

Continuous Improvement Process Plan

Redmond High School

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2016 -
2017



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Lake Washington School District

2016 - 2017

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Redmond High School provides challenging academic opportunities for students at all levels through a wide range of course offerings, each designed to appeal to the interests of a large and very diverse student population. We serve the needs of students through appropriately challenging courses including Advanced Placement, College in the HS, honors, grade level, safety net, and specially designed instruction. Redmond High School students successfully meet standard on state tests and each year our graduates continue their education by attending four year colleges and universities, community colleges, trade schools, and the military.

Our teachers work in collaborative teams focusing on Common Core State Standards and other content standards and setting goals for their students in content and skills knowledge of those standards. Teacher teams' emphasis on citing evidence in text, on elaboration, on communicating understanding and on problem-solving has contributed to the success of our students on state standardized tests.

We support our students academically with help from LINKS tutors and mentors; we support them emotionally with help from our community partners, Y.E.S. and Evergreen Health; we support them financially through RHS Help and Hopelink's Pantry Packs; and we support them socially by a school culture of acceptance and respect, through numerous events and activities, clubs, and athletics.

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	District Baseline Performance	District Current Performance 2015-16	District Target Performance 2018
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	84% <i>2012</i>	88%	92%
	% of 10 th graders accumulating 12.0 credits	74% <i>2012</i>	81%	90%
	% of 11 th graders meeting or exceeding state standards in Literacy		90.7%	97%
	% of 11 th graders meeting or exceeding state standards in Math*		95.3%	87%
	% of 10 th graders meeting or exceeding state standards in Biology	79% <i>2012</i>	87.0%	90%
High School Students Graduating Future Ready	% on-time graduation rate	89% <i>class of 2013</i>	91.0%	100% <i>class of 2018</i>
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	91% <i>2014</i>	85.2%	95% <i>class of 2018</i>
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% <i>class of 2012</i>	80% <i>class of 2014</i>	88% <i>class of 2018</i>

- **Credits Earned determined by credit totals for 9th/10th grade in Skyward.**
- **Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.**
- **Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.**
- **Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us/>).**
- **On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.**
- **Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.**
- **Graduates enrolled in post-secondary institution determined by the Education Research Data Center (<http://ERDC.wa.gov>)**

Process to determine District Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	84%	88%					
	% of 10 th graders accumulating 12.0 credits	80%	81%					
	% of 11 th graders meeting or exceeding state standards in Literacy	12.0%	89.2%					
	% of 11 th graders meeting or exceeding state standards in Math*	96.7%	95.7%					
	% of 10 th graders meeting or exceeding state standards in Biology	86.7%	86.9%					
High School Students Graduating Future Ready	% graduation rate	94.4%	94.3%					
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	76.0%	85.3%					
	% of graduates enrolled in post-secondary institution within 2 years of graduation	83% <i>class of 2013</i>	82% <i>class of 2014</i>					

SOURCE OF THE DATA

- Credits Earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us/>).
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
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- Graduates enrolled in post-secondary institution determined by the Education Research Data Center (<http://ERDC.wa.gov>)

The following steps have been taken to achieve a 95% participation rate for state assessments:

- Common language on the importance of state testing is used by all schools in the district with links to the main district website. Links on the website provide access to the ReadyWA documents.
- Late start schedules have been developed to ensure students that are testing are not missing other courses.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association. The language of "refusal" is being used instead of "opt out."

CIP REFLECTION: EVALUATE OUTCOMES

2015-16 CIP Goals and 2016 Outcomes:

Data

	Goal	Achievement
Literacy:	93%	89.2%
Math:	90%	95.7%
Science:	93%	86.9%
Achievement Gap:	All students in Intervention classes will achieve a passing score on SBA	SN Algebra 2: 15/15 proficient SN Geometry: 2/23 SBA; 17/23 Alg EOC; 1/23 Geo EOC proficient SN Algebra 1: 2/51 proficient SN English 10: 18/25 proficient
On-Track Credits:	Class of 2016: 94% Class of 2017: 94% Class of 2018: 90%	Class of 2018: 81% Class of 2019: 88%
College and Career Readiness:	882 to 900 students enrolled in AP, Honors, College in HS classes All students in Class of 2019 complete HSBP requirements	Our overall enrollment in AP classes increased from 405 to 420, and the number of tests taken increased from 827 to 847. However, the number of students receiving a 3 or better decreased from 373 to 366. This drop can perhaps be explained by two factors: the increase in numbers of students taking the tests and the relative AP novice status of a couple of our teachers last year. Only 12 of the 480 students in the Class of 2019 failed to complete all HSBP requirements. Of those 12, 8 had over half completed. Of the four remaining students, one is being tutored at home, one was only enrolled from February

		<p>through early June, one is part time RHS and part time Emerson K-12, and one is HB 1758 and only attends RHS for Choir.</p>
<p>School Effectiveness:</p>	<p>Nine Characteristics Survey Data: Question 42: Teachers receive regular feedback on how they are doing: from 2.23 to 3.0</p>	<p>Our district generated Nine Characteristics Survey last spring only netted 2 respondents. Since we administered the survey on a date on which we provided time for staff to take it, we find it highly likely that there was some sort of technology glitch. Therefore, we administered our own survey with just this item on it, this fall. In the email sent to staff containing the survey link, we explained that, for purposes of this item at this time, “feedback” referred to feedback given by evaluators on instruction, not recognition. The survey netted 69 responses and the result was a 3.12 point value (49/69) in agreement with or neutral to that statement.</p>
<p>Attendance and Discipline:</p>	<p>Discipline: Decrease 27 disruptive conduct/willful disobedience referrals in 2014-15 to 23 referrals of the same type in 2015-16</p> <p>Attendance: 3% GPA increase and absenteeism decrease for suspended D/F students</p>	<p>Discipline: There were 26 referrals for disruptive conduct/willful disobedience for 11 students. Of those, four students accounted for 20 incidents.</p> <p>Attendance: There was no improvement in this area.</p>

Narrative Reflection:

Narrative Reflection	
Process:	<p>Activities to support development and implementation of CIP:</p> <ul style="list-style-type: none">• CIP staff training• SMART Goals within each department to guide CIP plan• Content level team collaboration and professional development around assessment, standards, and identification and response to student needs• Content level teams were trained by department chairs/administration to analyze state assessment data to craft CIP goals <p>Strategies to reach goals:</p> <ul style="list-style-type: none">• Appropriate placement of students in need of intervention, SDI, and other services• State assessment data was reviewed with administration and department chairs• Staff was provided training on SMART goals and assessment review• Departments developed and reported specific SMART goals to be included in the CIP <p>CIP monitoring:</p> <ul style="list-style-type: none">• Department chair reports• Feedback to admin through PLC/PGE process <p>Difficulties:</p> <ul style="list-style-type: none">• Co-morbidity of target populations in more than one qualifying category• Difficulty of having special education students reach standards in the categories for which they receive special services• Difficult to compare progress over time when using different data sets or assessments• Intransigent attendance patterns, resistant to interventions; difficulty with attendance reporting and analysis of reports available
Literacy:	<p>There are 455 students in the class of 2018; 89.2% reached proficiency against a goal of 93% on the ELA SBA. Of the 10.8% of students who didn't reach proficiency, 4.2% (19 students) are students on an IEP who have now met standard with a retroactive Basic. Considering this 4.2%</p>

	<p>of retroactive scores, we did meet our goal of 93%. Of the 11 remaining students on an IEP, 10 will test again this fall for a basic score; one will take the SBA for the first time. 2.9% of students who didn't meet standard are English Language Learners and will attempt again this fall. 8.8% of our current juniors will be taking the SBA this year for the first time. Many of these students are new to the district, state, and/or country.</p>
Math:	<p>There are 496 students in the class of 2017. 95.7% has met standard on the SBA, EOC, or other graduation alternative. Of the remaining 4.3% of students (21 students), one student has met standard with a retroactive Basic, five students are completing Collections of Evidence, and 14 are new to the district, state, and/or country. The new students will take the SBA this fall, submit scores from other states and/or use college admission test scores to meet standard.</p>
Science:	<p>Of the 455 students in the class of 2018, 86.9% has met standard on the Biology EOC. An additional 4.4% of students not meeting standard initially have now met standard with a retroactive basic score or will take it for a basic score this winter. 2.4% of students not meeting standard are English Language Learners. The biology EOC can be very difficult for a student who completed the biology class in another country or completed the biology class here prior to the necessary language acquisition. Many of these students complete the Collection of Evidence process to meet standard in science. The remaining students are either new to the district, state or country, or haven't taken the EOC based on class placement (not taken biology).</p>
Achievement Gap:	<p>All students enrolled in SN Algebra 2 achieved a passing grade on either the SBA or the EOC and met math credit requirements for graduation.</p> <p>Only three students (n = 23) in SN Geometry met standard (one on the Geometry EOC and two on the SBA) but 17 students had already met standard on the Algebra EOC.</p> <p>Of the 51 students placed in SN Algebra 1, 7 of them are no longer enrolled, 34 were 10th graders not required to take the SBA, 6 were not proficient on the SBA and 2 were proficient on the EOC at the 3rd attempt.</p> <p>Of the 25 students placed in SN English 10, 18 were proficient in Literacy on the SBA, four were not proficient and three had no scores reported. The majority of these students were in the second year of intervention placement. Many of them scored at, just below or just above the proficient level on the MSP Reading they took in 8th grade.</p>

While the connection between under-performing populations of students and the following data may not be direct, it is nevertheless important to note the following anecdotal items:

We assisted 174 students (355 gifts) to access the academics and social aspects of RHS through InvestEd. Students were able to pay class fees, attend summer school classes, attend co-curricular events with their peers, attend leadership camp, pay college application fees, etc. because of this fund. In addition, last year we served 72 students in Operation School Bell and 28 students took panty packs home each weekend to their families.

In the class of 2019, as of September 2016, 134 students were either credit deficient and/or performing below standard on state tests. They represent the following ethnicities:

- Asian – 13%
- Native American - .7%
- Black – 8%
- Hispanic – 27%
- Undeclared – 4%
- White – 47%

In the class of 2018, as of September 2016, 154 students were either credit deficient and/or performing below standard on state tests. They represent the following ethnicities:

- Asian – 14%
- Native American – 3%
- Black – 3%
- Hispanic – 15%
- Pacific Islander – 1%
- Undeclared – 9%
- White – 55%

In the class of 2017, as of September 2016, 102 students were either credit deficient and/or performing below standard on state tests. They represent the following ethnicities:

- Asian – 17%
- Black – 3%
- Hispanic – 19%
- Undeclared – 25%
- White – 37%

On-Track Credits:	<p>We began using PEAK online credit retrieval for 7th period for the Class of 2019 and during the school day for upperclassmen. Sixteen students in the Classes of 2016, 2017 and 2018 retrieved a total of 11 credits in English and Social Studied (Math and Science were not available during the day.) Three of these students were Seniors who graduated on time because of this effort.</p> <p>Totals for both during school and after school credit retrieval programs are as follows: 104 courses for 57 students; 48 courses completed for a total of 24 credits retrieved.</p> <p>We used the following parameters to place students in this credit retrieval opportunity: decent attendance; above, at or near standard on state tests; desire to avail oneself of this opportunity; parent support for this opportunity. Even so, and despite some obvious success, we still need to address the need for different kinds of credit retrieval, including more efficient and effective just-in-time remediation, so that we can serve all students better.</p>
College and Career Readiness:	<p>RHS continues to be a strong AP school. We are concerned, however, with access and opportunity for underrepresented populations. For example, although our ethnicity counts as of October 15 were 1.8% African American and 10.7% Hispanic, the numbers of students in those ethnicity categories enrolled currently in AP and Honors classes are .2% and .4% respectively.</p>
School Effectiveness:	<p>While we are happy about the slight increase in agreement with the statement, open-ended comments still highlight a need for more frequent informal observations, timely feedback and consistency among administrators.</p>
Attendance and Discipline	<p>All four of the students who were represented in 20 of the 26 referrals were SPED students without a BIP. In one of the cases, we worked tirelessly to gather data and to work with district to determine a more appropriate placement for the student. In another case, we worked with the student and his family and, as a result of a medication change prompted by the data we were taking, the student is now performing well and without incident. A third student's behavior improved when we made a schedule change for him. The fourth student continues to have periodic episodes and we are beginning to collect data on him.</p> <p>There were other disciplinary incidents (physical aggression, threats, assault) that seemed to be on the rise last year, but which, when data was closely analyzed, resided chiefly in five students. These students share some common features: four of the five are minority students, three of the five are SPED.</p>

However, of perhaps much more import is the reality that each of these students requires intensive wrap-around services for themselves and their families in order to counteract years of academic deficiency caused by ineffective or non-existent parenting, homelessness, poverty, and delinquency.

While the addition of part time mental health services has been very welcome, it is not sufficient to even begin to address the needs these students have. We have attempted to partner with different social service agencies in the community with mixed results. Several people in the building work hard with these students, and it is because of the relationships these adults have forged with these young people that two of the five are still enrolled at RHS.

There was no improvement in the attendance data. We abandoned Attendance Workshops and Wednesday school as interventions after the first quarter of last year when attendance remained unchanged. There is no evidence that block schedules or Homeroom positively affect attendance. Our BECCA specialist send 461 written notices, conferenced with 89 students, connected 53 students with supplementary services, and filed on 43 students last year. Only this last group have shown (approximately 75%) improved attendance, thus seeming to corroborate what our observation has shown to be the case: improved attendance cannot be accomplished simply by holding students accountable to a rule.

ANNUAL SCHOOL GOALS

2016-17 Annual School Goals:

SMART Goals	
Literacy:	Class of 2018: From 89.2% to 95% proficiency
Math:	Class of 2018: From 87.9% to 93% proficiency
Science:	Class of 2018: From 86.9% to 92% proficiency
Achievement Gap	<p>Class of 2018: Reduce the overrepresentation of students of Hispanic descent that are credit deficient and/or performing below standard on state tests from 15% to 11% or lower.</p> <p>Class of 2019: Reduce the overrepresentation of students of Hispanic descent that are credit deficient and/or performing below standard on state tests from 27% to 20% or lower.</p>
On-Track Credits:	All students in the Class of 2019 who are .5 to 2.0 credits deficient at the start of school year 2016-17 will have 12 credits by the start of school year 2017-18.
College and Career Readiness	97% of students, 9-12 grade, will fulfill the High School and Beyond Plan requirement.
School Effectiveness:	From 3.12 agreement or neutral to the statement, “Teachers receive regular feedback on how they are doing,” to 4.0 agreement or neutral response.
Attendance:	By June 2017 the total number of students filed on for BECCA will reduce from 53 students during the 2015-16 school year to 48 students during the 2016-17 school year.
Discipline:	By June 2017 disruptive conduct/willful disobedience referrals will be reduced from 26 in the 2015-16 school year to 20 for the 2016-17 school year.

Annual School Goals: Academic

Process:

We analyzed SBA and EOC data, synthesized PGE team goals and data and reviewed our 2015-16 performance.

Reason:

State testing data is the one area on which we can rely as a standard measurement. All students are now required to meet standard on the SBA math and ELA. Students continue to meet science standard goals on the Biology EOC.

Challenge and Rigor:

PGE teams' student growth goals are aligned to Common Core State Standards and other content standards. The evaluation process ensures that teachers focus on higher level questioning, critical thinking and discussion-based instruction. All students have access to multiple honors and AP courses.

Academic Intervention:

Analysis of students' present levels of performance, test scores and historical academic data are used to place students in safety net support classes. Students are placed in ELL and Special Education programs based on qualifying evaluations. Guidance Team meetings are held to identify and make plans to support students in need. Students are provided 145 minutes of intervention time weekly during Homeroom and teachers actively schedule students for Homeroom intervention appointments.

Monitoring:

Analysis of academic and intervention data in multiple forms and monitoring, assisting and evaluating effective teaching and assessment practices.

Annual School Goals: Achievement Gap**Reason:**

The Lake Washington School District has committed to providing more opportunities for equity amongst its students. In the classes 2018 and 2019 students of Hispanic descent made up 15% and 27% of the students that were credit deficient and/or performing below state standard, respectively. However, the this subgroup only makes up 10.7% of the overall school population..

Academic Intervention:

Students in these classes will have access to several interventions: self selected and teacher directed intervention time during Homeroom (145 minutes weekly); opportunities to make up tests and quizzes during Homeroom; LINKS tutors; and the opportunity to stay after school on Wednesdays for supervised study hall. Additionally, administrators, teachers, and counselors have begun to communicate more closely to better monitor the academic progress of each student. Students that continue to struggle academically will receive more individualized attention from school staff to help them be more successful. This may include a referral to Guidance Team to discuss classroom interventions to try, accommodations via 504, or assessment for disability. In order to better connect and engage with this sub group, the school will employ community engagement programs (such as Natural Leaders).

Monitoring: D and F grade threshold reports will be generated throughout each quarter, by grade level. Grade level administrators will identify students who may require more individualized attention if the student remains on the list for over a semester.

Annual School Goals: On-Track Credits**Reason:**

Students in the Classes of 2019 and 2020 must accrue 24 credits in order to graduate. Our credit retrieval efforts to date have been largely concentrated on the Class of 2019, although at RHS we have been able to also assist upperclassmen in credit retrieval using the same methodology.

Monitoring:

Some credit-deficient students in the Class of 2019 have been placed in 7th period credit retrieval, in 7th period Art or PE classes, in online classes, and/or with a credit retrieval

teacher during the school day. Two difficult problems remain: The first problem is that some students were not deemed appropriate candidates for the particular method of credit retrieval we are employing at this time. The second problem is that many students who are credit deficit continue to fail classes. We need additional methods of credit retrieval as well as strategies to prevent failing grades. We plan to begin by interviewing students and by doing research into successful programs in other places. We want to enlist community volunteers as “case managers”/mentors and as tutors. We want to use our IA time on Wednesday afternoons to support a homework/study session and we hope to secure district transportation home from that session. We will analyze Flexisched reports to determine whether Homeroom is being used by these students as the intervention it is intended to be. We will continue to track and monitor student progress toward credit accrual.

Annual School Goals: College and Career Readiness

Reason:

While RHS continues to be a school with a large AP population, we are aware that not all students follow this track. Through the use of teachers, counselors, and career center personnel, we will present the HSBP to all students during homeroom time. This will allow students who may not follow the traditional path to a career through a 4-year university to explore opportunities, including 2-year colleges, military opportunities and trade schools. By the end of this year, all students will have explored post-secondary paths and see how those align to their current education.

Monitoring:

In order to complete this, students will complete a Skills Inventory and Career Matchmaker. These two activities will generate information on career options that most align with the student’s skill set and interests. This data will be used to generate the top career matches for our students. We will then use the data to invite career speakers and panels to present to students. In addition, students will complete college interest activities. This allows students to individualize their research to colleges of interest, that also match with their career aspirations. This data will allow our Career Center to invite college admissions personnel and send out invitations to students who have an interest in specific colleges. Additionally, the data can be used to set up college visits. The college visits can target populations of students that have traditionally not thought of college as a possibility due to access or opportunity. Minority populations, such as Hispanic at 10.7% and Black/African American at 1.8% and with 13% of our population identified as SPED and 11% on Free/Reduced lunch, we know that we can continue to improve the access and opportunity for these students.

Annual School Goals: School Effectiveness

Reason:

This particular statement (“Teachers receive regular feedback on how they are doing,”) tends to have the most negative response of any of the other questions on the Nine Characteristic Survey.

Monitoring:

The administrative team makes a commitment to do more frequent informal observations, to provide timely feedback (and to name it as such) to teachers after each informal observation.

Annual School Goals: Attendance

Reason:

Attendance was chosen as a school goal due to the high number of excused and unexcused absences that we have.

Monitoring:

We are using several interventions and strategies to decrease the number of unexcused absences that we see this year.

- Teacher contact with students when they return to class
- Weekly unexcused attendance reports to identify students in a timely manner that have missed a single period or had multiple class or whole unexcused absences
- Administrator conferencing with students who are identified from weekly unexcused attendance reports and contact home
- Additional support roles created to assist student transition back to class after a long absence (excused or unexcused) and create a plan with the student and their teachers on completing missed work
- Attendance letters for two, five, and seven days of unexcused absences totaled in a thirty day period
- BECCA coordinator counseling with students who are reaching the BECCA threshold

Annual School Goals: Discipline

Reason: Discipline is a goal for us as we look for ways to continue to improve on our school culture. We are focusing on students who have multiple referrals and working with them to decrease the number of repeat offenses they have over the year.

Monitoring:

We are using several strategies which include:

- Classroom level interventions by teachers with student
- Behavior monitoring
- Data collection around a students behavior to inform if further formal behavior interventions are necessary
- If a student is on an IEP, does data show that a BIP would help the student be more successful in class
- If a student is not on an IEP, does data show that a classroom based behavior plan/goal sheet would help the student be more successful in class
- SIT meeting for students who have repeat referrals

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	PGE team goals are aligned with CCSS. Focus of evaluations is on critical thinking.
<i>Professional Learning needed</i>	Continued professional learning about lesson plan development.
<i>Resources needed</i>	District-provided professional development
<i>Responsible individual or team</i>	Administration team

Goal Area	Math
<i>Strategy to support goals</i>	PGE team goals are aligned with CCSS. Focus of evaluations is on critical thinking.
<i>Professional Learning needed</i>	Continued professional learning about lesson plan development.
<i>Resources needed</i>	District-provided professional development
<i>Responsible individual or team</i>	Administration team

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Increased number of informal observations. Immediate written feedback, labeled as such, after each informal observation.
<i>Professional Learning needed</i>	None
<i>Resources needed</i>	None
<i>Responsible individual or team</i>	Administration team

Goal Area	Attendance
<i>Strategy to support goals</i>	Generation of usable reports from Skyward. Meetings with students who have received attendance letters and/or who are appearing regularly on Skyward reports. Re-entry conferences and plans for students who have had prolonged absences. BECCA specialist conferencing with students who have reached BECCA threshold
<i>Professional Learning needed</i>	None
<i>Resources needed</i>	Assistance with Skyward reporting system; clerical support for report generation
<i>Responsible individual or team</i>	Administration team; administrative interns; BECCA specialist, Career Center IA (for re-entry planning)

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

We met with parent representatives and shared with them our reflection on last year's work, asking them to identify other areas in which they believe we should set goals. The only suggestion was that we focus to some extent on those students who will not be attending four year colleges immediately after graduation. That input is reflected in the section, College and Career Readiness, above, as well as imbedded in the work we do to assist students academically in every area.

Strategies to inform parents, families, and the community about the Continuous Improvement Process

We will share the final CIP document with those same parents again and we will post the complete document as well as a "forward-facing" parent-friendly one page synthesis on our website. We will also send a pdf of this synthesis home to parents via School Messenger.