

**OVERARCHING SCHOOL GOAL:** Huguenot High School will continue to foster a climate and culture conducive to improving the areas of English, Math, Science, Chronic Absenteeism, Dropout Rate, ESSA Participation and Federal Graduation Index by obtaining an overall success rate by 2021 of English increasing from 69% to 75%, Math increasing from 72% to 75%, Science increasing from 53% to 70%, Chronic Absenteeism decreasing from 22% to 18%, Dropout Rate decreasing from 29% to 25%, ESSA Participation increasing from 92% to 95% and Federal Graduation Index increasing from 69 to 75 respectively.

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**STRAND I: TEACHING FOR LEARNING**

<b>ENGLISH LANGUAGE ARTS (ELA)</b>		<b>MATHEMATICS</b>	
<b>1</b>	<b>SMART Goal(s): Huguenot High School will raise SOL scores in English from 69% from 2018-2019 to 75% for 2020-2021.</b>	<b>2</b>	<b>SMART Goal(s): Huguenot High School will raise SOL scores in Mathematics from 72% in 2018-2019 to 75% for 2020-2021.</b>
<b>SCIENCE</b>		<b>HISTORY/SOCIAL SCIENCE</b>	
<b>3</b>	<b>SMART Goal(s): Huguenot High School will raise SOL scores in Science from 53% in 2018-2019 to 70% for 2020-2021.</b>	<b>4</b>	<b>SMART Goal(s):</b>
<b>5 Other (specify):</b>	<b>Chronic Absenteeism</b>	<b>SMART Goal(s): Huguenot High School will lower Chronic Absenteeism as measured by the state accreditation report from 22% in 2018-2019 to 18% from 2020-2021.</b>	
	<b>Federal Graduation Rate</b>	<b>Smart Goal (s): Huguenot High School will raise the Federal Graduation Index as measured by the Federal accreditation report from 69 in 2018-2019 to 75 in 2020-2021.</b>	
	<b>Dropout Rate</b>	<b>Smart Goal (s): Huguenot High School will lower Dropout Rate as measured by the state accreditation report from 29% in 2018-2019 to 25% in 2020-2021.</b>	

**ACTION PLAN**

**1. Essential Action/Research-Based Strategy:** Improve student literacy through the implementation of the Read180 reading program.

<b>Focus Area</b> <i>[Domain(s)/Student Group(s)]</i>	<b>Action Steps</b>	<b>Title I, Part A, Budget Implications (if applicable)</b>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Evaluation/Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
English 9 Students	All 9th grade students will be assessed for a deficit in reading.		English 9 teachers	September 2020 to October 2020	Results from Read180 pretest for reading	English Department chair and Admin over English Department
English 9 students reading 2 or	Struggling readers will participate in 90 minutes of reading instruction via the	SIG/Read 180 \$129,000.00 for additional	English 9 teachers	October 2020 to June 2021	Weekly progress monitoring via Read180 progress reports	English Department Chair and Admin over English Department

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more grade levels below 9th grade	Read180 program	License and Teacher kits				
<b>2. Essential Action/Research-Based Strategy:</b> Improve teacher to student interactions through the MyTeachingPartner-Secondary professional development program						
<b>Focus Area</b> <i>[Domain(s)/Student Group(s)]</i>	<b>Action Steps</b>	<b>Title I, Part A, Budget Implications (if applicable)</b>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Evaluation/Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
Algebra 1 Students	Algebra 1 teachers will receive web based coaching based upon videos of their interactions with students during a teaching or tutoring session.	Title 1 \$1,000.00 for video recording devices for recording coaching sessions	Algebra 1 teachers	September 2020 to June 2021	Submission evidence (Videos uploaded) and feedback from MyTeachingPartner-secondary (Report)	Math Department Chair and Admin over Math Department
<b>3. Essential Action/Research-Based Strategy:</b> Improve teacher decision making based on better data collection via Checks for Understanding from Teach Like a Champion 2.0.						
<b>Focus Area</b> <i>[Domain(s)/Student Group(s)]</i>	<b>Action Steps</b>	<b>Title I, Part A, Budget Implications (if applicable)</b>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Evaluation/Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
All Science students	Science teachers will participate in PD over the 6 techniques for Gathering Data on Student Mastery	SIG \$3,500.00 for book and support materials for PD sessions for Teach Like a Champion 2.0	Science Department Chair and Admin over Science	September 2020 to October 2020	Documented Reflection (Submitted to Department Chair) and Practice(Lesson Plan)	Principal

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All Science Students	Teachers will conduct a model lesson over each of the 6 techniques for Gathering Data on Student Mastery (to be videotaped)	SIG \$3,500.00 for book and support materials for PD sessions for Teach Like a Champion 2.0	All Science Teachers	October 2020 to March 2021	Video evidence (Uploaded to Shared Drive) and Reflection paper (submitted to Department Chair)	Department Chair for Science and Admin over Science
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\*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

**STRAND II: SCHOOL ENVIRONMENT**

6	<b>Leadership and Governance</b>	7	<b>Commitment to Professional Learning</b>
	<b>SMART Goal(s):</b> Huguenot High School will increase ESSA Participation Rate as measured by the state accreditation report from 92% in 2018-2019 to 95% in 2020-2021.		<b>SMART Goal(s):</b>
8	<b>Safe and Orderly Environments</b>	9	<b>Family and Community Engagement</b>
	<b>SMART Goal(s):</b>		<b>SMART Goal(s):</b>
<b>Other (specify):</b>	<i>(i.e. chronic absenteeism)</i>	<b>SMART Goal(s):</b>	

**ACTION PLAN**

**1. Essential Action/Research-Based Strategy:** Frequent monitoring of at-risk students to prevent the pattern of Chronic Absenteeism.

Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Title I, Part A, Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evaluation/Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Students with Historic Chronic Absenteeism	The Attendance Team will collect historic data to determine students with a pattern of Chronic Absenteeism (greater than 10% days absent).		The Attendance Team	September 2020 to October 2020	List of at-risk students with prior year Attendance report from ASPEN	Administrator over Attendance

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Students with Historic Chronic Absenteeism	The Attendance team will meet with the families and students who have a pattern of <b>Chronic Absenteeism</b> to develop preventative strategies.	SIG \$2,000.00 support materials and postage for communication to parents	The Attendance Team	September 2020 to October 2020	Survey data from meetings (Student Attendance Support Team ASPEN notes and Plan) and Meeting contract	Administrator over Attendance
Students with Historic Chronic Absenteeism	Bi-weekly check-ins with at risk students.		The Attendance Team	October 2020 to June 2021	Meeting schedule and renewed contract.	Administrator over Attendance

**2. Essential Action/Research-Based Strategy:** Assure all students test on Federal Accountability Assessments

<b>Focus Area</b> <i>[Domain(s)/Student Group(s)]</i>	<b>Action Steps</b>	<b>Title I, Part A, Budget Implications (if applicable)</b>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Evaluation/Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
All students taking Federal Accountability Assessments	Communicate the requirement to all stakeholders for Federal Accountability Assessments (Parents, Students, Teachers)		Testing Coordinator	September 2020 to May 2021	Documentation of each type (Letter, Meeting Agenda, and Parent Link records) and time for this communication	Principal
All students taking Federal Accountability Assessments	Record each student who misses an assessment and communicate with the Parents, Students, and teachers.		Testing Coordinator	May 2021 to June 2021	Document of each type (Letter, Testing Report, Phone log) and time for this communication.	Principal

**3. Essential Action/Research-Based Strategy:** Maintain accurate data for each student pertaining to progress towards Graduation.

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Graduation class of 2021	Provide an accurate graduation plan for each student		Senior Counselor	September 2020 to October 2020	Sign off sheet by parent and student and Graduation Plan for each student	Lead Counselor and Principal
Graduation class of 2021	Progress monitor all of class of 2021		Senior Counselor	October 2020 to June 2021	Monthly update (Sign off log) and documentation to student when status changes	Lead Counselor and Principal
<b>4. Essential Action/Research-Based Strategy:</b> Dropout prevention and recovery through faculty mentor program						
*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.						
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All students	Homeroom program to bridge the communication gaps for students in relation to staying in school and close adult mentors	SIG/ \$2,000.00 for support materials for Mentor Handbook and classroom supports.	Each teacher	September 2020 to June 2021	Completion of Homeroom mentor program (Academic Plan) and surveys (Pre and Post Program survey)	All administrators
Current dropouts	Reach out to current dropouts to assist them with barriers for getting GED or recovery school admission.		Dropout Team	September 2020 to June 2021	Documentation of outreach efforts (Letters, Parent Link, and Call log), survey results, and re-enrollment documentation	Principal and Lead Counselor
*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.						