



Pangburn High School Improvement Plan 2019/2020

Mission


The mission of Pangburn High School is to provide a safe, positive, and supportive atmosphere where students grow socially and emotionally as they receive a quality education. It is the vision of Pangburn High School to individualize learning to meet the specific needs, career interests, and goals of each student in an effort to create lifelong skills for the workplace of his or her choosing

Approvals

This School Improvement Plan was prepared by Pangburn High School Administration and will be monitored by the High School Faculty, Facilitators, and Administration 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.

Approved: 
Superintendent

Date: 7/16/19

Approved: 
Board President

Date: 7/16/19

Approved: 
Board Secretary

Date: 7/16/19

Comprehensive Needs Assessment for Academic Achievement

Based on a Comprehensive Needs Assessment that reflects a trend analysis and review of the most current years of district-wide data, Pangburn High School will support interventions at each grade level in the identified weak areas in Literacy and Math including the following common weaknesses for all students and targeted subpopulations.

Category	Areas of Concern	Area of Focus
Math	More than 70% of our students struggle with Math on the ACT Aspire test.	Fluency; Application DOK 3; Explanation and Justification. Increased seat time with Math instructors.
Literacy	66% of our students scored close or in need of support on the ACT Aspire.	Application DOK 3, Key Ideas and Details, Integrating Knowledge and Ideas, Dyslexia Interventions, Increased seat time with Literacy instructors

Goal 1: Math- 35% of our students will score Exceeding or Ready on the ACT Aspire

Methods and Reasoning - Math

Students that scored close or in need of support on the ACT Aspire will be required to use flex time with their Math instructor weekly for RTI. We will continue screening students at the beginning of every school year in grades 9-10 using Star tests to determine any math skill deficits. Students needing more support will receive instruction during flex/RTI time to help recover any noted missing skills.

This instruction will be a combination of one-on-one time with the teacher and/or small group intervention for the individual student. The Star test will be given monthly to monitor the progress of struggling students. Teachers will include DOK3 questions weekly in all Math classes. Teacher team meetings will include coaching on the use of evidence-based practices.

Evidence-Based action steps for all students	Possible Funding Sources	Implemented by:	Method of Monitoring
The Star test will be given to all students grades 9-10		Teachers, Advisors, Math Coach, Administration	Teachers, Advisors, Math Coach, Administration
More instructional seat time for struggling students		Teachers, Advisors, and Administration	Teachers, Advisors, and Administration, and Math Coach
Teachers will use evidence-based practices to address student deficiencies and increase student achievement.		Teachers, Advisors, and Administration	Teachers, Advisors, and Administration, and Math Coach

Supplemental support for targeted subgroups and populations:

Goals and objectives will be adjusted accordingly for individual students that struggle. Students will receive individual or small group help as needed during class or flex time.

Goal 2: Literacy - 40% of Students will score Exceeding or Ready on the ACT Aspire.

Methods and Reasoning - Literacy Planning

At the beginning of the 2019/2020 school year, every student in grades 9 and 10 will be screened using Star tests and students (grades 10 through 12) will be PAST tested to determine any Literacy skill deficits that exist. Students needing more support will receive instruction during flex/RTI time to help recover any noted missing skills.

This instruction will be a combination of one-on-one time with the teacher and/or small group intervention for the individual student. The Star test will be given monthly to monitor the progress of struggling students. Low achieving students will be assessed by the RTI committee and can be referred for Level II dyslexia screening. Students may be placed on a 504 plan if the committee deems it appropriate. Teacher team meetings will include coaching on the use of evidence-based practices

Evidence-Based action steps for all students	Possible Funding Sources	Implemented by:	Method of Monitoring
The Star test will be given to all students grades 9-10		Teachers, Advisors, Literacy Coach, Administration	Teachers, Advisors, Literacy Coach, Administration
The PAST test will be given to all students grades 10-12		Testing Coordinator, Literacy Coach, and Administration	Teachers, Advisors, and Administration,
Level II Dyslexia Screening as needed		Dyslexia Interventionist, Literacy Coach	Dyslexia Interventionist, Teachers, Advisors, Parents, and Administration

Supplemental support for targeted subgroups and populations:

Goals and objectives will be adjusted accordingly for individual students that struggle. Students will receive individual or small group help as needed during class or flex time.