CENTRAL CONTINUOUS IMPROVEMENT PLAN (SCIP)

READING			
Goals	**Strategies**	**Monitoring**	**Evidence**
The percentage of 10th grade students scoring proficient or higher in **reading** will increase from 57% to 61.6% by **Spring 2016** as measured by MCA III reading test administered in April 2016	• Use Cornell Notes across the curriculum, teach students to take detailed notes and write summaries from class lectures and texts in a wide right-hand margin and develop clarifying ideas or questions regarding these notes in a narrow left-hand margin, with a summary statement at the bottom This helps students develop long-term retention and a deeper understanding of the material studied.	• Cornell notes PD session/refresher for staff, facilitated by AVID students opening week • Samples of student Cornell notes, strongest and weakest examples, turned in by every teacher twice per quarter Examination of student work samples provides direction for further teaching and staff development.	• Student work • Improved note-taking, summary writing • Use of Cornell notes across various subject areas

MATH			
Goals	**Strategies**	**Monitoring**	**Evidence**
The percentage of **11th grade students** scoring proficient or higher in **math** will increase from 47% to 50.8% by **Spring 2016** as measured by the MCA-III Math Assessment administered in April 2016.	• Math Lab - pull out of study hall with referrals Students receive targeted individual or small group tutoring or opportunities to make up work.	• Track student referrals and reasons • Track student attendance	• Improved grades/passing rates for students who attend Math Lab

CULTURE & CLIMATE BEHAVIOR

Goals	Strategies	Monitoring	Evidence
Incidents of defiance and disruptive behavior leading to students being sent out will decrease for Black students, with a goal of reducing their representation as a percentage of students referred from 83% to no more than 73%. ● The percentage of Native American students referred will decrease from 20% to no more than 15%. ● The percentage of Hispanic students referred will decrease from 10.7% to no more than 7%.	● Increase full implementation of specific PBIS core components based on the Team Implementation Checklist (TIC) - with a particular focus on professional development for the Teach, Classroom, and Definitions components as measured by the TIC	● PD agendas and sign-in ● Walkthroughs and 'walk-abouts' during advisory time when school-wide expectations are being taught ● Sampling of ODRs and monthly student referral data review by PBIS team ● PLC meeting schedule ● Referral data	● Incidents of defiance and disruptive behavior leading to students being sent out will decrease for Black, Native American and Hispanic students ● Through professional development the subscale score for 'Teach' will increase from 0% to at least 33%; 'Classroom' will increase from 0% to at least 33%; and 'Definitions' will increase from 0% to at least 33% as measured by the TIC