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## SBE and ABSS Goals

### State Board of Education Goals - Future-ready Students for the 21st Century

Goal 1 - North Carolina public schools will produce globally competitive students.

Goal 2 - North Carolina public schools will be led by 21st Century professionals.

Goal 3 - North Carolina Public School students will be healthy and responsible.

Goal 4 - Leadership will guide innovation in North Carolina public schools.

Goal 5 - North Carolina public schools will be governed and supported by 21st Century systems.

### Alamance-Burlington School System 2014-2019 Strategic Goals

Goal 1 - Exemplary Classroom Teaching and Instructional Leadership

Goal 2 - Master Plan for Specialized Programs

Goal 3 - Written Five-Year Facilities Plan

Goal 4 - World-Class Teacher Working Conditions

Goal 5 - Compensation for Building-Level Employees

Goal 6 - Classroom and School Supports

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## Graham High Vision and Mission

### **The Alamance-Burlington School System Mission Statement**

*Providing engaging work for our students will enable the Alamance-Burlington School System to educate all students to meet high academic standards and become responsible citizens in a rapidly changing world.*

### **School Vision**

**Graham High School desires to be the entity that brings teachers, parents and community members together to provide a global twenty-first century educational experience to the students it serves.**

### **School Mission Statement**

**The mission of Graham High School is to prepare students to succeed in the twenty-first century by engaging them with rigorous instruction, providing multiple growth opportunities, and holding them to high performance expectations in the classroom and community.**

PRIORITY GOAL 1: GHS WILL HAVE A 100% GRADUATION RATE BY 2019.

PRIORITY GOAL 2: GHS WILL INCREASE THE PERCENTAGE OF PROFICIENT STUDENTS IN EOC AREAS BY 20% EACH YEAR.

PRIORITY GOAL 3: GHS WILL INCREASE THE PERCENTAGE OF PROFICIENT STUDENTS ON THE ACT COMPOSITE BY 20%.   REQUIREMENTS

# Data Analysis

In addition to the summary data presented here, use the detailed data linked below (or from other sources) as the basis for understanding the school and identifying priority areas for improvement.

Summary Data: Graham High : 3-Year Trends

% of Students on Track for College & Career Readiness										
Test\Subgroup	All	Boys	Girls	Af-Am	Hispanic	White	EDS	SWD	LEP	AIG
English II 2013	35.4	34.5	36.5	23.3	33.3	53.7	29.5	13.9	5.0	95.0
English II 2014	31.7	23.0	40.2	25.6	26.8	43.3	27.1	6.7	5.0	76.2
English II 2015	24.5	21.8	27.0	12.9	24.5	38.9	18.2	12.1	5.0	81.0
Math I 2013	16.9	12.9	21.2	12.6	12.0	27.4	14.6	5.0	5.0	68.0
Math I 2014	23.3	18.9	28.3	6.7	26.9	32.8	17.7	5.0	5.0	95.0
Math I 2015	26.3	32.8	18.6	13.1	28.0	44.7	23.3	14.7	5.0	66.7
Biology 2013	29.2	30.5	27.7	20.8	27.0	41.2	24.6	8.3	5.0	83.3
Biology 2014	22.0	19.8	24.2	14.6	16.0	38.0	20.1	5.6	5.0	65.0
Biology 2015	15.2	15.5	15.0	5.4	17.2	22.4	11.9	10.2	5.0	66.7
Graduation Rate										
Cohort\Subgroup	All	Boys	Girls	Af-Am	Hispanic	White	EDS	SWD	LEP	AIG
4-Year 2013	75.9	72.1	79.2	81.3	69.2	75.5	75.9	63.6	42.9	95.0
4-Year 2014	76.3	75.3	77.3	84.4	72.5	71.1	76.9	72.2	30.4	95.0
4-Year 2015	79.8	77.6	82.8	83.6	75.9	82.3	84.8	61.9	27.3	95.0
ACT										
Subtest\Subgroup	All	Boys	Girls	Af-Am	Hispanic	White	EDS	SWD	LEP	AIG
Composite 2013	42.9	38.9	46.7	24.5	45.2	63.6	41.0	7.1	10.0	90.5
Composite 2014	30.8	34.4	26.6	15.7	30.0	44.2	23.6	10.3	5.0	70.6
Composite 2015	27.3	23.6	30.3	20.0	20.7	46.9	23.8	5.0	5.0	63.2
English	16.8	13.9	19.1	11.7	8.6	37.5	11.9	5.0	5.0	63.2
Math	6.2	5.0	7.9	5.0	5.0	9.4	5.0	5.0	5.0	21.1
Reading	7.5	6.9	7.9	5.0	5.2	18.8	6.3	5.0	5.0	36.8
Science	5.6	5.0	6.7	5.0	5.0	15.6	5.0	5.0	5.0	26.3
Writing	13.7	8.3	18.0	10.0	12.1	21.9	11.9	8.7	10.0	42.1
CTE WorkKeys										
Level\Subgroup	All	Boys	Girls	Af-Am	Hispanic	White	EDS	SWD	LEP	AIG
Silver or Up 2013	52.6	60.0	44.4	72.7	37.5	54.5	46.4	*	*	95.0
Silver or Up 2014	61.5	60.0	63.2	38.5	72.2	75.0	54.2	*	*	95.0
Silver or Up 2015	72.5	68.6	81.3	62.5	82.4	72.2	74.3	*	*	77.8
Math Course Rigor										
Subgroup	All	Boys	Girls	Af-Am	Hispanic	White	EDS	SWD	LEP	AIG
Math 3 or Better	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	*	95.0
ATTENDANCE										
	All	9	10	11	12	White	EDS	SWD	LEP	AIG
2011 -12	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	*	95.0
2012-13	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	*	95.0
2013-14	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	*	95.0
2014-15	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	*	95.0
3-Year Trends										

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data). Math overall and subpops except for girls, has increased; CTE Keys scores, and our graduation rate have increased in the 3 years. Girls, African Americans, and whites have increased scores on the ACT. English and Biology scores across the board are lacking.

WHAT DOES YOUR ANALYSIS TELL YOU ABOUT YOUR SCHOOL'S STRENGTHS?

Strengths:

- Gains in cohort graduation rate
- Math 1 increase from previous year
- Math course rigor is high
- Dramatic improvement in graduation rate across all subgroups
- All subgroups improved in CTE Work Keys in 2015

#### WHAT DOES YOUR ANALYSIS TELL YOU ABOUT YOUR SCHOOL'S OPPORTUNITIES FOR IMPROVEMENT?

Proficiency scores in English 2 and biology are trending in the wrong direction. We did not meet growth in either subject in 2015. The number of college and career ready students much lower than desired; these numbers do not positively correlate with our mission and vision for GHS. Student proficiency predictions reveal the need for specific individual interventions to promote academic success in EOC courses. We have made strong strides in graduation rate, college access, and course offering equity; we need to maintain these strides and promote proficiency and growth on EOC and ACT assessments,

#### WHAT PERFORMANCE GAPS NEED TO BE SPECIFICALLY ADDRESSED IN YOUR SCHOOL'S IMPROVEMENT PLAN?

- Closing the achievement gap for African Americans and Hispanics
- Gender gaps exist in English and math
- 

#### WHAT IS DATA IS MISSING, AND HOW WILL YOU GO ABOUT COLLECTING THIS INFORMATION FOR FUTURE USE?

Missing school data that will inform our work include the following:

Dropout data

FAFSA completion data
-----------------------

Scholarship \$ earnings
-------------------------

College Application Completion
--------------------------------

Discipline/Suspension Totals
------------------------------

#### BASED UPON THE ANALYSIS CONDUCTED, WHAT ARE YOUR SCHOOL'S 3 TOP PRIORITIES ALIGNED WITH THE ABSS STRATEGIC PLAN?

- Our goals are closely related to ABSS goal 1, Exemplary Classroom Teaching and Instructional Leadership and Goal 5, Classroom and Student Support. Increase the cohort graduation rate to 100%, Increase proficiency on EOC and ACT composite scores by 20% will move us along the continuum for exemplary teaching and learning.

#### CITE THE SPECIFIC EVIDENCE FROM YOUR ANALYSIS THAT SUPPORT THESE PRIORITIES.

- Summary data with emphasis on 3 year trend
- College & Career Readiness track data: Biology, English results, ACT component
- CTE Work Keys data concern with AIG results
- Scores in core classes

#### Additional Data Sources:

[North Carolina School Report Cards Website](#)

[North Carolina Teacher Working Conditions Survey Results](#)

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## Cover Sheet

Alamance-Burlington School System/010

School Name (insert name)/School Number (insert number)

School Address:

Plan Year(s): 2015-2016

Date prepared:

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Local Board Approval Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Signature	Date
Principal	Charlotte Holmes		
Assistant Principal	Thomas Kazimir		
Teacher	Becky Johannesen		
Teacher	Windy Lampson		
Teacher	Walter Mastin		
Teacher	Kyle Dortch		
Teacher			
Instructional Support	Beth Davis, Academic Coach		
Support Personnel	Tracey Patterson, Media Specialist		
Parent			





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## Priority Goal 1: GHS will have a 100% graduation rate by 2019.

### PLAN/DO

#### AREA FOR IMPROVEMENT AND SUPPORTING DATA

Four year graduation rate was almost 80%; still below the district and state average.

#### PRIORITY GOAL 1:

Increase the graduation cohort rate by 5% each year.

#### SUPPORTS THIS ABSS STRATEGIC GOAL:

ABSS Goal 5: Classroom and Student Supports

#### TARGET & INDICATOR(S):

Target is to identify/examine 100% of the students in each cohort. Indicators of progress will be increased accuracy of the cohort audit, increased numbers of students completing courses at Success Academy, and attainment of a minimum of 2-3 interventions by GHS staff to keep student on track or get the student back on track.

#### MILESTONE DATE:

Ongoing/ quarterly review of the audit

#### Goal 1 Strategies: Identify Research-Based Strategies Wherever Possible

Strategy 1:	Identify students who are at risk of failure in 9th grade.
Action Step 1	Review EVAAS data for incoming 9th graders; place students in appropriate class levels based on data.
Action Step 2	Examine class progress within the first 10 days of each semester and rectify improper placements.
Action Step 3	Review incoming/transient student cumulative folders to insure appropriate placement.
Action Step 4	Complete home visits for students who miss more than 5 days in any 3 week period.
Action Step 5	Hold parent conferences for any students who are failing core course work.

Strategy 2:	Use student transcripts to advocate for attainment of cohort graduation.
Action Step 1	Complete reviews of class transcripts to check core courses.
Action Step 2	Meet with students 2 times/year to discuss requirements and maintain on track status.
Action Step 3	Complete invitations to Success Academy based on transcript evaluations.
Action Step 4	Send transcripts and graduation status letters home at the conclusion of each semester.

Strategy 3:	Promote Evening Success Academy as a resource.
Action Step 1	Invite students to participate in ESA based on class failures, incompletion of summer school, or attendance problems
Action Step 2	Share option for ESA with parents during parent teacher conferences and Face to Face.

### CHECK

#### WHAT DATA WILL BE USED TO DETERMINE WHETHER STRATEGIES WERE DEPLOYED WITH FIDELITY?

Respond here.

#### HOW WILL YOU DETERMINE WHETHER THE STRATEGIES LED TO PROGRESS TOWARD THE GOAL?

Include formative, benchmark, summative and/or other data here as appropriate.

WHAT DOES YOUR DATA SHOW REGARDING THE RESULTS OF STRATEGIES IMPLEMENTED?

**Mid-Year Checkpoint, updated (insert date here):**

Enter here.

**End-of-Year Checkpoint, updated (insert date here):**

Enter here.

## ACT

BASED UPON RESULTS, SHOULD STRATEGIES BE MODIFIED OR CHANGED? IF SO, HOW? IF NOT, WHY?

**Mid-Year Adjustments, updated (insert date here):**

Enter here.

**End-of-Year Adjustments to be reflected in 2016-2017 Goal and Associated Strategies, updated (insert date here):**

Enter here.



ENGLISHIITEAMPLANOF SUPPORTGHS.DOCX (21K)

KRISTEN GRAVELY, OCT 2, 2015, 11:26 AM

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Priority Goal 2: GHS will increase the percentage of proficient students in EOC areas by 20% each year.

## PLAN/DO

### AREA FOR IMPROVEMENT AND SUPPORTING DATA

EOC proficiency in biology and English 2 have dropped over the last 2 years; Math 1 has increased in 2015, but not to an acceptable level.

### PRIORITY GOAL 2:

Improve EOC Math Scores in biology, English 2, and Math 1 by 20%

### SUPPORTS THIS ABSS STRATEGIC GOAL:

ABSS Strategic Goal 1: Exemplary Classroom Teaching and Leadership

### TARGET & INDICATOR(S):

Attach trajectory here.

### JUNE 2016

Every 6 weeks to check progress

### Goal 2 Strategies: Identify Research-Based Strategies Wherever Possible

<b>Strategy 1:</b>	<b>Use data to inform class placement and instruction.</b>
Action Step 1	Use EVAAS data to enroll students in appropriate course levels in Math 1, English 2, and biology.
Action Step 2	Attend professional development aimed at the use of data to inform instruction.

<b>Strategy 2:</b>	<b>Employ the data team process to use data to drive differentiated instruction.</b>
Action Step 1	Create a master schedule that provides common planning for content area teachers.
Action Step 2	Schedule data team meetings biweekly with an administrator to support protocol use.
Action Step 3	Facilitate data team meetings that analyze student data regularly.
Action Step 4	Get English 2, Math 1, and biology teachers trained in the data team process.
Action Step 5	Create CFA's to use with students for each unit.
Action Step 6	Use Student data folders to track growth throughout the semester and share results with parents.

<b>Strategy 3:</b>	<b>Increase student accountability for academic progress in EOC courses.</b>
Action Step 1	Communicate the school wide expectation of 80 or better in coursework WEEKLY.
Action Step 2	Require tutoring for students who are failing every 3 weeks.
Action Step 3	Call parents each progress period for students who are not making adequate progress.
Action Step 4	Utilize Edgenuity for students who are scoring below 75 at the end of the 9 weeks to review/reteach material.
Action Step 5	Utilize Evening Success Academy for students who need to recover an EOC course.

## CHECK

### WHAT DATA WILL BE USED TO DETERMINE WHETHER STRATEGIES WERE DEPLOYED WITH FIDELITY?

Data team minutes  
Student work samples

CFA results  
Professional development attendance/use of strategies  
Edgenuity reports  
CFA results

#### HOW WILL YOU DETERMINE WHETHER THE STRATEGIES LED TO PROGRESS TOWARD THE GOAL?

Student data folders will reflect positive change  
Lesson plans with evidence of reteaching from CFA results  
EOC proficiency reports

#### WHAT DOES YOUR DATA SHOW REGARDING THE RESULTS OF STRATEGIES IMPLEMENTED?

**Mid-Year Checkpoint, updated (insert date here):**

Enter here.

**End-of-Year Checkpoint, updated (insert date here):**

Enter here.

## ACT

#### BASED UPON RESULTS, SHOULD STRATEGIES BE MODIFIED OR CHANGED? IF SO, HOW? IF NOT, WHY?

**Mid-Year Adjustments, updated (insert date here):**

Enter here.

**End-of-Year Adjustments to be reflected in 2016-2017 Goal and Associated Strategies, updated (insert date here):**

Enter here.

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Priority Goal 3: GHS will increase the percentage of proficient students on the ACT composite by 20%.

## PLAN/DO

### AREA FOR IMPROVEMENT AND SUPPORTING DATA

Creating college and career ready students is a part of our mission statement; we are below the district and state averages.

### PRIORITY GOAL 3:

Improve proficiency on the ACT composite by 20%; maintain 95% participation rate

### SUPPORTS THIS ABSS STRATEGIC GOAL:

ABSS Goal 1: Exemplary Classroom Teaching and Instructional Leadership

### TARGET & INDICATOR(S):

100% of the junior class will participate in ACT prep work in January and February.

### MILESTONE DATE:

July 2016

### Goal 3 Strategies: Identify Research-Based Strategies Wherever Possible

<b>Strategy 1:</b>	<b>Integrate ACT prep in daily classroom.</b>
Action Step 1	Teachers will employ ACT questions as warmup in first block classes.
Action Step 2	School announcements will include a ACT test strategy weekly.
Action Step 3	ACT prep books will be given to all juniors for practice.

<b>Strategy 2:</b>	<b>Provide incentive for participation and effort on ACT day.</b>
Action Step 1	Students who successfully complete the session will be entered in a drawing for a free yearbook or free parking space their senior year.
Action Step 2	Communicate the importance of ACT participation and performance through ACT prep assembly.
Action Step 3	Meet with students who are chronically absent to insure attendance on test day.

## CHECK

### WHAT DATA WILL BE USED TO DETERMINE WHETHER STRATEGIES WERE DEPLOYED WITH FIDELITY?

Daily walkthrough data during 1st block  
Student survey responses

### HOW WILL YOU DETERMINE WHETHER THE STRATEGIES LED TO PROGRESS TOWARD THE GOAL?

ACT attendance roster and composite data.

### WHAT DOES YOUR DATA SHOW REGARDING THE RESULTS OF STRATEGIES IMPLEMENTED?

**Mid-Year Checkpoint, updated (insert date here):**

Enter here.

**End-of-Year Checkpoint, updated (insert date here):**  
Enter here.

## ACT

**BASED UPON RESULTS, SHOULD STRATEGIES BE MODIFIED OR CHANGED? IF SO, HOW? IF NOT, WHY?**

**Mid-Year Adjustments, updated (insert date here):**  
Enter here.

**End-of-Year Adjustments to be reflected in 2016-2017 Goal and Associated Strategies, updated (insert date here):**  
Enter here.

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## Requirements

### Checklist of State-Required On-going Operational Activities

Please replace the "?" with "Yes" or "No."

#### All Schools

Does this school:

- ☐ Implement strategies for improving performance of all students?
- ☐ Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?
- ☐ Plan use of staff development funds?
- ☐ Plan for use of assessments to monitor student progress?
- ☐ Provide daily duty-free lunch to teachers, or as otherwise approved by the School Improvement Team?
- ☐ Provide at least five hours of planning time for teachers each week?
- ☐ Implement strategies for involving parents and the community in the educational program?
- ☐ Amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?

#### K-8 Schools Only

Does this school:

- ☐ Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?

Any required components not included as part of a school's 3-5 School Improvement Plan goals may be placed in an appendix.