⚙️ Action Plans

Identification of Goals and Strategies

Action Steps

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Literacy SMART Goal

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring	Method for Monitoring	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding Source	
Implement PLCs with a focus on examining student work and assessment/data use to drive instruction.	Assistant Principal of Insruciton Instructional Coaches Grade-Level Teacher & Department Chairs	Weekly Aug-May	PLC Observations	Classroom Observations Student Achievement Data	Strong: Metacognitive Strategies for literacy across the curriculum. / Strong: PLCs / Moderate: PBL, inquiry / Strong: Metacognitive Stratetgies for literacy across the curriculum. / Moderate: PBL, inquiry	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
							FALSE		FALSE
						We are building a culture of student support	TRUE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	TRUE	Title II	TRUE
Impelment ELA/SS Acceleration block focused interdisciplinary literacy.	Assistant Prinicpal of Insruciton Department Chairs	Weekly (Mon-Thurs) Aug-May	Classroom Observations	Student Achievement Data	Strong: Metacognitive Stratetgies for literacy across the curriculum.	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
						We are building a culture of student support	TRUE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	FALSE	Title II	TRUE
Implement a school-wide writing initiative using the Panther Paragraph.	Principal Assistant Principal of Instruction Instructional Leadership Team	Monthly Aug-May	Panther Paragraph Rubric/Academic Writing Gallery - BOY, MOY, EOY	Classroom Observations Student Achievement Data	Strong: Metacognitive Stratetgies for literacy across the curriculum. / Strong: Metacognitive Stratetgies for literacy across the curriculum.	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
						We are building a culture of student support	TRUE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	FALSE	Title II	TRUE

Subgroup Action Steps for Literacy (required)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring	Method for Monitoring	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding Source	
Implmentation of Differentiated Small Group plans in co-taught classrooms.	Special Education Lead Teacher Team Excel Teachers/Gen Ed Teachers	Aug-May	SDI Implementation Tracker/Co-Teaching Rubric	Student Achievement Data Co-Teaching Observations	Strong: Metacognitive Strategies for literacy across the curriculum.	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
						We are building a culture of student support	TRUE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	FALSE	Title II	FALSE
						We are fostering academic excellence for all	FALSE	Title I, A	FALSE
						We are building a culture of student support	FALSE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	FALSE	School Improvement	FALSE
						We are creating a system of support for schools	FALSE	Title II	FALSE

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Numeracy SMART Goal

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring	Method for Monitoring	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding Source	
Implement PLCs with a focus on examining student work and assessment/data use to drive instruction.	Assistant Principal of Instruction Math Department Chair	Weekly Aug-May	PLC Observations	Classroom Observations Student Achievement Data	Strong: Metacognitive Stratetgies for literacy across the curriculum. / Moderate: PBL, inquiry / Strong: PLCs	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
						We are building a culture of student support	TRUE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	FALSE	Title II	TRUE
Implement Algebra I Acceleration block.	Assistant Principal of Instruction Grade-Level Teacher & Department Chairs	Aug-May	Classroom Observations	Classroom Observations Student Achievement Data	Moderate: Problem based, inquiry	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
						We are building a culture of student support	TRUE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	FALSE	Title II	TRUE
						We are fostering academic excellence for all	FALSE	Title I, A	FALSE
						We are building a culture of student support	FALSE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	FALSE	School Improvement	FALSE
						We are creating a system of support for schools	FALSE	Title II	FALSE

Subgroup Action Steps for Numeracy (required)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring	Method for Monitoring	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding Source	
Implmentation of Differentiated Small Group plans in co-taught classrooms.	Special Education Lead Teacher Team Excel Teachers/Gen Ed Teachers	Aug-May	SDI Implementation Tracker/Co-Teaching Rubric	Student Achievement Data Co-Teaching Observations	Moderate: Problem based, inquiry	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
						We are building a culture of student support	TRUE	Parent & Family Engagement	TRUE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	FALSE	Title II	FALSE
						We are fostering academic excellence for all	FALSE	Title I, A	FALSE
						We are building a culture of student support	FALSE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	FALSE	School Improvement	FALSE
						We are creating a system of support for schools	FALSE	Title II	FALSE

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Whole Child & Intervention SMART Goal

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding Source	
					Strong: Early Warning and Intervention	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
						We are building a culture of student support	TRUE	Parent & Family Engagement	TRUE

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring	Method for Monitoring	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding Source	
Expand PBIS incentives to include monthly celebrations, townhall recognition, awards day, quarterly reward events.	Assistant Principal of Culture/Climiate Social Worker Opportunity Gap Specialist Cohort Administrator Grade-Level Chairs	Aug - May	Weekly 0 Incident Behavior Reports Number of PBIS Recognitions (Monthly, Quarterly)	Behavior Incident Data (APS Graphs) OSS Rates		We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools		Title II	
							FALSE		FALSE
Progress monitor student academic, behavior (classroom & school), and daily attendance to celebrate positive school engagement.	Assistant Principal of Culture/Climiate Social Worker Opportunity Gap Specialist Cohort Administrator Grade-Level Chairs	Bi-Weekly Aug - May	Monthly recognitions and celebrations	Behavior Incident Data (APS Graphs) OSS Rates	Strong: Early Warning and Intervention	We are fostering academic excellence for all	TRUE	Title I, A	FALSE
						We are building a culture of student support	TRUE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	FALSE	Title II	TRUE
Select, train, and implement PBIS platform with all staff.	Assistant Principal of Culture/Opportunity Gap Specialist. Opportunity Gap Specialist Cohort Administrator Grade-Level Chairs	On-going Sep- May	Platform usage reports	Behavior Incident Data (APS Graphs) OSS Rates	Strong: Metacognitive Stratgeies for literacy across the curriculum. Moderate: PBL, inquiry	We are fostering academic excellence for all	TRUE	Title I, A	FALSE
						We are building a culture of student support	TRUE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	FALSE	Title II	TRUE

Subgroup Action Steps for Whole Child & Intervention (required)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring	Method for Monitoring	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding Source	
SWD: Monitor implementation of behavior intervention and student support plans.	Case Manager	Bi-Weekly Aug-May	Behavior Tracking Progress Monitoring	SWD Discipline Data	Strong: Early Warning and Intervention	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
						We are building a culture of student support	TRUE	Parent & Family Engagement	TRUE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	TRUE	Title II	TRUE
						We are fostering academic excellence for all	FALSE	Title I, A	FALSE
						We are building a culture of student support	FALSE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	FALSE	School Improvement	FALSE
						We are creating a system of support for schools	FALSE	Title II	FALSE

CCRPI Content Mastery SMART Goal (HS Only)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding Source	
Implement PLCs with a focus on examining student work and assessment/data use to drive instruction.	Assistant Prinicpal of Insruciton Instructional Coaches Grade-Level Teacher & Department Chairs	Weekly Aug-May	PLC Observations	Classroom Observations Student Achievement Data	Strong: PLCs	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
						We are building a culture of student support	TRUE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools		Title II	TRUE
Instruction – Increase student engagement with a focus rigorous tier 1 instruction through STEAM focused PBL units.	Instructional Leadership Team STEAM Coordinator Grade-Level Teacher & Department Chairs	On-going Sep- May	Observation data Academic intervention participation Examining Student Work (Final projects, student PBL journals)	CCRPI Attendance Student Drill Down Average Daily Attendance Student Achievement Data	Strong: Metacognitive Stratgeies for literacy across Moderate: PBL, inquiry	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
						We are building a culture of student support	TRUE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	FALSE	Title II	TRUE
Implement Literacy Across the Curriculum speaking, writing, inquiry, reading, and listerning strategegies. Using the following stratgies: Panther Paragraph, Academic Discourse Stems, and Common Annotation System	Principal Assistant Principal of Instruction Instructional Leadership Team	Monthly Aug-May	SWIRL Rubric	Classroom Observations Student Achievement Data	Strong: Metacognitive strategies for literacy across the curriculum. https://www.evidenceforessa.org/program/reading apprenticeship/	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
						We are building a culture of student support	TRUE	Parent & Family Engagement	TRUE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	FALSE	Title II	TRUE

Subgroup Action Steps forCCRPI Content Mastery SMART Goal (HS Only)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring	Method for Monitoring	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding Source	
Bi-weekly progress monitoring of SWDs.	Special Education Lead Teacher Team Excel Teachers	Aug-May	IEP Progress Tracking Co-Teaching Rubric IEP Meetings	Student Achievement Data Co-Teaching Observations	Moderate: https://www.evidenceforessa.org/pro Strong: Metacognitive strategies for literacy acr	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
						We are building a culture of student support	TRUE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	FALSE	Title II	FALSE
						We are fostering academic excellence for all	FALSE	Title I, A	FALSE
						We are building a culture of student support	FALSE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	FALSE	School Improvement	FALSE
						We are creating a system of support for schools	FALSE	Title II	FALSE

CCRPI Graduation SMART Goal (HS Only)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding Source	
Implement credit recovery opportunities (9-12) including virtual options and face-to-face options.	Counselors Assistant Principal of Instruction	Aug - May	Pass/Fail Rates Progress Rates	Credits Earned On-Time Course Completion	Strong: Early Warning and Intervention	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
						We are building a culture of student support	TRUE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools		Title II	TRUE
Engage Parent/Caregivers through At-Risk/Grad Status meetings.	Counselors Graduation Coach Cohort Administrator	Quarterly Sep-May	At-Risk/Grad Status Meetings documented in IC At-Risk/Grad Status mailings documented in IC Townhall meeting presentations/Number of home visits	Graduation Rate	Strong: Early Warning and Intervention	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
						We are building a culture of student support	TRUE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	FALSE	Title II	TRUE
Hold weekly Grad Rate meetings to monitor and implement differentiated supports based on graduation tiers and individual student progress	Counselors Graduation Coach Cohort Administrator	Weekly Sept - May	Cohort data summary (APS Graphs) Weekly Grad Rate Agenda	Graduation Rate	Strong: Early Warning and Intervention	We are fostering academic excellence for all		Title I, A	TRUE
						We are building a culture of student support	TRUE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring	Method for Monitoring	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding Source	
graduation tiers and individual student progress .	Grade Level Chair	Sept - May	Weekly Grad Rate Agenda			We are creating a system of support for schools	FALSE	Title II	TRUE

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring	Method for Monitoring	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding Source	
SWD: work with IEP team, parents, and case manager to create and implement graduation plan.	Special Education Lead Teacher, Case Manager	On-Going	IEP meeting notes Communication documented in IC SWD credit summaries	SWD Graduation Rate	Strong: Early Warning and Intervention	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
						We are building a culture of student support	TRUE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	FALSE	Title II	FALSE
SWD: Implement individual graduation plan and conduct problem-solving meetings with IEP team and parents.	Designated Counselor	On-Going	Graduation plans, meeting notes, SWD credit summ	SWD Graduation Rate		We are fostering academic excellence for all	FALSE	Title I, A	FALSE
						We are building a culture of student support	FALSE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	FALSE	School Improvement	FALSE
						We are creating a system of support for schools	FALSE	Title II	FALSE

College & Career Readiness SMART Goal (HS Only)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding Source	
Tier students for SAT/ACT prep and provided resources and support through SAT Prep class.	Assistant Principal of Instruction Counselors SAT Prep Teachers/One Goal Teacher	Aug-May	Classroom Observations Curriculum Planning Documents SAT Practice Data	SAT scores of students enrolled	Strong: SAT Prep	We are fostering academic excellence for all	TRUE	Title I, A	FALSE
						We are building a culture of student support	TRUE	Parent & Family Engagement	TRUE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	FALSE	Title II	TRUE
Streamline process for 1:1 CCR Advisement by ensuring students complete a post-secondary plan.	CCR Counselor Cohort Administrator Counselors	Aug-Sept	CCR Advisement Scope & Sequence 1:1 Advisement Protocol	Completion rate for 1:1 Advisement	Moderate: Advisement	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
						We are building a culture of student support	TRUE	Parent & Family Engagement	TRUE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	FALSE	Title II	FALSE
Increase number of students earning AP and Dual Enrollment credits by expanding AP and on-campus Dual Enrollment courses.	Assistant Principal of Instruction, CCR Counselor	Aug - Jan	SY25 Master Schedule Dual Enrollment Participation	% of students earning Advanced Learning Credit	Strong: AP, Dual Enrollment Impact	We are fostering academic excellence for all	TRUE	Title I, A	FALSE
						We are building a culture of student support	TRUE	Parent & Family Engagement	TRUE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	FALSE	Title II	TRUE

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring	Method for Monitoring	Evidence Based Rating and Link	APS District Strategic Plan		Federal Programs Funding Source	
SWD: Identify post-secondary opportunities and ensure all SWD students have a post-secondary placement.	CCR Counselor Special Education Lead Teacher	Aug-June	Internship participation Post-secondary enrollment	Rates of SWD seamless enrollment and/or career placement.	Moderate: Advisement	We are fostering academic excellence for all	TRUE	Title I, A	TRUE
						We are building a culture of student support	TRUE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	TRUE	School Improvement	TRUE
						We are creating a system of support for schools	FALSE	Title II	FALSE
						We are fostering academic excellence for all	FALSE	Title I, A	FALSE
						We are building a culture of student support	FALSE	Parent & Family Engagement	FALSE
						We are equipping and empowering leaders and staff	FALSE	School Improvement	FALSE
						We are creating a system of support for schools	FALSE	Title II	FALSE