



ACIP

Vestavia Hills High School

Vestavia Hills City School System

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Vestavia Hills is a professional, suburban residential community with a population of approximately 32,000 residents located south of Birmingham, Alabama, in Jefferson County. Established in 1970, Vestavia Hills High School is the only high school in the Vestavia Hills City Schools district. The school is supported by two middle schools and five elementary schools. The high school's current enrollment is 2035 students in grades 9-12. The 2017 senior class is 483 students. The school won its second Blue Ribbon School of Distinction Award in 2010.

There are 217 faculty and staff at the high school. The average teaching experience of the 155 teachers is 14 years. The administrative staff includes a principal and five assistant principals. The principal is in his second year at the high school. For the 2016-2017 school year, 25 new faculty and staff were hired, and 31 the year prior. This turnover in faculty is due to retirements, resignations, and the addition of new units, indicative of the recent growth in community and school population.

The school's proximity to numerous institutions of higher learning in the metropolitan Birmingham area provides opportunities for teachers to earn advanced degrees. 79% of the teachers hold Master's degrees or higher and approximately 20% of teachers are National Board Certified Teachers.

The sophomore class at VHHS is composed of 522 students, the largest class at the high school currently and the largest in its history. The rising grades in the middle schools are also large classes. One of the challenges facing the high school is this increase in student enrollment. With these growing class sizes, the school enrollment has increased to over 2000 students for the first time in school history. In the past three years, the percentage of students who qualified for free and reduced lunch decreased from 8% to a current percentage of 7%. However, because of the increase in student population, while the percentage decreased, the actual number of students increased.

Testament to the hard work and dedication of the students, parents, and teachers in the midst of a changing and growing population is that, of the 462 seniors in the class of 2016, 88% enrolled in four-year colleges and 9% enrolled in two-year colleges. 16% of the class enrolled in 52 different colleges in 21 states outside of Alabama while those staying in colleges inside the state of Alabama enrolled in 22 different colleges and universities. The class of 2016 was honored to have 8 National Merit Finalists and the class of 2017 has 17 National Merit Semi-Finalists who will now compete for Finalist status. The community expects our school to educate the students at a high standard. Whether the student is a student whose parents graduated from the high school or the student is a student whose parents moved into government supported housing as an opportunity for their children, there is an expectation of college preparedness among our parents. Those high expectations can be a challenge because not every student will attend an Ivy League school or participate on the academic teams or compete successfully as an athlete at the high school.

One change in recent years includes an increased need for services related to supporting students in the area of academics. Our National Honor Society offers free tutoring services to students four nights a week at the school. We offer guided studies in lieu of traditional study halls for students who need a strong adult presence as both accountability and as an academic resource. We offer Peer Helpers services during the school day for students during their study hall period one period a day as an extra layer of support.

In addition, over the past three years, the high school strengthened its support of student academic learning through improvements in the Problem Solving Team (PST) process. Because of scheduling and resource constraints, the PST process can be more difficult at the secondary level than at the elementary level. Through additional scheduling opportunities using Edmentum's online courses, using PLATO for credit recovery during the summer, and through course remediation during the school year, the high school strives to find appropriate supports for student learning.

The school system's location in Jefferson County, Alabama, is in close proximity to other high performing school districts. This close proximity provides healthy competition in the areas of both athletics and academics for our high school. During the 2015-2016 school year, 17 of our 21 athletic teams qualified for state. Of those 17 teams, 3 won team championships and VHHS was proud to have 12 individual champions. In addition, three of our academic teams, We the People, Economics, and Math Team, all competed nationally and finished the school year with top ten national rankings. We acknowledge the success of our programs is partly due to the high levels of quality competition in the schools and school systems surrounding our school system.

All of the above characteristics not only accurately describe our school system but also provide insight into the challenges for our school system. The Vestavia Hills School system and Vestavia Hills High School have a long tradition of excellence and a reputation in the community, in the area, and around the state for high standards of achievement. Sustaining excellence through the constant change of a growing and changing population is a very real challenge for the school system.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Vestavia Hills High School, a collaborative learning community with a continuing tradition of excellence, is to cultivate responsible and compassionate shapers of society by fostering personal growth through community service, character development, and a rigorous, varied and relevant curriculum. This mission statement of the school encompasses three main goals of the school--learning, service, and character.

The learning expectations for students are a shared expectation among all shareholders in the school. Curricular program offerings reflect this standard of learning. The high school offers a variety of Advanced Placement courses in the areas of mathematics (Calculus AB, Calculus BC, Statistics), English (Language, Literature), foreign languages (Spanish, French, German, Latin), science (Biology, Chemistry, Physics), social studies (World History, European History, American History, Government, Economics, Psychology), and fine arts (Art). Approximately 935 Advanced Placement exams were administered in 28 content areas in May 2016.

Our course offerings outside of Advanced Placement also prepare students for success in two and four year colleges. Often the stratum of students at the middle layer is under-served educationally. With 97% student enrollment in two and four year colleges, our curriculum program can boast preparedness for our students in the middle and lower levels of achievement. Always seeking to improve, though, the school has submitted an Innovative Schools waiver to the Alabama State Department of Education for flexibility in teacher certification and course credit qualifications targeting students typically classified as 'the middle.'

Service expectations for students at the high school are a direct reflection of community and parent expectations for our student population. The high school schedule includes embedded monthly meeting time for clubs during the school day. All clubs include service components to their purpose. The school-wide Relay for Life event raised more than \$270,000 last spring, the highest ever for the school. In addition to this service-related fundraising, the Student Government Association raised \$25,000 for Children's Harbor and our Habitat for Humanity Club funded and raised money for its eleventh home this past year.

Expectations for character are seen in the school program also through the clubs and organizations. Certainly, the service opportunities develop character in our students, but character expectations are also built in other ways as well. Our Youth Leadership organization is offered as an opportunity during the summer between students' freshman and sophomore years. The goals of the retreat are to communicate expectations of character including messages of inclusion and anti-bullying.

The following article appeared in the Vestavia Hills Community News publication sent to all residents of Vestavia Hills in fall 2013. The title of the article, The Learning of Service, further embodies and exemplifies standards of purpose related to learning, service, and character at the high school.

The Learning of Service

During an era in which 'college and career preparedness' is the buzz phrase describing the goals of public schools, we cannot forget one of the original goals of public education: life preparedness. Preparing students for life includes the learning of service. Student organizations at [Vestavia Hills High School provide service opportunities throughout the school year in an effort to uphold the Vestavia Hills community values SY 2016-2017](#)

and standards related to service and giving.

Often, service begins closest to home. Our students give time and expertise as tutors for peers in academic areas (National Honor Society; German Honor Society). They also give time to our sister schools in the district and community through reading programs (Literacy Club) and book drives (German Club). Our student organizations are already preparing to help families in need around Christmas either through angel tree projects (National Honor Society for Dance Arts), canned food drives (Chess Club) or shoebox projects (HOPE Club).

The families of Vestavia Hills are not immune to sickness, disease, and hardship. Because of the personal connections our students have to many of these life-altering circumstances, our students support organizations through both awareness programs and fundraising efforts. The American Diabetes Association (Junior Varsity Dance team), the American Heart Association (Future Medical Professionals), Susan G. Komen Race for the Cure (Minority Achievement Council), the Samaritan's Purse International Relief (Boys Fellowship of Christian Athletes), the American Red Cross blood drive (STAND club), and the Jingle Bell Run for Arthritis (Leo Club) all benefit from the direct efforts through service of the students at Vestavia Hills High School.

The greatest service we can give to each other is the service of time and relationship. The Rebel Buddies, composed of special education and regular education students, is a group of students whose primary goal is relationship between students. All of our clubs and student groups, those mentioned above as well as those not mentioned, strive to instill the learning of service as part of the goal of preparing our students for life.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The last three years have marked some incredible achievements in the grounds and facilities of our school campus. We have renovated our athletic stadium, Thompson Reynolds Stadium, by adding a new expanded press box with new concession stand below and restrooms. This area also hosts an improved handicap seating option for guests with adjacent parking. The stadium also has a new main concession stand with added storage and ticket booths. The entire area has new fencing which enhances the aesthetics of our campus.

As of the start of school for 2016-2017 school year, we have a newly paved and renovated lower and adjacent parking lot. Many corrections to traffic flow and underlying ground issues were addressed during this process. We have also added new and improved signage on campus to direct visitors to the various areas of VHHS.

Over the next three years, other areas for improvement for facilities include new turf on the baseball field. While the school population continues to rise, the size of the cafeteria has remained small. Strategic use of a senior patio has been a solution but furniture needs for the senior patio will need to be addressed in the near future. Other, more long-term facilities needs for the high school include the renovation and expansion of the kitchen facilities and re-purposing and expansion of the choir and band room facilities. We also are looking into ways to accommodate the many athletes and Physical Education students in the weight rooms and indoor athletic areas.

An exciting project VHHS is working with the Vestavia Hills City Schools Foundation on is a roof top garden area. This Green Roof Project, to our knowledge, will be the first of its kind for a public high school in the state of Alabama. This space will be used in science classes and other content areas as applicable to learn about sustainability, environmental factors and concerns and modern agriculture. We plan to begin construction this year hopefully to be used in the fall of 2017.

Teachers and classrooms are learning how to use student devices effectively to enhance learning. Last year our school district adopted Google Apps for Education as we look to streamline our online management systems. We are in continuous professional learning to better prepare our classrooms for efficient use of Google Classroom and associated apps between school, work and home.

An area of challenge for students is that teachers may use different forums for learning, necessitating flexibility for students and parents in navigating these different settings. Over the next three years, the high school seeks to improve in the area of technology integration into the learning environment for students and teachers, whether classrooms implement BYOD practices or not. Teacher professional development in the area of digital learning environments is key to preparation for what learning may look like five or ten years from now.

Acknowledging that not all students either own devices or want to bring their devices to school, the school continues to improve in the area of technology availability for students and teachers at the school. We are currently revamping our outdated Mac products and looking, as a district, to what a 1-to-1 model would look like for our students.

The counseling staff and structure has also undergone a notable change over the past three years. Currently, the high school boasts five guidance counselors and one college counselor. A strength of the guidance department is academic counseling, especially because of the role of the college counselor. However, the counseling structure includes one counselor on each team who is also responsible for at-risk behavioral counseling for the team. Shifted responsibilities among the counselors to support this change in structure include shared responsibilities for academic counseling among all counselors and specific responsibilities for the two behavioral counselors to provide on-
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going support to our students and families in the areas of at-risk social, emotional, and behavioral counseling. Our counselors roll over with their current students to provide more support and develop deeper relationships with those students.

Beginning this school year we have amended our school day and bell schedule to allow for an 8 period day as compared to a previous 7 period day. This change has allowed two things: students have an additional elective option during the school day which provides flexibility for courses that are required versus those that are desired. It also allows for teachers to have a time during the day for Professional Learning Communities (PLC's), collaborative conversations and peer observations. This change in schedule we anticipate will help guide our faculty in staying ahead of the curve professionally to best meet student needs.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The athletic programs of the school provide support in preparing students for life skills. Last school year, two different athletic teams won state championships and two teams were state runners-up in their sports. These teams represent a cross-section of student athletes representing many families. All athletic coaches, though, will testify that the athletic programs at Vestavia Hills High School is built on a foundation of character education as much as education in individual sports. The coaches are mentors and leaders for our students.

Both our athletic and academic programs are worthy of mention, but the high school boasts many other programs and opportunities in which individual students excel. Our Arts Education department has created an Arts Achievement Seal which is a diploma endorsement to recognize students who have excelled in multiple years and areas of Arts Education. This program was initiated in response to the lack of specific requirement to graduate to support fine arts and the students who have passion and skill in these content areas.

Additionally, our World Languages Department (Spanish, German, French, and Latin) have established a Seal of Biliteracy program to recognize and award students who show proficiency and mastery in multiple languages upon graduation. This is the first program of this kind in the state of Alabama and we are currently working with other local school districts to help them begin similar programs in their schools.

Also acting as mentors and leaders for our students are the individual members of the school PTO. The parents and teachers of the school form a strong bond of unity in supporting each other for the students. Our PTO sponsors a grant process for faculty and staff to request things that enhance the learning and improve VHHS for our students. The grants are funded by the PTO's several fundraising events including a community night (Eat Roll Rebel) and a donation campaign. Grants range from payment for one complete printing of one issue of the school newspaper to support for an online school library database. Total grants awarded in the previous two years total over \$50,000. The success of Vestavia Hills High School can be attributed to the support of the local PTO.

Hearing the individual voice of the student is a goal for educators and a desire of parents for their children in the public school environment. Those voices are diverse with many needs in a high school setting. Fortunately, Vestavia Hills High School includes opportunities for those voices to be heard. The Welcome page on the high school website addresses the goals and vision of the high school to continue to succeed while touching individual lives of students, as shown below:

Welcome to Vestavia Hills High School

Founded in 1970, Vestavia Hills High School is a school with a tradition of excellence. Academics, athletics, and service are the forums through which students and teachers have learned together to grow together over the past 40+ years. Through those years, new students enter the school and challenge themselves to meet and surpass standards set by those classes before them. Vestavia Hills High School claims state championships annually in both athletic and academic competitions. Seniors earn millions of dollars in scholarship money. Its students raise hundreds of thousands of dollars for charities.

These quantifiable examples of excellence pale in comparison though to the more qualitative evidence of excellence among the people who walk the halls of the high school. These examples of excellence include building and strengthening relationships, persevering through tough times, and giving both time and resources. Stories of both defeat and victory, of natural talent and hard work, and of independence and
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teamwork could fill volumes. Some of the greatest stories are those of students who were not the smartest, the most talented, or the most athletic. They are stories of excellence nonetheless.

To truly know Vestavia Hills High School, you must know the people of Vestavia Hills High School. Only then will a true understanding of the school's tradition of excellence be known...one student's story at a time.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

We have undergone a recent rebranding process within our district which has helped us begin to identify with who we are and what we represent as an organization. As a school, Vestavia Hills High School, we are now looking to descriptively improve our mission and school mantra to better serve our current position within the community and district brand. We have started a PLC (Professional Learning Community) of voluntary faculty and staff (classified and certified) to help define and redefine our school mission and mantra. In this process, we have reached out through our over 40 student led clubs to gain their perspective on these as well. We will additionally include information from student projects from a student leadership group, Youth Leadership Vestavia Hills, too. We meet before and after school on the first Tuesday of each month to gather information and discuss what has been shared. For this year and this goal, our improvement team consists of this variety of stakeholders.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Certified staff: Directors and organizers of the process and information

Classified staff: as members of the participatory group

students: participation in the form of student projects and surveys

administrators: members of the organizing and participatory group

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

We plan to create an informative campaign including social media, web presence, posters and handouts and in future publications both on campus and in the community. As we move to a final product of school mission and vision statements, we hope to update regularly the participating groups with where we are in the process. This will be done mainly through electronic communication and a school blog.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		ACT 2016 profile ACT 2016 demog

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

We continue to trend higher than the state average in all areas of the ACT 11 Grade assessment. Areas include English, Math, Reading, Science and the composite score.

Describe the area(s) that show a positive trend in performance.

On this assessment, we did not show positive trends compared to the previous years' reported scores on the ACT 11 Grade.

Which area(s) indicate the overall highest performance?

English and Reading

Which subgroup(s) show a trend toward increasing performance?

Our Hispanic and Asian subgroups showed positive trends in performance on the ACT 11 grade.

Between which subgroups is the achievement gap closing?

Hispanic and White

Which of the above reported findings are consistent with findings from other data sources?

The improvement in our Hispanic subgroup

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Math and Science

Describe the area(s) that show a negative trend in performance.

English and reading both show a slight dip in performance, however math was a full point lower and science was .4 points lower than the previous year and not in the trend in multiple year data sets.

Which area(s) indicate the overall lowest performance?

Math

Which subgroup(s) show a trend toward decreasing performance?

White, Black and two or more races subgroups

Between which subgroups is the achievement gap becoming greater?

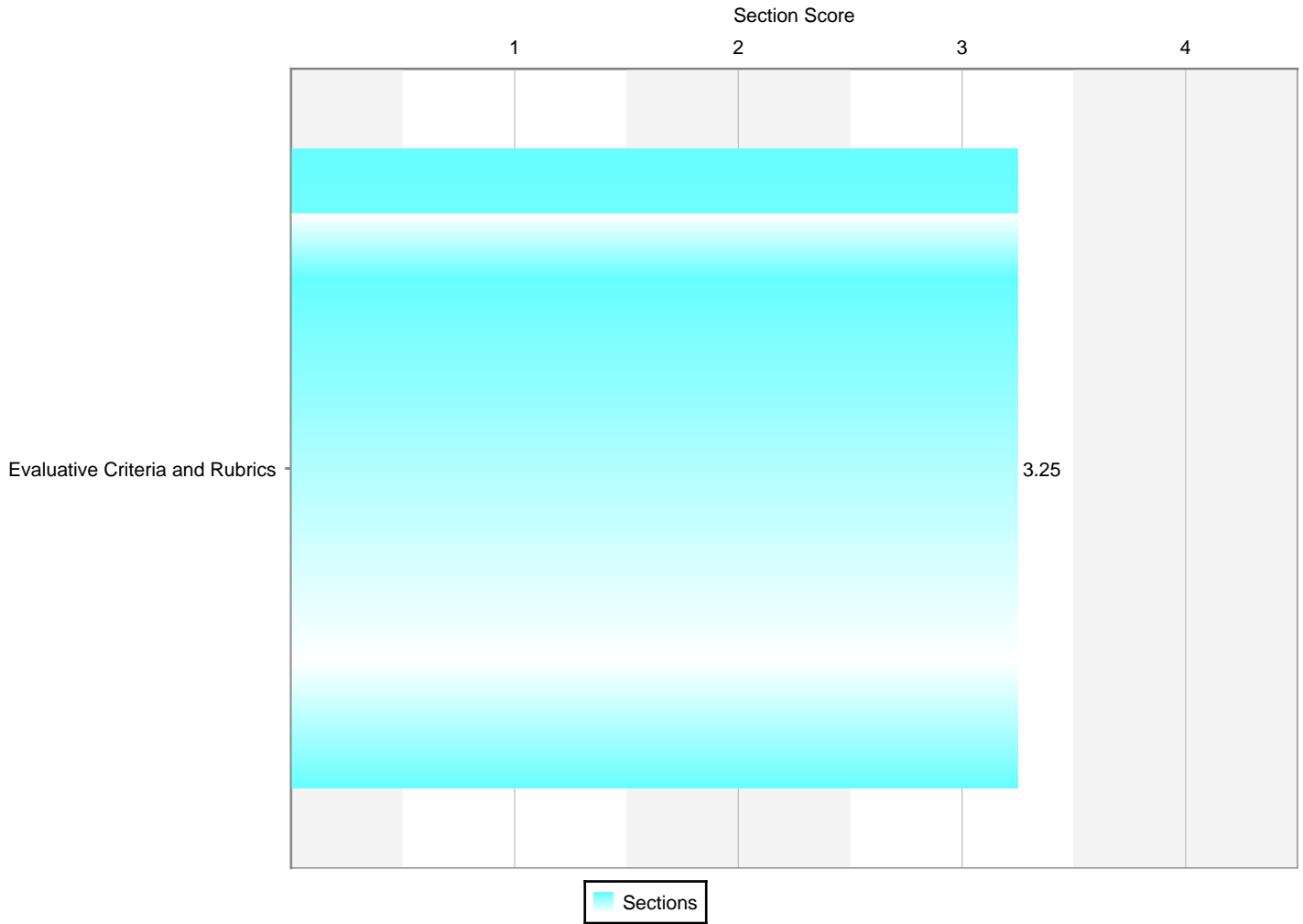
Black and White (very slight change), White and Asian was a greater gap, Hispanic and Asian, and Black and Hispanic.

Which of the above reported findings are consistent with findings from other data sources?

Our Asian population has been increasingly out performing our other subgroups.

Report Summary

Scores By Section



ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		signature

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		signature

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Kandace VanWanderham Director of Student Support Services (205)402-5121 1204 Montgomery Highway Vestavia Hills, AL 35216	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		parent plan

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Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	We utilize the Parent Involvement Plan	

Plan for ACIP 2016-2017

Overview

Plan Name

Plan for ACIP 2016-2017

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All teachers will become active and engaged participants in Professional Learning Communities as evidenced by improved learning outcomes for students and personal added value to the professionalism within the faculty and staff.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	All 10th grade students will exhibit growth in reading and understanding text complexity as evidenced by progress on the ACT ASPIRE assessment administered in the spring of the sophomore year.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All teachers will become active and engaged participants in Professional Learning Communities as evidenced by improved learning outcomes for students and personal added value to the professionalism within the faculty and staff.

Measurable Objective 1:

collaborate to ensure all teachers participate in PLC's and reflect on their practice and student learning gains. by 05/26/2017 as measured by End of the year survey and discussion between all faculty to determine progress. .

Strategy 1:

Professional learning - Teachers and administrators will attend regular professional learning meetings pertaining to leading and implementing Professional Learning Communities within the school setting in order to fully implement them in our regular practice at VHHS.

Category: Develop/Implement Professional Learning and Support

Research Cited: "Learning By Doing", Dufour, et al.

Activity - Small Group PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will form content specific learning communities that are expected to meet multiple times each week to discuss peer observations, action research items and evidence of student learning in their classrooms.	Professional Learning	08/08/2016	05/26/2017	\$0	No Funding Required	All teachers, district instructional directors, school level administration .

Goal 2: All 10th grade students will exhibit growth in reading and understanding text complexity as evidenced by progress on the ACT ASPIRE assessment administered in the spring of the sophomore year.

Measurable Objective 1:

100% of Tenth grade students will demonstrate a proficiency in reading with greater text complexity in Reading by 04/28/2017 as measured by improvement in the text complexity rating on the 10th grade ACT ASPIRE.

Strategy 1:

Professional learning - Teachers in all content areas will work to improve teaching strategies for reading in the content area with increased text complexity.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: We have been reviewing and using information gained from the ACT ASPIRE test and testing materials. This resource will be where we being to seek support for strategies to support text complexity improvements.

Activity - Teacher training on using strategies for reading in the content area	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in professional learning around reading in the content area to increase exposure to text complexity.	Professional Learning	10/31/2016	04/28/2017	\$0	No Funding Required	all content area teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher training on using strategies for reading in the content area	Teachers will engage in professional learning around reading in the content area to increase exposure to text complexity.	Professional Learning	10/31/2016	04/28/2017	\$0	all content area teachers
Small Group PLC	Teachers will form content specific learning communities that are expected to meet multiple times each week to discuss peer observations, action research items and evidence of student learning in their classrooms.	Professional Learning	08/08/2016	05/26/2017	\$0	All teachers, district instructional directors, school level administration .
Total					\$0	