



## **FY25 Barry Goldwater High School Continuous Improvement Plan Goals & Action Steps**

### **Impact Goal:**

By May of 2025, BGHS students will demonstrate a 5% increase in the numbers of students scoring proficient on district math interim (34% to 39%) and state assessments (from 27% to 32%).

### **Action Steps:**

- Provide professional development on tier 1 instruction, differentiation, math instruction-specific strategies, data analysis to drive instruction, assessment, and feedback. This will be during monthly staff collaboration and possible prep periods
- Provide instructional coaching to support the transfer of effective instructional practices in the classroom
- RTI - A staff will structure and deploy math intervention for students in need of tier 2 and tier 3 support using research-based intervention programs to reteach and fill student learning gaps. Math Interventionists and RTI A staff
- Schedule SIT meetings to diagnose, plan, and monitor tier 3 interventions including counselors, behavior counselors, RTI A, RTI B, ELD teachers, psychologists, and administration every 4-6 weeks for targeted sub-populations
- Create a schedule to include targeted time for tier 2 intervention for targeted student populations. Math department chair, CT leads, math interventionist, and RTI A
- Schedule Monthly Staff Collaboration Meetings to examine data, provide updates on campus initiatives, and celebrations, and provide professional development and relationship-building strategies
- Purchase materials for math intervention
- Provide collaborative team lead training and regular reviews to build their leadership skills and ensure alignment with the school's goals. (Continuous Improvement Dept willing to support with training)
- Provide PLC (CT) support based on the Energize Your Teams survey. Support includes professional development and coaching feedback. Focus on PLC development campus-wide and MTSS
- Schedule release time for teachers to analyze data for instructional implications for tier 1 and tier 2 instruction. Use interim assessment dates to schedule and math growth measure
- Schedule academic celebrations

- Schedule RTI A staff to support push-in and pull-out math support for targeted students (Mon - Thur)
- Schedule monthly Guiding Coalition Meetings with campus leaders to review data, examine collaborative team progress, and provide coaching, celebrations, and relationship-building strategies. Focus on PLC development campus-wide and MTSS
- Schedule classroom walk-throughs with teachers, instructional coach, AUH2O Facilitator, RTI A, and RTI B staff to provide feedback and coaching
- RTI-B staff will provide support for student behaviors by collaborating with teacher teams, working with staff and students to minimize disruptions and maximize learning time
- Create and deploy student success meetings. Discuss individual student progress, identify barriers to success, and develop intervention plans collaboratively with teachers.
- Create and deploy staff and student mentor programs focusing on targeted students

### **Impact Goal:**

By May of 2025, BGHS students will demonstrate a 5% increase in the number of students scoring proficient on district ELA interim (57% correct to 62%) and state assessments (from 41% to 46%).

### **Action Steps:**

- Provide professional development on tier 1 instruction, differentiation, ELA-specific strategies, literacy strategies, and data analysis to drive instruction, assessment, and feedback. This will be during monthly staff collaboration and possible prep periods
- Provide instructional coaching to support the transfer of effective instructional practices in the classroom
- RTI - A staff will structure and deploy reading intervention for students in need of tier 3 support using research-based intervention programs. Include RTI A and Reading Interventionists
- Schedule SIT meetings to diagnose, plan, and monitor tier 3 interventions including counselors, behavior counselors, RTI A, RTI B, ELD teachers, psychologists, and administration every 4-6 weeks for targeted sub-populations
- Create a schedule to include targeted time for tier 2 intervention for targeted student populations. ELA department chair, CT leads, reading interventionists, and RTI A
- Schedule Monthly Staff Collaboration Meetings to examine data, provide updates on campus initiatives, and celebrations, and provide professional development and relationship-building strategies
- Purchase materials for reading intervention
- Provide collaborative team lead training
- Provide PLC (CT) support based on the Energize Your Teams survey. Support includes professional development and coaching feedback. Focus on PLC development campus-wide and MTSS

- Schedule release time for teachers to analyze data for instructional implications for tier 1 and tier 2 instruction. Use interim assessment dates to schedule and reading inventory
- Schedule academic celebrations
- Schedule RTI A staff to support push-in and pull-out literacy support for targeted students
- Schedule monthly Guiding Coalition Meetings with campus leaders to review data, examine collaborative team progress, and provide coaching, celebrations, and relationship-building strategies. Focus on PLC development campus-wide and MTSS
- Schedule monthly meetings with RTI A, ELA collaborative team leads, and administration to examine data for action step implications
- RTI-B staff will provide support for student behaviors by collaborating with teacher teams, working with staff and students to minimize disruptions and maximize learning time
- Schedule RTI- A to support push-in and pull-out reading support for targeted students
- Schedule classroom walk-throughs with teachers, instructional coach, AUH2O Facilitator, RTI A and RTI B to provide feedback and coaching
- Create and deploy student success meetings. Discuss individual student progress, identify barriers to success, and develop intervention plans collaboratively with teachers
- Create and deploy staff and student mentor programs focusing on targeted students

### **Impact Goal:**

By May of 2025, we will demonstrate a 10% increase in the number of students' favorable responses to the Panorama Annual Survey in the area of Sense of Belonging questions, "How connected do you feel to the adults at your school?" and "How much do you feel like you belong at your school?"

### **Action Steps:**

- Establish student focus groups to gather feedback, ideas, and perspectives on school initiatives, culture, and student experiences, empowering students to contribute to the decision-making process. (Quarterly)
- Schedule monthly tier 1 /PBIS behavior program meetings with a variety of stakeholders. Focus on developing a precise problem statement, action steps, and measurements.
- Implement tier 1 effective practices including professional development for staff, student lessons, walk-throughs, and data cycles. Focus - 4 C's - Climate, Communication, Curriculum and Culture. Use the teacher self-audit to measure progress towards full school implementation.
- Purchase PBIS resources and rewards including the PBIS Rewards/Referral Program, Ripple Effects for Teens, and supplies for the PBIS store
- Create and conduct Advisory lessons to promote relationships, executive functioning skill development, academic and social skill development
- Provide professional development on MTSS structures and processes. Include resources and the use of the Wellness Center

- Schedule weekly meetings with RTI B, behavior counselors, and social worker to analyze student behavior data to determine implications for system and processes and create action steps for improvement
- RTI B, behavior counselors, and social workers will deploy student mediations, CICO, small group intervention lessons, and professional development to address student social and behavioral needs (Create lessons that can be specific to each tier)
- Develop freshman orientation programs and mentorship initiatives ( G Crew) to support the transition to high school, providing guidance, resources, and opportunities for engagement. These include freshman orientation, freshman camp, and future freshman night.
- Purchase supplies for freshman activities and awards programs
- Schedule student award programs for academics, behavior, and contributions to the school community including Community Impact Awards, Breakfast Best in Show, and Outstanding Student Breakfast
- Schedule monthly meetings for the teacher mentorship program - AUH2O - pairing veteran staff with new teachers on campus
- Recognize and award staff contributions in a variety of ways including DV Stars, Teacher of the Week, Bulldog Appaws
- Implement a teacher cadre to provide leadership opportunities, collaboration, and professional growth for educators
- Provide leadership training for department chairs, RTI A, RTI B, Instructional Coach, Behavior Counselors, administration, and other staff, equipping them with the skills and knowledge to lead effectively and support their teams
- Increase communication in a variety of forms including social media, marquee, email/callouts, and announcements. Staff Newsletter - Dawg Days, Parent Newsletter - Bulldog Bark, Staff Handbook, and Student and Family Handbook
- Create a new teacher and new student welcome packet

#### Impact Goal:

By May of 2025, BGHS core content area teachers will promote parent engagement by engaging in at least one structured communication with parents/guardians per quarter as evidenced by a 3% increase in favorable responses to the question, "BGHS staff communicates openly with me when it comes to concerns about my child."

#### Action Steps:

- Share Title 1 Parent Survey Results with staff
- Require teacher to conduct family outreach including positive communication regarding achievements and needs
- Conduct Sprint Title 1 Survey