

**Objective #1 (Literacy): To improve student achievement through a focus on development of disciplinary literacy, and utilization of sound instructional strategies and assessment practices.**

**Rationale:** Addressing literacy development within the context of school improvement is critical to improving student achievement. A focus on authentic literacy across all disciplines results in increased student achievement. Students' ability to access text and construct meaning is essential. Emphasizing best practice in instruction and assessment results in students' ability to make meaning and transfer learning to future situations (Schmoker, Robb, Tovani, Marzano).

**S4 Plan and Rising Star Alignment:**

**District S4 Plan Alignment**

All Students will participate in personalized, rigorous and relevant learning opportunities.

D230 will guarantee a viable curriculum and sound instructional strategies that ensure college and career readiness for all students.

- A. All courses offered in District 230 will be aligned to Common Core Standards, including Common Core Literacy Standards.
- E. Professional Development will be provided to enhance staff understanding and ability to implement a viable curriculum using sound instructional strategies.

D230 will ensure all students master the viable curriculum and college and career readiness skills.

- A. Staff in D230 will embed Assessment Literacy practices and principles.
- C. Students in D230 will master the Essential Learning Targets in each of their courses.

**Rising Star**

**SMART Start Indicators**

ID10: Leadership, PLC, and Core look at school performance at the school, classroom, and student level.

IID06: Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.

IID07: The Leadership Team monitors school-level student learning data.

CL7: The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning.

**SMART Plan Indicators**

IE06: The principal keeps a focus on instructional improvement and student learning outcomes.

IID08: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

**SMART Goal**

**Justification**

**EXPLORE to PLAN (Class of 2019):**

Students within each of the three identified bands will average a 2 point gain from EXPLORE to PLAN in both Reading and Math.

**PLAN to P-ACT (Class of 2018):**

Students within each of the three identified bands will average a 2 point gain from PLAN to P-ACT in both Reading and Math.

**P-ACT to ACT (Class of 2017):**

Students within each of the three identified bands will average a 2 point gain from P-ACT to ACT in both Reading and Math.

**ACT's College Readiness Benchmarks**

ACT Subject-Area Test	EXPLORE	PLAN	ACT
Reading	16	18	22
Math	17	19	22

**On Target:** Those students who met or exceeded College Readiness Benchmarks based on 2014-15 EXPLORE, PLAN, or P-ACT Reading and Math subtests.

**Nearly on Target:** Those students who were within 2 or fewer points from meeting the College Readiness Benchmarks based on 2014-15 EXPLORE, PLAN, or P-ACT Reading and Math subtests.

**Off Target:** Those students who were more than 2 points from meeting the College Readiness Benchmarks based on 2014-15 EXPLORE, PLAN, or P-ACT Reading and Math subtests.

**Reading Literacy/Assessment Literacy Focus 205-16**

1. Amos Alonzo Stagg High School enters its fifth year of a school improvement focus on reading and assessment literacy.

**Reading Literacy**

Through the first four years of literacy project work, the reading literacy focus has been on students' development of four skills (summarization, inference, vocabulary, and sequencing) through content area literacy instruction. Additionally, students' use of common learning strategies to help them identify rigorous vocabulary and increase understanding of how to read academic texts has been a focus.

During the 2015-16 school year, Stagg will recommit to using literacy as a means to developing disciplinary understanding.

- Reading and writing are not ends in and of themselves.
- Reading and writing are occurring in all classes across Stagg.
- Literacy demands and expectations for students are unique depending on grade level and the discipline of study.
- Literacy Instruction is a shared responsibility across all departments.

The Leadership Team reviewed Common Core Literacy Standards in order to develop AAS Literacy targets.

- Reading targets are strategically "owned" by departments and courses.
- Targets were determined based on authentic, disciplinary fit; it is the fluid work of PLC teams to connect to instructional practices and assessment techniques.

**Assessment Literacy**

By the end of the 2015-16 school year, all 172 teachers will have received Literacy Project training (24 hours of assessment literacy training and reading literacy strategy training). Staff will participate in District-level Assessment Literacy Training. PLC Teams will continue to employ Assessment Literacy Practices.

2. The Leadership Team examined EPAS Reading and Math performance data of students from the Class of 2016, 2017 and 2018 in order to determine SMART Goals for the 2015-16 school year. On average, those students who were off target based on 2013-14 data experienced higher gains than those who were nearly on target and on target in both Reading and Math. The Leadership Team determined that inherent need exists to focus on the achievement of all students through School Improvement planning.

*This action plan includes: strategic ownership of targets across all disciplines, EPAS prep opportunities for students, leveraging intervention support and Title I resources, and PLC Teams' focus on best instructional and assessment practices.*

## Objective #2 (RTI): Stagg will work to solidify and expand on academic and social emotional intervention offerings/support.

**Rationale:** Regular data analysis is important, but more important is responding to the data. A response that includes having an array of instructional supports, differentiating instruction, extending time and providing intervention supports is appropriate. Setting high expectations for students and responding when some students do not learn by implementing additional strategies places an emphasis on all students achieving mastery (Cawelti, Protheroe, Guskey, Lezotte). The inclusion of structured intervention time during the school day along with intervention support provided through curricular and intervention programming impacts student achievement. Dedicated Advisory time has a positive impact on the social and emotional learning of all students and increases school connectedness. Regular review of discipline data, intervention data, grade data, as well as student survey data reinforces the need for programming that supports the academic and social emotional development of students.

### S4 Plan and Rising Star Alignment:

#### District 230 S4 Action Plan

All students participate in a personalized, rigorous and relevant learning opportunities.

D230 will ensure all students master the viable curriculum and college readiness skills.

- B. A continuum of interventions and supports to optimize academic growth will be developed and implemented.

D230 will guarantee a viable social and emotional curriculum and sound instructional strategies that ensure college and career readiness for all students.

- A. A social and emotional curriculum aligned to state standards will be delivered to all students.
- B. A continuum of interventions and supports to optimize social and emotional growth will be implemented and expanded.
- D. Students in District 230 will increase their participation in co-curricular activities.

#### Rising Star

#### SMART Start Indicators

ID10: Leadership, PLC, and Core look at school performance at the school, classroom, and student level.

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CL7: The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning.

#### SMART Plan Indicators

IE06: The principal keeps a focus on instructional improvement and student learning outcomes.

IID08: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

#### SMART Goals

- Stagg will reduce the number of D/F in core courses by 10%.

*This action plan includes: Arena Scheduling transition, review of systematic response to students receiving D/F grades, utilization of resource centers, regular review of intervention offerings, leveraging reading and math specialists and Academic Mentors to support students, etc.*

#### Justification

Structured intervention time is available to all students during Period 2. Prior to the 2013-14 school year, students who were struggling in courses only had access to teacher support during common plan; many students did not have access to this intervention programming.

Significant decline in D/F's in core courses over the last three years.

#### Semester D/F Grades

% Change in D/F in Core Courses from 2012-13 to 2014-2015

Core Course	2012-2013	2013-2014	2014-2015	Diff	% change
English	442	372	337	105	23.8%
Math	864	819	929	65	7.5%
PE/Health	259	233	142	117	45.2%
Social Stu.	319	316	239	80	25.1%
Science	416	271	325	91	21.9%
<b>Total</b>	<b>2300</b>	<b>2011</b>	<b>1972</b>	<b>328</b>	<b>14.3%</b>

- 50% of students will indicate on the end of year survey that they can identify the adults on their PPS Team.
- 50% of students will indicate on the end of the year survey that the adults on their PPS Team have made contact with them.
- The percentage of students' participating in co-curricular activities will increase by 6% (63% to 69%).

- When surveyed at the conclusion of the 2014-15 school year, 36% of students indicated that they could identify the adults that make up their PPS team.
- When surveyed at the conclusion of the 2014-15 school year, 28% of students indicated that the adults on their PPS team had made contact with them.

*This action plan includes: transition events, communication, SIT team meetings, PPS Student Committee membership, etc.*

- During the 2014-15 school year, 63% of students at Amos Alonzo Stagg High School participated in at least one co-curricular offering. The District 230 percentage was approaching 69%.  
*This action plan includes: Strategic effort to increase awareness of freshmen and transfer students, Pick One Activity, Advisory Blitz Opportunity, Co-Curricular Recruiting Days, etc.*

**Objective #3(Communication): Continue to develop and enhance outreach programs and partnerships with community organizations to increase community, parent, and partner school awareness of Amos Alonzo Stagg High School programming.**

**Rationale:** As outlined in District 230's S4 Plan, a strong connection between the school and the communities it serves is essential for the success of a school.

**S4 Plan and Rising Star Alignment:**

**District 230 S4 Action Plan**

All students participate in a personalized, rigorous and relevant learning opportunities.

D230 will foster two-way communication including the use of a wide-range of tools to engage stakeholders and provide accurate and timely information.

- A. Engage stakeholders directly through district-sponsored and community events.
- B. Maximize dissemination of school and district news through the utilization of websites, social media, video and print publications.
- F. Continue and enhance communication between District 230 and our partner school districts and local units of government.

D230 will ensure all students master the viable curriculum and college readiness skills.

- D. Students within District 230 will increase their enrollment in Honors and AP level courses.

**Rising Star**

**SMART Start Indicators**

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**SMART Plan Indicators:**

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**SMART Goals**

**Justification**

- **Stagg will communicate PPS Team organization (White, Blue, and Orange) and membership to all parents to better assist parents in leveraging resources from the PPS Team.**

All students are assigned to a PPS team that consists of:

- Dean
- Counselor
- Social Worker
- Nurse
- Student Assistance Coordinator

- Parents have indicated the need to connect with PPS staff in a more meaningful and productive way.
- Parents have indicated a need to better understand all of the services provided by the PPS programming at Stagg.
- Action Plan*
- *The 2015-16 school year will be the third year that PPS staff will work in teams to support students. A deliberate communication plan began during the 2014-15 school year.*
- *Student Intervention Teams meet weekly to talk about supports and interventions for students.*
- *Students are connected with their Teams as they transition into high school.*

- **Stagg will increase enrollment within Honors and AP level courses by 10%.**

- Research conducted by College Board supports the fact that students who take AP exams have higher four-year graduation rates. Additionally, students who earn higher exam scores have a higher likelihood of graduating in four years compared to those do not perform as well on AP exams.
- Action Plan*
- *Core Instruction team will review placement guidelines and recommendation process as well as communicate changes to partner schools and staff.*
- *Stagg will utilize a variety of communication formats to communicate the academic success of students as well as programmatic offerings.*
  - *Professional Print Media Regarding Honors and AP Programming*
  - *Highlight within transition programming*

- **Stagg will increase student participation in school advisory groups to better represent the diversity of the student body and better identify issues and concerns of the student body.**

- It has been noted by students the desire for a higher level of input in decisions related to Stagg's academic programming and school environment.
- Action Plan*
- *A Curriculum and Instruction Student Advisory will be established during the 2015-16 school year.*
- *A Student Captains Council for Athletics will be established during the 2015-16 school year.*
- *Principal's Advisory and PPS Team Advisory Committees will continue to meet as representatives of the student body.*

- **Stagg will increase communication/awareness of the work of the Empathy Committee.**

*This action plan includes: Increased communication to staff regarding curricular and co-curricular connection, community involvement, highlighting the Faces of Stagg and VOW book publication, etc.*

