

# **Staley High School**

Staley High School

North Kansas City School Dist #74

Mr. Clark Ward Mershon, Principal  
2800 NE Shoal Creek Parkway  
Kansas City, MO 64156

# TABLE OF CONTENTS

Overview .....	1
Goals Summary .....	2
Goal 1: All students at Staley High School will demonstrate achievement/improvement in academic performance over time.....	3
Goal 2: Staley High School will demonstrate required improvement in student performance for its subgroups. ....	18
Goal 3: Staley High School will increase access for all students in rigorous courses and ensure adequate post-secondary preparation for all students.....	23
Goal 4: Staley High School will ensure all students regularly attend school.....	32
Goal 5: Staley High School will ensure all students successfully complete high school. ....	37
Activity Summary by Funding Source .....	39

## Overview

### Plan Name

Staley High School

### Plan Description

2016-2017 School Improvement Plan

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Staley High School will demonstrate achievement/improvement in academic performance over time.	Objectives: 12 Strategies: 15 Activities: 15	Organizational	\$0
2	Staley High School will demonstrate required improvement in student performance for its subgroups.	Objectives: 9 Strategies: 9 Activities: 9	Organizational	\$0
3	Staley High School will increase access for all students in rigorous courses and ensure adequate post-secondary preparation for all students.	Objectives: 16 Strategies: 16 Activities: 16	Organizational	\$0
4	Staley High School will ensure all students regularly attend school.	Objectives: 8 Strategies: 8 Activities: 8	Organizational	\$0
5	Staley High School will ensure all students successfully complete high school.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## **Goal 1: All students at Staley High School will demonstrate achievement/improvement in academic performance over time.**

### **Measurable Objective 1:**

increase student growth By May 2017, 91.35% of Algebra I students will demonstrate Advanced or Proficiency and less than 1% in below basic as indicated by earning a 446.57 on the MAP Performance Index (MPI) on the EOC Exam. by 05/23/2017 as measured by \*\*.

### **Strategy 1:**

Algebra I Tracking Student Progress - A lot of thought goes into what we will teach and how we will teach it. We use our techniques we've learned through Math Solutions and Math Workshop Model. Our big questions we want our students to be able to answer and unique questioning style gains a very deep level of thinking.

We create CFA's that have leveled questions and our Type 1 questions are multiple choice questions which will give our students great practice with how to think through the multiple choice section of the EOC.

We will use District Benchmarks, our own personal Benchmark tests, USA Test Prep, and the state released item test to track the progress of our students. We will also gather our student's middle school math MAP scores to give us even more individual data about each of our students.

We will have individual conversations with each student showing them all of their data over previous tests they've taken and what score they will need to achieve

Proficient or Advanced.

Activity - Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Davidson, Schirmer, Weber, Wazac

**(shared) Strategy 2:**

ACT Readiness - Teach to the ACT Standards. Embed ACT type questions within daily, weekly assessments. Monitor academic progress on ACT Standards. Review results from the PSAT 8/9 version for freshmen, PreACT results from sophomores, and the practice ACT results from juniors. Provide professional development focused on standards through John Baylor Prep, Focus on Learning, etc. Maximize opportunities for collaboration within Staley and the district.

Activity - ACT Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	District Funding	All Staley Faculty.

**(shared) Strategy 3:**

PLT Data Protocol - When PLT's come together as a team have a mindset of...yes we can do this, persistence and dedication to the goal and the plan. When we do, we bump the ceiling of possibilities.

PLT's will follow a "Data Protocol" to achieve the desired results. PLT's will maximize their time each Thursday during early release working the plan through a series of steps to close the gap and figuring out what is next to help students. PLT's will use CFA's to determine current reality and then adjust as needed to close the gap. PLT's will determine how many students are needed to meet the goal of Advanced and Proficient. PLT's will determine how many students are less than 1% of Below Basic. PLT's will use CFA's to track student progress and then provide timely interventions to move students from Below Basic to Basic, Basic to Proficient, and Proficient to Advanced. PLT's will determine the % for Advanced, Proficient, Basic, and Below Basic. Following CFA's, PLT's will reflect on the standards assessed and chart students (Advanced, Proficient, Basic, and Below Basic). What worked? What didn't work? PLT's will share effective teaching strategies on what worked.

Finally, PLT's will predict on how well they forecast their students will do on the EOC in the spring.

Activity - PLT Data Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	All EOC tested Faculty.

**Measurable Objective 2:**

increase student growth By May 2017, 88% of Algebra II students will demonstrate Advanced or Proficient and less than 1% in Below Basic as indicated by earning a 446.57 on the MPI on the EOC exam. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

Algebra II Tracking Student Progress - Practice EOC problems from Missouri released items. USA Test Prep. CFA's include some multiple choice. Math Solutions appropriate activities.

Activity - Algebra II Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Davidson, Weber, Schirmer, Waac, Francis, Forum

**(shared) Strategy 2:**

ACT Readiness - Teach to the ACT Standards. Embed ACT type questions within daily, weekly assessments. Monitor academic progress on ACT Standards. Review results from the PSAT 8/9 version for freshmen, PreACT results from sophomores, and the practice ACT results from juniors. Provide professional development focused on standards through John Baylor Prep, Focus on Learning, etc. Maximize opportunities for collaboration within Staley and the district.

Activity - ACT Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	District Funding	All Staley Faculty.

**(shared) Strategy 3:**

PLT Data Protocol - When PLT's come together as a team have a mindset of...yes we can do this, persistence and dedication to the goal and the plan. When we do, we bump the ceiling of possibilities.

PLT's will follow a "Data Protocol" to achieve the desired results. PLT's will maximize their time each Thursday during early release working the plan through a series of steps to close the gap and figuring out what is next to help students. PLT's will use CFA's to determine current reality and then adjust as needed to close the gap. PLT's will determine how many students are needed to meet the goal of Advanced and Proficient. PLT's will determine how many students are less than 1% of Below Basic. PLT's will use CFA's to track student progress and then provide timely interventions to move students from Below Basic to Basic, Basic to Proficient, and Proficient to Advanced. PLT's will determine the % for Advanced, Proficient, Basic, and Below Basic. Following CFA's, PLT's will reflect on the standards assessed and chart students (Advanced, Proficient, Basic, and Below Basic). What worked? What didn't work? PLT's will share effective teaching strategies on what worked. Finally, PLT's will predict on how well they forecast their students will do on the EOC in the spring.

Activity - PLT Data Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	All EOC tested Faculty.

**Measurable Objective 3:**

increase student growth By May 2017, 90.83% of ELA I students will demonstrate Advance or Proficient and less than 1% in Below Basic as indicated by earning a 425.15 on the MAP Performance Index (MPI) on the EOC Exam. by 05/23/2017 as measured by \*\*.

**Strategy 1:**



ELA I Tracking Student Progress - • USA Test Prep Data

- Analyze data as a PLT based on assessments.
- Track formative and summative data.

Activity - ELA I Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Carney, McCall, Brent, Klinginsmith

**(shared) Strategy 2:**

ACT Readiness - Teach to the ACT Standards. Embed ACT type questions within daily, weekly assessments. Monitor academic progress on ACT Standards. Review results from the PSAT 8/9 version for freshmen, PreACT results from sophomores, and the practice ACT results from juniors. Provide professional development focused on standards through John Baylor Prep, Focus on Learning, etc. Maximize opportunities for collaboration within Staley and the district.

Activity - ACT Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	District Funding	All Staley Faculty.

**(shared) Strategy 3:**

PLT Data Protocol - When PLT's come together as a team have a mindset of...yes we can do this, persistence and dedication to the goal and the plan. When we do, we bump the ceiling of possibilities.

PLT's will follow a "Data Protocol" to achieve the desired results. PLT's will maximize their time each Thursday during early release working the plan through a series of steps to close the gap and figuring out what is next to help students. PLT's will use CFA's to determine current reality and then adjust as needed to close the gap. PLT's will determine how many students are needed to meet the goal of Advanced and Proficient. PLT's will determine how many students are less than 1% of Below Basic. PLT's will use CFA's to track student progress and then provide timely interventions to move students from Below Basic to Basic, Basic to Proficient, and

Proficient to Advanced. PLT's will determine the % for Advanced, Proficient, Basic, and Below Basic. Following CFA's, PLT's will reflect on the standards assessed and chart students (Advanced, Proficient, Basic, and Below Basic). What worked? What didn't work? PLT's will share effective teaching strategies on what worked. Finally, PLT's will predict on how well they forecast their students will do on the EOC in the spring.

Activity - PLT Data Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	All EOC tested Faculty.

**Measurable Objective 4:**

increase student growth By May 2017, 90.83% of ELA II and Honors ELA II students will demonstrate Advance or Proficient and less than 1% in Below Basic as indicated by earning a 425.15 on the MAP Performance Index (MPI) on the EOC Exam. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

ELA II Tracking Student Progress - • We will continue to evaluate feedback and data from students.

- Actively analyze data from Data Director and USA Test Prep.
- Create and/or administer common formative assessments available in Data Director and USA Test Prep.

Activity - ELA II Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Carney, Eickhoff, Scheib, Tapp, Minnick

**(shared) Strategy 2:**

ACT Readiness - Teach to the ACT Standards. Embed ACT type questions within daily, weekly assessments. Monitor academic progress on ACT Standards. Review results from the PSAT 8/9 version for freshmen, PreACT results from sophomores, and the practice ACT results from juniors. Provide professional development

focused on standards through John Baylor Prep, Focus on Learning, etc. Maximize opportunities for collaboration within Staley and the district.

Activity - ACT Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	District Funding	All Staley Faculty.

**(shared) Strategy 3:**

PLT Data Protocol - When PLT's come together as a team have a mindset of...yes we can do this, persistence and dedication to the goal and the plan. When we do, we bump the ceiling of possibilities.

PLT's will follow a "Data Protocol" to achieve the desired results. PLT's will maximize their time each Thursday during early release working the plan through a series of steps to close the gap and figuring out what is next to help students. PLT's will use CFA's to determine current reality and then adjust as needed to close the gap. PLT's will determine how many students are needed to meet the goal of Advanced and Proficient. PLT's will determine how many students are less than 1% of Below Basic. PLT's will use CFA's to track student progress and then provide timely interventions to move students from Below Basic to Basic, Basic to Proficient, and Proficient to Advanced. PLT's will determine the % for Advanced, Proficient, Basic, and Below Basic. Following CFA's, PLT's will reflect on the standards assessed and chart students (Advanced, Proficient, Basic, and Below Basic). What worked? What didn't work? PLT's will share effective teaching strategies on what worked. Finally, PLT's will predict on how well they forecast their students will do on the EOC in the spring.

Activity - PLT Data Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	All EOC tested Faculty.

**Measurable Objective 5:**

increase student growth By May 2017, all Staley students enrolled in ELA III will increase Reading and Writing subject scores by a 1% overall increase on the ACT exam. by 05/23/2017 as measured by \*\*.

Status	Progress Notes	Created On	Created By
N/A	Goal is incomplete. This goal may be more for goal 3.	October 13, 2016	Mr. Clark W Mershon

**Strategy 1:**

ELA III Tracking Student Progress - • CFAs on USA Test Prep (at least 3 over the course of the year).

- Utilize ACT Practice Exam data (in conjunction with USA Test Prep CFAs)
- By end of November, create CFA based upon ACT results.
- Utilize ACT sentence stems on in-class assessments and collaborate on best practices.

Activity - ELA III Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/17/2017	\$0	No Funding Required	Sumner, Sobbe, Dutton, Klinginsmith, Eickhoff

**(shared) Strategy 2:**

ACT Readiness - Teach to the ACT Standards. Embed ACT type questions within daily, weekly assessments. Monitor academic progress on ACT Standards. Review results from the PSAT 8/9 version for freshmen, PreACT results from sophomores, and the practice ACT results from juniors. Provide professional development focused on standards through John Baylor Prep, Focus on Learning, etc. Maximize opportunities for collaboration within Staley and the district.

Activity - ACT Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	District Funding	All Staley Faculty.

**Measurable Objective 6:**

increase student growth From first semester to second semester of the 2016-2017 school year, 80% of AP and college students at Staley High School will achieve a 25% grade increase. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

AP/College Tracking Student Progress - • We will assess grades bi-monthly through student conferences.

- We will assess grades quarterly.

Activity - AP/College Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Scheib, Tapp, Davis—Brown

**Strategy 2:**

AP Readiness: Increase Student Access - College Board will complete program analysis focused on access and growth. Expand access into AP courses through encouragement/recruitment. Staley staff will review results from the PSAT 8/9 assessment of all freshmen for AP potential. Teach explicitly to the standards and approved syllabus. Assess students as the College Board will assess them at the end of the year. Monitor and share progress of students toward standards. Participate in professional development opportunities offered by the district. Collaborate within building and district. Monitor reports provided by the College Board. Staley will monitor progress by reviewing the Equity and Excellence Report.

Activity - Equity and Excellence Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

**Staley High School**

Staley High School

<p>This report provides you with a means to assess both the equity and excellence of Staley's AP program. Specifically, it shows the proportion of your school's entire senior class who scored a 3 or higher on an AP Exam at any point during high school. Additionally, you can see what percentage of your school's entire tenth, eleventh, and twelfth grade classes took and scored a 3 or higher on at least one AP Exam in May 2016. In this calculation, students who score a 3 or higher on an AP Exam are counted only once, regardless of how many AP Exams they took and were successful in. There is no way to inflate this percentage by restricting access to AP; students who earn 1s or 2s on AP Exams neither increase nor reduce the percentage. In addition, by showing the proportion of the overall population — not just the AP classroom — educators are better able to determine the extent to which their overall population is receiving access to advanced academics in high school.</p>	Academic Support Program	08/17/2016	05/23/2017	\$0	District Funding	All AP Faculty.
---	--------------------------	------------	------------	-----	------------------	-----------------

**Measurable Objective 7:**

increase student growth By May 2017, 87.47% of American Citizen students will demonstrate Advanced or Proficiency and less than 1% in below basic as indicated by earning a 433.02 on the MAP Performance Index (MPI) on the EOC Exam. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

American Citizen: Tracking Student Progress - Students will take a series of tests for reviews and be placed accordingly. Aligning EOC standards with IAG for review. 30 days prior, identify (bubble) students for "coaching". Awareness of lexile scores. Item analysis on Data Director.

Activity - American Citizen: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Brown, Deterding, Buck, Brinkmeyer

**(shared) Strategy 2:**

PLT Data Protocol - When PLT's come together as a team have a mindset of...yes we can do this, persistence and dedication to the goal and the plan. When we do, we bump the ceiling of possibilities.

PLT's will follow a "Data Protocol" to achieve the desired results. PLT's will maximize their time each Thursday during early release working the plan through a series of

steps to close the gap and figuring out what is next to help students. PLT's will use CFA's to determine current reality and then adjust as needed to close the gap. PLT's will determine how many students are needed to meet the goal of Advanced and Proficient. PLT's will determine how many students are less than 1% of Below Basic. PLT's will use CFA's to track student progress and then provide timely interventions to move students from Below Basic to Basic, Basic to Proficient, and Proficient to Advanced. PLT's will determine the % for Advanced, Proficient, Basic, and Below Basic. Following CFA's, PLT's will reflect on the standards assessed and chart students (Advanced, Proficient, Basic, and Below Basic). What worked? What didn't work? PLT's will share effective teaching strategies on what worked. Finally, PLT's will predict on how well they forecast their students will do on the EOC in the spring.

Activity - PLT Data Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	All EOC tested Faculty.

**Measurable Objective 8:**

increase student growth By May 2017, 85% of U.S. History students will demonstrate Advanced or Proficiency on district benchmarks. by 05/23/2017 as measured by \*\*.

**(shared) Strategy 1:**

ACT Readiness - Teach to the ACT Standards. Embed ACT type questions within daily, weekly assessments. Monitor academic progress on ACT Standards. Review results from the PSAT 8/9 version for freshmen, PreACT results from sophomores, and the practice ACT results from juniors. Provide professional development focused on standards through John Baylor Prep, Focus on Learning, etc. Maximize opportunities for collaboration within Staley and the district.

Activity - ACT Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	District Funding	All Staley Faculty.

**Strategy 2:**

U.S. History: Tracking Student Progress - Teachers will conduct item analysis for assessments. Teachers will reinforce material deemed necessary through assessment data. Teachers will view data from benchmarks and unit tests to look for growth. Teachers will track students and will identify strengths and weaknesses in material through formal and informal assessments.

Activity - U.S. History: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Brinkmeyer, Lorenson, Mayabb

**Measurable Objective 9:**

increase student growth By May 2017, 85% of all World History students will demonstrate Advanced or Proficiency on CFA's. by 05/23/2017 as measured by \*\*.

**(shared) Strategy 1:**

ACT Readiness - Teach to the ACT Standards. Embed ACT type questions within daily, weekly assessments. Monitor academic progress on ACT Standards. Review results from the PSAT 8/9 version for freshmen, PreACT results from sophomores, and the practice ACT results from juniors. Provide professional development focused on standards through John Baylor Prep, Focus on Learning, etc. Maximize opportunities for collaboration within Staley and the district.

Activity - ACT Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	District Funding	All Staley Faculty.

**Strategy 2:**

World History: Tracking Student Progress - Students will take CFA's throughout the semester and be tracked through Data Director. Teachers will provide feedback on test to ensure students improve. Students will be required to read primary source documents and be able to summarize what is read (orally, 5 paragraph essay, etc.). Students will be given a variety of assessments within each unit to check for understanding. Review lexile scores.



Activity - World History: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Wilt, Fowler, Bowman, Lorenson

**Measurable Objective 10:**

increase student growth By May 2017, 90.09% of Biology students will demonstrate Advanced or Proficiency and less than 1% in below basic as indicated by earning a 433.65 on the MAP Performance Index (MPI) on the EOC Exam. by 05/23/2017 as measured by \*\*.

**(shared) Strategy 1:**

ACT Readiness - Teach to the ACT Standards. Embed ACT type questions within daily, weekly assessments. Monitor academic progress on ACT Standards. Review results from the PSAT 8/9 version for freshmen, PreACT results from sophomores, and the practice ACT results from juniors. Provide professional development focused on standards through John Baylor Prep, Focus on Learning, etc. Maximize opportunities for collaboration within Staley and the district.

Activity - ACT Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	District Funding	All Staley Faculty.

**Strategy 2:**

Biology: Tracking Student Progress - The Biology PLT will implement and monitor District Benchmark Assessments, PLT CFA's, semester final exams, individual student data from USA Test Prep, practice EOC exams, and the EOC state exam. We will group and regroup students using the above data as a guide for individual student abilities.

Activity - Biology: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Nevels, Holmes, Harmon, Haley
----	--------------------------	------------	------------	-----	---------------------	-------------------------------

**(shared) Strategy 3:**

PLT Data Protocol - When PLT's come together as a team have a mindset of...yes we can do this, persistence and dedication to the goal and the plan. When we do, we bump the ceiling of possibilities.

PLT's will follow a "Data Protocol" to achieve the desired results. PLT's will maximize their time each Thursday during early release working the plan through a series of steps to close the gap and figuring out what is next to help students. PLT's will use CFA's to determine current reality and then adjust as needed to close the gap. PLT's will determine how many students are needed to meet the goal of Advanced and Proficient. PLT's will determine how many students are less than 1% of Below Basic. PLT's will use CFA's to track student progress and then provide timely interventions to move students from Below Basic to Basic, Basic to Proficient, and Proficient to Advanced. PLT's will determine the % for Advanced, Proficient, Basic, and Below Basic. Following CFA's, PLT's will reflect on the standards assessed and chart students (Advanced, Proficient, Basic, and Below Basic). What worked? What didn't work? PLT's will share effective teaching strategies on what worked. Finally, PLT's will predict on how well they forecast their students will do on the EOC in the spring.

Activity - PLT Data Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	All EOC tested Faculty.

**Measurable Objective 11:**

increase student growth By May 2017, 85% of freshmen physics students will pass the class with a C or better with at least 95% of the class passing. by 05/23/2017 as measured by \*\*.

**(shared) Strategy 1:**

ACT Readiness - Teach to the ACT Standards. Embed ACT type questions within daily, weekly assessments. Monitor academic progress on ACT Standards. Review results from the PSAT 8/9 version for freshmen, PreACT results from sophomores, and the practice ACT results from juniors. Provide professional development focused on standards through John Baylor Prep, Focus on Learning, etc. Maximize opportunities for collaboration within Staley and the district.

Activity - ACT Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	District Funding	All Staley Faculty.

**Strategy 2:**

Physics: Tracking Student Progress - Continue to track grades on all physics students progressing towards a C or better. Ensure that all physics students are accounted for and working in Falcon Time. Contact home when students are not achieving up to expectations. Monitor student grades. Maintain contact with parents. Incorporate reading/writing strategies into daily class work. Incorporate graphing/reading graphs into physics class.

Activity - Physics: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	S. Taylor, McKinnis, Hefner

**Measurable Objective 12:**

increase student growth Support Staley's literacy focus in the 2016-2017 school year through utilization of HMH Reading Inventory data to move targeted ELL students from Below Basic to Basic. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

- LMC: Tracking Student Progress -
- Collect and analyze RI data from fall 2016 assessment.
  - Book conferences with ELL students using RI data and Google conference form to track reading progress.
  - Support ELL Tournament of books through book conferencing.
  - Collect and analyze data from spring 2017 assessment.

Activity - LMC: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Brown, Christal

## **Goal 2: Staley High School will demonstrate required improvement in student performance for its subgroups.**

### **Measurable Objective 1:**

increase student growth By May 2017, 80.2% of Algebra I Super Subgroup students will demonstrate Advanced or Proficiency and less than 1% in below basic as indicated by earning a 396.9 on the MAP Performance Index (MPI) on the EOC Exam. by 05/23/2017 as measured by \*\*.

### **Strategy 1:**

Algebra I Tracking Student Progress - We will use all strategies listed in Goal 1. Use of Mastery Learning allows all students to learn all concepts through continual reteaching and retesting. We intentionally spiral content to reinforce previous content. Throughout the year we will address testing strategies and constantly have the students verbalize "How do you know you're right"? Closer to the EOC we will identify by using our testing data, students that need an extra boost to achieve Proficient on the EOC. These students will attend extra learning sessions during Falcon Time.

Activity - Algebra I Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Davidson, Schirmer, Weber, Wazac

**Measurable Objective 2:**

increase student growth By May 2017, 80.2% of Algebra II super subgroup students will demonstrate Advanced or Proficient and less than 1% in Below Basic as indicated by earning a 396.9 on the MPI on the EOC exam. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

Algebra II Tracking Student Progress - Reteaching and retakes of exams for all students. Differentiate instruction.

Activity - algebra II Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Davidson, Weber, Schirmer, Wazac, Francis, Corum

**Measurable Objective 3:**

increase student growth By May 2017, 74.8% of ELA I super subgroup students will demonstrate Advanced or Proficient and less than 1% in Below Basic as indicated by earning a 379.5 on the MPI on the EOC exam. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

ELA I Tracking Student Progress - Analyze data as a PLT based on assessments. USA Test Prep. Track formative and summative assessment data. Compare and contrast individual progress to determine individual needs and differentiate.

Activity - eIA I Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Carney, McCall, Brent, Klingensmith

**Measurable Objective 4:**

increase student growth By May 2017, 74.8% of ELA II Super Subgroup students will demonstrate Advanced or Proficiency and less than 1% in below basic as indicated by earning a 379.5 on the MAP Performance Index (MPI) on the EOC Exam. by 05/17/2017 as measured by \*\*.

**Strategy 1:**

ELA II Tracking Student Progress - • We will continue to evaluate feedback and data from students.

- Actively analyze data from Data Director and USA Test Prep.
- Create and/or administer common formative assessments available in Data Director and USA Test Prep.

Activity - ELA II Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Carney, Eickhoff, Scheib, Tapp, Minnick

**Measurable Objective 5:**

increase student growth By May 2017, 64.8% of American Citizen Super Subgroup students will demonstrate Advanced or Proficiency and less than 1% in below basic as indicated by earning a 370.4 on the MAP Performance Index (MPI) on the EOC Exam. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

American Citizen: Tracking Student Progress - Students will take a series of tests for review and be placed accordingly. Aligning EOC standards with IAG. 30 days prior to the EOC, identify students for "coaching". Awareness of lexile scores. Item analysis on Data Director.

Activity - American Citizen: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Brown, Deterding, Buck, Brinkmeyer

**Measurable Objective 6:**

increase student growth By May 2017, 81.8 % of Biology Super Subgroup students will demonstrate Advanced or Proficiency and less than 1% in below basic as indicated by earning a 407.5 on the MAP Performance Index (MPI) on the EOC Exam. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

Biology: Tracking Student Progress - The Biology PLT will track progress by implementing and monitoring the following activities: District Benchmark Assessments, PLT CFA's, Semester final exams, individual student data from USA Test Prep, Practice EOC exams, EOC state exam.

Activity - biology: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Nevels, Holmes, Harmon, Haley

**Measurable Objective 7:**

increase student growth 100% of Staley chemistry students will be able to read and discuss (with supporting details) a scholarly scientific article by May of 2017. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

Chemistry: Tracking Student Progress - Journal/Article Review/Summary. Formal Lab Reports.

Activity - Chemistry: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	B. Taylor, Haley, Spiegel

**Measurable Objective 8:**

increase student growth By May 2017, \_\_\_\_\_% of IEP students will meet AYP in EOC tested areas and MAP A. \*\*\*\*% contingent on new scoring guide available Oct. 16. by 05/23/2017 as measured by \*\*.

Status	Progress Notes	Created On	Created By
N/A	Goal is incomplete.	October 14, 2016	Mr. Clark W Mershon

**Strategy 1:**

Special Education: Tracking Student Progress - Progress report monitoring. Performance on district EOC benchmarks. Performance on EOC exams.

Activity - Special Education: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Bahn, Hansen, Hays, Ide-Laird, Marken, Reese, Rohling, Schweitzer, Wasinger



**Measurable Objective 9:**

increase student growth By May 2017, 95% of Modern Language students will demonstrate proficiency correlated to their language level on the ACTFL Scale; (Academic Council of Teaching a Foreign Language). This scale is used by colleges & businesses to assess language proficiency. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

Modern Language: Tracking Student Progress - Formative, summative, written and oral assessments given throughout the semester. Each class will increase literacy reading based strategies as emphasis to proficiency this year.

Activity - modern Language: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Baxter, Carey, Downey, Maki-Bircher, Newman, Zobrist

**Goal 3: Staley High School will increase access for all students in rigorous courses and ensure adequate post-secondary preparation for all students.**

**Measurable Objective 1:**

achieve college and career readiness Student Support: By May 2017, the number of Staley High School students pre-enrolled in Advanced Placement (AP) and College Dual Credit classes will increase by at least 5 % over the previous year's enrollment numbers. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

Student Support: Tracking Student Progress - • In October, the following assessments will be administered to help gauge AP Potential and College Dual Credit enrollment:

- o Freshman will take the PSAT 8/9
- o Sophomores will take the PreACT
- o Juniors will take a practice ACT
- o High achieving sophomores and juniors will take the PSAT
- In November 2016, off campus college programming will be presenting opportunities to the sophomores and juniors—BTC, CTECH, NCAPS, NCC
- In December 2016, counselors will provided October testing results to parents and students for future academic planning.
- In January and February 2016, counselors will meet with students for individual academic planning/Personal Plan of Study (PPOS) conferences to encourage student enrollment in appropriate college and AP coursework as related to the student's post-secondary plans.

Activity - Student Support: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	District Funding	Grossman, Lundien, McNeely, Wheeler, Toney

**Measurable Objective 2:**

achieve college and career readiness Administer TRAILS (Tools for Real-Time Assessment of Information Literacy Skills) as a pre-assessment in the fall of 2016 and post assessment in the spring of 2017 in order to guide instruction and determine growth in information literacy skills. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

LMC: Tracking Student Progress - • Evaluate pre-assessment data and share with ELA I teachers to assist in planning of research units.

- Teach collaborative research lessons with ELA I teachers to reinforce information literacy skills.
- Monitor gains in information literacy skills by administrating the post assessment in the spring.

Activity - LMC: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	District Funding	Brown, Christal

**Measurable Objective 3:**

achieve college and career readiness The AVID program will have 100% of students enrolled in AT LEAST one course of rigor (Honors, AP, or Dual Credit) during the 2016-2017 school year. Additionally, 100% of students will pass their rigorous course with a C or higher. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

AVID: Tracking Student progress - During the 2016-2017 school year, all AVID students will complete by-weekly grade checks with their AVID teacher to ensure they are staying on track in all of their academic classes.

All AVID students will be required to stay organized in their academic courses. Organization will include keeping an AVID binder and a daily agenda. Progress will be checked every two weeks by their AVID elective teacher.

The AVID students will also receive Tutorial support during their AVID elective class. To ensure they are comprehending the material in their courses of rigor, the students will bring a TRF (Tutorial Request Form) to the AVID class and receive tutorial support from college aged tutors and their peers. This will happen twice each

week.

Activity - AVID: Tracking Student progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	District Funding	White, Kooi, AVID Site Team (12 members)

**Measurable Objective 4:**

achieve college and career readiness Math Upper Level: By June 20, 2017, 100% of the 2017 graduating class will have taken at least one of the following: ACT, SAT, COMPASS, ASVAB, AP course and test, TSA, or Dual Credit courses. by 06/20/2017 as measured by \*\*.

**Strategy 1:**

Math Upper Level: Tracking Student Progress - We will continue to work with our counseling department to help identify the students that will need to take one of the test listed, an AP class or a dual credit class. This a continuing process that will be a cooperative effort with the Math Department, Counselors, and Upper Level Math Teachers. Inform students about the ACT prep class and camps as an option to help them be successful. Announcements will be given. Inform students at enrollment. Remind students about ACT test dates. Creative bulletin boards. Post ACT dates in our rooms. Add ACT questions in lessons and tests causing students to be more confident with those questions. Align our tests with the ACT concepts tested. Add ACT type question to each test.

Activity - Upper Level Math: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	06/20/2017	\$0	No Funding Required	Could, Francis, Kumer

**Measurable Objective 5:**

achieve college and career readiness Geometry: At the end of each unit include at least 2 ACT type questions to discuss in class. Also, by the end of the each unit include at least 2 ACT prep questions on the unit test. by 05/23/2017 as measured by NA.

**Strategy 1:**

Geometry: Tracking Student Progress - Utilize USA Test Prep. Use released ACT questions during warmups. Use collaboration time to discuss results of ACT type questions from the unit tests.

Activity - Geometry: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Adair, Clark, Neff, Madden

**Measurable Objective 6:**

achieve college and career readiness ELA AP/College: At least 85% of Staley students enrolled in AP Lit., AP Lang., and College English in the 2016-2017 school year will achieve a final grade of an A or B. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

ELA AP/College Tracking Student Progress - We will create assignments that will allow students to be successful. We will evaluate feedback and data from students via tests/class discussions/peer edit/practice test/revision/assignments.

Activity - ELA AP/College Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Scheib, Tapp, Davis--Brown

**Measurable Objective 7:**

achieve college and career readiness U.S. History: 90% of students will receive an A,B,or C in U.S. History. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

U.S. History: Tracking Student Progress - Teachers will include critical thinking activities to embed workshop model within every lesson. Teachers will provide and coach literacy skill development through document analysis to encourage higher reading scores on the ACT. Teachers will identify activities with the most benefit through assessment data. Teachers will embed ACT questions within assessments.

Activity - U.S. History: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Brinkmeyer, Lorensen, Mayabb

**Measurable Objective 8:**

achieve college and career readiness Social Studies AP/College: By May 2017, we will increase student enrollment in AP and College level social studies by 5% for the 2017-2018 school year. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

Social Studies AP/College: Tracking Student Progress - Gather data on current enrollment. Provide information (or speakers) for 8th grade enrollment night. Discuss potential AP and college level students in on-level courses with World and U.S. History teachers. Promote classes and content through department T-Shirt.

Activity - Social Studies AP/College: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Anderson, Mayabb, Buck, Brown, Deterring, Bowman

**Measurable Objective 9:**

achieve college and career readiness Chemistry: 100% of students construct the appropriate type of graph to represent a data set and analyze the results by May 2016. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

Chemistry: Tracking Student Progress - Adding ACT style questions to CFA's. USA Test Prep questions when appropriate.

Activity - Chemistry: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	B. Taylor, Haley, Spiegel

**Measurable Objective 10:**

achieve college and career readiness Visual Arts: 100% of students enrolled in AP Studio Art will complete by May 5, 2017 the College Board portfolios requirements by tracking their progress throughout the year with the year long calendar of due dates. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

Visual Arts: Tracking Student Progress - Participation in quarterly critiques and with their academic grade in Power School. Daily logs, grade updates, formative/summative assessments, classroom tracking chart.

Activity - Visual Arts: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Cox Juhl, Takahashi

**Measurable Objective 11:**

achieve college and career readiness Performing Arts: Staley Performing Arts Department will increase access for all students to rigorous courses and ensure adequate post-secondary preparation for all students. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

Performing Arts: Tracking Student Progress - By taking our performing groups to on campus visits throughout the year will only expose the students to the collegial atmosphere but also perform with their group to give the sense of belonging so they can actually see themselves at the next level. We will be surveying seniors from the year in the fall to find out if we have reached our 100% goal.

Activity - Performing Arts: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	District Funding	Mitchell, Resseguie, Trebus, Freise

**Measurable Objective 12:**

achieve college and career readiness 100% of the Class of 2017 will enroll and be accepted in a post secondary institution. by 05/08/2017 as measured by \*\*.

**Strategy 1:**

Next Tier - Provide as a support to each student's Individual Plan of Study.

Activity - Next Tier	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	10/03/2016	05/08/2017	\$0	District Funding	Administration, Student Support, Senior Homeroom Faculty

**Measurable Objective 13:**



achieve college and career readiness Journalism: By the end of the school year, 85% of our intro students will score 75% or higher on a common assessment. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

Journalism: Tracking Student Progress - Project on 1st Amendment. Project on Rules of Composition. Focus on areas where pretest scores are lower. Assess in between units that are represented on the CFA.

Activity - Journalism: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Burgett, Sobbe

**Measurable Objective 14:**

achieve college and career readiness FACS: 95% of all TSA tested FACS students (ProStart 1, 2, Child Development 2) will demonstrate a proficiency by passing with a 70% or higher. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

FACS: Tracking Student Progress - Literacy practice with personal reflections/evaluations after student directed activities. Review test taking strategies. Provide student directed activities that are in line with TSA competencies.

Activity - FACS: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	District Funding	Fantozzi, Mitchell, Winn

**Measurable Objective 15:**

achieve college and career readiness Business, Marketing, CS: At least 80% of students who take a TSA during the 2016-2017 school year will score proficient or advanced. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

Business, Marketing, CS: Tracking Student Progress - Based on their grades in the career pathway. Classroom quizzes, tests, and projects.

Activity - Business, Marketing, CS: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	District Funding	Rule, Martin, Johnston

**Measurable Objective 16:**

achieve college and career readiness Engineering & Technology Education: All PLTW courses will increase TSA scores 2% from previous year scores for the 2016-2017 school year. by 08/17/2016 as measured by \*\*.

**Strategy 1:**

Engineering & Technology Education: Tracking Student Progress - Data tracking throughout district high school PLTW courses using Canvas online learning system. All students practice quizzes to prep for TSA and ACT. All assignments will have a short reading about the background or reason for the activity. Students will be shown presentations on the activity and given the PowerPoint for review. We will use the PLTW Learning Management System.

Activity - Engineering & Technology Education: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	District Funding	Dalton, Clark, Tingler

**Goal 4: Staley High School will ensure all students regularly attend school.**

**Measurable Objective 1:**

demonstrate a behavior At least 90% of students will achieve 90% or higher attendance for the school year, 2016-2017. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

Attendance: Tracking Student Progress - Incentives for attendance (gift cards, other incentives). More frequent and varied notifications for students below 90% (school messenger, e-mail, personal calls, letters).

Activity - Attendance: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Dr. Chad Brinton, Angela Kinslow, Jeanine Felten, Tammy Slauson, Counselors

**Measurable Objective 2:**

demonstrate a behavior Student Support: By May 2017, 100% of Staley students will be trained in the Signs of Suicide (SOS) Prevention Program. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

Student Support: Tracking Student Progress - • In November 2016, Student Support (Counselors and SCRS) partnered with Staley Student Council and conducted a “Mental Health Awareness Week” of activities centered around student awareness of the symptoms of depression and suicidality in themselves and their friends.

- In November 2016, teachers trained in the SOC Prevention Program will present SOS Training Video to all Staley students, grades 9-12.
  - o Teachers will track student participation in training through attendance rosters and report names of students absent from training to SCRS for make-up training session.
- In November 2016, all students will complete a Risk Assessment Screening following their SOC training, and students at high risk will be referred for additional screening with a counselor/SCRS Tri-County Mental Health professional within 24 hours of their screening.
- In November 2016-May 2017, students referred for additional screening will be monitored by counselors/SCRA for academic/attendance issues via regular SAT meetings.

Activity - Student Support: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/11/2016	05/23/2017	\$0	District Funding	McNeely, Slauson, Grossman, Linden, Wheeler, Toney

**Measurable Objective 3:**

demonstrate a behavior Upper Math: By June 20, 2017, 90% of the 2017 90% of Staley students will achieve an attendance rate of at least 90% at Staley and in their math classes. by 06/20/2017 as measured by \*\*.

**Strategy 1:**

Upper Level Math: Tracking Student Progress - We will keep data with attendance in our classes and individually speak with students that are repeatedly absent. We can follow their percent of attendance through Power School. Greet students at the door on a daily basis with a warm welcome. We need to be in the hall greeting and talking with our students. Let students know we are interested in their school involvement and progress. We will have one on one conversations with students having 2 or more absences in a 2 week period. One on one conversations tell our students we care. This will make students feel welcomed at Staley and attend the class on a more regular basis. Remind students about the attendance policy and the effect it can have on their grades. Show students how a 5% drop in their grade can lower it a letter grade. Show the students how the drop in their grade will effect their cumulative GPA.

Activity - Upper Level Math: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Coult, Francis, Kumer

**Measurable Objective 4:**

demonstrate a behavior ELA III: By the end of May 2017, Staley students enrolled in ELA III will attend at a rate where 90% of students will attend 95% of the time. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

ELA III Tracking Student Progress - We will use Power School data to track the attendance of our English classes throughout the school year.

Activity - ELA III Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Sumner, Sobbe, Dutton, Klinginsmith, Eickhoff

**Measurable Objective 5:**

demonstrate a behavior HPE: Staley HPE Department will continue to monitor student attendance trends, ear marking these students at risk for falling below 90 at 90 attendance expectations. We will continue contacting parents. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

HPE: Tracking Student Progress - We will use data kept by the attendance team as well as information gleaned from individual classes.

Activity - HPE: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Fowler, Williams, Hamner, Lite, Butts, Warner, Wilson

**Measurable Objective 6:**

demonstrate a behavior Performing Arts will schedule performances so students feel the need to be here for rehearsals in order to prepare for upcoming performances. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

Performing Arts: Tracking Student Progress - We will take daily attendance and encourage students to attend school in order to prepare for upcoming performances.

Activity - Performing Arts: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/23/2016	05/23/2017	\$0	No Funding Required	Mitchell, Resseguie, Trebus, Freise

**Measurable Objective 7:**

demonstrate a behavior Modern Language: 90% of Staley students will attend class 90% of the time during the 2016-2017 school year as measured by MSIP standards. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

Modern Language: Tracking Student Progress - Power School

Activity - Modern Language: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Baxter, Carey, Downey, Maki=Birchler, Newman, Zobrist

**Measurable Objective 8:**

demonstrate a behavior Engineering and Technology Education classes will monitor and intervened with students that have been absent 4+ days from class. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

Engineering & Technology Education: Tracking Student Progress - Conversations with students that have been absent. Speak with students one on one to encourage them to be at school once they have missed 4 days of class or more.

Activity - Engineering & Technology Education: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	Dalton, Clark, Tingler

**Goal 5: Staley High School will ensure all students successfully complete high school.**

**Measurable Objective 1:**

improve graduation rate Staley High School will achieve a graduation rate of 100% as measured by the Missouri Department of Elementary and Secondary Education's Annual Performance Review standards. by 05/23/2017 as measured by \*\*.

**Strategy 1:**

Graduation Rate: Tracking Student Progress - Seniors who have been identified as struggling in class(es) required for graduation will be placed in interventions with our school ISS/interventionist teacher until a passing grade is achieved. Weekly counselor meetings with the administrative team and interventionist will occur to discuss identified senior and critical juniors and plan for their improvement. Our Student Assistance Team (SAT) meets monthly to discuss all grade level students, but primary focus on seniors is given, particularly in the social-emotional arena and the needs that are required for seniors to be successful. Counselors will monitor course selection of their senior caseload to ensure all seniors have what they need for graduation and to monitor their progress and adjust course selection as needed. Staley High School (SHS) will use Missouri Options Program (MO-Opt.) and the High School Alternative Program (HSAP) to help struggling and at-risk seniors and critical juniors for graduation. Administration, Counseling and School Resource Specialists will offer support for HSAP and MO-Opt. students to ensure any need(s) are being met for graduation. Our school's after school program that includes tutoring will be offered and in some cases required for critical seniors and some juniors to ensure work completion for graduation purposes. Adjustments to senior classes in non-essential graduation courses will be considered should seniors need a more focused learning schedule for graduation purposes.

Activity - Graduation Rate: Tracking Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NA	Academic Support Program	08/17/2016	06/30/2017	\$0	No Funding Required	Kevin Kooi, Dena Carroll, Counselors, Tammy Slauson



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
LMC: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Brown, Christal
Student Support: Tracking Student Progress	NA	Academic Support Program	08/11/2016	05/23/2017	\$0	McNeely, Slauson, Grossman, Linden, Wheeler, Toney
ACT Readiness	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	All Staley Faculty.
Equity and Excellence Report	<p>This report provides you with a means to assess both the equity and excellence of Staley's AP program. Specifically, it shows the proportion of your school's entire senior class who scored a 3 or higher on an AP Exam at any point during high school. Additionally, you can see what percentage of your school's entire tenth, eleventh, and twelfth grade classes took and scored a 3 or higher on at least one AP Exam in May 2016.</p> <p>In this calculation, students who score a 3 or higher on an AP Exam are counted only once, regardless of how many AP Exams they took and were successful in. There is no way to inflate this percentage by restricting access to AP; students who earn 1s or 2s on AP Exams neither increase nor reduce the percentage. In addition, by showing the proportion of the overall population — not just the AP classroom — educators are better able to determine the extent to which their overall population is receiving access to advanced academics in high school.</p>	Academic Support Program	08/17/2016	05/23/2017	\$0	All AP Faculty.
Student Support: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Grossman, Lundien, McNeely, Wheeler, Toney

**Staley High School**

Staley High School

AVID: Tracking Student progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	White, Kooi, AVID Site Team (12 members)
Performing Arts: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Mitchell, Resseguie, Trebus, Freise
Engineering & Technology Education: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Dalton, Clark, Tingler
FACS: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Fantozzi, Mitchell, Winn
Business, Marketing, CS: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Rule, Martin, Johnston
Next Tier	NA	Academic Support Program	10/03/2016	05/08/2017	\$0	Administration, Student Support, Senior Homeroom Faculty
<b>Total</b>					<b>\$0</b>	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
U.S. History: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Brinkmeyer, Lorenson, Mayabb
American Citizen: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Brown, Deterding, Buck, Brinkmeyer
Upper Level Math: Tracking Student Progress	NA	Academic Support Program	08/17/2016	06/20/2017	\$0	Could, Francis, Kumer
Social Studies AP/College: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Anderson, Mayabb, Buck, Brown, Deterding, Bowman

**Staley High School**

Staley High School

ELA III Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Sumner, Sobbe, Dutton, Klinginsmith, Eickhoff
algebra II Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Davidson, Weber, Schirmer, Wazac, Francis, Corum
Geometry: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Adair, Clark, Neff, Madden
LMC: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Brown, Christal
Upper Level Math: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Coult, Francis, Kumer
Chemistry: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	B. Taylor, Haley, Spiegel
American Citizen: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Brown, Deterding, Buck, Brinkmeyer
Algebra I Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Davidson, Schirmer, Weber, Wazac
Algebra II Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Davidson, Weber, Schirmer, Waac, Francis, Forum
HPE: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Fowler, Williams, Hamner, Lite, Butts, Warner, Wilson
Physics: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	S. Taylor, McKinnis, Hefner

**Staley High School**

Staley High School

ELA II Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Carney, Eickhoff, Scheib, Tapp, Minnick
biology: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Nevels, Holmes, Harmon, Haley
ELA I Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Carney, McCall, Brent, Klinginsmith
Chemistry: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	B. Taylor, Haley, Spiegel
Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Davidson, Schirmer, Weber, Wazac
Engineering & Technology Education: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Dalton, Clark, Tingler
Modern Language: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Baxter, Carey, Downey, Maki=Birchler, Newman, Zobrist
eLA I Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Carney, McCall, Brent, Klinginsmith
ELA III Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/17/2017	\$0	Sumner, Sobbe, Dutton, Klinginsmith, Eickhoff
Graduation Rate: Tracking Student Progress	NA	Academic Support Program	08/17/2016	06/30/2017	\$0	Kevin Kooi, Dena Carroll, Counselors, Tammy Slauson
ELA II Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Carney, Eickhoff, Scheib, Tapp, Minnick

**Staley High School**

Staley High School

Special Education: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Bahn, Hansen, Hays, Ide-Laird, Marken, Reese, Rohling, Schweitzer, Wasinger
AP/College Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Scheib, Tapp, Davis—Brown
modern Language: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Baxter, Carey, Downey, Maki-Bircher, Newman, Zobrist
Performing Arts: Tracking Student Progress	NA	Academic Support Program	08/23/2016	05/23/2017	\$0	Mitchell, Resseguie, Trebus, Freise
Visual Arts: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Cox Juhl, Takahashi
World History: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Wilt, Fowler, Bowman, Lorenson
Journalism: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Burgett, Sobbe
U.S. History: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Brinkmeyer, Lorenson, Mayabb
Biology: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Nevels, Holmes, Harmon, Haley
PLT Data Protocol	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	All EOC tested Faculty.
ELA AP/College Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Scheib, Tapp, Davis--Brown

**Staley High School**

Staley High School

Attendance: Tracking Student Progress	NA	Academic Support Program	08/17/2016	05/23/2017	\$0	Dr. Chad Brinton, Angela Kinslow, Jeanine Felten, Tammy Slauson, Counselors
					<b>Total</b>	\$0