<table>
<thead>
<tr>
<th>Standards-Based Instruction Reading Goal</th>
<th>Standards-Based Instruction Math Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency rates will grow from 62% to 70% on the MCA in April, 2021.</td>
<td>Proficiency rates will grow from 52% to 60% on the MCA in April, 2021.</td>
</tr>
</tbody>
</table>

**Structural Reform -Credit Attainment Goal**

Credit attainment rates for 9th grade students across core subject areas (math, ELA, science and social studies) will increase from 82.5% (average of Q1 and Q2 in 18-19) to 85% as measured by credit data by June 2020 (88% by June 2021).

**Structural Reform -School-Wide Grading Policy**

80% of teachers will implement a defined school-wide grading policy as measured by Schoology course information by 5/22/2020.

100% of teacher will implement the defined school-wide grading policy as measured by Schoology course information by 5/28/2021.

**Culture & Climate/Behavior Goal**

Reduce Student Referrals building-wide.

The percentage of students with 0-1 ODR referral will be at least 80% as measured by ODR data in SWIS/CAMPUS by June 2020 AND percentage of ODR from AA students will decrease from baseline (collected Sep. 2019-Jan 2020) by at least 10% to more closely align with enrollment percentages, as measured by ODR data in SWIS/CAMPUS from Feb-June 2020.

**Graduation Goal**

Four-year graduation rates for special education students will increase from 58% (three-year average 2015-17) to 70% as measured by MARSS end status by June 2021.
### Standards-Based Instruction Strategy Math

<table>
<thead>
<tr>
<th>Task, Questioning, and Evidence Framework</th>
</tr>
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<tbody>
<tr>
<td>- All math teachers attend TQE PD days during district PD days (opening week, November, March).</td>
</tr>
<tr>
<td>- All math teachers attend relevant cohort meetings during fall and spring cohort offerings.</td>
</tr>
<tr>
<td>- PLC action cycles and planning.</td>
</tr>
</tbody>
</table>

**Teacher Actions**
- 100% of math teachers will participate in district-wide PD and cohort PD related to TQE framework as measured by PDExpress clock hours by 5/22/2020.
- 70% of math teachers will implement the “Task” component of the TQE framework as measured by PLC notes by 11/25/2020.
- 70% of math teachers will implement the “Questioning” component of the TQE framework as measured by PLC notes by 02/19/2021.
- 70% of math teachers will implement the “Evidence” component of the TQE framework as measured by PLC notes by 05/28/2021.

**Leadership Actions**
- Admin team monitors implementation

### Math Mentor and Support Resources

- Students receive targeted individual or small group tutoring, make up work, etc.
- Math mentors: Successful math students (Gr. 10-12) serve as TA’s to mentor and assist struggling students in class.
- Math tutoring during Study Halls – 9th grade.

**Teacher Actions**
- 100% of ninth grade math teachers will implement a math mentoring program in core classes as measured by teacher report by 12/20/19.
- Ninth-grade math teachers identify math mentors who can provide supports and interventions to peers in core classes.
- 100% of administrators will implement a math tutoring program to provide extra support to identified ninth-grade students as measured by student participation and passing rates by 6/09/2020.

**Leadership Actions**
- Admin team and math department plans implementation of math tutoring during study hall.
- Admin team assign students who need extra support to math tutoring during a defined period of the day (of or after school support)
- Admin team will monitor Math Review during walkthroughs & PLC notes evaluation

### Monitoring

- Sign-in sheets
- PLC notes
- Walkthroughs

**Evidence of success**
- Grades for students utilizing support services will show improvements
- Increased passing rates in math

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### Standards-Based Instruction Strategy Reading

**Focused Note Taking Across Content Areas (as part of AVID school-wide approach)**
- Cornell notes
- Graphic organizers
- Marking the text, questioning

**Teacher Actions**
- 70% of teachers will implement Cornell notes across content areas as measured by walkthroughs and student work samples by 11/15/2019.
- 70% of teachers will implement graphic organizers across content areas as measured by walkthroughs and student work samples by 5/22/2020.
- 70% of teachers will implement text marking strategies across content areas as measured by walkthroughs and student work samples by 11/25/2020.

**Leadership Actions**
- Admin Team monitors teachers’ use of Focused Note Taking Strategies

**Monitoring**
- Walkthroughs
- PLC notes
- PD Plan

**Evidence of success**
- MCA Reading proficiency will increase by 8%
- All teachers trained

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### Task, Questioning, and Evidence Framework

- All math teachers attend TQE PD days during district PD days (opening week, November, March).
- All math teachers attend relevant cohort meetings during fall and spring cohort offerings.
- PLC action cycles and planning.

**Teacher Actions**
- 100% of math teachers will participate in district-wide PD and cohort PD related to TQE framework as measured by PDExpress clock hours by 5/22/2020.
- 70% of math teachers will implement the “Task” component of the TQE framework as measured by PLC notes by 11/25/2020.
- 70% of math teachers will implement the “Questioning” component of the TQE framework as measured by PLC notes by 02/19/2021.
- 70% of math teachers will implement the “Evidence” component of the TQE framework as measured by PLC notes by 05/28/2021.

**Leadership Actions**
- Admin team monitors implementation

### Structural Reform – Additional academic supports and interventions (by peers) to identified students in Math

- Students receive targeted individual or small group tutoring, make up work, etc.
- Math mentors: Successful math students (Gr. 10-12) serve as TA’s to mentor and assist struggling students in class.
- Math tutoring during Study Halls – 9th grade.

**Teacher Actions**
- 100% of ninth grade math teachers will implement a math mentoring program in core classes as measured by teacher report by 12/20/19.
- Ninth-grade math teachers identify math mentors who can provide supports and interventions to peers in core classes.
- 100% of administrators will implement a math tutoring program to provide extra support to identified ninth-grade students as measured by student participation and passing rates by 6/09/2020.

**Leadership Actions**
- Admin team and math department plans implementation of math tutoring during study hall.
- Admin team assign students who need extra support to math tutoring during a defined period of the day (of or after school support)
- Admin team will monitor Math Review during walkthroughs & PLC notes evaluation

**Monitoring**
- Sign-in sheets
- PLC notes
- Walkthroughs

**Evidence of success**
- Grades for students utilizing support services will show improvements
- Increased passing rates in math
<table>
<thead>
<tr>
<th>Structural Reform – School-wide grading policy</th>
<th>Culture &amp; Climate PBIS</th>
<th>Data Based Accountability and Evaluation – Graduation Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School-wide grading policy across all content areas</strong></td>
<td><strong>Strengthen PBIS and Restorative Practices</strong></td>
<td><strong>Effective case management for special education students using a tiered system of support</strong></td>
</tr>
</tbody>
</table>
| **Teacher Actions** | - PBIS and RP committees train student leaders to model expected behaviors and present to peers during Advisory.  
- PBIS and RP committees facilitate teaching of expectations during Advisory.  
- PBIS and RP committees provide professional development to staff regarding Tier 1 PBIS practices, community building, circle facilitation and harm healing using the restorative practice framework.  
- RP team provides more extensive training around restorative practices to a small group of staff (about 20).  
- RP Coordinator regularly reviews attendance data to identify students with chronic attendance issues and implements interventions to identified students. | - Case managers:  
- Receive PD on tiered case management model.  
- Review student data quarterly & select target students.  
- Implement & monitor research based strategies with target students.  
- Counseling Department:  
- Provide PD to staff to introduce credit check form and discussion.  
- Advisory teachers:  
- Engage in discussions with students around credit status on a quarterly basis. |
| **Leadership Actions** | **Teacher Actions** | **Teacher Actions** |
| - Admin gathers feedback from staff regarding grading policies.  
- Admin develops a grading system that specifies definitions of various grades (i.e., A, B, C,) and the breakdown of summative and formative assessment for each course.  
- Admin updates the policy to add additional Information regarding reassessment and late homework.  
- Admin gathers feedback about implementation of grading policy across departments and revise as needed. | - 100% of teachers will implement Tier 1 PBIS practices including teaching expectations, as measured by walkthrough data by 12/20/2019.  
- 70% of teachers will implement community building practices as measured by survey self-report and walkthrough data by 05/22/2020.  
- 70% of teachers will facilitate circles in their classrooms as measured by walkthrough data by 12/21/2020.  
- 100% of teachers will implement harm healing circles when necessary as measured by walkthrough data by 05/28/2021.  
- 100% of Restorative Practices Coordinator and partnering staff will implement interventions to identified students to increase attendance data by 3/27/2020. | - 80% of special education case managers will implement the SPPS model of tiered case management as measured by a tracking document by 12/20/2019.  
- 70% of Advisory teachers will facilitate credit checks during advisory as measured by a survey completed by Advisory teachers by 03/27/2020.  
- 100% of special education case managers will create and review student graduation plans annually with IEP teams as measured by graduations plan documents on EdPlan by 05/22/2020. |
| **Monitoring** | **Leadership Actions** | **Leadership Actions** |
| - Schoology  
- Meeting notes  
- Grading policy documented | - Admin team supports and implements PBIS/Restorative practices  
**Monitoring**  
- Walkthroughs  
- PLC notes  
- PD Plan | - Special education coach will provide PD & review interventions and student progress  
- Admin supports implementation |
| **Evidence of success** | **Evidence of success** | **Evidence of success** |
| - 100% implementation | - Reduced school-wide referral totals  
- Reduction of Af-Am and Spec Ed student dismissals/suspensions | - Increased graduation rates for special education students |