### System Goal:
*All students will meet 2 or more Evidence of Learning Measures*

### School Goal:
All students, with a focus on our Hispanic students, will meet 2 or 3 Evidence of Learning (EOL) measures, be on track for graduation (including eligibility), and CCRCCA ready.

### Instructional Goals:
Developed by grade-level and based on an internal measure from the EOL framework. See the rows below for specific grade-level band instructional goals.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Literacy Goals:</th>
<th>Math Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th-10th</td>
<td>9th Grade: All students, with a focus on Hispanic students, will meet 2 or 3 EOL measures, be on track for graduation, and academically eligible. Instructional goal: Students will:</td>
<td>Algebra 1 - All students, with a focus on Hispanic students, will meet 2 or 3 EOL measures, be on track for graduation, and academically eligible. Instructional goal: Students will:</td>
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<td></td>
<td>● determine the central idea/claim of a text and provide an accurate summary of that text with key supporting details.</td>
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<td>● measured by growth on MAP-R, Progress Checks, Common Writing Tasks and teacher-generated assessments.</td>
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<td>10th Grade: All students, with a focus on Hispanic students, will meet 2 or 3 EOL measures, be on track for graduation, and academically eligible. Instructional goal: Students will:</td>
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<td>● interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
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<tr>
<td></td>
<td>● measured by growth on Progress Checks, Common Writing Tasks and teacher-generated assessments.</td>
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<tr>
<td></td>
<td>Geometry - All students, with a focus on Hispanic students, will meet 2 or 3 EOL measures, be on track for graduation, and academically eligible. Instructional goal: Students will:</td>
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<tr>
<td></td>
<td>● make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. (HS.G-CO.D.12)</td>
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</tr>
</tbody>
</table>
## School Improvement Plan Overview

**System Goal:** All students will meet 2 or more Evidence of Learning Measures

**School Goal:** All students, with a focus on our Hispanic students, will meet 2 or 3 Evidence of Learning (EOL) measures, be on track for graduation (including eligibility), and CCRCCA ready.

**Instructional Goals:** Developed by grade-level and based on an internal measure from the EOL framework. See the rows below for specific grade-level band instructional goals.

| 11th-12th Grade Literacy Goals: | 11th Grade: All students, with a focus on Hispanic students, will meet 2 or 3 EOL measures, be academically eligible and CCRCCA ready.  
*Instructional goal:* Students will:  
- write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
- measured by growth on Progress Checks, Common Writing Tasks and teacher-generated assessments.  

| 12th Grade: All students, with a focus on Hispanic students, will meet 2 or 3 EOL measures, be academically eligible and CCRCCA ready.  
*Instructional goal:* Students will:  
- write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  
- measured by growth on Progress Checks, Common Writing Tasks and teacher-generated assessments. |

| 11th-12th Grade Math Goals: | Geometry - All students, with a focus on Hispanic students, will meet 2 or 3 EOL measures, be on track for graduation, and academically eligible.  
*Instructional goal:* Students will:  
- make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. (HS.G-CO.D.12)  

| Algebra 2 - All students, with a focus on Hispanic students, will meet 2 or 3 EOL measures, be on track for graduation, and academically eligible.  
*Instructional goal:* Students will:  
- for a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. (1YR: HS.F-IF.B.4) |
## Action Plan

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Action Plan: What will the focus of our work be?</th>
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</table>
| Professional Learning on the Standards | Educators will participate in professional learning focused on:  
- protocols for creating, assessing, and tailoring standards-based lesson plans centered on the Japanese Lesson Study model;  
- differentiation of instruction to reach student mastery of material;  
- frameworks for integrating student voice into lesson planning and formative assessment;  
- consistent opportunities for student discourse and eliciting student thinking;  
- the use of Performance Matters Unify to collect and analyze data. |
| Analyzing Data to Inform Instruction | Educators will:  
- maintain consistent structures for collecting and analyzing relevant student data from the classroom, district, and external measures, including teacher-generated baseline assessments to be revisited and tailored at semester intervals;  
- engage in quarterly data chat protocols on relevant classroom, district, and external measures, especially interim and quarterly grades, Common Tasks, and Progress Checks. |
| Equitable and Culturally Responsive Instructional Strategies | Educators will plan for, organize and implement instructional strategies supporting:  
- a school-wide focus on Tier 2 vocabulary terms that have cross-content applications;  
  - Supports CCSS.ELA-LITERACY.CCRA.L.6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  
- student to student discourse;  
- explicit work and reflection on beliefs including growth mindset and the teacher as a warm demander. |
| School Climate and Culture |  
- Integration and use of our Wellness Center;  
- Restorative Practices for relationship building amongst staff and students;  
- Wellness and Social Emotional Learning: integration of mindfulness;  
- Elevating student voice through school-wide and classroom level surveys, and administrative meetings with student leaders. Host grade level town hall meetings with assistant principals each semester;  
- Team approach for 9th grade including our pupil personnel worker (PPW), counselors, Wellness Center representatives and teachers;  
- Pre-service and quarterly interdisciplinary co-department meetings to develop community and support similar academic standards in our paired departments;  
- Continue implementing Equal Opportunity Schools (EOS) surveys and best practices to promote belonging for all students. |