

2015-16 S4 VJA Improvement Goals

**Andrew High School: Where all students will be engaged learners, compassionate citizens,
and dynamic leaders**

Develop Active Citizenship among All T-Bolts

AREAS OF FOCUS:

- To reduce all referral categories by encouraging positive behaviors and self-monitoring of social behaviors
- To increase student involvement in co-curricular activities which emphasize leadership and teamwork while enhancing our core curriculum

SMART Goals	Objectives / Action Steps	Data Points
<p>By the end of the 2015-16 school year:</p> <ul style="list-style-type: none"> ● 5% reduction in major referral categories (SY15 - .049 referral to enrollment index) ● 5% reduction in minor referral categories (SY15 -1.21 referral to enrollment index) ● 3% reduction in tardiness (SY15 - .86 referral to enrollment index) ● 5% reduction in other attendance (SY15 - .62 referral to enrollment index) 	<ul style="list-style-type: none"> ● Deans Talks to all students- August & January ● Launch Apollo adult/student mentor program ● Weekly PPS / SIT teams to review interventions and their impact ● Lunch and Learn opportunities for staff regarding classroom management ● Monthly staff updates on attendance best practices ● Required parent meetings for students with multiple missed detentions and restriction of privileges. ● Point of emphasis to Advisory teachers regarding on-time behaviors. ● Parent newsletter articles on attendance related points of emphasis including attendance at assigned resources 	<ul style="list-style-type: none"> → Quarterly Dean's Referral Data → Apollo Data → SIT Team Data → Attendance Reports → Student Survey - Targeted Questions → Parent Survey - Targeted Questions → Communication Logs (Skyward, Google Mail, Staff Meeting Agendas)
<p>By the end of the 2015-16 school year:</p> <ul style="list-style-type: none"> ● 5% reduction in uninvolved student participation (SY15 - .14 participation to enrollment index) ● 5% increase in freshman athletic participation (SY15 - .51 participation to enrollment index) ● 3% increase in female athletic participation (SY15 - .37 participation to enrollment - female - index) 	<ul style="list-style-type: none"> ● Offerings/opportunities at Freshman/Transfer Day (Activity Fair) ● New Student Welcome each semester for transfer students' to emphasize the importance of co-curricular options ● Point of emphasis with Advisory teachers ● Target Individual student connections through e-mail messaging, senior leaders connections, clubs & activities, and T-Bolt Time workshops ● Endorse pilot clubs to reach out for additional participation ● Recruiting for athletic participation among freshman through advisories and lunchroom interaction ● Community outreach within athletics for future participation (Feeder Program Night, Regular meetings with AD's of local feeder programs) ● AD Presentation for freshman at Freshman Parent Night ● Improved communication by coaches to encourage multi-sport participation 	<ul style="list-style-type: none"> → Seasonal Athletic Reports → Semester Co-curricular Reports → Involvement of Target Population → Pilot Club approval / participation rate → Student Survey - Targeted Questions → Parent Survey - Targeted Questions → Communication Logs - Skyward, Google Email, Staff Meeting Agendas

Strengthen Postsecondary Preparedness Among all T-Bolts

AREAS OF FOCUS:

- To impact the achievement of specific subgroups of students who, based on historical data, have underperformed their peers
- To ensure that students are enrolled in college preparatory coursework and are performing at successful levels
- To enhance the performance on high-stakes college entry tests while continuing to have students feel comfortable with post-secondary planning processes
- To challenge our students within the Advanced Placement program, including increasing enrollment and performance.

SMART Goals	Objectives / Action Steps	Data Points
<p>By the end of the 2015-16 school year, VJA will realize a 3% reduction achievement gaps tracking EPAS for Class of 2017:</p> <ul style="list-style-type: none"> ● African - American Students (Current Gap 45.92% - represented by difference in average point growth 2.92/5.4) ● Hispanics (Current Gap 30.56% - represented by difference in average point growth 3.75/5.4) ● Low SES (Current Gap 31.85% - represented by difference in average point growth 3.68/5.4) ● Students with IEP (Current Gap 44.07% - represented by difference in average point growth 3.02/5.4) 	<ul style="list-style-type: none"> ● Junior/Senior Intervention plan (Not Yet List) ● Academic Advancement Program (Freshman/Sophomore Intervention plan) ● SMART goals in Math that focus on specific standards based on historical data ● Promote Assessment Literacy strategies across all content areas ● PLC intervention plans that allow focused on retakes of assessments that emphasize mastery of standards ● Standardize protocols for teachers to better utilize T-Bolt time or The Center for struggling students ● Develop plan to track academic indicators for students who are in identified target groups ● Measure target groups engagement in co-curricular activities and disciplinary reports ● Professional Development for administration regarding diversity 	<ul style="list-style-type: none"> ● Illinois School Report Card ● ACT Scores per subgroup ● Grade Distribution / Failure Rates per subgroup ● AAP / Not Yet Data ● Explore to Plan scores by course ● Professional Development Logs ● Cocurricular / Discipline reports ● T-Bolt Time Data ● The Center Data
<p>By the end of the 2015-16 school year, for the Class of 2019 compared to students in the Class of 2016 on Explore to PLAN growth:</p> <ul style="list-style-type: none"> ● Class of 2016 (1-12 tier) 66% grew 3 or more points. For the class of 2019 (n=28 students), target increase to 69% ● Class of 2016 (13-15 tier) 48% grew 2 or more points. For the Class of 	<ul style="list-style-type: none"> ● Point of Emphasis with Frosh-Junior Advisories regarding EPAS ● Develop Explore exam report through ECRA ● Establish individualized predictive scores for the Class of 2019 to prepare for the PLAN ● EPAS data communicated with Freshman teachers for data analysis and action planning ● Developing interventions for students who are below growth levels ● Implement one-on-one meetings with all seniors in the fall semester ● Increase post-secondary planning enrichment opportunities for students 	<ul style="list-style-type: none"> → EPAS/ECRA Data → Explore to Plan scores by course → College Career Center Data → T-Bolt Time Data → Student Survey → Senior Pre and Post Post-Secondary Planning survey → Junior & Senior Pre and Post Post-Secondary Planning survey → Senior End-of-Year/Exit Surveys

<p>2019 (n=146 students), target increase to 51%</p> <ul style="list-style-type: none"> ● Class of 2016 (16-19 tier) 48% great 2 or more points. For the Class of 2019 (n=199), target increase to 51% ● 3% increase in each question on the senior end-of-year survey regarding post-secondary planning (Class of 2016) 	<ul style="list-style-type: none"> ● <i>Expand the hours and use/s of the College Career Center</i> ● <i>Guidance Literacy - Implement a parent communication component tailored to their son or daughter's plan</i> 	
<p>By the end of the 2015-16 school year:</p> <ul style="list-style-type: none"> ● 3% decrease in student enrollment in basic / instructional courses (SY 15 - 15.7% basic/instructional enrollment) ● 3% increase in academic proficiency for all students to attain 90% of students with C or higher while maintaining failure rate at 2% or lower (SY15 - 87.88% C or higher with 2.02% failure) 	<ul style="list-style-type: none"> ● <i>Point of Emphasis with Advisory teachers regarding student grades and enrolling in T-Bolt Time interventions</i> ● <i>Utilize extended and REI courses to keep students at the Academic level by providing additional support</i> ● <i>Enhance intervention plans established by PLC's</i> ● <i>Continue with "Not Yet?" Junior/Senior Intervention program</i> ● <i>Continue AAP (Freshman/Sophomore Intervention plan)</i> ● <i>Articulate with feeder partner schools regarding curriculum alignment</i> ● <i>Expand Assessment Literacy and standards based learning professional development to enhance mastery of learning targets</i> ● <i>Guidance Tier 2 programs to work with students on academic performance (PRO)</i> ● <i>Lunch and Learn opportunities for staff regarding Tier 1 Academic Interventions</i> 	<ul style="list-style-type: none"> → <i>Grade Distribution</i> <ul style="list-style-type: none"> ◆ <i>By grade, level (including extended), and subject</i> → <i>"Not there yet" reports</i> <ul style="list-style-type: none"> ◆ <i>AAP & Jr/Sr Failure lists</i> → <i>SIT Team Data</i> → <i>PRO (Prepared, Respectful, On-Task) Guidance Program</i> → <i>The Center Data</i> → <i>T-Bolt Time Data</i> → <i>Professional Development Logs</i> → <i>Danielson Teacher Rating Analysis</i>
<p>By the end of the 2015-16 school year, the post-high school preparatory programs will:</p> <ul style="list-style-type: none"> ● 2% increase in overall student enrollment in AP Courses (SY15=1308 or .64 enrollment index) ● 4% increase in students taking AP exams (SY15=767 or .37 tests to enrollment index) ● 2% improvement in student performance on AP exams as measured by 3 or higher (SY15=430 or 56.1%) ● 5% increase in student enrollment in CTE/Fine Arts elective courses (SY15=2043 or .99 enrollment index) 	<ul style="list-style-type: none"> ● <i>Track the retention rate between grade levels for students in the honors/AP track.</i> ● <i>Work with staff during recommendations / registration timeframe to promote high academic students to honors & high basic students to academic & high instructional students to REI</i> ● <i>Track impact of summer enrichment classes for borderline Honors</i> ● <i>Communicate the new Illinois law pertaining to an achievement of 3 or better with both parents and students</i> ● <i>Benchmark the philosophy of an excellent AP program with staff with VJA AP Program</i> ● <i>Encourage staff to offer more night sessions prior to the test and share date a previous student success for those that have attended in the past.</i> ● <i>In English, PLC focus on improvement in writing, strengthening pre-AP preparation for AP writing demands.</i> ● <i>After reviewing the tenants of an excellent program provide staff development for teachers to help reach those goals.</i> ● <i>Work with the CTE/Elective group to improve program marketability and relevance for students</i> 	<ul style="list-style-type: none"> ● <i>AP / Honors Enrollment data</i> ● <i>AP test records</i> ● <i>AP scores</i> ● <i>Elective enrollment data</i> ● <i>Staff & Parent Communication logs</i>

