Clinton Elementary School
School Improvement Plan
2018 – 2019

MISSION STATEMENT
Clinton Elementary School will provide a safe, supportive, student-centred learning environment that promotes personal and academic success for all students and fosters collaboration between home, school, and community. C.E.S. "Celebrating Every Success"
APPROVALS
This School Improvement Plan was prepared by Clinton Elementary School Faculty, District Faculty, and Clinton Stakeholders to implement actions and maintain policies and procedures to ensure that all students have success in their education. This Improvement Plan supports ESSA and will be reviewed annually and/or as needed.

Superintendent Approved: _____ Date: _____

School Board President Approved: _____ Date: _____

School Board Secretary Approved: _____ Date: _____

Principal Approved _____ Date: _____

District ACSIP Chair/ Approved: _____ Date: _____

COMPREHENSIVE NEEDS ASSESSMENT

Based on a Comprehensive Needs Assessment that reflects analysis and review of the most current years of district wide data, Clinton School District will support interventions at each school in identified weak areas in literacy, math, science, and social/emotional health including the common weaknesses for all students and targeted subpopulations.

Category	Data Collection	Data Analysis
Literacy	ESSA Reports: SQSS Reading at Grade Level 59.21 (164/277 points) 2017 ACT Aspire 2017-18 NWEA Map Growth from BOY to MOY by grade level 2016 - 2018 DIBELS data for K-3	Only 59% of students in grades 3-5 were Reading at or above grade level on the 2017 ACT Aspire assessment. 57% in 3rd grade 51% in 4th grade 59% in 5th grade 2017-18 Map growth report continues to show growth in reading and science as continuing to stagger. The only grade levels that met or exceeded the growth norm from BOY to MOY were 1st grade and 2nd grade. All other areas fell below the expected growth norm. Kindergarten PSF and NWF proficiency grew significantly from 2017 to 2018. 1st grade NWF proficiency also grew significantly from 2017 to 2018. However ORF for 1st grade has remained stagnant at approximately 55% proficiency. 2nd grade ORF proficiency actually declined from 64% to 55%. 3rd grade ORF proficiency grew slightly from 67% - 69%.
Math	2017 ACT Aspire 69% of 3-5 students scored Ready or Exceeding:	ACT Aspire data: 72% in 3rd grade 71% in 4th grade 64% in 5th grade 2017-18 Map Growth data (BOY to MOY) shows that only kindergarten and 1st grade met or exceeded the expected norm growth. The other grade levels fell significantly below the growth norm.

Science	ESSA SQSS data: Science Achievement score of 55.52 (156/281 points earned) Science Growth score of 48.86 (earned only 86/176 points)	2017 ACT Aspire: 55% Ready or Exceeding in 3rd - 5th 53% in 3rd grade 55% in 4th grade 54% in 5th grade
Other	School-based mental health referrals for 2017-18 indicate a significant spike in the number of referrals.	58 new referrals by Oct 31, 2017 88 new referrals by Dec 19, 2017 125 new referrals by April 9, 2018
Other	Absenteeism: ESSA SQSS Engagement score: 56.47(earned only 362/641 points) 2016-17 Student Data from e-school	Our ELL population maintained the highest percentage of attendance points at 85.7% of the points earned. App. 32% of students in grades K-5 fall in the moderate risk (absentees = 5%-10%); app. 14% had chronic absences (10%+) in 2016-17. Kindergarten had the most, which is a significant problem as this is a basis for foundational skills.

PRIORITY – SUPPORT ACADEMIC ACHIEVEMENT IN LITERACY

Goal/s: To increase the percentage of students scoring Ready and Exceeding on ACT Aspire from 59% to 70%. Grades K-2 must lay a strong foundation as part of reaching this goal. Therefore, a focus for increasing the percentage of students reading at grade level must also be a priority, particularly in ORF.

Action Items:	Monitoring Tools and/or Responsibilities	Implementation Timeline
1. Implementation of Grade-level Reading in grades K-3 with support	Instructional Facilitator DRA	2017-2019
2.K-3 Summer Reading Program	DIBELS pre/post test and SLPQI Assessment	June 2018
3.K-3 teacher training in Phonics First	DIBELS and DSA	K-1st- Summer 2018 2-3rd- Summer 2019
4. RISE training for classroom teachers and certified support staff	Instructional Facilitator	Summer 2018 - Summer 2019
5. Developing literacy block in upper grades	Instructional Facilitator	Observe 3rd grade block Spring 2018 Develop block summer 2018

		Begin implementation August 2018
6. Develop a curriculum map	Instructional Facilitator and grade-level/content teams CFA's to monitor implementation	Summer 2018
7. Release time for PLC's	Principal and Superintendent	August 2018

PRIORITY – SUPPORT ACADEMIC ACHIEVEMENT IN MATHEMATICS

Goal/s: To increase the percentage of students scoring Ready or Exceeding on ACT Aspire to 75% in all grade levels.

Action Items:	Monitoring Tools and/or Responsibilities	Implementation Timeline
1. Implementation of a math block k-5th	Instructional Facilitator	observe block - Spring 2018 develop block - summer 2018 implement - August 2018
2.Arch Ford Coop math specialist support	Principal	As needed
3.Aligning Instruction K-5 (methods, concepts, language)	Principal/ Asst. Principal MAP assessments	monthly early release days 2018-19 calendar
4. Intervention program (IXL)	MAP assessments	October 2018
5. Develop a curriculum map	Instructional Facilitator and grade-level teams CFA's	Summer 2018 - Summer 2019
6. Release time for PLC's	Principal/Superintendent	monthly during 2018-19 calendar

PRIORITY – SUPPORT ACADEMIC ACHIEVEMENT IN SCIENCE

Goal/s: To increase the percentage of students scoring Ready or Exceeding to 65% with an emphasis in measurement and data.		
Action Items:	**Monitoring Tools and/or Responsibilities**	**Implementation Timeline**
1. Provide on-site STEM training	Instructional Facilitator ACT Aspire assessment	August 2018 - August 2019
2. Embed measurement and data into each science unit	Grade-level science teachers ACT Aspire assessment Lesson Plans/Units	September 2018 - May 2019
3. Develop a science curriculum map	Grade-level teams, Instructional Facilitator ACT Aspire assessment	Begin building in Summer 2018 with completion in May 2019

PRIORITY – ATTENDANCE

Goal/s: To reduce the number of absences across all grade levels, particularly kindergarten, to fall within the low to moderate risk categories. An improvement in this goal will have a direct impact on achievement and growth.		
Action Items:	**Monitoring Tools and/or Responsibilities**	**Implementation Timeline**
1. Quarterly attendance incentives/exemptions	Principal, Asst. Principal, Dean of Students Eschool reports	August 2018 - May 2019
2. Rewriting the student handbook policy	Handbook Committee	April 2018
3. Assign mentor teachers/counselors to chronically absent students	Counselors Eschool reports	October 2018
4. Parental incentives for student attendance	Principals	October 2018

PRIORITY – SOCIAL/EMOTIONAL

Goal/s: To significantly reduce the number of mental health referrals and improve social/emotional skills in students. An improvement in this goal will have a direct impact on achievement, growth, and attendance.		
Action Items:	**Monitoring Tools and/or Responsibilities**	**Implementation Timeline**
1.Parent Education and Informational Brochures	Counselors	May 2019
2.Purchase a strong social/emotional curriculum for counselors to use	Principal Mental Health and Office Referral Data	September 2018
3.Two full-time counselors to meet the students' needs	Insure all scheduled counseling classes are met. Each class should be seen twice a month by counselors	September 2018 - May 2019
4. Monthly Character Traits taught throughout the school/across grades.	counselors	September 2018 - May 2019
5. Continued support and strengthening of PBIS	PBIS Team and Principals STING reports	began August 2017 - May 2019

ACSIP Team Members:

April Hagans, Principal

Audra Stewart, Asst. Principal

Tracy Hasting, Instructional Facilitator

Addie Cunningham, Counselor

Lacey Standridge, Parent

Christie Mooney, teacher

Sara Vann, teacher

Yuzanda Ward, teacher

Rita Barnes, teacher

Clinton High School
School Improvement Plan
2018 – 2019

MISSION STATEMENT

It is the mission of Clinton High School to educate its students in a safe and non-threatening environment accessible to all. We will provide a curriculum aligned with the state frameworks and national educational goals that will incorporate technology and promote higher order thinking skills to help students become responsible and productive citizens in an ever changing society.

APPROVALS

This School Improvement Plan was prepared by Clinton High School faculty, district faculty, and Clinton Stakeholders to implement actions and maintain policies and procedures to ensure that all students have success in their education. This Improvement Plan supports ESSA and will be reviewed annually and/or as needed.

Superintendent Approved: _____ Date: _____

School Board President Approved: _____ Date: _____

School Board Secretary Approved: _____ Date: _____

Principal Approved: _____ Date: _____

District ACSIP Chair/
Process Manager Approved: _____ Date: _____

COMPREHENSIVE NEEDS ASSESSMENT

Based on a Comprehensive Needs Assessment that reflects analysis and review of the most current years of district wide data, Clinton School District will support interventions at each school in identified weak areas in literacy, math, and science including the common weaknesses for all students and targeted subpopulations.

Category	Data Collection	Data Analysis
Literacy	- ACT Aspire - MAP - ACT - AP Lit/Lang - Formative Classroom Assessments - Progress Reports and Report Cards - CAP (Academic Advising and Counseling)	Progress monitoring of data will be conducted through PLC and early release staff development meetings throughout the 2018 - 19 school year.
Math	- ACT Aspire - MAP(look at what tests we give at HS) - ACT - AP Calculus - Formative Classroom Assessments - Progress Reports and Report Cards - CAP (Academic Advising and Counseling)	Progress monitoring of data will be conducted through PLC and early release staff development meetings throughout the 2018 - 19 school year.
Science	- ACT Aspire - ACT Aspire Interims and/or MAP(if available) - ACT - AP Chemistry, Biology, and Physics - Formative Classroom Assessments - Progress Reports and Report Cards - CAP (Academic Advising and Counseling)	Progress monitoring of data will be conducted through PLC and early release staff development meetings throughout the 2018 - 19 school year.
Attendance	- Social/Emotional Learning Needs (Counseling) - Progress Reports and Report Cards - CAP (Academic Advising and Counseling)	Progress monitoring of data will be conducted through PLC and early release staff development meetings throughout the 2018 - 19 school year.
Graduation Rate	- Social/Emotional Learning Needs (Counseling) - Progress Reports and Report Cards - CAP (Academic Advising and Counseling)	Progress monitoring of data will be conducted through PLC and early release staff development meetings throughout the 2018 - 19 school year.

PRIORITY – SUPPORT ACADEMIC ACHIEVEMENT IN LITERACY		
Goal/s: All students will improve in reading comprehension and written expression.		
Action Items:	**Monitoring Tools and/or Responsibilities**	**Implementation Timeline**
1. All highly qualified teachers will promote writing across the curriculum by requiring one or more writing assignments per 9 weeks.	● Writing Portfolio ● ACT Aspire Scores ● Teacher, Administrator, Counselor	Aug. 2018 - May 2019
2.Funds will be used to provide a credit recovery program for students who have failed to successfully complete required courses. This may be done during the course of the school day or in conjunction with the after school program.	● Student Grades ● Teacher, Administrator, Counselor	Aug. 2018 - May 2019
3.Remediation will be provided during the school day for students scoring Close or Needs Support on the ACT Aspire exam.	● MAP Growth Test ● ACT Aspire Interims ● IXL ● Teacher, Administrator, Counselor	Aug. 2018 - May 2019
4. All teachers will assess students using multiple choice questions and/or constructed responses.	● Writing Portfolios ● MAP Growth Test ● ACT Aspire Interims ● ACT Aspire Scores ● IXL ● Teacher, Administrator, Counselor	Aug. 2018 - May 2019
5.Literacy classrooms will provide access to differentiated texts through access to classroom libraries.	● MAP Growth Test ● ACT Aspire Interims ● ACT Aspire Scores ● IXL ● Teacher, Administrator, Counselor	Aug. 2018 - May 2019
6.Literacy teachers will utilize educational software such as IXL to support English skills.	● ACT Aspire Interims ● ACT Aspire Scores ● IXL	Aug. 2018 - May 2019

	● Teacher, Administrator, Counselor	
7.Teachers will use the research based strategies of the College Board Pre-AP to increase comprehension and student performance across the curriculum.	● MAP Growth Test ● ACT Aspire ● ACT Aspire Interims ● Teacher, Administrator, Counselor	Aug. 2018 - May 2019
8.Teachers will receive training for SMARTboards and Google Apps (Google Docs, Google Classroom, etc.). Technology will be upgraded as needed with additional smartboards, computers, and other materials/supplies.	● TESS ● Professional Dev. Record ● Self-Assessment ● Teacher, Administrator, Counselor	Aug. 2018 - May 2019

PRIORITY – SUPPORT ACADEMIC ACHIEVEMENT IN MATHEMATICS		
Goal/s: All students will master the skills to be prepared for the next level of high school math and graduate with skills necessary to be college and/or career ready.		
Action Items:	**Monitoring Tools and/or Responsibilities**	**Implementation Timeline**
1.Provide access to opportunities to support student achievement ● Recovery classes limited to seniors (Credit Recovery) ● Before/After school tutoring ● Remediation during Advising Period (Block/Creative Scheduling) ● Google classroom ● Summer school	● CAP ● Creative Scheduling ● Student Transcripts ● Weekly Progress Monitoring of Student Performance (Academic Advising) ● MAP Data ● ACT Aspire Data ● Classroom Assessments ● IXL ● Teacher, Administrator, Counselor	Aug. 2018 - May 2019
2.Curriculum Alignment ● Curriculum Maps for each Math Content Area	● District Curriculum Alignment Plan/Meetings ● Building Level Curriculum Plan/Meetings	Aug. 2018 - May 2019

● Vertical Alignment of Math Content	● PLC ● Teacher Observations ● Peer to Peer Observations ● Professional Development ● MAP, ACT Aspire, and Classroom Assessments ● Teacher, Administrator, Counselor	
3.Use formative and summative assessments to: ● Identify students in need of support. ● Provide Individualized remediation. ● Recommend students for future course placements.	● Academic Advising ● CAP ● MAP Data ● ACT Aspire Data ● Classroom Assessments ● Collaboration with Peer Teachers ● Professional Development (PLC) ● Teacher Observations ● Progress Monitoring for Student Interventions ● IXL ● Teacher, Administrator, Counselor	Aug. 2018 - May 2019
4. Use a variety of evidence-based, instructional strategies to engage, enrich, and provide supports for academic achievement.	● Lesson plans ● Teacher Observations ● Peer Observations ● Professional Development (PLC) ● MAP Data ● ACT Aspire Data ● Classroom Assessments ● Collaboration with Peers ● Research/Implementation of Evidence-Based Instructional Strategies ● Teacher, Administrator, Counselor	Aug. 2018 - May 2019

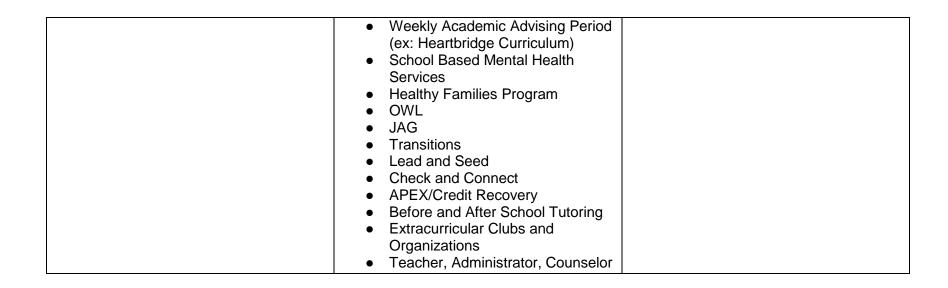| PRIORITY – SUPPORT ACADEMIC ACHIEVEMENT IN SCIENCE		
Goal/s: All students will improve in the science skills needed to interpret and analyze graphs.		
Action Items:	**Monitoring Tools and/or Responsibilities**	**Implementation Timeline**
1.Implement weekly data nuggets or alternative graph analysis.	● Scoring of graphing assignments ● Classroom Assessments ● ACT Aspire Interims ● Teacher, Administrator, Counselor	Weekly During 2018-19 School Year
2.Teach test taking skills for science content areas.	● Lesson Plans ● Class Discussion ● Practice (Assignments) ● Professional Development (PLC) ● Research and Implementation of evidence-based skills and resources ● Study Sessions ● ACT Aspire ● ACT ● Teacher	Embed in each Unit of Study for Science Courses for the 2018-19 School Year.
3.Interim ACT Science Testing and/or MAP Testing	● Reported testing scores ● Teacher, Administrator, Counselor	Schedule varies

PRIORITY – Attendance		
Goal/s: Decrease Unexcused Absenteeism by 2%		
Action Items:	**Monitoring Tools and/or Responsibilities**	**Implementation Timeline**
1.Re-address Attendance Policy ● Require a minimum of a "C" in core classes to attend out of class activities	● District Handbook Policies ● Administration ● Teacher Leadership Team ● Teacher, Administrator, Counselor	Review for 2018-19 School Year Teacher Team/Admin meet in May 2018

● Look at what we accept as excused absences ● Saturday School		
2. Communicate Policy Effectively ● Teachers, students and parents ● Several times a year	● Phone System ● Social Media ● Jacket Journal ● Reprinted Handbooks ● Open House ● Google Classrooms ● Teacher, Administrator, Counselor	2018-19 School Year Teacher Team/Admin meet in May 2018
3.Attendance Incentives Attendance = 95%: ● Free Parking ● Pizza Party ● Attendance Awards ● Freedom Reward Days ● Attendance Gold Card	● Eschool ● Weekly Tardy/Absenteeism Reports ● Parent Contact ● Teacher, Administrator, Counselor	2018-19 School Year Teacher Team/Admin meet in May 2018
4. Excessive Absenteeism Unexcused Absence => 7% ● Cannot Attend Extracurricular Events ● Saturday School ● Meeting with Principal ● Meeting with Counselor ● Social/Emotional Learning	● Eschool Reports ● Weekly Tardy/Absenteeism Reports ● Parent Contact ● Teacher, Administrator, Counselor	2018-19 School Year Teacher Team/Admin meet in May 2018

PRIORITY – Graduation Rate
Goal/s: Increase Clinton High School's graduation rate.

Action Items:	Monitoring Tools and/or Responsibilities	Implementation Timeline
1.Educate and provide support for families and students about academic planning, financial aid, scholarship opportunities, and college and career readiness.	- CAP - College Fair - College Rep Visits - MONTHLY MEETINGS for SENIOR STUDENTS (Provided by Counselor) - Academic Advising (Review Transcript and Graduation Requirements) - Scholarship - FASFA - Financial Aid - College Application & Resume Process - Counselor	August 2018 - May 2019
2. Family Engagement	- CAP - Open House - Scholarship Family Night - FASFA Family Night - Financial Aid Family Night - College Fair (invite Parents) - College Rep Visits (Invite Parents) - Check and Connect Program - College Application & Resume Process Family Night - Parent/Teacher Conf (Possibly Student Led) - Teacher, Administrator, Counselor	August 2018 - May 2019
3. Meet the student social/emotional needs with supports and programs.	- ALE - Academy (Flexible Seat Time)	August 2018 - May 2019

	• Weekly Academic Advising Period (ex: Heartbridge Curriculum) • School Based Mental Health Services • Healthy Families Program • OWL • JAG • Transitions • Lead and Seed • Check and Connect • APEX/Credit Recovery • Before and After School Tutoring • Extracurricular Clubs and Organizations • Teacher, Administrator, Counselor	

The Clinton High School Faculty members teamed by departments to comprise the goals and actions for the school improvement plan. Data from, but not limited to, ACT Aspire, ACT, EOC, MAP, IXL, formative assessments, and ESSA were all used in identifying areas to be targeted for improvement.

Clinton Junior High
School Improvement Plan
2018 – 2019

MISSION STATEMENT
The mission of Clinton Junior High is to provide a safe and positive environment that fosters a strong social and academic foundation in order to transition students to the next level of future success in an ever-changing digital world.
APPROVALS
This School Improvement Plan was prepared by Clinton Junior High School Faculty, District Faculty, and Clinton Stakeholders to implement actions and maintain policies and procedures to ensure that all students have success in their education. This Improvement Plan supports ESSA and will be reviewed annually and/or as needed.

Superintendent   Approved: _____   Date: _____

School Board President   Approved: _____   Date: _____

School Board Secretary   Approved: _____   Date: _____

Principal   Approved: _____   Date: _____

**District ACSIP Chair/
Process Manager**   Approved: _____   Date: _____

COMPREHENSIVE NEEDS ASSESSMENT

Based on a Comprehensive Needs Assessment that reflects analysis and review of the most current years of district wide data, Clinton School District will support interventions at each school in identified weak areas in literacy, math, and science including the common weaknesses for all students and targeted subpopulations.

Category	Data Collection	Data Analysis
Literacy	2017 ACT Aspire Results: 6th Grade Ready or Exceeding: English 68%, Reading 55%, Writing 59% 7th Grade Ready or Exceeding: English 86%, Reading 49%, Writing 52% 8th Grade Ready or Exceeding: English 84%, Reading 59%, Writing 57% 2017 ESSA Weighted Achievement Report: All Students: ELA Level 1 - 18%, Level 2 - 14%, Level 3 – 20%, Level 4: 48% Hispanic/Latino: ELA Level 1 - 19%, Level 2 - 13%, Level 3 – 38%, Level 4: 31% White: ELA Level 1 - 18%, Level 2 - 14%, Level 3 – 19%, Level 4: 50% ELL: ELA Level 1 - 17%, Level 2 - 17%, Level 3 – 50%, Level 4: 17% Students with Disabilities: Level 1 – 80%, Level 2 – 15%, Level 3 – 3%, Level 4 – 3% 2017 ESSA Value Added Growth Scores: All students: 78.1 Hispanic/Latino: 79.04 White: 78.13 English Learners: 80.66	Compared to 2016 ACT Aspire results, 6th grade scores of ready or exceeding in English lowered by 11%, Reading lowered by 8% while writing made a 17% gain. However when comparing the same students from 5th to 6th grade, a 13% gain was made reading and a 42% gain in writing, while reading still dropped by 9%. In comparing 7th grade scores, English and Reading scores experienced small drops of 2% each while writing was raised by 6%. Students rising from grade 6 to grade 7 saw a 7% gain in English and a 10% gain in writing, however a 14% drop in the Reading scores was present. 8th grade data again showed consistent scores in English with a 1% gain in English, with a 2% drop in Reading. Writing showed significant gains of 35%. In rising from grade 7 to grade 8, the same students demonstrated a gain in Reading (8%) and Writing (11%) while decreasing by 4% in English. ESSA Data showed an increase in the combined population from 2016. All subpopulations represented similar trends to the combined population with the exception of students with disabilities who

	Students with Disabilities: 72.75 2017 ESSA SQSS Reading at Grade Level Score: 55.78 169/303 students scored Ready or Exceeding in Reading on ACT Aspire or Level 3 or 4 on MSAA 55.8% in combined population, 50% in Hispanic/Latino, 56.4% White, 33.3% in ELL, and 5.4% Students with Disabilities	demonstrated a disproportionate number of students achieving in Level 1. Growth scores were below the state benchmark of 80 in all groups except ELL students. The lowest growth occurred in Students with Disabilities. Reading on Grade Level scores again showed a disproportionate amount of Hispanic, ELL, and Students with Disabilities.
Math	2017 ACT Aspire Results: 6th Grade Ready or Exceeding: Math 56% 7th Grade Ready or Exceeding: Math 70% 8th Grade Ready or Exceeding: Math 53% 2017 ESSA Weighted Achievement Report: All Students: Math Level 1 - 11%, Level 2 - 27%, Level 3 – 37%, Level 4: 25% Hispanic/Latino: Level 1 - 19%, Level 2 - 31%, Level 3 – 44%, Level 4: 6% White: ELA Level 1 - 11%, Level 2 - 26%, Level 3 – 36%, Level 4: 25% ELL: ELA Level 1 - 17%, Level 2 - 50%, Level 3 – 33%, Level 4: 0% Students with Disabilities: Level 1 – 55%, Level 2 – 38%, Level 3 – 5%, Level 4 – 3% 2017 ESSA Math Value Added Growth Scores: All students: 78.1 Hispanic/Latino: 79.04 White: 78.13 English Learners: 80.66 Students with Disabilities: 72.75	6th grade students scoring ready or exceeding in math from 2016 to 2017 dropped by 14%. However in contrast the same students did increase achievement from their 5th grade year to 6th grade year by 2%. 7th grade students were more consistent with a 2% increase in 7th grade scores from 2016 to 2017, with no change in the amount of students reaching ready or exceeding transitioning from 6th to 7th grade. 8th grade students saw decreases in both areas with a 1% decrease in 8th grade achievement, but a 15% decrease from their 7th to 8th grade tests. ESSA numbers were less consistent with the weighted achievement score being 62% for all students, but a significantly lower percentage of Hispanic/Latino at 50% and ELL at 33%. Again the primary subpopulation concern is Students with Disabilities where only 5% of the students scored ready or exceeding, while 80% were identified as In Need of Support in mathematics.

		Growth scores were below the state benchmark of 80 in all groups except ELL students. The lowest growth occurred in Students with Disabilities.
Science	2017 ACT Aspire Results: 6th Grade Ready or Exceeding: Science 52% 7th Grade Ready or Exceeding: Science 53% 8th Grade Ready or Exceeding: Science 46% 2017 SQSS Science Achievement Score: 52.79 161/305 students scored Ready or Exceeding in Science on ACT Aspire or Level 3 or 4 on MSAA 52.8% in combined population, 31.2% in Hispanic/Latino, 54.6% White, 0% in ELL, and 7.7% Students with Disabilities 2017 SQSS Science Growth Score 46.58 136/292 points earned for growth. Percentages of points earned for science growth All students: 46.6%, Hispanic/Latino 37.5%, White 47.2%, ELL 33.3%, and Students with Disabilities 35.7%	All three grades showed a decline in science achievement for the 2016-17 school year. 6th grade decreased by 12%, 7th grade by 11% and 8th grade by 2%. When comparing the same group of students from grade the previous grade to current, 6th grade showed an increase of 2%, while 7th decreased previous year achievement by 11% and 8th grade decreased by 18%. ESSA scores demonstrated a significant gap in science achievement between the combined population and ELL and Students with Disabilities. Science growth was more consistent between subpopulations with the largest gap occurring with Students with Disabilities where only 35.7% earned growth points compared to 46.6% of the combined population.
Other: Attendance	ESSA SQSS Student Engagement Score was 78.20. 238.5 points of 305 possible were earned. Percentage of possible points earned by subpopulation: All Students: 78.2%, Hispanic/Latino 93.3%, White 77.5%, ELL 100%, Students with Disabilities 61.2%	Although all student absentee needs to move forward into low risk, Students with Disabilities demonstrated a significant difference between their subpopulation and the combined student population.
Other		

PRIORITY – SUPPORT ACADEMIC ACHIEVEMENT IN LITERACY

Goal/s:
1. A higher percentage of students will be will identified as reading at or above grade level.
2. Value added growth scores in will be at or above the state benchmark of 80 for combined population with a focus placed on the students with disabilities subpopulation.
3. Student achievement on the writing portion of the ACT Aspire will increase.

Action Items:	Monitoring Tools and/or Responsibilities	Implementation Timeline
1. All 6th grade students will receive additional instruction in literacy through a focused course above the standard four core.	Principal and counselor.	August 2018
2. 7th and 8th grade students will receive two additional 9 weeks of literacy instruction in focused groups based on level of needed intervention in both writing and non-fiction reading.	Principal and Counselor	August 2018
3. Department meeting time will be dedicated monthly to vertical alignment between the grade levels in literacy.	Principal, superintendent, and lead teachers.	August 2018
4. Continued implementation of the Empowering Writers Curriculum.	Literacy department teachers	August 2018
5. All teachers will use additional time in advisory period for silent focused reading.	Full staff	August 2018
6. Monitoring of student growth and instructional readiness through MAP testing.	Principal, counselor, and lead teachers.	August 2018

PRIORITY – SUPPORT ACADEMIC ACHIEVEMENT IN MATHEMATICS

Goal/s:
1. An increase of math weighted achievement totals will be demonstrated by moving students forward from Needs Support to Close, from Close to Ready, or from Ready to Exceeding.
2. Value added growth scores in will be at or above the state benchmark of 80 for combined population with a focus placed on the students with disabilities subpopulation.

Action Items:	Monitoring Tools and/or Responsibilities	Implementation Timeline
1. All 6th grade students will receive additional instruction in mathematics through a focused course above the standard four core.	Principal and counselor.	August 2018
2. 7th and 8th grade students will receive an additional 9 weeks of mathematics instruction in focused groups based on level of needed intervention.	Principal and Counselor	August 2018
3. Department meeting time will be dedicated monthly to vertical alignment between the grade levels in mathematics.	Principal, superintendent, and lead teachers.	August 2018
4. Supplemental academic support through IXL.	Content area teachers	August 2018
5. Monitoring of student growth and instructional readiness through MAP testing.	Principal, counselor, and lead teachers.	August 2018

PRIORITY – SUPPORT ACADEMIC ACHIEVEMENT IN SCIENCE

Goal/s:
1. Students scoring Ready or Exceeding on the ACT Aspire Science or will increase to above 53% with no grades demonstrating a decline from the previous year with a focus on ELL students.
2. An increase of students scoring in the 25th – 75th percentile and 75th and above percentile in science growth will be demonstrated by the combined population.

Action Items:	Monitoring Tools and/or Responsibilities	Implementation Timeline
1. 7th and 8th grade students will receive an additional 9 weeks of science instruction in focused groups based on level of needed intervention.	Principal and Counselor	August 2018
2. Department meeting time will be dedicated monthly to vertical alignment between the grade levels in science.	Principal, superintendent, and lead teachers.	August 2018
3. Teachers will attend Grasping Phenomenal Science training.	Content area teachers	Summer 2018
4. An area of the library will be dedicated to STEM exploration activities.	Principal, Federal Coordinator, and Librarian.	August 2018
5. Monitoring of student growth and instructional readiness through MAP testing.	Principal, counselor, and lead teachers.	August 2018

PRIORITY – ATTENDENCE		
Goal/s: 1. The number of students identified in the ESSA Student Engagement Scoring as high risk due to missing more than 10% of eligible school days will show a decrease for the 2018-19 school year.		
Action Items:	**Monitoring Tools and/or Responsibilities**	**Implementation Timeline**
1. Establish weekly mentoring class that addresses student's progress including academics, social wellbeing, and attendance.	Principal and counselor.	August 2018
2. Include attendance rewards and incentives in conjunction with academic gold card assembly.	Counselor	October 2018
3. Review and revise attendance policy in student handbook.	Principal, handbook committee, school board.	Summer 2018