



**Plan for Continuous Improvement (PCI)  
Virginia Beach City Public Schools  
Compass to 2020: Charting the Course**

School: GREEN RUN HIGH SCHOOL School Year(s): 2017-2018		Date of Plan: 10/5/2017
<b>VBCPS Goals Compass to 2020</b>	1. High Academic Expectations (Literacy and Numeracy) 2. Multiple Pathways (Approach to personalized learning) 3. Social – Emotional Development (SE learning strategies, RSN behavior) 4. Culture of Growth & Excellence (Build capacity of staff)	
<b>School Mission</b>	Green Run High School, in partnership with the community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.	

**Data Summary**

Current Student Enrollment per Subgroup (1/1/18, Schoolnet)

	<b>Number of Students</b>	<b>Percent*</b>
Total Enrollment	1,391	-
Male	744	53.49%
Female	646	46.44%
Black	612	44.00%
Hispanic	161	11.57%
Caucasian	393	28.25%
American Indian	3	0.22%
Asian	95	6.83%
Native Hawaiian/Pacific Islander	9	0.65%
Multi-Race/Unspecified	117	8.41%
Special Education	211	15.17%
LEP	19	1.37%

\* Many students belong to more than one student subgroup. The sum total for percent of total enrollment (shown in the right hand column) may consequently be greater than 100%.

**Mathematics**

- Green Run High School made gains during 2016-2017 in the content areas of Algebra 1 (+20.20), Algebra II (+3.19), and Geometry (+4.57); the Geometry pass rate is not meeting the division average of 77.93%. (VBCPS SOL Test Pass Rates Report)
- The overall mathematics gap of Non-Students with Disabilities vs. Students with Disabilities closed by 14.10%. However, the achievement gap for SWD in Geometry grew by 10.58%. (VBCPS SOL 5 Year Fact Sheet)

**End of Course English Reading and Writing**

- Green Run High School made gains during 2016-2017 in the EOC English: Reading area (83.65%; +6.13); the SWD achievement gap grew by 7.11%;
- A slight improvement in the EOC English: Writing results with a pass rate of 70.24% (+.31%). However, the achievement gap for SWD grew by 5.26%. (34.48% to 40.13%)

**Graduation Cohorts**

Cohort Year	2017	2016	2015
School	Green Run High	Green Run High	Green Run High
Cohort	351	443	426
Advanced Studies Diploma	114	153	132
Standard Diploma	178	204	179
Modified Standard Diploma	0	<	<
Special Diploma	23	25	27
General Achievement Diploma	0	0	0
Virginia On-Time Graduation Rate	89.7	86.7	80.8
GED	<	<	17
Certificate of Completion	0	<	<
Cohort Completion Rate	91.2	89.2	85.2
Total Completers	320	395	363
Still Enrolled	<	20	17
Dropouts	25	28	45
Dropout Rate	7.1	6.3	10.6
Long Term Absence	0	0	<

VDOE State-Level Cohort Report, Four Year Rate  
 Class of 2017(First-time 9th Grade Cohort in 2013-2014)  
 Class of 2016(First-time 9th Grade Cohort in 2012-2013)  
 Class of 2015(First-time 9th Grade Cohort in 2011-2012)  
 Generated on Sun Nov 05 19:55:36 EDT 2017

Student Learning Outcomes Compass 2020 Goals	SMART Goals
Goal 1 (academic): <b>Numeracy</b>	<p>During the 2017-2018 school year, Green Run High School will make the following gains in math pass rates as measured by the EOC SOL results by:</p> <ul style="list-style-type: none"> <li>• increasing the overall math pass rate from 78.79% to at least 82.73% (5% gain);</li> <li>• increasing the Geometry pass rate from 59.51% to 65.31% (10% gain)</li> <li>• and increasing the overall pass rate for SWD from 64.86% to at least 71.35%.(10% gain) <ul style="list-style-type: none"> <li>○ VBCPS 5 Year Fact Sheet</li> </ul> </li> </ul>
Goal 2 (academic): <b>Literacy</b>	<p>During the 2017-2018 school year, Green Run High School will make the following gains in the English pass rates as measured by the EOC SOL results by:</p> <ul style="list-style-type: none"> <li>• increasing the overall reading pass rate from 83.65% to 92.02% (10% gain);</li> <li>• increasing the overall writing pass rate by from 70.24% to 73.75%% (5% gain)</li> <li>• and increasing the overall SWD pass rates for each area by 10%. <ul style="list-style-type: none"> <li>○ EOC Reading 54.84% to 60.32%; EOC writing 34.29 to 37.72%</li> <li>▪ VBCPS 5 Year Fact Sheet</li> </ul> </li> </ul>
Goal 3 (other): <b>Numeracy and Literacy</b>	<p>During the 2017-2018 school year, Green Run High School will</p> <ul style="list-style-type: none"> <li>• meet or exceed the 2016-2017 division average pass rate in Science and Social Studies SOL content areas (VBCPS SOL Test Passing Rates Report); <ul style="list-style-type: none"> <li>○ US History – 80.48% to 87.61%</li> <li>○ World History I – 64.83% to 81.71%</li> <li>○ World History II – 60.91% to 82.70%</li> <li>○ World Geography – 84.69% to 94.59%</li> <li>○ Biology – 77.08% to 86.66%</li> <li>○ Chemistry – 75.15% to 90.81%</li> <li>○ Earth Science – 72.56% to 78.51%</li> </ul> </li> <li>• while increasing the pass rate by at least 5% for all SWD in all Science and Social Studies SOL subject areas as measured by the end-of-course SOL results. (VBCPS 5 Year Fact Sheet) <ul style="list-style-type: none"> <li>○ US History – 51.35%% to 53.91%</li> <li>○ World History I – 34.88% to 36.62%</li> <li>○ World History II – 58.82%% to 61.76%</li> <li>○ World Geography – 36.36% to 38.18%</li> <li>○ Biology – 39.58% to 41.55%</li> <li>○ Chemistry – &lt;</li> <li>○ Earth Science – 40.68% to 42.71%</li> </ul> </li> </ul>

<p>Choice Goals: <b>Advanced Placement</b></p>	<p>During the 2017-2018 school year, Green Run High School will improve the Advanced Placement (AP) program by:</p> <ul style="list-style-type: none"> <li>• increasing the number of students enrolled in an AP course that participate in the AP test from 54% to at least 59%;</li> <li>• increasing the number of students scoring a 3 or better on their AP test from 30% to at least 33% as measured by the Advanced Placement exams. <ul style="list-style-type: none"> <li>○ VBCPS Web Report System</li> </ul> </li> </ul>
<p>Choice Goals: <b>Graduation Rate</b></p>	<p>By August 31, 2018, the on-time graduation rate for Green Run High School:</p> <ul style="list-style-type: none"> <li>• will increase from 89.7% to 91.9% to meet the 2016-2017 division average;</li> <li>• and will reduce the number of students with disabilities who are on track to graduate with an applied diploma from 23 to 20 students. <ul style="list-style-type: none"> <li>○ VDOE State-Level Cohort Report, Four Year Rate</li> </ul> </li> </ul>
<p>Choice Goals: <b>Social-Emotional</b></p>	<p>During the 2017-2018 school year, Green Run High School will increase the level of student social-emotional development by:</p> <ul style="list-style-type: none"> <li>• increasing the percentage of students reporting the school is a safe and orderly place to learn from 64% to 70% (10% gain);</li> <li>• and increasing the percentage of students reporting the school is a welcoming place to learn from 45% to 50% (10% gain). <ul style="list-style-type: none"> <li>○ VBCPS School Climate Survey.</li> </ul> </li> </ul>
<p>Choice Goals: <b>Mathematics Learning Plans</b></p>	<p>During the 2017-2018 school year, Green Run High School will ensure all end-of-course mathematics learning plans will be tightly aligned to the Standards and Curriculum Framework by developing and implementing a process to include:</p> <ul style="list-style-type: none"> <li>• requiring all learning plans be submitted in requisite format by 7:00 a.m. the day of lesson (learning plan template provided);</li> <li>• and by conducting a weekly review of one learning plan per end-of-course subject area to provide feedback and written steps of action to teachers not meeting lesson plan criteria (rubric provided to assess alignment of the curriculum and instruction).</li> </ul>

<b>Goal 1: Numeracy Immediate Measures</b>	<b>Strategies</b>
<b>VBCPS Pre, Mid, and Post District Benchmark Assessments VBCPS Quarterly Assessments in English Formative and Summative Assessments Scholastic Mathematics Inventory (MI)</b>	<ul style="list-style-type: none"><li>● Implement the VBCPS Teaching and Learning Framework</li><li>● Develop and use common formative and summative assessments to inform instruction</li><li>● Use assessment data to document student progress and implement interventions determined by the analysis</li><li>● Use student-focused math goals, learning targets, and actionable feedback</li><li>● Analyze various forms of assessment data to inform instruction, to document student progress, and to drive interventions.</li><li>● Use strategic student monitoring protocol to document student progress</li><li>● Collaborate with the teachers to develop a list of students who may not pass the math SOLs</li><li>● Teachers will use the information to inform classroom instruction, determine personalized learning strategies for student weaknesses, and develop interventions to support individual student achievement.</li><li>● Strategic student monitoring information will be updated quarterly and provided to teachers to update student achievement.</li><li>● Students needing assistance on classwork and homework will attend tutoring during study blocks and/or after school.</li></ul>

**Goal 2: Literacy  
Intermediate Measures**

**Strategies**

**VBCPS Pre, Mid, and Post District  
Benchmark Assessments  
VBCPS Quarterly Assessments in Math  
Formative and Summative Assessments  
Scholastic Reading Inventory (RI)  
Achieve 3000 Quarterly Data**

- Implement the VBCPS Teaching and Learning Framework
- Use the VBCPS unpacked curriculum documents to effectively plan, deliver, and assess instruction
- Maintain a site-based literacy team to inform the literacy plan and to build leadership capacity within the school
- Build capacity of all teachers and support staff to provide appropriately challenging literacy instruction for all students across the curriculum
- Develop and use common formative and summative assessments to inform instruction
- Use assessment data to document student progress and implement interventions determined by the analysis
- Use student-focused literacy and numeracy goals, learning targets, and actionable feedback
- Analyze various forms of assessment data to inform instruction, to document student progress, and to drive interventions.
- Use strategic student monitoring protocol to document student progress
- Collaborate with the teachers to develop a list of students who may not pass the EOC Standards of Learning tests
- Teachers will use the information to inform classroom instruction, determine personalized learning strategies for student weaknesses, and develop interventions to support individual student achievement.
- Students needing assistance/remediation on classwork and homework will attend tutoring during study blocks and/or after school.

**Goal 3: Numeracy and Literacy**

**Strategies**

**VBCPS Pre, Mid, and Post District  
Benchmark Assessments  
VBCPS Quarterly Assessments  
Formative and Summative Assessments  
Scholastic Reading Inventory (RI)  
Scholastic Mathematics Inventory (MI)  
Achieve 3000 Quarterly Data**

- Implement the VBCPS Teaching and Learning Framework
- Use the VBCPS unpacked curriculum documents to effectively plan, deliver, and assess instruction
- Maintain a site-based literacy team to inform the literacy plan and to build leadership capacity within the school
- Build capacity of all teachers and support staff to provide appropriately challenging literacy instruction for all students across the curriculum
- Develop and use common formative and summative assessments to inform instruction
- Use assessment data to document student progress and implement interventions determined by the analysis
- Use student-focused literacy and numeracy goals, learning targets, and actionable feedback
- Analyze various forms of assessment data to inform instruction, to document student progress, and to drive interventions
- Use strategic student monitoring protocol to document student progress
- Collaborate with the teachers to develop a list of students who may not pass the EOC Standards of Learning tests.
- Teachers will use the information to inform classroom instruction, determine personalized learning strategies for student weaknesses, and develop interventions to support individual student achievement.
- Students needing assistance/remediation on classwork and homework will attend tutoring during study blocks and/or after school.

**Goal 4: Advanced Placement**

**Strategies**

**AP Assessments**  
**PSAT Data**  
**Pearson AP Potential**  
**AP Survey**

- Implement the VBPCS Teaching and Learning Framework
- Develop and use common formative and summative assessments to inform instruction
- Use student-focused literacy goals, learning targets, and actionable feedback
- Use the VBCPS unpacked curriculum documents to effectively plan, deliver, and assess instruction
- The school counseling department will identify qualifying students through analysis of student rosters in honors classes with grades of a “B” or higher that exhibit potential for success in the Advanced Placement program.
- The school counseling department will use Pearson AP Potential to identify eighth and ninth grade students scoring an advanced level on the PSAT with the probability for success in AP classes.
- The school counseling department will identify and target students from all ethnicities to participate in the Advanced Placement program.
- The school counseling department will collaborate with middle schools’ to target and identify incoming ninth graders for placement in AP Environmental Science and AP Human Geography.
- Investigate alternative funding for AP exams for students in need through the Access Foundation and VBCPS grants



**Goal 5: Graduation Rate**

**Strategies**

**Monthly Attendance Data (AIMS)  
Monthly Discipline Data (PBIS)  
Transfer Reports  
Drop-out Task Force Initiative Data  
Green Run Intervention Tool (GRIT)  
Data**

- Problematic attendance issues will be tracked with noted interventions put into place. A list will be generated of students that may not graduate with specific intervention plans put into action for the identified students
- Identification of students who should be graduating, who should have already graduated, or are not identified as a senior in their graduation cohort
- Identification of seniors needing to pass SOL assessments in order to graduate (Term-grads)
- The drop-out task force and assistant principal in charge of attendance will identify, counsel, and meet with students and parents with excessive absences. This includes students who have withdrawn but have not graduated.
- Teachers will complete a quarterly D & E report including interventions to meet student needs. Administration and school counselors will institute additional interventions such as attendance tracking, attendance contracts, and initiating the Student Response Team into action.
- Students needing assistance on classwork and homework will attend tutoring during study blocks and/or after school.

<b>Goal 6: Social-Emotional</b>	<b>Strategies</b>
<p>School Climate Survey GRHS Mid-Year Survey PBIS Student Recognition Programs Teacher Recognition Programs Equis Week Stallion-time Advisory Stallions Speak –Student Voice 9<sup>th</sup> grade Mentoring Program GRHS Joy Club</p>	<ul style="list-style-type: none"><li>• Monitor school climate by administering mid-year survey to stakeholders</li><li>• Involve stakeholders in positive culture and relationship building programs</li><li>• Collaborate with students to incorporate student voice and choice into the school environment</li><li>• Continue to develop programs and initiative to address every student</li><li>• All students will be given accessibility to participation in extracurricular activities, clubs, or athletics.</li></ul>

**Goal 7: Mathematics Learning Plans**

**Strategies**

**Daily Learning Plans**  
**Mathematics Learning Plan Template**  
**Mathematics Learning Plan Rubric**

- Implement the VBPCS Teaching and Learning Framework
- Conduct reviews of learning plans to ensure all necessary components are present and aligned to the Standards and Curriculum Framework
- Written feedback and implementation of the learning plan template will be provided through professional learning opportunities.
- Professional learning activities will be developed and implemented to support teachers not meeting the learning plan criteria set forth in the learning plan rubric.
- Use student-focused numeracy, learning targets, and actionable feedback

**State Goal (academic review): To increase the overall EOC SOL pass rates at Green Run High School.**

**VBCPS/Division Goal 1:** All students will be challenged and supported to achieve a high standard of academic performance and growth; gaps between these expectations and the realities for our student subgroups will be addressed.

**SMART Goal:**

During the 2017-2018 school year, Green Run High School will make the following gains in math pass rates as measured by the EOC SOL results by:

- increasing the overall math pass rate from 78.79% to at least 82.73% (5% gain);
- increasing the Geometry pass rate from 59.51% to 65.31% (10% gain)
- and increasing the overall pass rate for SWD from 64.86% to at least 71.35%.(10% gain)

VBCPS 5 Year Fact Sheet

Action Steps	Timeline Start Month/Year	Person(s) Responsible	Action Step Completed Month/Year
<p><b>Teaching and Learning Framework:</b> Framework will be consistently used during collaborative planning.</p>	August, 2017	Administration, Mathematics Coach, Teachers	
<p><b>Tutoring Programs:</b> Afterschool and Study Block tutoring programs will target students in need of remediation to be identified through strategic student monitoring</p>	September, 2017	SIS, Teachers, Tutors, Students Administration	
<p><b>Failure Meetings:</b> Meetings will be held for students that are in failing status to implement remediation strategies and interventions targeting specific student need.</p>	September, 2017	School Counseling Department, Teachers, Case Managers	
<p><b>Common, summative, quarterly, and/or formative assessments/rubrics:</b> All assessments will be aligned to the state framework and division objectives. Teachers will use the data gained from the VBCPS math quarterly assessments to plan effective and fluid math instruction based on students' needs for remediation and/or enrichment.</p>	September, 2017	Administration, SIS, Teachers/PLCs, Math Coach, GRT	
<p><b>PLC Collaboration:</b> Teachers will participate in weekly collaboration to effectively plan, deliver, and assess instruction. This includes data analysis of assessments in PLC meetings.</p>	September, 2017	Administration, SIS, Teachers/PLCs, Math Coach, GRT	
<p><b>Student Modified Schedules:</b> Observation and monitoring of remediation classes: Identify students through assessment data to be moved into a specialized tutoring</p>	September, 2017	SIS, School Counseling Department,	

study block with a subject area teacher or paid tutor for remediation.		Administration, Teachers	
<b>Mini and Formal Observations:</b> Administration will support teachers by observing classroom instruction and offering feedback on instruction aligned with the VBCPS T&L framework.	September, 2017	Administration	
<b>Mathematics Inventory (MI)</b>	September, 2017	Algebra I teachers, SIS, Math Coach, and AP over Mathematics	
<b>Technology Enhanced Instruction:</b> Use digital learning resources to support instruction and student learning such as Khan Academy and IXL.	September, 2017	SIS, ITS, Teachers Administration	
<p><b>Professional Development</b></p> <p>Professional development sessions conducted by GRHS teachers or division personal will be offered to teachers and staff throughout the year to support areas of concern and foster professional growth.</p>			

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During the 2017-2018 school year, Green Run High School will make the following gains in the English pass rates as measured by the EOC SOL results by:

- increasing the overall reading pass rate from 83.65% to 92.02% (10% gain);
- increasing the overall writing pass rate by from 70.24% to 73.75%% (5% gain)
- and increasing the overall SWD pass rates for each area by 10%.
  - EOC Reading 54.84% to 60.32%; EOC writing 34.29 to 37.72%

VBCPS 5 Year Fact Sheet

Action Steps	Timeline	Person(s) Responsible	Action Step Completed
<p><b>Teaching and Learning Framework:</b>                      Framework will be consistently used during collaborative planning.</p>	<p>September, 2017</p>	<p>Administration, Literacy Coach, Teachers</p>	
<p><b>Tutoring Programs:</b>                      Afterschool and Study Block tutoring programs will target students in need of remediation to be identified through strategic student monitoring</p>	<p>October, 2017</p>	<p>SIS, Teachers, Tutors, Administration</p>	
<p><b>Failure Meetings:</b>                      Meetings will be held for students that are in failing status to implement remediation strategies and interventions targeting specific student needs.</p>	<p>September, 2017</p>	<p>School Counseling Department, Teachers, Case Managers</p>	
<p><b>Common, summative, quarterly, and/or formative assessments/rubrics:</b>                      All assessments will be aligned to the state framework and division objectives. Teachers will use the data gained from the VBCPS writing quarterly assessments and Achieve 3000 assessments to plan effective instruction based on students' needs for remediation and/or enrichment.</p>	<p>September, 2017</p>	<p>Administration, SIS, Teachers/PLCs, Literacy Coach, GRT</p>	
<p><b>PLC Collaboration:</b>                      Teachers will participate in weekly collaboration to effectively plan, deliver, and assess instruction. This includes data analysis of assessments in PLC meetings.</p>	<p>September, 2017</p>	<p>Administration, SIS, Teachers/PLCs, Literacy Coach, GRT</p>	

<p><b>Mini and Formal Observations:</b> Administration will support teachers by observing classroom instruction and offering feedback on instruction aligned with the VBCPS T&amp;L framework.</p>	<p>September, 2017</p>	<p>Administration</p>	
<p><b>Student Modified Schedules:</b> Observation and monitoring of remediation classes: Identify students through assessment data to be moved into a specialized tutoring study block with a subject area teacher or paid tutor for remediation.</p>	<p>September, 2017</p>	<p>SIS, School Counseling Department, Administration, Teachers</p>	
<p><b>Technology Enhanced Instruction:</b> Use digital learning resources to support instruction and student learning such as Mastery Connect, Achieve 3000, Read 180, and No Red Ink.</p>	<p>September, 2017</p>	<p>SIS, ITS, Teachers Administration</p>	
<p><b>Reading Inventory (RI)</b></p>	<p>September, 2017</p>	<p>English 9 teachers, Reading Specialist, Literacy Coach, and AP over English</p>	

**Professional Development**

Professional development sessions conducted by GRHS teachers or division personal will be offered to teachers and staff throughout the year to support areas of concern and foster professional growth.

**State Goal (academic review): To increase the overall EOC SOL pass rates at Green Run High School.**

**VBCPS/Division Goal 1:** All students will be challenged and supported to achieve a high standard of academic performance and growth; gaps between these expectations and the realities for our student subgroups will be addressed.

**SMART Goal:**

During the 2017-2018 school year, Green Run High School will

- meet or exceed the 2016-2017 division average pass rate in Science and Social Studies SOL content areas (VBCPS SOL Test Passing Rates Report);
- while increasing the pass rate by at least 5% for all SWD in all Science and Social Studies SOL subject areas as measured by the end-of-course SOL results. (VBCPS 5 Year Fact Sheet)

Action Steps	Timeline	Person(s) Responsible	Action Step Completed
<b>Teaching and Learning Framework:</b> Framework will be consistently used during collaborative planning.	September, 2017	Administration, Instructional Coaches Teachers	
<b>PLC Collaboration:</b> Teachers will participate in weekly collaboration to effectively plan, deliver, and assess instruction. This includes data analysis of assessments in PLC meetings.	September 2017	Administration, SIS, Teachers/PLCs, Literacy Coach, GRT	
<b>Mini and Formal Observations:</b> Administration will support teachers by observing classroom instruction and offering feedback on instruction aligned with the VBCPS T&L framework.	September 2017	Administration	
<b>Common, summative, quarterly, and/or formative assessments/rubrics:</b> All assessments will be aligned to the state framework and division objectives. Teachers will use the data gained to plan effective instruction based on students' needs for remediation and/or enrichment.	September, 2017	Administration, SIS, Teachers/PLCs, Math Coach, Literacy Coach, GRT	
<b>Tutoring Programs:</b> Afterschool and study block tutoring programs will target students in need of remediation to be identified through strategic student monitoring. Tutoring will be tracked with sign in sheets. Term grads will be targeted for remediation by tutoring, boot camps, etc.	October, 2017	SIS, Teachers, Tutors, Graduation Coach Administration	
<b>Strategic Student Monitoring lists:</b> The SIS will collaborate with the teachers to develop a list of students who need enrichment or remediation.	August, 2017	SIS, Teachers	
<b>Failure Meetings:</b> Meetings will be held for students that are in failing status to implement remediation strategies and interventions targeting specific student needs.	September, 2017	School Counseling Department, Teachers, Case Managers	



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**SMART Goal:**

During the 2017-2018 school year, Green Run High School will improve the Advanced Placement (AP) program by:

- increasing the number of students enrolled in an AP course that participate in the AP test from 54% to at least 59%;
- increasing the number of students scoring a 3 or better on their AP test from 30% to at least 33% as measured by the Advanced Placement exams.

VBCPS Web Report System

Action Steps	Timeline	Person(s) Responsible	Action Step Completed
<b>Teaching and Learning Framework:</b> Framework will be consistently used during collaborative planning.	September, 2017	Administration, Mathematics Coach, Literacy Coach, Teachers	
<b>Common, summative, quarterly, and/or formative assessments/rubrics:</b> All assessments will be aligned to the state framework and division objectives. Assessment results will be analyzed to identify potential candidates for the AP programs.	September, 2017	Administration, SIS, Teachers/PLCs, Math Coach, Literacy Coach, GRT	
<b>Strategic Student Monitoring lists:</b> develop a list of different students that may be eligible for advanced placement classes.	August, 2017	School Counseling Department, Teachers	
<b>Pearson AP Potential/ PSAT Results:</b> School Counseling Department will identify students that have a high probability for success in the AP program.	August, 2017 (on-going)	School Counseling Director, School Counselors	

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Professional development sessions conducted by GRHS teachers or division personal will be offered to teachers and staff throughout the year to support areas of concern and foster professional growth.

**State Goal (academic review): To increase the overall EOC SOL pass rates at Green Run High School.**

**VBCPS/Division Goal 1:** All students will be challenged and supported to achieve a high standard of academic performance and growth; gaps between these expectations and the realities for our student subgroups will be addressed.

**Smart Goal:**

By August 31, 2018, the on-time graduation rate for Green Run High School:

- will increase from 89.7% to 91.9% to meet the 2016-2017 VBCPS division on-time graduation rate;
- and will reduce the number of students with disabilities who are on track to graduate with an applied diploma from 23 to 20 students.

VDOE State-Level Cohort Report, Four Year Rate

Action Steps	Timeline	Person(s) Responsible	Action Step Completed
<b>Teaching and Learning Framework:</b> Framework will be consistently used during collaborative planning.	September, 2017	Administration, Instructional Coaches Teachers	
<b>PLC Collaboration:</b> Teachers will participate in weekly collaboration to effectively plan, deliver, and assess instruction. This includes data analysis of assessments in PLC meetings.	September, 2017	Administration, SIS, Teachers/PLCs, Literacy Coach, GRT	
<b>Mini and Formal Observations:</b> Administration will support teachers by observing classroom instruction and offering feedback on instruction aligned with the VBCPS T&L framework.	September, 2017	Administration	
<b>Common, summative, quarterly, and/or formative assessments/rubrics:</b> All assessments will be aligned to the state framework and division objectives. Teachers will use the data gained to plan effective instruction based on students' needs for remediation and/or enrichment.	September, 2017	Administration, SIS, Teachers/PLCs, Math Coach, Literacy Coach, GRT	
<b>Drop Out Task Force:</b> Document efforts to reduce the dropout rate. Strategies and procedures will be put into place to aggressively encourage students to stay in school.	September, 2017	Administration, SIS, School Counseling Department, Graduation Coach, School Nurse Teachers	
<b>Tutoring Programs:</b> Afterschool and study block tutoring programs will target students in need of remediation to be identified through strategic student monitoring. Tutoring will be tracked with sign in sheets. Term grads will be targeted for remediation by tutoring, boot camps, etc.	October, 2017	SIS, Teachers, Tutors, Graduation Coach Administration	

<p><b>Graduation Lab:</b> The graduation lab will target students in need of verified credits to graduate on time within their cohort. The facilitator will implement, monitor, and report on online course work.</p>	<p>August, 2017</p>	<p>Graduation Lab Facilitator, Administration, School Counseling Department</p>	
<p><b>Strategic Student Monitoring lists:</b> The SIS will collaborate with the teachers to develop a list of students who may not graduate with their graduation cohort without interventions.</p>	<p>August, 2017</p>	<p>SIS, Teachers</p>	
<p><b>Failure Meetings:</b> Meetings will be held for students that are in failing status to implement remediation strategies and interventions targeting specific student needs.</p>	<p>September, 2017</p>	<p>School Counseling Department, Teachers, PCST, Case Managers</p>	
<p><b>Term Grad SOL Tracking:</b> Term grads needing SOL's to graduate will be tracked for successful completion of all assessments needed. This includes communication to the stakeholders involved and analysis of student transfer reports.</p>	<p>August, 2017</p>	<p>SIS, School Counseling Department, Teachers, Administration</p>	
<p><b>9<sup>th</sup> grade Mentoring Program:</b> Teachers will mentor at risk students and provide social emotional support and academic School Counseling Department to the identified students.</p>	<p>September, 2017</p>	<p>Administration, Coaches, School Counseling Department, Teachers</p>	
<p><b>Positive Behavioral Intervention Support (PBIS):</b> Review of discipline reports for all students.</p>	<p>August, 2017</p>	<p>Administrative Team</p>	

**Professional Development**

Professional development sessions conducted by GRHS teachers or division personal will be offered to teachers and staff throughout the year to support areas of concern and foster professional growth.

**State Goal (academic review): To increase the overall EOC SOL pass rates at Green Run High School.**

**VBCPS/Division Goal 3:** All students will benefit from an educational experience that fosters their social and emotional development.

**Smart Goal:**

During the 2017-2018 school year, Green Run High School will increase the level of student social-emotional development by:

1. increasing the percentage of students reporting the school is a safe and orderly place to learn by 10% from 64% to 70%;
2. And increasing the percentage of students reporting the school is a welcoming place to learn by 10% from 45% to 50% as reported in the VBCPS School Climate Survey.

Action Steps	Timeline	Person(s) Responsible	Action Step Completed
<b>9<sup>th</sup> grade Mentoring Program:</b> Teachers will mentor at risk students and provide social emotional support and academic School Counseling Department to the identified students.	September, 2017	Administration, Teacher Mentors, Student Mentees, Parents	
<b>Positive Behavioral Intervention Support (PBIS):</b> Develop positive interventions for students through review of discipline reports for all students.	August, 2017	Administration, School Counseling, PBIS Committee	
<b>Student &amp; Teacher Recognition Program</b>  Recognition of Student of the Month, Teacher of the Month, Caught Doing Things the Stallion Way through nominations made by staff and students.	September, 2017	Administration, SIS, Teachers, Students, School Counseling Department	
<b>Community Outreach Programs</b> Implement programs to include stakeholders to develop strong school and home connections. Ex. A Day in Our Shoes Parent Program	August, 2017	Administration, SIS, Teachers	
<b>Stallion Time Advisory Period</b> Small groups of students and teachers meeting for the purpose of advising on academic, social, or future-planning issues.	September, 2017	Administration, Lead Advisory Team, Teachers, Students	

**Professional Development**

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**State Goal (academic review): To increase the overall EOC SOL pass rates at Green Run High School.**

**VBCPS/Division Goal 1:** All students will be challenged and supported to achieve a high standard of academic performance and growth; gaps between these expectations and the realities for our student subgroups will be addressed.

**Smart Goal:**

During the 2017-2018 school year, Green Run High School will ensure all end-of-course mathematics learning plans will be tightly aligned to the Standards and Curriculum Framework by developing and implementing a process to include:

- requiring all learning plans be submitted in requisite format by 7:00 a.m. the day of lesson (learning plan template provided);
- and by conducting a weekly review of one learning plan per end-of-course subject area to provide feedback and written steps of action to teachers not meeting lesson plan criteria (rubric provided to assess alignment of the curriculum and instruction).

Action Steps	Timeline	Person(s) Responsible	Action Step Completed
<b>Teaching and Learning Framework:</b> Framework will be consistently used during collaborative planning.		Administration, Mathematics Coach, Literacy Coach, Teachers	
<b>Learning Plan Template:</b> A learning plan template will be developed, modeled, and implemented to support teachers in the daily construction of aligned daily plans of instruction.		Administration, Instructional Coaches	
<b>Learning Plan Rubric:</b> A learning plan rubric will be developed to provide teachers with written feedback and steps of action to teachers not meeting the criteria set forth to align all mathematics learning plans to the Standards and Curriculum Framework.		Administration, Math Coach, Teachers	
<b>Daily Submission of Learning Plans:</b> Learning plans will be submitted electronically daily by 7:00 a.m. the day of instruction.		Administration, Math Coach, Teachers	
<b>Weekly Review of Learning Plans:</b> A weekly review of one learning plan per EOC course subject area to provide written feedback.		Administration, Math Coach	

**Professional Development**

Professional development sessions conducted by GRHS teachers or division personal will be offered to teachers and staff throughout the year to support areas of concern and foster professional growth.

<b>DO</b>	Action Plan Review Cycle: Quarterly	
<b>CHECK</b>	<b>Findings Based on Review of the Action Plan</b> (Describe progress made toward meeting the goal based on the immediate measures)	<b>Adjustments or Improvements</b> (Describe any changes to the plan that may be necessary for progress to be made toward meeting the goal)