Virgil I. Grissom High School

Huntsville City Schools

Ms. Rebecca Balentine, Principal
1001 Haysland Road
Huntsville, AL 35802
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Executive Summary
Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.
Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Virgil I. Grissom High School is a large public high school in Huntsville, Alabama, and it has approximately 1818 students for the 2017-2018 school year in grades 9-12. Grissom's diverse student population includes a full range of achievement abilities and special needs. However, Grissom is proud to announce that 7 students are National Merit Semi-Finalist for the 2017-2018 school year.

The City of Huntsville is both nationally and internationally known as "The Rocket City," due to the presence of NASA's Marshall Space Flight Center, and the United States Army's Redstone Arsenal. This technologically advanced community is recognized nationally for the Cummings Research Park which served this city for over 50 years. Huntsville is known as a center for innovation that spans space, missile defense, energy, cyber security, medicine, genetics, and more. Since its inception in 1969, Virgil I. Grissom High School served as a hub for its suburban community, and has established a tradition of excellence. We are challenged with a unique mission in educating our students, which includes preparation of those students for responsible participation as citizens of a global, and technologically linked society.

The City of Huntsville shows a demographic profile slightly atypical of our region, with the median income being approximately 20% above the Alabama state average. The racial makeup of Huntsville is 58% White, 31% Black, and 11% other. Demographically, Grissom High School is a reflection of our upper-middle class district population. Our enrollment is approximately 1818 students, (61% White, 18% Black, and 21% other.) Our faculty consists of 114 certified teachers and administrators, supported by 30 non-certified staff. In addition, 30% of the student population receive Free or Reduced Lunch rate. The racial/demographics background of our certified faculty is 88% White, 11% Black, 1% Hispanic or other. The distribution of the non-certified staff is 67% White, 27% Black, and 6% Hispanic or other.

Combining the high expectations of our community and stakeholders, coupled with the changing demographics and the need to meet the College and Career Readiness Standards, one can clearly see not only the challenges but also the opportunities that Grissom face as we seek to best serve our students and fulfill our vision and mission. Nevertheless, Grissom is proud to have moved into a brand new $70 million dollar state-of-the-art facility where our students have access to not only advanced placement opportunities in over 25 subjects but also Career Readiness Programs in Cyber Security, Advanced Manufacturing, Welding, Architecture, Construction, and Manufacturing. To that end, we have consistently sought to emphasize the necessary skills of verbal and written communication, technological competence, mathematical understanding, scientific applications and an appreciation of our culture, diversity, history, and legacy of excellence.
School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Virgil I. Grissom High School is to prepare students for responsible participation as citizens in a global technological society by providing all students opportunities to achieve their highest academic, social, and creative potential using diverse tools of learning.

Belief Statements:
- Student learning is our school's main priority.
- Decisions affecting our school are based on the learning needs of our students.
- Optimal learning takes place in a multi-sensory, technologically equipped environment that recognizes different student learning styles.
- Students should be encouraged to develop and apply essential academic and life skills.
- Each student is a valued individual with unique qualities.
- Safety and comfort in the school environment are essential to achieving educational success.
- Responsibility for a student's success is shared by the student, parents, school, and community.
- The school's commitment to continuous improvement encourages life-long learning and responsible citizenship.

Grissom's academic standing and the expectations of our stakeholders create a unique situation, one which requires that we use a variety of innovative techniques to maintain the high standards we have traditionally kept. Technological resources are creatively used in all disciplines. We are in our sixth year of implementing a 1:1 Digital Conversion which will provide a laptop computer and access to a digital curriculum to all Grissom students. Proactive remediation is directed towards classroom success and meeting the standards of the Alabama College and Career Readiness Standards and the Common Core Curriculum. The average student is well-served, resulting in a much higher percentage of college bound (and college ready) students than is typical for our neighboring school districts, the state or the region. Nearly 92% of our graduates go on to post-secondary schools. Students may choose from 102 academic course offerings, including 16 honors level and 23 Advanced Placement classes, as well as 99 elective classes reflecting our dedication to a diverse curriculum, including classes in Business, Technology, JROTC, the Fine Arts and the Performing Arts.

Grissom's drive for success is accented by our community involvement, ranging from business support of the thirteen classes, all earning dual high school and college credit, in the Applied Mathematics and Sciences Center, our Distributive Education program, partnerships with The University of Alabama in Huntsville (UAHuntsville), NASA, Toyota, and with local technology firms, to our fine arts and sports booster clubs. The Grissom Freshman Academy facilitates the transition from middle school to high school and provide students with a springboard to a successful high school career. We also provide a Counselor's program of study skills classes, a student-based Peer Mentoring program, and other supplemental tutoring activities conducted by academic honoraries. Grissom now utilizes more options for students to earn class credit Credit and Credit Advancement.

Our staff, through the PST/ RtI program, and through ongoing professional development, actively seeks to identify under-performing students, and to address the issues that may be limiting their success. Our counseling staff makes appropriate data regarding student performance on the PSAT, SCANTRON, Workkeys, and the ACT Plus Writing, ACCESS for ELL available to classroom teachers, who can then address directed remediation efforts for specific students. Additionally, all students participate in the District's Common Assessment through semester exams at the end of the winter and spring semesters. Teachers participate in grade level and departmental teams to analyze summative data and inform and drive instruction.
In accordance with our mission, we are striving to offer each student an education that allows them to make full use of their potential. Although we have achieved remarkable success in graduation rate and in overall achievement, there are still some sub-groups of our population who could be better served.
Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Virgil I. Grissom High School is proof that a cooperative and committed faculty with high standards and expectations, backed by supportive administrators, can achieve outstanding results with those resources available to them. Grissom High School is fortunate to have phenomenal community involvement including parent volunteers in the front office and counselors offices. Parents are very supportive of all extracurricular activities, the library, band and athletic booster clubs, JROTC, math team, academic team, and robotics team.

Notable Achievements over the last three years include: participation in the A+ College Ready Program resulting in increased student participation in Advanced Placement Courses; implementation of the Grissom Applied Mathematics and Science Center with thirteen new engineering, cyber security, and biomedical sciences based courses; implementation of a Freshman Academy to ease the transition to high school, and the implementation of the district's 1:1 Digital curriculum. All students now have access to technologically-rich, engaging lessons on a daily basis. Teachers work together in teams to analyze data and identify research based best practices for implementation throughout the department or grade level and generate individualized intervention plans for students identified as at-risk by SCANTRON or the ACT Plus Writing Assessments. English and Language placements are made using the ACCESS for ELL. Intervention and reinforcement are offered in dedicated Reading labs. English Language Learner (ELL) services are provided in this same environment. All of these student supports are incorporated into the regular schedule with as little disruption as possible, thus allowing these students to enjoy the full richness of experience that Grissom High can offer. Additionally, students who have failed to earn one or more core credits during their high school career are offered the opportunity to participate in credit recovery courses both during and after school hours with no expense incurred by the student.

The principle challenges and opportunities facing Grissom during the next three years will be those common to most suburban high schools. While we are located in a relatively stable suburban setting, the rezoning of the school district coupled with the global economic crisis have begun to impact our traditional population in two significant ways.

1) The new demographic face of our school is the result of a changing population, transient students, immigration, and economic displacement, resulting in increasing numbers of students in the sub-groups of Special Education, English Language Learners (ELL), and those qualifying for Free/Reduced Lunch. In the past three years, we have seen an almost 25% increase in the number of students receiving Special Education services, now accounting for over 10% of our total student population.

2) Continuously reduced funding and staffing, both as a result of proration at the State level and management decisions at the LEA level has increased class size and total numbers of students assigned to each teacher while also impinging the ability of the classroom teacher to provide services as fundamental as photocopies and consumable supplies. In order to address these three ongoing issues, the administration and faculty of Grissom High School have made innovative, thoughtful and disciplined decisions in how to best allocate our limited resources while serving the largest number of our students at the highest possible level. Grissom High School exemplifies the possibility of high achievement in a challenging setting. The challenges facing us are met and managed with a mix of persistence and creativity.
Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Grissom High School has long been a model for success, but in recent years, has shown to be a model of adaptability as well. While we, as all schools, have faced the challenges of shrinking budgets, limited staffing, changing regulation and increased standards, we have also managed to survive and even to thrive in this challenging arena. In spite the less than recommended levels of staffing, Grissom High School has been able to implement new academies and programs, offering advanced and diverse opportunities for our students who are inclined and capable. We have expanded our offerings to our students with identified special needs, going beyond the minimum requirements in providing those students with access to both specialized classes serving their individual needs, and to the broader range of academic subjects through our collaborative classes. Proof of our commitment to the academic needs of the whole student community is shown in our innovative and effective RtI and School Improvement programs, and this commitment and active participation by our faculty, staff and students have allowed Grissom High School to bolster 7 National Merit Semi-Finalist and well as chosen by the US News and World Report as one of America’s Top High School.

Moreover, our state-of-the-art facility is on the cutting edge technology both in regular and AP level class spaces in all core disciplines, as well as new lab space for specialized use in our science and technology classes and academies. With the continued commitment of a dedicated and professional faculty and staff, an attentive and creative administration, and a supportive district, we should be able to exceed our current high standards in every aspect of student life.
Improvement Plan Stakeholder Involvement
Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.
Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Keeping stakeholders informed of all administrative and instructional processes affords everyone opportunities to volunteer and become involved therefore allowing them access to the school to make informed suggestions concerning the improvement of the school. Parents have access to student grades and school information through INow Parent Portal and InfoSnap. The Grissom PTSA has an active Executive Board and membership that begins each year with an open house and continues with general meetings, a Parent Day, and a spring meeting. In addition, stakeholders have the opportunity to receive the school's newsletter, TigerTales that is distributed electronically every week. Teachers and students utilize various Edmodo groups to disseminate information and parent access is available on all student Edmodo accounts. Stakeholders also participate in the school improvement plan by participating in surveys, town hall meetings where the principal, superintendent, and city council representative provide immediate feedback on the state of our school district and school. Using these and other input tools, stakeholders from each area are able to participate in the development of the school improvement plan.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Parents are able to voice their concerns through the PTSA and the Instructional Leadership Team. The PTSA Executive Board and various committee chairpersons meet regularly with administration and teachers to discuss school issues. Suggestions and concerns from these groups are incorporated into the school improvement plan. Students are polled and surveys are completed on a school and district level to gather data concerning various school and instructional issues. The school administration and teachers meet with students in small informal groups to collaborate and discuss current educational topics. Teachers complete state and district surveys for data collection and collaborate regularly in faculty, department, and grade level meetings.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The Virgil I. Grissom's continuous improvement plan (CIP) is posted on the GHS webpage. PTSA Board meets with the administration and faculty representatives to discuss issues as related to school improvement. Parents and guardians are kept apprised of school related information through the MySchoolCast.com and regular email from grade level guidance counselors as well as the weekly school's newsletter.
Student Performance Diagnostic
Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.
## Student Performance Data

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did you complete the Student Performance Data document offline and upload below?</td>
<td>Yes</td>
<td>Saved as an attachment.</td>
<td>Student Data</td>
</tr>
</tbody>
</table>
## Evaluative Criteria and Rubrics

**Overall Rating:** 3.75

<table>
<thead>
<tr>
<th>Statement or Question</th>
<th>Response</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment Quality</td>
<td>The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, &quot;must accomplish,&quot; instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.</td>
<td>Level 4</td>
</tr>
<tr>
<td>2. Test Administration</td>
<td>All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.</td>
<td>Level 4</td>
</tr>
<tr>
<td>3. Quality of Learning</td>
<td>Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.</td>
<td>Level 4</td>
</tr>
<tr>
<td>4. Equity of Learning</td>
<td>Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.</td>
<td>Level 3</td>
</tr>
</tbody>
</table>
Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Seven students obtained National Merit Semi-Finalist status for the 2017-2018 school year based on their performance on the PSAT.

The average composite score on the ACT for Virgil I. Grissom High School is 22.7 while the State of Alabama average is 19.2 and the national average is 21.0.

574 students in grades 9-12 took at least one AP Exam and 59% of those students scored 3 or above on at least one exam. Thirty students took the AP Calculus BC exam and 97% of those students scored at least a 3 on the exam. Ninety students took the AP English Literature and Composition Exam and 69% of those students scored at least a 3 on the exam. Moreover, 13 students took the AP Physics C exam and 85% of those students scored at least a 3 on the exam.

Describe the area(s) that show a positive trend in performance.

According to the ACT Profile Report, 76% of the 414 students who took the ACT, met the college readiness benchmark in English Composition, and 47% of those students met the college readiness benchmark in mathematics, while 61% met the college readiness benchmark in reading. The Average ACT Composite Score is 22.7 which is a decrease from the previous year of 23.0. However, it is worth noting that the average composite score for Black/African American is 18.3 which is an increase from the previous year's average of 16.5.

Which area(s) indicate the overall highest performance?

According to the ACT Profile Report, 76% of the students met College Readiness Benchmark in English, 47% in Mathematics and 61% in Reading. The overall ACT Composite score by students who took core curriculum is 24.2. Moreover, 63% of the students met 3 or 4 College Readiness Benchmarks by Core College Curriculum Status.

According to the AP School Summary, it is noted that 12 students took the AP Physics 2 exam and 100% of those students scored at least a 3 on the exam. It is also worth noting that 46 freshmen students took the AP Human Geography Exam and 30 of those students scored at least a 3 on the exam.

Which subgroup(s) show a trend toward increasing performance?

The percentage of African Americans (Black) passing the AP Exam increased from 10% to 15%. Although African Americans still lag behind White students in terms of passing the AP Exam, this subgroup showed the most progress in this area.
Between which subgroups is the achievement gap closing?

Benchmark attainment increased for all of the subgroups on the ACT Test. The percent of students who met ACT College Readiness Benchmark scores by race/ethnicity show that overall, 76% of the students met Benchmark (score of 18), in English. It is noted that 48% of Black/African American students met benchmark in English while 86% of White students met benchmark in English.

Overall, 47% of the students met Benchmark (score of 22) in mathematics. It is noted that 22% of Black/African American students met benchmark in mathematics while 55% of white students met benchmark in mathematics.

Which of the above reported findings are consistent with findings from other data sources?

The data from the ACT Test is consistent with SchoolNet Benchmark Data and SCANTRON in the areas of reading, and mathematics.
Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

According to data retrieved from INOW, the overall progression rate for Virgil I. Grissom High School is 85%. The progression rate for 9th Grade is 81%, 10th Grade is 80%, 11th Grade is 83%, and 12th Grade is 96%.

Describe the area(s) that show a negative trend in performance.

According to the data received from our district office, the overall progression rate for Virgil I. Grissom High School is 85% which corresponds to the lowest progression rate among the high schools.

Which area(s) indicate the overall lowest performance?

By far, the grade 9 failures were above any other school in the district. After a closer look, most of these failures occurred in mathematics (106) and the electives (92).

Which subgroup(s) show a trend toward decreasing performance?

Grade 9 had many failures. Likewise, 40% of African American (Black) students failed at least one core course while 38% of 10th Grade African American students failed at least one core course.

Between which subgroups is the achievement gap becoming greater?

After reviewing the Schoolnet Benchmark, the AP Exams, the ACT Plus Writing, PSAT, and ACT WorkKeys, and the Site Data Review, it is noted that the achievement gap is not growing wider. However, Black students failed core courses at a higher rate than White students. For example 40% of Black 9th grade students failed at least one core course compared to 17% of White 9th grade students. Likewise, 10th grade students 38% of Black students failed a core course compared to 10% of White students; 11th grade showed similar data where 32% of the 11th grade Black students failed a core course compared to 8% of White students failing a core course.
Which of the above reported findings are consistent with findings from other data sources?

All of the findings are from data generated by classroom grades as reported in INOW, standardized testing such as PSAT, ACT Aspire, the ACT Plus Writing, ACT WorkKeys, and ACCESS for ELL. Attendance and information from the site data review show that there is a consistency and correlation between students’ performance in their classroom and performance on their respective grade level test at every grade level.
Report Summary

Scores By Section

Evaluative Criteria and Rubrics

Section Score

1 2 3 4

3.75

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2017-2018 ACIP Assurances
Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.
## ACIP Assurances

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.</td>
<td>Yes</td>
<td>See Attachment</td>
<td>Instructional Leadership Team Names and Positions</td>
</tr>
<tr>
<td>2.</td>
<td>The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.</td>
<td>Yes</td>
<td>See Attachment</td>
<td>Discrimination Laws and Regulations</td>
</tr>
<tr>
<td>3.</td>
<td>The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.</td>
<td>Yes</td>
<td>Shirley Wellington Huntsville City Schools Compliance Director 200 White Street Huntsville, AL 35801 256-428-6236</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.</td>
<td>Yes</td>
<td>N/A 2017-2018 Huntsville City Schools Student Parent Information Guide</td>
<td>2017-2018 Student Parent Information Guide</td>
</tr>
</tbody>
</table>
5. The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students. No N/A
2017 - 2018 ACIP Goals and Tech Plan
Overview

Plan Name

2017 - 2018 ACIP Goals and Tech Plan

Plan Description
## 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.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepare and support teachers and leaders to graduate college- and career-ready students.</td>
<td>Objectives:1 Strategies:1 Activities:1</td>
<td>Academic</td>
<td>$0</td>
</tr>
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<td>2</td>
<td>All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.</td>
<td>Objectives:1 Strategies:1 Activities:1</td>
<td>Organizational</td>
<td>$0</td>
</tr>
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<td>3</td>
<td>GHS will implement a digital curriculum and provide each student with a digital device to reduce the digital divide and support 21st century learning.</td>
<td>Objectives:1 Strategies:1 Activities:1</td>
<td>Academic</td>
<td>$0</td>
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<td>4</td>
<td>All geometry students at GHS will meet the goal of 75%. The current geometry passing rate is 37%.</td>
<td>Objectives:1 Strategies:1 Activities:1</td>
<td>Academic</td>
<td>$0</td>
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<td>5</td>
<td>Grissom High School will maximize AP and Honors enrollment among all GHS students.</td>
<td>Objectives:1 Strategies:1 Activities:2</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>6</td>
<td>80% of English Learners will demonstrate a proficiency of 4.8 or better in Reading.</td>
<td>Objectives:1 Strategies:1 Activities:1</td>
<td>Academic</td>
<td>$0</td>
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<td>7</td>
<td>Grissom High School will meet or exceed 95% student attendance.</td>
<td>Objectives:1 Strategies:1 Activities:1</td>
<td>Organizational</td>
<td>$0</td>
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<tr>
<td>8</td>
<td>Grissom High School will obtain a daily attendance rate greater than or equal to 95% and obtain a tardy rate less than or equal to 2%.</td>
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<td>Organizational</td>
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<td>9</td>
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<td>Objectives:1 Strategies:1 Activities:1</td>
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<td>The Huntsville City Schools Program Indicator for Grades 9-12 for 2017-18 is to ensure that high schools improve to encourage and support student achievement through a positive school-wide initiative.</td>
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| 12 | Implementation of the digital curriculum and providing each student in grades 3 through 12 with a digital device to reduce the digital divide and support twenty-first century learning. | Objectives:1  
Strategies:1  
Activities:1 | Organizational | $0 |
Goal 1: Prepare and support teachers and leaders to graduate college- and career-ready students.

Measurable Objective 1:
100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior of competency fostered by the teacher exhibiting knowledge, skills, and work processes representative of an innovative professional in a global and digital society in English Language Arts by 05/25/2018 as measured by participation in Professional Development in Pearson Platforms and related resources.

Strategy 1:
Professional Development - Teachers will participate in profession development opportunities both on site and detached, and at each level of competency to enable collaboration and implementation of CCRS.

Category: Develop/Implement Learning Supports

Research Cited: Teachers use technology to enhance their productivity and professional practice and use technology resources to engage in ongoing professional development and lifelong learning.

<table>
<thead>
<tr>
<th>Activity - Onsite Professional Development</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departments will identify a Pearson strategies to lead teachers in relevant strategies and show teachers how to utilize and plan across all digital platforms.</td>
<td>Professional Learning</td>
<td>08/02/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Core content teachers and Pearson representatives, Department Chair and IT support</td>
</tr>
</tbody>
</table>

Goal 2: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:
collaborate to locate and promote the use of high quality, cost effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama’s CCRS by 05/25/2018 as measured by Technology 2020 survey of teachers and administrators and school student surveys as well as teacher lesson plans.

Strategy 1:
CCRS PD - Teachers will receive PD for Alabama CCRS implementation and the Alabama Insights Tools
Goal 3: GHS will implement a digital curriculum and provide each student with a digital device to reduce the digital divide and support 21st century learning.

Measurable Objective 1:
100% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of using standards-based online textbooks, social educational networking, and digital communication effectively and responsibly, both individually and collaboratively, to learn and communicate real-world applications of concepts and processes in Reading by 05/25/2018 as measured by developing and maintaining a student portfolios and increasing time spent using online textbooks and other digital resources.

Strategy 1:
Student Portfolio - Teachers will provide instructional opportunities for students to create documents, presentations, and digital communications in both an individual and collaborative setting to build and maintain a progressive portfolio that will provide self-assessment, evaluate personal and academic growth, become a tool to relate to real world experiences.

Category: Develop/Implement College and Career Ready Standards
Research Cited: CCRS and common core standards identifies a students need to employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

<table>
<thead>
<tr>
<th>Activity - CCRS PD</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMS will lead training and collaborative meetings to identify and integrate CCRS using Alabama Insights tools.</td>
<td>Professional Learning</td>
<td>08/02/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Core Curriculum teachers, Library Media Specialist, administration, IT support staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Edmodo assignment</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Goal 4: All geometry students at GHS will meet the goal of 75%. The current geometry passing rate is 37%.

Measurable Objective 1:
75% of Ninth and Tenth grade students will demonstrate a proficiency by showing one year of growth and gains on the SCANTRON Performance Series Test in Mathematics by 05/25/2018 as measured by The SCANTRON Performance Series Test.

Strategy 1:
Flipping the lesson - Students will study parts of the content by themselves, then collaborate in small groups to build understanding and skills. Teachers will provide the information for the lessons before hand via videos uploaded to Edmodo. Students will have access to teacher input and teacher will tutor the students during the class.
All teachers will engage students in their learning through instructional strategies that insure the achievement of learning expectations.
Category: Develop/Implement Learning Supports

Goal 5: Grissom High School will maximize AP and Honors enrollment among all GHS students.

Measurable Objective 1:
A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency Scoring a 3 or better on the AP Science test in Science by 05/25/2018 as measured by Advance Placement Exams.

Strategy 1:
Laying the Foundation (LTF) - Laying the Foundation lessons will be used by teachers to increase students’ rigor and problem solving skills. These lessons will help prepare students for honors and advanced classes.
Goal 6: 80% of English Learners will demonstrate a proficiency of 4.8 or better in Reading.

Measurable Objective 1:
92% of English Learners students will demonstrate a proficiency in reading in English Language Arts by 05/25/2018 as measured by ACCESS.

Strategy 1:
Data Driven Instruction - The ELL, content area, and collaborative teachers will use student assessment data to determine ELL student's weaknesses and strengths when planning for instruction during the year.

Category: Develop/Implement Learning Supports
Research Cited: Moughamian, A. C., Rivera, M. O., Francis, D. J., Center on, I., & University of Houston, T. (2009). Instructional Models and Strategies for Teaching English Language Learners.
Goal 7: Grissom High School will meet or exceed 95% student attendance.

Measurable Objective 1:
collaborate to Staff and students will follow the state goal of attendance and stress the importance of attendance as a prerequisite for academic success by 05/25/2018 as measured by I NOW and School Net.

Strategy 1:
Project Attendance - GHS will use social media to bring awareness to the importance of attendance. GHS will use School Cast to call parents once a month to remind them of the importance of their children attending school. GHS will use the school's marquise to remind students of the importance of attending school. GHS will provide incentives for students to come to school on days where attendance is traditionally low, for example, the Friday before a break.

Category: Develop/Implement Learning Supports
Research Cited: www.attendanceworks.org

<table>
<thead>
<tr>
<th>Activity - Attendance Matters</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grissom will monitor attendance using I NOW and School Net.</td>
<td>Community Engagement</td>
<td>08/02/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Administration and attendance specialist.</td>
</tr>
</tbody>
</table>

Goal 8: Grissom High School will obtain a daily attendance rate greater than or equal to 95% and obtain a tardy rate less than or equal to 2%.

Measurable Objective 1:
collaborate to communicate attendance expectations frequently and consistently to students and parents via the PTSA weekly newsletter (GHS Tiger Tale), teacher contact with parents, and Pupil Services referrals by 08/02/2017 as measured by monthly attendance reports organized by homeroom teacher.

Strategy 1:
Attendance - Teachers and administrators will maintain attendance data which will be reviewed at monthly data meetings to identify students who have attendance/tardy issues.

Category: Develop/Implement Student and School Culture Program

<table>
<thead>
<tr>
<th>Activity - Data/PST Meetings</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>GHS will have monthly Data/PST meetings to review attendance data, along with academic data.</td>
<td>Behavioral Support Program</td>
<td>08/02/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers and administration</td>
</tr>
</tbody>
</table>
Goal 9: GHS will decrease the gap between ODR, ISS and OSS by 5%.

Measurable Objective 1:
collaborate to decrease the gap between ODR, ISS and OSS by 5%. by 08/02/2017 as measured by conducting monthly Data/PST meetings to review discipline data..

Strategy 1:
PST/RTI - Teachers and administrators will meet monthly for Data/PST meetings to review attendance, discipline and academic data.
Category: Develop/Implement Learning Supports

<table>
<thead>
<tr>
<th>Activity - Monthly Data/PST Meetings</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Data/PST meetings will be held by grade level to review attendance, discipline and academic data.</td>
<td>Behavioral Support Program</td>
<td>08/02/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers and administrators</td>
</tr>
</tbody>
</table>

Goal 10: Implementation of digital curriculum and providing each student in GR 3-12 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 17-18 will increase by 5%.

Measurable Objective 1:
A 56% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency Implementation of digital curriculum and providing each student in GR 3-12 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 17-18 will increase by 5% from the baseline usage of 75.76%, in Reading by 05/25/2018 as measured by Implementation of digital curriculum and providing each student in GR 3-12 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 17-18 will increase by 5% from the baseline usage.

Strategy 1:
Technology Usage - Implementation of digital curriculum and providing each student in GR 3-12 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 17-18 will increase by 5%.
Category: Other - Digital Curriculum

<table>
<thead>
<tr>
<th>Activity - Digital Curriculum</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of digital curriculum and providing each student in GR 3-12 with a digital device to reduce the digital divide &amp; support 21st century learning. Tech Usage for 17-18 will increase by 5% from the baseline usage of 16-17 school year of 56%.</td>
<td>Technology</td>
<td>08/02/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>General Fund</td>
<td>LEA of the school and HCS IT Department</td>
</tr>
</tbody>
</table>
Goal 11: The Huntsville City Schools Program Indicator for Grades 9-12 for 2017-18 is to ensure that high schools improve to encourage and support student achievement through a positive school-wide initiative.

Measurable Objective 1:
collaborate to improve the encouraging and supporting of student achievement by 05/25/2018 as measured by initiating and implementing the Power Hour Program throughout the school-year.

Strategy 1:
Encourage and Support Student Achievement - Power Hour is a positive school-wide initiative to encourage and support student achievement. This plan allows for a one-hour lunch period from 11:35-12:35. Students are allowed to take advantage of a variety of activities during this time period:

- Students may eat lunch in the cafeteria, courtyard, internet cafe, gym lobbies, and classrooms.
- Participate in intramural sports and fitness activities in the gym.
- Participate in club meetings.
- Meet with teachers for Academic Overtime during designated office hours.
- High Schools are closed campuses during the school day. Students are required to remain on campus for lunch/Power Hour.
- Food is not allowed in the gym, hallways, theatre or bathrooms.

Hallways are for transitioning; students should not be seated in hallways during Power Hour.

- Early dismissals are strongly discouraged during Power Hour as making school-wide announcements can be distracting. Early dismissals should be given before or after Power Hour.
- Z.A.P. (Zeroes Aren't Permitted). If a student fails to complete or turn in an assignment, they will be required to attend Academic Overtime until the work is complete. Students will receive a reduction in their grade for late work.
- The student's overall class grade is a 69 or lower.
- The student needs to make up a test or assignment due to an absence. (In this case, the student does not have to attend Academic Overtime unless they fail to turn in the assignment within the time frame allotted for their excused absence.)

Advisory Groups

Advisories are one of many possible strategies that we will use to make sure that students don’t “fall through the cracks”—that is, to ensure that their social, emotional, and academic needs are not being overlooked or left unattended. Advisories will meet first day of each week (typically Monday). Advisory will in the form of personalized goal setting and academic support focused on helping all students succeed academically, stay in school, and make more informed educational decisions that will help them prepare for the future. Advisory curriculum will be specific to each grade level. SGA 11th and 12th grade CREW mentors will assist freshman teachers during advisory.
Each week students will plot out a schedule for Power Hour based on clubs, tutoring, or Academic Overtime. Students will check I-Now with the advisor to ensure student is achieving success. Advisors may schedule students to additional Academic Overtime, meeting with a Guidance Counselor, Social Worker or NOVA, meeting with an administrator or another teacher.

Category: Develop/Implement Student and School Culture Program
Research Cited: Through longitudinal reviews of graduation rates, standardized test scores, grade averages, attendance rates, and discipline issues, high school administration and faculty teams identified specific needs for their populations.

It was determined that intensive, every school-day intervention strategies were needed for many students. Power Hour was created to meet this need and a plan of action was formulated.

<table>
<thead>
<tr>
<th>Activity - Advisory Groups</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisories are one of many possible strategies that we will use to make sure that students don’t “fall through the cracks”—that is, to ensure that their social, emotional, and academic needs are not being overlooked or left unattended. Advisories will meet first day of each week (typically Monday). Advisory will in the form of personalized goal setting and academic support focused on helping all students succeed academically, stay in school, and make more informed educational decisions that will help them prepare for the future. Advisory curriculum will be specific to each grade level. SGA 11th and 12th grade CREW mentors will assist freshman teachers during advisory.</td>
<td>Academic Support Program</td>
<td>08/02/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>LEA and faculty of the school</td>
</tr>
</tbody>
</table>

Each week students will plot out a schedule for Power Hour based on clubs, tutoring, or Academic Overtime. Students will check I-Now with the advisor to ensure student is achieving success. Advisors may schedule students to additional Academic Overtime, meeting with a Guidance Counselor, Social Worker or NOVA, meeting with an administrator or another teacher.

**Goal 12: Implementation of the digital curriculum and providing each student in grades 3 through 12 with a digital device to reduce the digital divide and support twenty-first century learning.**

**Measurable Objective 1:**
collaborate to increase the baseline computer usage rate by 5% by 05/24/2018 as measured by Two data points from the 2017 – 2018 school year. The first data point is our baseline computer usage for the month of August. The second data point is computer usage for September through the end of May.
Strategy 1:
ELEOT - The computer usage of students in the electronic curriculum will be measured during the 2017 - 2018 school year and participation in the district wide digital curriculum will be verified by the Effective Learning Environment Observation Tool (ELEOT) which will measure and quantify active student engagement by taking a look at classroom expectations, feedback, and learning support.
Category: Develop/Implement Learning Supports
Research Cited: AdvancED / ELEOT

<table>
<thead>
<tr>
<th>Activity - Enhancing student engagement</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
| Teachers and principals will review the results from the ELEOT observations to collaborate and develop strategies to address how technology usage can be used to enhance student engagement. | Professional Learning | 08/02/2017 | 05/24/2018 | $0                | District Funding           | Teachers, administrators, coaches, specialists, and principals }
Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Curriculum</td>
<td>Implementation of digital curriculum and providing each student in GR 3-12 with a digital device to reduce the digital divide &amp; support 21st century learning. Tech Usage for 17-18 will increase by 5% from the baseline usage of 16-17 school year of 56%.</td>
<td>Technology</td>
<td>08/02/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>LEA of the school and HCS IT Department</td>
</tr>
</tbody>
</table>

**Total** $0

No Funding Required

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data/PST Meetings</td>
<td>GHS will have monthly Data/PST meetings to review attendance data, along with academic data.</td>
<td>Behavioral Support Program</td>
<td>08/02/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>Teachers and administration</td>
</tr>
<tr>
<td>CCRS PD</td>
<td>LMS will lead training and collaborative meetings to identify and integrate CCRS using Alabama Insights tools.</td>
<td>Professional Learning</td>
<td>08/02/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>Core Curriculum teachers, Library Media Specialist, Administration, IT support staff</td>
</tr>
<tr>
<td>LTF - Vertical Teaming</td>
<td>All core teachers will attend Laying the Foundation vertical team meetings quarterly to learn best practices strategies that will be incorporated into their classroom instruction and to learn strategies for implementing LTF lessons into their classes.</td>
<td>Professional Learning</td>
<td>08/02/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>All Core teachers.</td>
</tr>
<tr>
<td>Edmodo assignment</td>
<td>Students will write reports, assignments, essays in core curriculum classes related to content area standards and upload documents to Edmodo on a regular basis and utilize discussion boards in Edmodo groups to collaborate in group projects.</td>
<td>Direct Instruction</td>
<td>08/02/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>Core curriculum teachers and library media specialists</td>
</tr>
<tr>
<td>Monthly Data/PST Meetings</td>
<td>Monthly Data/PST meetings will be held by grade level to review attendance, discipline and academic data.</td>
<td>Behavioral Support Program</td>
<td>08/02/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>Teachers and administrators</td>
</tr>
<tr>
<td>Essential practices</td>
<td>Content area and collaborative teachers will implement explicit instruction using before, during and after content strategies. Grissom High School teachers will implement the Huntsville City Schools essential practices in their classrooms on a daily basis.</td>
<td>Direct Instruction</td>
<td>08/02/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>Math teachers.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Attendance Matters</td>
<td>Grissom will monitor attendance using I NOW and School Net.</td>
<td>Community Engagement</td>
<td>08/02/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>Administration and attendance specialist.</td>
</tr>
<tr>
<td>Onsite Professional Development</td>
<td>Departments will identify a Pearson strategies to lead teachers in relevant strategies and show teachers how to utilize and plan across all digital platforms.</td>
<td>Professional Learning</td>
<td>08/02/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>Core content teachers and Pearson representative, Department Chair and IT support</td>
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<tr>
<td>Advisory Groups</td>
<td>Advisories are one of many possible strategies that we will use to make sure that students don’t “fall through the cracks”—that is, to ensure that their social, emotional, and academic needs are not being overlooked or left unattended. Advisories will meet first day of each week (typically Monday). Advisory will in the form of personalized goal setting and academic support focused on helping all students succeed academically, stay in school, and make more informed educational decisions that will help them prepare for the future. Advisory curriculum will be specific to each grade level. SGA 11th and 12th grade CREW mentors will assist freshman teachers during advisory. Each week students will plot out a schedule for Power Hour based on clubs, tutoring, or Academic Overtime. Students will check I-Now with the advisor to ensure student is achieving success. Advisors may schedule students to additional Academic Overtime, meeting with a Guidance Counselor, Social Worker or NOVA, meeting with an administrator or another teacher.</td>
<td>Academic Support Program</td>
<td>08/02/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>LEA and faculty of the school</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Content area and collaborative teachers will review ACCESS results in October to identify student's proficiency in English, then put together a plan to address needs in their own language domain. The collaborative teachers are benchmark scores as well as common assessments to address student needs.</td>
<td>Academic Support Program</td>
<td>08/02/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>Content area, ESL specialist, and collaborative teachers.</td>
</tr>
<tr>
<td>LTF - Training</td>
<td>As needed, core teachers will attend training on the twelve Laying the Foundation modules. Training will be held November 1 - Module 1 and June 1-3 - Modules 2, 3, and 4.</td>
<td>Professional Learning</td>
<td>08/02/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>All Core teachers.</td>
</tr>
</tbody>
</table>

Total $0
## District Funding

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
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<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
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</thead>
<tbody>
<tr>
<td>Enhancing student engagement</td>
<td>Teachers and principals will review the results from the ELEOT observations to collaborate and develop strategies to address how technology usage can be used to enhance student engagement.</td>
<td>Professional Learning</td>
<td>08/02/2017</td>
<td>05/24/2018</td>
<td>$0</td>
<td>Teachers, administrators, coaches, specialists, and principals</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>$0</strong></td>
<td></td>
</tr>
</tbody>
</table>