in accordance with their IEPs.

Teachers will spend Administrator Designed Professional Time learning differentiation strategies related to IEP accommodations.

SpEd students will be in the same Advisory groups, and their Advisors will be intervention specialists.

Student writing samples, Modified School-wide Writing Format/Expectations

Teachers will analyze NWEA reading data for SpEd students during Administrator Designed Professional Time after each administration of NWEA.

Teachers will spend Administrator Designed Professional Time at least once per month analyzing SpEd student writing and sharing progress.

**Resources:** Don't forget to identify what resources (*people, materials, coaching, professional development, etc.*) will be utilized to support this priority?

Admin Designed Professional Time reserved for facilitators of staff PD.

Professional development aligning writing to all content areas provided by Intervention Specialists, coordinated through Admin.

**Priority ONE FAMILY AND COMMUNITY ENGAGEMENT:** Student attendance rate will exceed district goal of 93%. 90% of parents will attend parent-teacher conferences.

*Establishing effective school-to-home and home-to-school communication, strengthen families' knowledge and skills to support and extend their children's learning and connect students and families to community resource. \* remember use SPPF data guide to develop targets for CFL/SEL/engagement areas.*

<p><b>Strategic Statement(s):</b> <i>Based on the goal and strategies you outlined above, identify how you will provide families information related to their child's development and creating a supportive learning environment, establish effective communication with families, and strengthen families' knowledge and skills to support their students' learning at home.</i></p>	<p><b>Evidence:</b> <i>What type(s) of evidence will you collect to show progress? Types of evidence can include:</i></p> <ul style="list-style-type: none"> <li>• Observations of behavior (staff/student)</li> <li>• Products/Protocols created</li> <li>• Perceptions (staff/students)</li> </ul>	<p><b>Monitor: (see guidance doc for help)</b></p> <ul style="list-style-type: none"> <li>• How will you monitor forward progress?</li> <li>• How will your team respond if it isn't work?</li> <li>• What/how will evidence/data be collected towards meeting the priority?</li> </ul>
<p>Students will be assigned individual "Crew Advisors" to serve as primary liaison for communication between school and family.</p> <p>Advisors will hold "Student/Parent/Advisor" (SPA) conferences on District scheduled Parent-Teacher Conference day. SPA Conferences will consist of the following:</p> <ul style="list-style-type: none"> <li>- Advisors will schedule individual conference times for their advisees and families.</li> <li>- Conferences will aim to be between 30-45 minutes in duration.</li> <li>- During conferences, attendees will review student report cards, credit accumulation data, and Student Academic Reflections composed in Advisory Crew periods prior to conferences. Advisor will facilitate the setting of a student goal for the following marking period.</li> <li>- Teachers will have the option to join part of a conference for students whom they teach but who are not in their advisory.</li> <li>- Teachers will have flexibility to conduct SPA conferences outside of default conference times in response to scheduling conflicts.</li> <li>- Exceptions to default protocols listed will be made for families/students/staff with unique scheduling needs.</li> <li>- Administrators will be available to join conferences upon request.</li> </ul>	<p>The following data will be reviewed with parents during SPA Conferences</p> <ul style="list-style-type: none"> <li>- Student Academic Reflections written in advisory</li> <li>- MP1 and MP3 report card grades</li> <li>- NWEA performance data</li> </ul> <p>School will review parent sign-in sheets.</p>	<p>Students will set and record academic goals during SPA Conferences.</p>

<p>In teams, Staff will conduct "Home Visits" to incoming students as an onboarding procedure. Participation will be voluntary.</p>	<p>Home Visits Schedule  Home Visits Student Information Packet</p>	<p>Home Visits may be rescheduled if there are conflicts.</p>
<p>SST will implement Attendance Incentives Program</p>	<p>Student Attendance Rates</p>	<p>Incentives will be adjusted based on student attendance data.</p>
<p>With faculty input, school will develop a School Discipline Plan. Implementation of plan will be led by Dean of Engagement and Administration</p>	<p>CFL Data  Response time to documented disciplinary incidents</p>	<p>Discipline plan will be adjusted based on CFL data, response time data, and faculty input.</p>
<p>A School Culture Team consisting of Dean of Engagement, NOW Coordinator, WAVE Coordinator, Student Advisory Committee, and School Partner (PHASTAR employee) will create and implement a Student Engagement Plan with the following objectives:</p> <ul style="list-style-type: none"> <li>- Plan regular student-culture related events</li> <li>- Manage application process for student opportunities</li> <li>- Coordinate SEL support from outside agencies</li> </ul> <p>Obtain regular input, participation, and feedback from parents</p>	<p>CFL Data  Participation in student opportunities</p>	<p>Student Engagement Plan will be adjusted based on CFL data and participation statistics.</p>

**Resources:** Don't forget to identify what resources (*people, materials, coaching, professional development, etc.*) will be utilized to support this priority? Voluntary PD Funding, Supplemental Time funding for Home Visits and Priority One initiatives.

